



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BETHUADAHARI COLLEGE

VILL.- BETHUADAHARI, P.O.- BETHUADAHARI, P.S.- NAKASHIPARA, DIST.-

NADIA

741126

www.bethuacollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Bethuadaharai College is situated at Bethuadahari under Nakashipara Police Station in the district of Nadia, W.B. Bethuadahari College is a grant-in-aid general degree college.

The college was established on the 6th day of October, 1986. Initially it was affiliated to the University of Calcutta but in 1999, it was affiliated to the University of Kalyani. The local enlightened persons, poor villagers, farmers, landless agricultural labours, vendors, hawkers, rickshaw pullers, even porters also contributed a lot to set up the college either by means of giving or extending financial help or offering manual labour. Even the local unemployed youth offered their labour voluntarily for construction work of the college. Initially Bethuadahari College started its journey with Commerce stream only. Thereafter, with the introduction of Arts stream other subjects like History, Geography, Bengali, English, Political Science, Sociology, Philosophy, Sanskrit, Education, and Physical Education in B.A. course were started.

In addition to this, Bethuadahari College also offers M.A. in 4 specializations viz. Bengali, History, English and Education through Distance Education mode under Directorate of Distance Learning (DODL) of the University of Kalyani.

Bethuadahari College has been serving the need of higher education mostly of the first generation learners belonging to Nakashipara Block, Kaliganj Block, Krishnagar -II Block and Chapra Block and its adjacent areas since its inception and it is doing so successfully.

The college has a reservoir of a kind, caring and highly qualified staff. The college has the firm belief in them that they can materialize the mission of the college successfully.

In spite of taking several initiatives, the college has not been able to get the opportunity to be assessed and accredited by NAAC due to various reasons. But this year we have taken the initiatives anew and present the SSR with the full promise and hope to do the same successfully. We hope further that once our college is assessed and accredited by NAAC successfully, we will be able to solve the weaknesses of our college still remaining thereby achieving the goal as stated in its mission and vision.

Vision

The Visions of our college are:

1. To achieve excellence in higher education;
2. To transform higher education into an effective instrument of socio-economic uplift;
3. To develop and instill a sense of “We-ness”;
4. To give fair access to the students coming from poor, socially disadvantageous sections of the society;
5. To empower the students through imparting education and inclusive growth for socio-economic change.

Mission

The Missions of our college are:

1. To provide quality higher education to the students by means of sheer hard work, dedication and devotion;
2. To create an ambience of culture and consciously promote communal harmony and cultural integration;
3. To foster a sense of social responsibility through moral and human values;
4. To promote participation of all the stakeholders in the development of the college;
5. To promote and practice inclusive growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The followings are the institutional strength of our Bethuadahari College:

1. The college fulfils the growing demand of the students thereby permitting them to choose from a wide range of programmes and courses. The students enjoy the academic flexibility of the college.
2. The college is situated at Bethuadahari and it is only two and half kilometres from both the Bethuadahari Railway Station and Bethuadahari Bus Stand. All the faculties and the students get this facility of college location. It is thus free from din and bustle of the railway station and bus stand but not so far to avail transport and communication.
3. The college boasts of its human resources as to the students, teachers, non-teaching staffs, members of Governing Body, local people associated with the college. The college maintains a very cordial and bonhomous relations among its stakeholders which is good enough for further progress of the college.
4. The college is fortunate enough to have and got a set of teachers with excellent profile and proficiencies for imparting quality education. The teachers are committed and dedicated to upgrade and develop the quality of the students as well as the college.
5. The college records the regular interaction between teachers and students.
6. The college entails democratic working atmosphere thereby decentralising power and responsibilities among the staffs.
7. Provision of SMART Classrooms and wi-fi facilities.
8. Supply of available arsenic free safe drinking water.
9. Provisions of separate common rooms for both boys and girls with separate toileting.
10. Ours is the gender sensitive campus which is the minimum cause for women-empowerment'.
11. Our college boasts of its environment conscious green surroundings.

Institutional Weakness

The weakness of our college lies in the following issues:

1. Inadequate number of sanctioned teaching posts resulting in the shortage of full time teachers and poor student-teacher ratio.
2. No provision of sanctioned Librarian Post in spite of having more than 12500 books in our library.

3. Inadequacy in the number of sanctioned non-teaching staffs as the result of which the official daily works get hampered.
4. The optimum number of students of our college comes from the economically weaker sections of the society and first generation learners. So they can't afford the expenses of coming to college regularly, otherwise they could have done well in the future, breaking their present records.
5. Inadequacy in the number of student-computer ratio.

Institutional Opportunity

The opportunities of our college lie in the following areas:

1. The college establishes communal harmony and national integrity as there are students from several communities in our college.
2. Enhancement of its potentiality with the help of the efficient and qualitative teaching staff.
3. The college has got the opportunity to offer M.A. in 4 specializations viz. Bengali, History, English and Education through Distance Education mode.
4. The college also offers various value added courses like Mushroom Cultivation, Bee-Keeping, Handicrafts and Certificate Courses in Computer Literacy and in Yoga & Meditation to expertise the students in these fields.
5. Promotion and organization of several programmes with several Govt. and non-Govt. organization is another important opportunity of the college.
6. Promotion of the holistic development of both the male and female students of the locality.

Institutional Challenge

The college undertakes the following challenges:

1. The college presently offers faculty of Commerce and faculty of Humanities. The college has already applied to the affiliating University to commence Science faculty in our college in order to meet the growing demand of the local students. The University has approved our prayer conditionally and our college is determined to commence the Science faculty fulfilling all the conditions as soon as possible.
2. It is found in recent years that the propensity of reading Commerce stream has been considerably decreased. The college takes the challenge to increase and encourage the students to pursue Commerce Stream enthusiastically.
3. The college is trying to increase the number of computers thereby increasing the student –computer ratio.
4. The college is trying continuously to establish equity with respect to the female students who are coming economically weaker sections of the society. Those girls are found to be excessively shy, meek and diffident. The college takes up the challenge to transforming them into responsible and forwarded citizens thereby causing women-empowerment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum for Degree programme in college is prescribed by University of Kalyani. The college is bound to abide by the rules and regulations mandated by the affiliating University regarding the curricula and syllabi. Initially the college was begun with Commerce stream only. But gradually several other courses have been added in order to meet the demand of the locality. At present the college offers both Commerce and Arts stream. There is option for students to study either Programme course or Honours course in various subjects like Bengali, History, English, Political Science, Geography etc. The college has also introduced the courses like Sanskrit (Gen), Education (Gen), and Physical Education (Gen) in Degree course in order to meet the growing demand of the students of the locality.

In addition to this, Bethuadahari College also offers M.A. in 4 specializations viz. Bengali, History, English and Education through Distance Education mode.

The college also offers various value added courses like Mushroom Cultivation, Bee-Keeping, Handicrafts, Certificate Course in Yoga & Meditation and Certificate Course in Computer Literacy to expertise the students in these fields.

The college is in the continuous process of operating feedback mechanism to its different stakeholders. Immediate after taking the feedbacks, the college analyses those feedbacks and takes necessary actions for the improvement of the issues relating to curriculum, teaching-learning and evaluation, academic and administrative performance, physical facilities etc of the college.

This apart, the college takes several initiatives for guiding and counseling the students to learn, to be, to live together and after all in choosing their career.

Teaching-learning and Evaluation

In Bethuadahari College, the students take admission through online mode on the basis of their merit and reservation policy mandated by Govt. of West Bengal and the rules and regulations of the University of Kalyani. This online merit based admission procedure ensures transparency, objectivity and precision regarding the same.

The college puts every stress on the effective teaching-learning process. The teachers always try to make their teaching method more attractive. In addition to the chalk and talk mode of teaching, they also take maps, charts, slides, PPT presentations, audio-visual means as teaching aids.

The teachers follow the student centric methods while teaching. The students are given priority. The teachers are given full freedom to manage the classes and execute the teaching-learning process effectively. The teachers

follow the methods such as experiential learning, participative learning and problem solving methodologies while teaching for enhancing learning experiences.

All teachers are free to talk with the students having doubts on the topics taught. They are provided with class notes for better preparation in the examinations. The teachers started taking surprising tests on the chapters taught. This apart, the performance of the students is continually evaluated through a well planned Continuous Internal Evaluation System and the outcomes of the evaluations are analyzed to identify advance and slow learners. Thereafter, the college takes several measures as to remedial classes and all of that for the slow learners. Special care is also taken for the advance learners.

The college highly acknowledges the fact that all the credits of this achievement goes to the qualified and dedicated teachers of the college with high profile. Presently 33 qualified teachers including all the categories are there in the college who discharge their duties tirelessly for the betterment of the college in general.

Research, Innovations and Extension

The College always encourages its teachers to involve in research works. It strongly recommends the proposals for Research Projects to the appropriate authorities. Many of the whole time teachers previously received grants for Minor Research Projects from the University Grants Commission.

The College also encourages its teachers to undergo the research courses like M.Phil and Ph.D degrees. There are five teachers out of seven full time teachers having Ph. D degree. One of them has both M. Phil and Ph. D degree. There were three of the Part time teachers who pursued and awarded Ph. D degree only in the recent past and one of them still is serving this College. Three teachers of several cadres are now pursuing Ph.D degree and two teachers have already awarded M.Phil degree.

The College is very much liberal in sending Orientation Programmes, Refresher Courses and Short Term Courses on various disciplines. Most of the full time teachers have already done required number of such courses before appearing in their CAS.

The College has set up a College level Research Committee in order to create a research ambience in the College. There is an IPR Cell to help the researcher to protect their copyright and patent. There is a provision of anti-plagiarism mechanism in our College. This is due to help the researcher to check plagiarism in their drafts.

The College teachers are encouraged to participate in academic seminars and conferences. They are also encouraged for research publication in different refereed journals and books.

The College undertakes extension services through NSS volunteers, NCC cadets and selected students. They help the researchers to collect samples.

Infrastructure and Learning Resources

The college ensures adequate physical facilities for the students and all the staffs to provide productive and learning ambience everywhere in the college. The college has made considerable progress in infrastructure with the passage of time. Sufficient buildings have been erected to accommodate and decorate academic accessories. Different departments have been commenced. There are many spacious classrooms, library rooms, seminar

rooms, canteen, laboratories, office rooms, and teachers' room available in the college.

This apart, a new annex building has been recently built up with all the modern and suitable facilities by the Department of Minority Affairs, Govt. of West Bengal.

The computers, internet connectivity, smart classroom, wi-fi facilities, projectors, printers, scanners etc are being used as learning resources. There are several softwares used for administration, accounting, smooth running of library etc.

A library is the powerhouse of any institution which has several sources through which knowledge is flourished and expanded. It is also the heart of the institution, the development of which equalizes the development of the institution. More than 12500 books, 32 journals few e- books, subscription to N-list which permits the college to access to more than six thousand journals and thirty one lakh thirty five thousand e-books are there for reading through remote access. The college accommodates the Reading Room facility. Keeping in mind the core value of the library the college library has been changed and transformed from a manual into an automated one. While recording the Books & Journals, KOHA Software has been installed, the version of which is 3.14.01.000. Besides, there are departmental libraries in all the departments to which the students and staff have full access.

This apart, the college also ensures character building elements through sports and cultural activities thereby providing playground, common rooms with indoor games facilities, gymnasium etc. The college organizes annual sports and various cultural activities throughout the whole year.

Recently, our college has organized the 'Nadia District Inter College Athletics, Football and Kho-Kho Championship, 2019-20' successfully.

Student Support and Progression

The College performs in various ways to support the students. Students of this College generally come from lower and lower-middle income group of the society. They come here to fulfil their dreams – to build their careers. It is a very important phase of their lives. The College tries to do its best to support them. There are many types of government and non-government scholarships. The College encourages applying all eligible students for obtaining scholarships. The 'Kanyashree' Scheme of the West Bengal Government meant for girl students is actually the flagship scheme covering entire female folk of the student community. It is an internationally applauded programme which is also applicable in this College. There are various other Scholarships of the Government of West Bengal for supporting the student community. Swami Vivekananda Merit cum Means Scholarship, Swami Vivekananda Merit Scholarship, Oikyashree etc. are examples of those. The Ministry of Labour of the Government of India offers Scholarships for Beedi Shramik and marginal labours.

Besides scholarships from Government agencies, there is provision of obtaining scholarships from industrial houses, private sectors and Students' Aid Fund & Students' Free studentship Fund of the College.

After passing out students of this College get admission in post graduate degree courses either in regular mode or in distant mode. Some move towards B.Ed or B. P.Ed Courses. Those who do not associate themselves with higher education opt for jobs or involve in business enterprises. Many of them also take the challenge of self-employment. Thus, they get involved in the struggle of livelihoods. Some of them undergo job oriented training

courses.

Governance, Leadership and Management

The college aims at providing Higher Education to the students of the locality. Hence, the college takes up and instills several systems and policies with respect to its governance, leadership and management. The college puts values on the opinions of different stakeholders thereby inviting leadership roles from the said stakeholders in order to establish the qualitative and sound competencies in governance, leadership and management.

In order to materialize the vision of the college of providing Higher education, the college maintains and regulates its governance, leadership and management in a coherent and systematic way. The management of the college is run by the Governing Body constituted following the Statute of the University of Kalyani and the guidelines of Govt. of West Bengal. The Principal is the administrative head of the college. There are Academic Council, Teachers' Council and various Committees to assist the Principal in running the administration of college smoothly and look after its academic, curricular and extra-curricular activities of the college. The Head Clerk of the college manages and supervises the official works including the non-teaching staffs. This apart, there is the General Secretary of the Students' Union as the member of the Governing Body to deal with the students' affairs thereby helping in developing the quality of the college.

There is Finance sub-Committee to supervise the financial matters of the college. The internal and external audits are conducted by govt. appointed Chartered Accountants.

IQAC is entrusted in maintaining and enhancing the quality of the service rendered by the college.

Eligible permanent teaching and non-teaching staffs are recruited following the government rules. There are the provisions various leaves as to EL, ML, and CCL etc as per the Govt. rules. The college ensures gender sensitive campus thereby providing a lot of accessories for the well being of the female students.

The college believes in decentralization of power and responsibilities and participative management and invites voices on strategic plans from different stakeholders individually or amassed thereby properly channelizing them to the Teacher-in-Charge / Principal and the Governing Body at the head of which is the President, for deployment.

Institutional Values and Best Practices

The college is in continuous process of following and maintaining several best practices in order to build the healthy and sound ambience of the college thereby instilling within its students the utilities and values of knowledge, wisdom, humility, reverence, solidarity, communal harmony, national integrity, gender indiscrimination, equity, cleanliness, sustainable development, environment consciousness etc. These are regarded as the core values to build up the healthy habit of the college.

Various undertakings regarding the environment consciousness is one of the most important best practices implemented in the college. The college maintains a healthy, clean and pollution free environment to promote environment consciousness in its surroundings and adjacent areas. The college campus is declared to be Smoke-Free and Plastic-Free and it is maintained regularly. The college takes up several steps regarding waste management system thereby cleaning the campus. The college provides pure arsenic free water to the students

and also to the local people beyond the College hour. This apart, the college organizes various Environmental Awareness Programmes time to time to disseminate the message of cleanliness and hygienic sanitation in order to protect and preserve environment. For its kind information, Bethuadahari College boasts of its greenery adorned campus.

Another important best practice followed in this college is to promote gender equity thereby causing women-empowerment. In this regard the college has taken several initiatives as to providing the girls' common room with pleasurable accessories, sanitary napkin vending machine, separate cash counter, separate table in library reading room etc. The college ensures a very gender sensitive campus for the female students. The college constitutes Anti-sexual Harassment Cell, Gender Sensitization Cell etc to ensure safety and security of the female students from any kind of gender repression and suppression. The female students of Bethuadahari College are given full freedom and space so that they can expand their knowledge and talent equally with their counterparts with respect to curricular and extra-curricular activities.

The college is guided by certain code of ethics and the internal stakeholders of the college are required to abide by the code of ethics to maintain and establish its ethical and democratic essence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BETHUADAHARI COLLEGE
Address	VILL.- BETHUADAHARI, P.O.- BETHUADAHARI, P.S.- NAKASHIPARA, DIST.- NADIA
City	BETHUADAHARI
State	West Bengal
Pin	741126
Website	www.bethuacollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Suhas Roy	03474-255401	9635261724	03474-3474255401	bethua_college@rediffmail.com
IQAC / CIQA coordinator	Mirza Hasan Alam	03474-9734526017	9734526017	03474-8640955884	mirzahasanalam@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	06-10-1986

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

State	University name	Document
West Bengal	University of Kalyani	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-03-1995	View Document
12B of UGC	21-03-1995	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VILL.- BETHUADAHARI, P.O.- BETHUADAHARI, P.S.- NAKASHIPARA, DIST.- NADIA	Rural	6.87	7497.34

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	1964	120
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	66	0
UG	BA,Bengali Programme	36	HS or Equivalent	English,Bengali	1964	4
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	1964	386
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	1964	7
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	66	51
UG	BA,Bengali Programme	36	HS or Equivalent	English,Bengali	66	0
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	66	3
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	66	3
UG	BA,Bengali Programme	36	HS or Equivalent	Bengali	1964	185
UG	BCom,Commerce	36	HS or Equivalent	English,Bengali	50	0
UG	BA,Education Programme	36	HS or Equivalent	Bengali	100	19
UG	BA,Education Programme	36	HS or Equivalent	Bengali	100	7
UG	BA,Education Programme	36	HS or Equivalent	Bengali	100	1
UG	BA,Education Programme	36	HS or Equivalent	Bengali	100	4

	Programme					
UG	BA,Education Programme	36	HS or Equivalent	Bengali	100	0
UG	BA,Education Programme	36	HS or Equivalent	Bengali	100	16
UG	BA,English	36	HS or Equivalent	English,Bengali	60	7
UG	BA,English	36	HS or Equivalent	English,Bengali	60	14
UG	BA,English	36	HS or Equivalent	English,Bengali	60	2
UG	BA,English	36	HS or Equivalent	English,Bengali	60	2
UG	BA,English	36	HS or Equivalent	English,Bengali	60	2
UG	BA,Geography	36	HS or Equivalent	Bengali	66	16
UG	BA,Geography	36	HS or Equivalent	Bengali	66	9
UG	BA,Geography	36	HS or Equivalent	English,Bengali	66	1
UG	BA,Geography	36	HS or Equivalent	Bengali	66	31
UG	BA,Geography	36	HS or Equivalent	Bengali	66	1
UG	BA,History	36	HS or Equivalent	English,Bengali	88	0
UG	BA,History	36	HS or Equivalent	Bengali	88	0
UG	BA,History	36	HS or Equivalent	Bengali	88	39
UG	BA,History	36	HS or Equivalent	Bengali	88	5
UG	BA,History	36	HS or Equivalent	Bengali	88	40

UG	BA,Philosophy Programme	36	HS or Equivalent	Bengali	1964	0
UG	BA,Philosophy Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,Philosophy Programme	36	HS or Equivalent	Bengali	1964	1
UG	BA,Philosophy Programme	36	HS or Equivalent	Bengali	1964	4
UG	BA,Philosophy Programme	36	HS or Equivalent	Bengali	1964	1
UG	BA,Physical Education Programme	36	HS or Equivalent	Bengali	60	8
UG	BA,Physical Education Programme	36	HS or Equivalent	Bengali	60	3
UG	BA,Physical Education Programme	36	HS or Equivalent	Bengali	60	2
UG	BA,Physical Education Programme	36	HS or Equivalent	Bengali	60	1
UG	BA,Physical Education Programme	36	HS or Equivalent	English,Bengali	60	0
UG	BA,Physical Education Programme	36	HS or Equivalent	Bengali	60	12
UG	BA,Political Science	36	HS or Equivalent	Bengali	52	1
UG	BA,Political Science	36	HS or Equivalent	Bengali	52	5
UG	BA,Political Science	36	HS or Equivalent	Bengali	52	1

UG	BA,Political Science	36	HS or Equivalent	English,Bengali	52	0
UG	BA,Political Science	36	HS or Equivalent	Bengali	52	18
UG	BA,Sanskrit Programme	36	HS or Equivalent	English,Sanskrit	60	0
UG	BA,Sanskrit Programme	36	HS or Equivalent	Bengali,Sanskrit	60	0
UG	BA,Sanskrit Programme	36	HS or Equivalent	Bengali,Sanskrit	60	28
UG	BA,Sanskrit Programme	36	HS or Equivalent	Bengali,Sanskrit	60	13
UG	BA,Sanskrit Programme	36	HS or Equivalent	Bengali,Sanskrit	60	1
UG	BA,Sanskrit Programme	36	HS or Equivalent	Bengali,Sanskrit	60	1
UG	BA,Sociology Programme	36	HS or Equivalent	Bengali	1964	0
UG	BA,Sociology Programme	36	HS or Equivalent	Bengali	1964	23
UG	BA,Sociology Programme	36	HS or Equivalent	Bengali	1964	7
UG	BA,Sociology Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,Sociology Programme	36	HS or Equivalent	Bengali	1964	49
UG	BA,English Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,English Programme	36	HS or Equivalent	English,Bengali	1964	1
UG	BA,English Programme	36	HS or Equivalent	English,Bengali	1964	0

UG	BA,English Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,English Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,History Programme	36	HS or Equivalent	Bengali	1964	190
UG	BA,History Programme	36	HS or Equivalent	Bengali	1964	1
UG	BA,History Programme	36	HS or Equivalent	Bengali	1964	222
UG	BA,History Programme	36	HS or Equivalent	Bengali	1964	175
UG	BA,History Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,Political Science Programme	36	HS or Equivalent	Bengali	1964	9
UG	BA,Political Science Programme	36	HS or Equivalent	Bengali	1964	0
UG	BA,Political Science Programme	36	HS or Equivalent	Bengali	1964	15
UG	BA,Political Science Programme	36	HS or Equivalent	English,Bengali	1964	0
UG	BA,Political Science Programme	36	HS or Equivalent	Bengali	1964	59
UG	BCom,Bcom Programme	36	HS or Equivalent	Bengali	100	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				5			
Recruited	0	0	0	0	7	0	0	7	2	0	0	2
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	14	10	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	5	1	0	6
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	10	1	0	11
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	2	0	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	13	8	0	21

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		2	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	617	0	0	0	617
	Female	503	0	0	0	503
	Others	0	0	0	0	0
UG	Male	895	0	0	0	895
	Female	936	0	0	0	936
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	279	316	350	334
	Female	281	271	308	213
	Others	0	0	0	0
ST	Male	6	3	20	6
	Female	3	3	10	6
	Others	0	0	0	0
OBC	Male	165	274	305	174
	Female	121	213	260	133
	Others	0	0	0	0
General	Male	595	589	550	619
	Female	450	438	404	453
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1900	2107	2207	1938

Extended Profile

1 Program

1.1

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

Response: 206

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3593	4312	5013	5109	4077

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1173	1173	1173	1173	941

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
1017	953	1152	1253	930
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3 Teachers**3.1****Number of full time teachers year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	7	7	7
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	12	12	12
File Description		Document		
Institutional Data in Prescribed Format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 28****4.2****Number of computers**

Response: 43

4.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
34.24	32	45.6	56.3	74.4

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Bethuadahari College is located in such a rural landscape where poverty is really a threatening phenomenon. Most of the students are dependent on scholarships, free-studentship, financial aid for running their education. It is for this reason, completion of curriculum well before the commencement of the university examination is very much important. These learners do not have financial capability to join coaching classes. The College authority has given directions to all the departments to formulate well-knit plans for completing syllabus and making revision of the syllabus in time. Therefore, in the beginning of the academic sessions each department in its departmental meeting divides the whole syllabus into number of classes and amongst the teachers in the departments. Once the teaching plan is prepared, the implementation part is started forthwith. The internal college level examinations are held on the basis of the completed syllabus. As because, the college is now following semesterized **Choice Based Credit System (CBCS)**, university examination is supposed to be held twice in a year. So, teachers plan to complete the syllabus within ten weeks and revisionary works in four weeks.

Besides this regular mode of classes, the college runs three special types of classes which are not reflected in the routine. These are, namely, doubt clearing classes; remedial classes; and tutorial classes. Doubt clearing classes are held on the day doubts arise, just after the class, if the concerned teacher does not have class at that time otherwise in his or her off period on that day. Remedial classes are taken by the mentor. The mentor is supposed to know which students are not doing well. They have some problems in adjusting with the pace, standard or both of the normal classes. The mentor tries to reach the root of the problem. He or she advises the slow learners how to continue their studies so that they can pass the university examinations. Tutorial classes are also taken by the mentor teacher. He or she suggests some reference books, text books and suggests the advanced learners to prepare the tutorials with the help of different books.

To what extent the students are getting exactly what are being taught is being assessed by taking assignments and surprise tests in a regular intervals. Assignments are given to test whether the students have gone through the text books or not. Generally broad answer type or essay type questions are asked in the assignments. The students have to read the text books in order to answer these types of questions. The surprise tests are taken in order to judge the level of comprehension of the subject matter. It requires thorough reading of the books and the questions can be answered only if the reader reads between the lines. Thus, the students gone through these two types of tests regularly are supposed to do well in the university examinations.

There are several snags especially on the part of students for which this college is unable to exhibit the expected results in the university examinations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

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

Response: 85.71

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

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

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**Response:** 9.71

1.2.1.1 How many new courses are introduced within the last five years

Response: 20

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 14

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

The University of Kalyani has its own curriculum for B.A (Honours), B.A (General/Program) , B.Com (Honours and General/ Program). The syllabi of Geography, Political Science, History, English, Sociology and Environmental Studies cover the issues relating to gender, environmental and sustainability.

Gender:

The course of Gender is a very sensitive issue. To make gender perspective become critically exposed liberally connoted and made out by the student, the courses in literature , Geography, Political Science, History, Sociology and Environmental Studies are instructed distinctively.

Seminars, lectures and speeches by renowned academicians in different fields are conducted by the aforementioned departments to increase awareness and understanding of issues like gender equality, discrimination basing on gender, sexuality and all of that.

Each and every year we celebrate Women's Day with vigour to make our students aware of their rights and responsibilities thereby empowering them. NCC and NSS units of the College also take up programmes on gender issues and make their volunteers pro-active to handle the gender issues.

Environment & Sustainability:

There is the mention of Environmental Studies as a compulsory paper in both Honours and Program Curricula to impart the latest knowledge regarding the environments. In this course, students are to participate in the Field Projects to get first hand experience.

The students have been habituated to keep our college campus neat and clean as it is marked as plastic free and no-smoking zone.

The College has taken up a Social Forestry Project in an adjacent area of College Playground to make our campus greener and eco-friendly. Students are involved in taking care of the garden of the College.

Human Values & Professional Ethics:

The university curricula focus on several topics of human values and professional ethics and all the faculties of the college impart the lessons to the students about the same. The topics like Human Rights,

Civil Society, Good Governance, Secularism, Welfare Policies, Democratic Values etc. are prescribed in the curricula.

Seminars and Special Lectures are organized regarding the Human Rights, Right to Information Act, Democratic Values etc. Anti-Ragging Cell, Grievance Redressal Cell and Anti-Sexual Harassment Cell etc. are functioning normally only to establish human values and professional ethics.

There are several social extension programmes run by NSS and NCC units of the College. The students participating in these programmes are involved in different social activities like spreading literacy, banning child marriage, banning child labour, awareness of superstitions etc.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

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

Response: 0

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

Response: 00

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 71.42

1.3.3.1 Number of students undertaking field projects or internships

Response: 2566

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Response: A. Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 81.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
1900	2107	2207	1938	1931

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

2018-19	2017-18	2016-17	2015-16	2014-15
2606	2606	2604	2604	2090

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 78.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
855	1080	1128	866	783

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.2 Catering to Student Diversity

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

In Bethuadahari College the students take admission through online mode on the basis of their merit and reservation policy mandated by Govt. of West Bengal and the regulations and rules of the University of Kalyani. The eligibility criteria for admission is announced by the University from time to time in adherence to guideline of the State Government and Executive Council of the University. After the completion of admission department-wise induction programmes are organised in order to make the students aware about the course planning, teaching-learning methods, academic calendar and all of that. All these are done through interactive procedures among the teachers and students. As a consequence of this a very congenial relationship is established among the teachers and the learners.

Apart from these, after the commencement of the classes the surprise test of the students are taken department-wise in order to check their knowledge and learning capabilities. They are also asked to write brief notes on any given topic. In addition to these some tutorial classes are also arranged to keep the learners on track and further progress in the field of their course they are pursuing. In these ways the advanced learners and the slow learners are identified and further special teaching-learning programmes are arranged for both the learners in accordance of their learning capabilities.

For the betterment of the students and to carry on the teaching –learning process smoothly the students are divided into several groups in all the departments to be guided and supervised by one mentor cum teacher provided for each group. The mentor and the mentees discuss several issues as to the study materials they required, personal or familial problems of the mentees and all of that to find out the solutions. Thus, through these programmes for advanced learners and slow learners the teaching-learning process is continued.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 1832:7

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.14

2.2.3.1 Number of differently abled students on rolls

Response: 5

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

In Bethuadahari College the teachers follow the student centric methods as teaching-learning process. Each class is given time span of one hour. The teachers are given full freedom to manage and handle the classes and execute the teaching-learning process effectively. In the teaching-learning process the students are made to participate actively. They are always inspired and urged to interact with their respective teachers to beget a fruitful and interesting learning atmosphere. The teachers follow the methods such as experiential learning, participative learning and problem solving methodologies while teaching for enhancing learning experiences.

The teachers use the experiential learning methodology that is the teachers always give or try to give the real life and day to day examples to the students while imparting any lesson. They explain the topic they are teaching with practical experiences and examples in an interesting way which is the cause for drawing attentions of the students and make them interested in the subject they are studying.

The teachers also follow the participative learning method that is executed through the participation of all the students and their respective teachers. Before entering into the main topic of discussion the teacher throws some relevant questions regarding the topic inviting their individual opinion regarding the same. As the result of this the students' attentions are drawn thereby arousing their interest. The teacher then teaches the topic and asks several brief and comprehensive questions to make the teaching-learning process fruitful

and effective. Thus teaching-learning process is continued through this interactive method.

While imparting lesson problem solving methodology is also used. After teaching the topic properly the teachers ask different short questions to check the learners' understanding and comprehension of the same. The teachers also give the sample questions to the students which may be set in the university final exams. Students also ask their questions to their respective teachers to get clarified. Thus problem solving methodology helps in understanding the topic better and solving their problems.

In this way, in our college teaching –learning process is executed through these student centric methods like experiential learning, participative learning and problem solving methodologies.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 7

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 513:1

2.3.3.1 Number of mentors

Response: 7

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

It is already stated that in our college the students are taught using student centric methods, such as experiential learning, participative learning and problem solving methodologies. Apart from these the teachers also incorporate some innovations and creativity in teaching- learning process. Such kind of innovations and creativity are brought and incorporated in the teaching-learning process to bring novelty in the process thereby making the teaching-learning process much more effective and interesting. The incorporations of these innovations and creativity depend on the teachers and the situations.

The teachers very often take the surprise test of the students while imparting lesson to them. These kind of innovative tests help both the teachers and the students to delve deep into the topic. Sometimes the students are given some broad and critical questions to write answers searching from different books. Students are also motivated to write their critical appreciation of any topic. This entails their innovative and creative power.

While imparting lesson the teachers very often bring innovation by not directly entering into the main topic of discussion but rather giving and citing some relevant references to relieve the day to day conventional method of teaching. The teachers very often dramatise the topic of their discussion and teach them through the dramatic performances as to acting and all of that. It is also seen that very often some teachers after imparting the lessons to the students, ask any one of them to teach the same to the whole class what that particular teacher has already taught. And that particular student becomes the pseudo teacher for that particular class and period.

Another innovation and creativity in teaching-learning is incorporated by the use of PowerPoint presentation and smart classroom. The traditional method of teaching is replaced by the aforementioned techniques of teaching. The teachers make some slides of their intended topic of discussion and teach the students through projector. Smart classroom is an another important innovative technique of teaching-learning process.

Youtube video and audio classes are also parts of our innovations in teaching-learning process.

These kinds of innovations and creativity are incorporated in the teaching-learning process.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 58.33

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

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

Response: 60

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

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

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 23.71

2.4.3.1 Total experience of full-time teachers

Response: 166

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response:

At a time students used to suffer from examination phobia. But, current students do not. With the introduction of semester system examinations held round the year. Each batch has to face university examinations twice in a year. In addition to this, each batch has to face four mid-semester internal assessments in a year. These are all by the direction of the university. This apart, teachers in the classroom takes surprise tests. They instruct to write tutorials. Sometimes, students are asked to submit a project report on a given topic. The university curricula include almost all subjects to prepare projects. Previously, students of Geography, Sociology and Environmental Studies were bound to do projects.

In the current system apart from university examinations, the College takes two mid-semester examinations for each semester. Departmental teachers prepare the question papers based on the university curricula. The dates and programme schedules are fixed by the Examination Sub-Committee. After examination, departmental teachers used to evaluate the answer scripts as per direction of the concerned Head of the Department. The award slips containing the marks obtained by the students through evaluation is kept in the Department. Finally, an average mark is sent to the Controller of Examinations, University of

Kalyani as internal assessment.

The surprise tests are taken by the class teachers as per their freedom. Generally, short questions are asked. The class teacher either instantly or in the next class evaluates the answer scripts. No award slip is kept. It is a part of the class. Due to its nature, no notice is issued beforehand. Teachers who ask to write broad and critical questions, generally, instruct their students to write the answers within seven days and submit the same to the department. It is done only to test whether they have grasped the main points of the Chapter or not. The teachers go through the answers and give necessary instructions to write in a better way.

File Description	Document
Any additional information	View Document

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

Response:

The Internal Assessment System prevailed in this College is very much transparent. The Convenor of the Examination Sub-Committee on the basis of discussion with the members and following the Academic Calendar fixes the Dates and Programmes of the Examination. He issues a Notice and in the same Notice concerned teachers are asked to submit the question papers within a stipulated date. The paper-setters submit the question papers in sealed packets mentioning the name of the subject and paper. After collection of all packets those are sent to the Printers selected by the Purchase Sub-Committee. The packets of printed question papers are kept in the custody of the TIC. The packets are opened on the date of examination fifteen minutes before the commencement of the examination.

After the examination, answer scripts are collected by the office and the answer scripts are distributed amongst the teachers as per direction of the Head of Departments for evaluation. After a definite time span, the evaluated answer scripts are returned back to the College. The award slips are kept by the Departments. The marks obtained by the students are intimated in the classes.

The students are allowed to see their answer scripts if he /she seeks to see. The examiner guides him/ her to write in a better way.

Now, internal examinations are taken place in four times. These are written and formal examinations. This apart, the college takes surprise tests, tutorials and projects. The last three types of examinations are taken as per direction of the concerned teachers.

File Description	Document
Any additional information	View Document

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

Response:

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

The College conducts three types of examinations, namely, university examinations, mid-term internal assessments and class tests.

The university level examination is conducted according to rules and regulations of the university and as per scheduled programmes issued by the Controller of Examinations of the affiliating university. In this system, examinees from other colleges come to appear in the examinations. Our college teachers perform the invigilation duties. If any student is found to be adopting unfair means or copying from some other sources is identified and warned. If he /she repeats then his / her answer script is confiscated and is issued a separate answer script. After completion of the examination, both the answer scripts along with any chits or any such document with proper report of the invigilator is sent to the Controller of Examination in a separate envelope and the envelope is marked with "R.A". Such students and the concerned invigilators are called on by the University for hearing. The results of all university examinations, usually, are published on time. The result is announced in the website of the university and the printed results are sent to the College. Hard copies are to be brought from the university or any other place by sending authorized messenger. Recently, the university has opened a portal where filling up of examination forms and filling up of registration forms are done. Any mismatches in the entries are settled through the College & University intervention.

Mid-term internal assessments are conducted by the Examination Sub-Committee following the Academic Calendar. Students are allowed to see their answer scripts after evaluation. Any type of grievance related to evaluation is settled by the Examiner. Other types of grievances are sent to the Examination Sub-Committee. The duration of evaluation is time-bound. The time of preparation of award slips for internal assessment is also fixed because the university usually announces a deadline for submission of marks obtained in internal assessments.

File Description	Document
Any additional information	View Document

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

The Institution strictly adheres to the academic calendar for the conduct of continuous internal evaluation(CIE). Our college prepares the academic calendar wherein the details of allotment of classes along with the names of the teachers are mentioned. The curriculum is segregated and the same of the segregated part of the same is allocated among the teachers. The Head of the different Departments Convenes meetings time to time to gauge how much portion has been completed and so on.

Continuous Internal Evaluation are conducted following the academic calendar. The period of the internal evaluations is inscribed in the University prescribed academic calendar which the college follows, of

course except in emergency cases.

The college used to conduct at least two Internal Evaluations previously before the implementation of Choice Based Credit System(CBCS) in every year. But after the implementation of Choice Based Credit System(CBCS) the college conducts two internal evaluations in each semester preferably in the 2nd week of March and in the 2nd week of May(one semester); and in the 1st week of September and in the 3rd week of November(another semester) in a academic year. So the college conducts four Internal Evaluations in a academic year strictly following the University prescribed academic calendar. It is to be noted that all these Internal Evaluations are conducted by the college constituted Exam Sub-Committee.

Apart from these the pre-university test examinations are held in the month of February every year for the Part III candidates, the month of April for the Part II candidates, and the month of May for the Part I candidates just before the commencement of the Form Fill Up for the each year.

Along with these above mentioned Internal Evaluations, class tests, surprise tests, group discussion on any topic are included and accommodated in the academic calendar. Thus the college adheres to the academic calendar strictly and properly and in a time bound manner.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

After completing the three year B.A./B.Com (Honours & Program) Courses, the students should be able to achieve the following outcomes:

BENGALI

PSO:

- To develop a strong base in linguistics, history of Bengali literature
- To enable the students to transmit and apply the acquired concepts and theories

CO:

- ***To develop ideas on Bengali literature and linguistics***

- To enhance conception of Bengali fiction, short stories, novels and essays.

COMMERCE

PSO:

- To develop foundation in business transactions, economic principles, business strategies and book keeping
- To enable the students to transmit and apply acquired concepts and theories in accountancy, cost, auditing and business management

CO:

- To develop ideas of managing corporate firm
- To learn and grow expertise on Audit, Cost and Maintenance of Books of Accounts

ENGLISH

PSO:

- Students are taught English communication which is required for jobs.
- To attend profound knowledge of Indian Classical Literature, European Classical Literature

CO:

- To learn appreciation of English literature and History
- To attain knowledge of history of English Language, Phonology

GEOGRAPHY

PSO:

- To attain the knowledge of Geo-tectonic, Geo-morphology, Bio-Geography, Soil Geography, Instrumentation techniques and their applications
- To make out the theories and applications of Hydrology and Oceanography

CO:

- To make the analysis of Geographical problems
- To meet the comprehension of the Geographical knowledge of India and the World

HISTORY

PSO:

- To understand the meaning of 'history'- a meaning that covers the people of the land as much as the rulers
- To make the students interested in conducting research and writing academic papers in future.

CO:

- To understand the social, economic and cultural patterns of Ancient India
- To attain knowledge about human rights – origin, historic development

PHILOSOPHY

PSO:

- To know about very essence of Philosophy
- To learn the knowledge regarding value and utility of Philosophy in various fields

CO:

- To discuss the meaning, nature and scope of Philosophy
- To discuss the inter-disciplinarity of Philosophy with other subjects

PHYSICAL EDUCATION

PSO:

- To develop motor skills, acquire necessary knowledge and cultivate positive values and attitudes for the development of active and healthy lifestyle
- To acquire good health, physical fitness through regular physical exercises

CO:

- To educate students through physical activities
- To make the students able to acquire competence and confidence to face different challenges

POLITICAL SCIENCE

PSO:

- To attain knowledge about Indian Governance, Polity and Constitution
- To make learners aware about the International Relations

CO:

- To analyze political problems, arguments and theories
- To apply methods appropriate for accumulating and interpreting data applicable to discipline of

Political Science

SANSKRIT

PSO:

- To attain advanced knowledge of ancient Indian Philosophy, Literature and History
- To make students able to understand grammar of language

CO:

- To increase conception of Sanskrit fiction and non-fiction
- To practice textual analysis of Sanskrit and Vedic Sanskrit Texts

SOCIOLOGY

PSO:

- To develop a critical understanding of social processes and structures
- To reflect on the complexity of human organization, social life, inequalities and social justice

CO:

- To understand Sociological Research Methodology towards conceptualizing social issues
- To develop conceptual knowledge about the Sociological thought, process, structure and theory

File Description	Document
Link for Additional Information	View Document

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

Response:

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

The institution evaluates the program outcomes, program specific outcomes and course outcomes.

In this regard, the institution has skillfully adopted several effective methods for measuring PSOs and COs.

Continuous Evaluation:

The students of all departments are to undergo several class tests and pre-final tests and the mode of those evaluations are different in different examinations. The class tests are designed and taken to enhance the aptitude of reading the courses of the prescribed syllabus.

The pre-final examination tests are taken to enhance the argumentative knack of the learners.

Tutorials and Assignments:

The College arranges several tutorials for the betterment of the learners along with assignments. The whole process is implemented in concurrence with the specialization of the concerned teacher. The Assignments are given to the students as home tasks in which they can expand their knowledge freely. It helps the students to garner ideas from different sources and finally reach into one coherent thought.

Interviews, Seminars & Extra-curricular activities:

The College arranges different seminars and extra-curricular activities as methods of measuring attainments of PSOs and Cos to enhance the skill of paper presentation and determination. Interviews are taken as methods of measuring PSOs and Cos to enhance their capability in defending subjective issues and personality.

Project Work:

The students are to undergo through several Project Works which helps them to attain the basic idea of research in academics. Practical works in different areas permit examiners to evaluate the critical thinking abilities and presence of minds of the learners.

Students/ Alumni Feedback:

Students are the most important resource of the College and it is very necessary to achieve the desired outcome. The College is in process of taking feedbacks from past and present students frequently and other stakeholders associated with the College to assess the quality of resources so that the desired outcome is attained positively.

Level of Attainment:

The College, after all such efforts, goes forward towards a good academic productivity by the learners of the College. The Teachers' Council actively participates for analysis of the courses. The suggestions made by the Teachers' Council help the College to attain PSOs and COs. The students are doing well in different fields. In case of poor results of the students, these are discussed and different effective measures are adopted for unsuccessful students. A lion's share of the qualified students takes admission in the Master's Degree or in the B. Ed course from the concerned affiliating or other universities. After passing their final examinations, many learners get engaged in different public and private sectors.

2.6.3 Average pass percentage of Students

Response: 69.22

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

Response: 704

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

Response: 1017

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.22

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	2.35

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

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

Response: 0.14

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

Response: 1

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

Response: 7

3.2 Innovation Ecosystem

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

Response:

The institution fulfils the first and foremost condition for creating an atmosphere for innovations by offering full freedom to teachers in case of transferring knowledge. They are given full freedom in the classrooms. They are also given freedom beyond the classrooms. The model questions and answers prepared by our teachers are uploaded to the college website in regular interval.

The College has a Library and a few Departmental Libraries to cater the needs of the teachers and the students. There are various types of books and journals. The College has subscribed to e-Shodhsindhu through Nlist. This facility gives more than six lakh books and forty thousand journals.

In this College, there are one research journal – ‘Quest’; one Teachers’ journal – ‘Brotee’; one College Magazine – ‘Tamoghna’; Departmental Wall Magazines – ‘Banglar Mukh’ (Bengali); ‘Rashtranoitik’ (Political Science); ‘Itihaas Annwasha’ (History) and ‘Bhugol Bichitra*’ (Geography). All these are actually incubation centre of learning. Round the year students and teachers try to keep up with its betterment.

In addition to this, the College has a College level Research Committee, an Intellectual Property Right Cell, Anti-plagiarism Cell to promote research works in different fields. It is hoped that the young teachers will take part more sincerely to use these avenues effectively.

The College has introduced a number of courses through its Vocational Education Training Centre. First, Training on Vetiver Grass Cultivation. This training provided to learn more about vetiver grasses. It is actually prevents soil erosion and keeps humidity in soil. The area of the College is bounded by the river Ganges and river Jalangi. Soil erosion is a major problem for the river side inhabitants. We introduced this grass cultivation to the students so that this problem can be mitigated. Similarly, we introduced mushroom cultivation training course and bee-keeping training course. These courses help the students the knowledge of rearing bees and growing of mushrooms. Both of these are related with livelihoods. Finally, the handicraft training course is actually a part of waste management. It gives knowledge of creating some materials by using wastes.

The College has its gymnasium. Students interested in keeping their body and mind fit by physical exercises can take this opportunity. The free Yoga & Meditation Course and the Wrestling Centre are also incubation centres where talents of many students are nurtured. The Photography Club of the College also rears up the photographic talents of the students.

File Description	Document
Any additional information	View Document

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

Response: 3

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

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

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

3.3 Research Publications and Awards

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

Response: Yes

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

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

Response: No

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

Response: 1.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	10	10	19

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

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

Response: 3.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	6	3	12	6

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

3.4 Extension Activities

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

Response:

Bethuadahari College since its inception has been serving the learners belonging mostly to the development block areas as to Krishnagar-II block, Nakashipara block, Kaliganj block, Chapra block and Palashipara block. The college carries out several extension activities in the neighbourhood community in terms of sensitizing students to social issues and holistic development. The students of different departments are actively involved in these extension activities.

The students of our college are made aware of the socio-economic conditions prevailing in the adjacent areas of the college. They take part in the extension activities realising the value of cooperation, togetherness, responsibility and helpfulness. These activities build and develop leadership, benevolence and communicative competency in the learners.

Several extension activities undertaken and carried out by the college so far are as follows:

- As the college is situated amidst the rural backdrop and the laity belonging mostly to the farming and landless labouring, the students of the college organise many programmes like increase community motivation in education, necessity of cleanliness, necessity of tree plantation in abundance etc.
- The college has arranged two arsenic free deep tube-wells to supply pure arsenic free water to its surrounding neighbours. They have been much benefitted by this philanthropic project.

- The college has commenced the Certificate in Computer Literacy Course to increase computer literacy thereby keeping the learners as well as the locality on track.
- The college organises several programmes to aware the neighbourhood about the necessity of child education thereby mitigating the rate of child labour and drop out.
- The college has organised several programmes to disseminate the notion that SC, OBC, ST students are not the subjects to be pitied. It helps to raise their social entity thereby decreasing the social indiscrimination.
- Sociology department disseminates the message of humanity, eradicating superstition prevailing in the minds of the local people. The students bridge the communal harmony of the locality in a much tied way.
- The department of Geography along with the course of Environmental Studies are engaged in spreading the value of preserving and maintaining the environment related issues for our smooth life.
- The college has organised several programmes to develop the economic condition of the local people.
- The NSS and NCC units of the college are in process continuously to communicate with the local people thereby making them to understand how to lead a planned and qualitative life.
- The college has incorporated several value added courses based on practicality as to Bee Keeping, Mushroom Cultivation, Handicrafts etc to make the learners self-dependent. The learners communicate with the local people to make them understand the value of the courses.

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

Response: 1

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

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

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

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	5	2	1	3

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

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

Response: 2.87

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

2018-19	2017-18	2016-17	2015-16	2014-15
339	80	60	42	42

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.5 Collaboration

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

Response: 2

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

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

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 2

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Classrooms & Teaching-Learning Facilities:

The College had serious problem regarding classrooms a few years back. But, now the College has sufficient number of classrooms. There are 56 classrooms. The College gives top most priority in teaching-learning and evaluation.

The College has a band of young teachers for taking classes. The most of the full time teachers are Associate Professors and they have robust experience. Thus, the mixtures of experience and energy have created a congenial atmosphere of learning.

Library Facilities:

The College has a Library with more than 12,500 books and the College has subscribed more than 32 journals. Students can borrow books from there. Digital cataloguing is available. There is also Reading Room facility. The Honours students can also avail their Departmental Libraries. The College has subscribed to e-ShodhSindhu through N-list. Thus, our students and teachers can be benefitted from internet facilities.

Laboratory Facilities:

The College has two Computer Laboratories – one for Geography Department another for Commerce Department. It has a Computer Literacy Centre. This apart, the Department of Geography has two other Laboratories – One Instrument plus Physical Laboratory and other Light Test plus Chemical Laboratory. The Department of Physical Education has a laboratory with weight machine, Stethoscope, height measuring tapes, Sphygmomanometers, BMI Chart etc.

Computer and Internet Facilities:

The College is a wi-fi enabled campus. The Computer Literacy Centre has thirty five running computers, twelve computers for Geography Computer Laboratory and three for Commerce Laboratory. In addition to this, there are two computers in the Reading Room for the use of students. There is a Xerox and Computer Centre in the College Canteen run by private vendor in a paid system. There is a Smart Classroom in the College having e-learning facilities. There are six classrooms where Projectors are installed. In these Classrooms, power point presentations can be made.

File Description	Document
Any additional information	View Document

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

Response:

Sports Facilities:

The College has two playgrounds. Students take advantage of it. Local Clubs also take its help. Annual Sports is organized in every year by the College. The Block authority sometimes asks to lend them the playground for organizing Kanyashree Sports, Zonal Football League, Local Football & Cricket Tournaments. In addition to this, our students of Physical Education Department practice on these grounds.

Indoor Games Facilities:

The College has only three indoor game facilities. These are Carrom, Ludo and Chess. There are at least five Carrom Boards in the College. Three Carrom Boards are in the Boys' Common Room, One in Girls' Common Room and the other in the Non-Teaching Amenity Room. There are three Ludo Boards in the Girls' Room and one in the Staff Room. There are two Chess Boards in the College. One is kept with the Teachers' Staff Room and the other is kept with the Non-Teaching Amenity Room.

Outdoor Games Facilities:

Football, Cricket, Volley Ball, Badminton and Kabadi are the Outdoor Games that are played in the College Playgrounds.

This apart, throwing events like shot put and Javelines are also practised. Jump events like High Jump and Long Jump are also practised by our students.

Gymnasium Facilities:

The Gymnasium of the College is a six-station Gymnasium. In addition to this, tread mills and equipment for lifting weights are available in the Gymnasium. This apart, the Department of Physical Education has a laboratory with weight machine, Stethoscope, height measuring tapes, Sphygmomanometers, BMI Chart etc.

Yoga & Meditation Centre:

The Yoga & Meditation Centre is run by National Award Winner Sri Jitendra Nath Sarkar. His immense experience helps the students. The Yoga & Meditation Centre is run at free of cost.

Cultural Activities:

The College celebrates several birthdays of Great Personalities, important days etc. by organizing Cultural Programmes. We have an Open Stage for performing cultural programmes. Further, pandels and stages are constructed by decorators for big programmes like Annual Social Cultural Programme and all of that.

File Description	Document
Any additional information	View Document

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

Response: 7.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

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

Response: 80.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
33.41	45.45	41.67000	31.17000	11.50000

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

A library is the powerhouse of any institution which has several sources and through which knowledge is flourished and expanded. It is also the heart of the institution, the development of which equalises the development of the institution. The library of the college has been in effect since the establishment of the college. More than 12500 books, 32 journals, few e- books, subscription to N-list which permits the college to access to more than six thousand journals and thirty one lac thirty five thousands books are there in the college library. The college accommodates the Reading Room facility. Keeping in mind the core value of the library the college library has been changed and transformed from a manual into an automated one. While recording the books and journals, KOHA software has been installed, the version of which is 3.14.01.000. Just by one click any student can know the whereabouts of the books.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

A rare book is distinguished by its date of printing, its limited issue, the special character of the edition or its historical interest. It offers a way to experience the past and provide evidence about the past. The physical aspect of books and development of printing methods can lend insight into the culture and intellectual spirit of a specific time period.

Rare books and special collections play a unique and vital role in the system of Library. Rare books are very important resources of Library. These collections actively support and enhance the teaching – learning and the needs of students and faculty from all disciplines. The immense academic values of the rare books in their original physical forms are also to be considered.

The small collection of rare books and reports of Bethuadahari College Library is actually received by means of donation of two teachers of the College. They are, namely, Dr. Suhas Roy and Sri Tarun Kanti Kumar. These rare collections are:

1. “The Wonder World” by Adam Gowans Whyte, published by Wattson & Co. in 1927. This book provides information about writing process of world history. It is one kind of translated manuscript of World History in English Literature.
2. “Economics” by Fred Rogers Fairchild, Edgar Stevenson Furniss and Norman Sydney Book, published by the Macmillan Company in 1950. It is an important rare book for economic theories.
3. “Economic Behavior” by Donald W.M. Connell, Edith Ayres, A. Antar Frietrich and Willard E. Atkins, published in 1939. This book is valuable collection.
4. “Socialism O Communism” by Liodor Ulse, published by Bangiya Jatiya Siksha Parishad (1905). This book provides historical background of social science.
5. “Deshe Bideshe” by Syed Mujtaba Ali, published in 1360 Bengali Era. The writer described her travelling experience in this book.

6. "Bharat Chandrer Granthabali" by Ray Gunakar Bharat Chandra, the Court Poet of King Krishna Chandra of Nadia, was published by Basumati Sahitya Mandir. It is a very old form of Bengali Literature.
7. "Parasya Uponyas" by Charuchandra Bandyopadhyay, the Third Edition, was published by the Indian Press Pvt. Ltd. From Allahabad in 1960. It is a rare translation of Persian Literature.
8. "Madhya Juger Banglar Samaj O Sanskriti" by Aniruddha Roa and Ratnabalee Chattopadhyay was published by K.P.Bagchi & Co, Kolkata in 1992. It focused on history of Bengali Culture and Socialism.
9. "Smritikatha" by Late Manmath Kumar Basu and Sri Birendra Kumar Basu was published by General Printers and Publishers Ltd., 1st Edition, Kolkata, in the Bengali Era 1355. It is biography in nature.
10. "Atmakatha" by Pramatha Chowdhury was published by the Book Emporium Ltd. In the Bengali Era 1353. It is an autobiography.
11. "Banglar Nabajagriti" by Binay Ghosh was published by Orient Longman Limited, Kolkata. It is about Bengal Renaissance was a cultural, social, intellectual and artistic movement in Bengal.
12. "Paschimbanger Sanskriti" by Binay Ghosh; Vol. II was published by Prakash Bhaban, Kolkata, 1980.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

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

Response: C. Any 2 of the above

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

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

Response: 1.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.196	2.559	0.285	0.109	3.197

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 0.64

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

Response: 23

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has enough IT facilities which are updated frequently. The college is decorated highly with three computer laboratories with enough computers and softwares. There are several desktop computers and laptops along with different softwares used by different departments and office staffs. These computers are used by the teachers and the students on a regular basis for ICT presentations and other purposes.

The whole college premises are Wi-Fi enabled. All the students and the teachers can use the Wi-Fi from anywhere of the college premises in anytime. Students are thus provided internet facilities.

The college has internet connection at the staff room and office with more than 50 Mbps connection from Devi Cable Network, Bethuadahari. Apart from these, printing and scanning facilities are also available in the college along with uninterrupted power back up. The college library has been transformed from manual to automated one and the KOHA software version 3.14.01.000 has been installed. There are well equipped computers with internet connection in the library to be used by the students and the teachers to search books available in the library just by one click. There are given two computers with internet facilities to be used by the students to get study materials and job related informations online.

Besides, Human Resource Management System (HRMS) in the case of salary related matters of the teaching and non-teaching faculties has been successfully implemented by the college. The college computer networking is done with LAN and Wi-Fi in tie up with Alliance broadband connections.

It is to be noted specially that the whole college has been wrapped under CCTV surveillance to be alert always. There are 64 CCTV cameras operating in different portions of the college campus to make vigil.

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 486:13

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 6.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.62852	1.91129	3.77427	0.46830	4.19665

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Systems and Procedures for Maintaining Laboratory:

There are five laboratories. The Department Geography has three laboratories. Department of Commerce and Department of Physical Education have one laboratory each. In all cases, students are accompanied with their class teachers. So, no logbook is maintained. Each laboratory is cleaned once in a week.

Systems and Procedures for Maintaining Library:

Library is semi-automated. Each Honours and Program Course student can lend two books at a time. Books are lent for a period of fifteen days. The same book can be renewed twice. Maximum five books can be issued to a teacher and a non-teaching staff. Books can be searched with computer.

Systems and Procedures for Maintaining Sports Complex:

The College has a Gymnasium. The students who use the Gymnasium have to keep his or her Identity Card to the Person in Charge. At the time of going out he/she has to collect the Identity Card.

Systems and Procedures for Maintaining Computers:

The Computers used by the students, teachers and Office staff are maintained and serviced by a local Computer Sales and Service Centre . Whenever, problems occur the said concern is contacted and repairing or replacing or refilling services are done. He is paid as per market prevailing rate.

Systems and Procedures for Maintaining Classrooms:

Classrooms are scavenged once in a week. The Building Committee members visit the classroom if any apparatus does not perform properly. For example, LED tubes, Fans, Benches, Chairs, Tables, Microphones, Boards, Computers and Projectors are repaired or replaced if it is found not working properly.

Systems and Procedures for Maintaining Canteen:

Canteen is maintained by the private Vendor who has obtained tender. According to the Contract signed with him is followed.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 78.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
1532	1533	1607	1262	1195

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	0

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

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

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 2.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
165	16	14	20	15

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 13.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
91	86	125	111	97

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 2.16

5.2.2.1 Number of outgoing students progressing to higher education

Response: 22

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

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

Response: 1.95

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	02	01	03	00

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

2018-19	2017-18	2016-17	2015-16	2014-15
88	50	72	69	72

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

5.3 Student Participation and Activities

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	04	04	01	01

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

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

Response:

Students' Council is an integral part of the college. Students' Council is popularly known as Students' Union. Students' Council is a body duly elected from the running students of the college on the basis of college election following the rules and regulations of the statute of the University of Kalyani which is likely to be changed and modified time to time. General secretary(GS) is selected from the elected candidates. Students' Council functions like a cabinet having its own treasurer along with annual budget by the observance of a Full-Time Teacher.

Students' Council plays the pivotal role in executing the academic, administrative, sports and cultural activities of the college smoothly for the betterment of the overall ambience of the college.

The Students' Council organises several programmes as to various cultural programmes, sports activities, freshers' welcome, inter-department quiz, debate, extempore etc throughout the academic year.

This apart, the Students' council organizes various social activities as to organising Blood Donation Camp, several extension activities in the neighbouring communities etc. They organise several seminars to make the students aware about different issues. They are also entitled to celebrate several important days like Teachers' day, the Children's Day, Independence Day, Republic Day etc along with the arrangement of the commemoration of the Birth and Death Anniversary of various important personalities like Mahatma Gandhi, Netaji Subhas Ch Bose, Swami Vivekananda, APJ Abdul Kalam etc.

Thus the Students' Council is involved in various programmes of the college thereby contributing a lot in the development of the college. They also functions a lot to bridge and establish communal harmony and ambience in the college.

Presently there is no Students' Council and as consequence there are no representatives of the students on academic/administrative bodies. Elections of students union in our state have not been held since 2016. Although there is no students union in our college, our college organises every programme by engaging students. Students actively participate in the programmes organised by the college. A few students have been accommodated in different committees constituted by the college.

File Description	Document
Link for Additional Information	View Document

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

Response: 1.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	02	02	02

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

The College is eager to establish an Alumni Association of the College. With this eagerness the teachers of the College met with the alumnus in its first meeting. In that meeting, a consensus was made. All the members present opined in favour of establishment of an Alumni Association. The proposed name of the association was settled as "Bethuadahari College Alumni Association". They have unanimously selected the Executive Body of the association. The constitution was as follows:

- 1.Sri Biswajit Khan, President
- 2.Sri Subha Ranjan Bepari, Secretary

3. Priyanka Biswas, Jt. Secretary
4. Abdur Rahaman, Jt. Secretary
5. Momin Sk. Treasurer.

The above constitution was supported by all 32 members present. The date of meeting was 16-03-2019. Time: 3-30 P.M. Venue: Madan Mohan Tarkalankar Sabhagriha.

The Association assured that they will register their association under the Societies Act within a few months. However, no such information is there.

File Description	Document
Link for Additional Information	View Document

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

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Governing Body, the authority, of the College gives top priority in teaching – learning and evaluation. It always tries to maintain a calm and quiet academic ambience in the College. It is clearly mentioned in the vision and Mission of the College. Vision – 1: To achieve excellence in higher education. Mission – 1: To provide quality education by means of sheer hardwork, dedication and devotion.

The College Authority tries to make a social change by providing higher education to the poor, down-trodden, socially disadvantaged section of the society. It is for this reason we cannot avoid the demand for higher education of the backward section. Most of the students undergoing Program courses belong to the families of first generation learners. We give Free-studentship, financial assistance from Students' Aid Fund. We contribute pivotal role in getting different government and non-government scholarships to our students so that they can continue their studies. All these are done following our Mission and Vision. Vision –2: To transfer higher education into an effective instrument of socio-economic uplift. Vision – 4: To give fair access to the College coming from poor, socially disadvantaged section of the society. Mission – 4: To promote participation of all the stakeholders in the development of the College. Mission – 5: To promote and practice inclusive growth.

The College is situated in a place where Muslim minority population is also strong in number. In this regard, necessarily an effective communal harmony strategy is to be adopted. The College authority always in favour of instilling a sense of 'we-ness'. Vision -3: To develop and instill 'we-ness'. It is to be noted that the newly built up annex building has been christened as "Rabindra-Nazrul Bhawan" which bears the testimony of nurturing communal harmony. Mission – 2: To create an ambience of culture and consciously promote communal harmony and cultural integration. Mission – 3: To promote participation of all the stakeholders in the development of College.

The College authority wants to produce socially responsible citizens of the country. For this, we try to instill human values and moral values in the mind of the students. Mission – 3: To foster a sense of socially responsible citizens through moral and human values. Mission – 4: to empower the students through imparting education and inclusive growth for socio-economic change.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Decentralisation is the process by which the activities of an organisation, particularly those regarding planning and decision making, are distributed or delegated away from a central, authoritative location or group. This process of decentralisation results in the participative management regarding any issue by all the staffs. The college practices this process of decentralisation and participative management. The college circulates the various office services and other duties among all the staffs thereby including all the employees of the college. This process of decentralisation and participative management establishes the democratic essence of the institution including all.

Case Study on the Implementation of the Teaching-Learning process using IT Facilities:

With the advent of ages based on digitization the college authority has held up several meetings and discussions on implementing effective methodologies of teaching-learning process using IT facilities. In the IQAC meeting held on 03.06.2017, the decision has been taken to impart lessons using IT facilities. The Academic Council of the college has also focused on the importance of the same. Accordingly all the faculties of all the departments have been directed to implement the decision of teaching using IT facilities.

The very Teaching-Learning processes adopted by the teachers are very authentic and student-centric.

The teachers impart the lessons to the learners using the modern technologies. The college puts emphasis on using IT facilities more and more as to the use of Smart Classroom. The teachers of all the departments teach the students through Power point Presentation using different slides made by the teachers on their intended topics. This methodology of teaching is very attractive and effective. This methodology influences the students very much thereby making the process very effective. After the presentation the students are given liberty to express their views. They do so. Thus the teaching-learning process is executed collaboratively.

Apart from these, the teachers project different films based on the syllabus for the better understanding of students. The response of this method is very positive and effective.

Besides, to practice decentralisation and participative management, the college has constituted several committees. The Governing Body is the supreme body to take decisions and policies. The Governing Body is constituted with elected or nominated persons from various backgrounds. The finance sub-committee comprising a few members of the Governing Body looks after the financial issues of the college. The Purchase Sub-Committee, the Building Sub-Committee, the Examination Sub-Committee, Library Sub-Committee, Anti-Ragging Sub-Committee etc are also constituted in the college. No single person can control everything. So services and duties are distributed and circulated among all. Thus the college practices decentralisation and participative management to run the institution smoothly and healthily.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

Strategic planning is an organisation's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy. There are several strategic plans adopted for the development of the college. These includes enhancement of college building, installation of automated sanitary napkin vending machine etc.

A college campus is traditionally the land on which a college is situated. Usually a college campus includes classrooms, libraries, lecture halls, seminar halls, office rooms, student centres, canteen and part-like settings. Since its inception, the built up area of the college was insufficient. Around 2000-2001 too there were not sufficient buildings in the college-it was like the building of a Primary school. Thereafter the governing Body along with the Building Sub-Committee had discussed and adopted several steps to enhance the college building. At present the main building of the college has been enhanced and made three storied. There are sufficient classrooms, seminar halls, boys' and girls' common rooms separately, libraries, canteen etc. in the College. The local development authorities also contributed much for enhancement of the college building. Besides, a four storied annexe building with all the basic amenities has been recently built up sponsored by the Department of Minority Affairs, Govt of West Bengal. Now the college boasts of its built up buildings.

Apart from these, the college has recently installed an automated sanitary napkin vending machine in order to aware and ensure menstrual health and hygiene of women and adolescent girls by ensuring availability of quality sanitary napkins. It has been noticed that in view of social taboo associated with sanitary napkins, the most of the girls and women feel embarrassed and waver to go to the sexist and crowded traditional shops for sanitary napkins. Again, the disposal of the used sanitary napkins becomes a headache to them. Keeping these factors in mind the college has installed the sanitary napkin vending machine to ease the girls and women.

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

Response:

The College is a government aided affiliated college affiliated to the University of Kalyani. The Governing Body, the apex body of the College is constituted as specified in the Statute of the university. It is the policy making body. The President of the Governing Body enjoys the highest authority. The Secretary or the Principal or the Teacher-in-Charge is the administrative head, Head of the Office, executive officer as well as the Drawing and Disbursing Officer of the College. Under his control all the teaching and non-teaching staffs work. The Teaching Staffs can be divided into two groups - Full Time Teachers and Others. Full time Teachers can be divided into four categories. These are Assistant Professor – Category –I, Assistant Professor – Category –II, Assistant Professor – Category –III and Associate Professor. In the Other categories of teachers there are three categories. These three types are, namely, Contractual Whole Time Teachers (CWTTs), Government approved Part Time Teachers (PTTs) and Guest Teachers (GTs). Non-Teaching Staffs are divided into three categories – these are, namely, Clerical or Group-C Staff, Office bearers or Peons or Group –D Staff and Casual Staff.

The full time teachers are appointed by the Governing Body on recommendation of the West Bengal College Service Commission. These teachers must have the minimum qualification as prescribed by the UGC. Promotion of this type of teachers is guided by the corresponding Government Orders issued in concurrence with the Career Advancement Scheme (CAS) mentioned in the latest guidelines of the University Grants Commission (UGC). The service of these full time teachers is protected by the Service Security Act, 1977. The CWTTs, PTTs and GTs were appointed by the Governing Body of the College by constituting Selection Committees by the College. Afterwards they were recognized by the Government to continue their service by renewing their term every year. They are paid a bulk amount and their pays do not belong to any pay band. These types of teachers' services are protected by Government Orders promulgated from time to time. The service conditions, pay and allowances and promotional benefits of the non-teaching full time staffs are guided by the rules and regulations applicable to the West Bengal State Government Employees. The service conditions, pay and allowances of the casual non-teaching staffs are controlled by the Governing Body of the College.

Grievance of any College employees is initially considered by the Principal or Teacher-in-Charge of the College. If it is not settled then it is sent to the Governing Body. Final decision is taken by the Governing Body.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

The College has various bodies/ cells/ committees to take decisions and to execute the decisions taken. For example, Purchase Sub-Committee takes decisions to execute all purchase plans of the College. According to the expected outlay the decision is taken. If total outlay exceeds Rs.1,00,000/- (Rupees One lakh only) tender is invited. If the purchase requires more than Rs. 10,000/- but less than Rs. 1,00,000/- (Rupees One lakh) only then spot quotations are invited and if purchase outlay below Rs. 10,000/- (Rupees ten thousand) only then direct purchase is done on the basis of requisition placed and sanctioned. (Resolution attached)

The Library Sub-Committee takes decision for purchasing books or installing KOHA software to digitalize the library service by OPAC (Online Public Access Catalogue). The IQAC, the Teachers' Council several times placed their demands for engaging a Contractual whole time Librarian so that the Library can use its digital version. (Resolutions attached)

The IQAC prescribed to announce the College premises a Plastic Free Zone, No Smoking Zone and a Eco-friendly Zone. The authority readily responded affirmatively. The IQAC suggested fencing of the College. The authority gave necessary permission within few days.

The Examination Sub-Committee conducts internal and university examinations throughout the whole year. The Committee publishes notices containing details programme of the Examinations and concerned teachers are requested to submit the question papers within a stipulated date. The examination sub-committee walls up an invigilation duty chart and the teachers perform their duties accordingly. The teachers collect the answer scripts and submit to the Office in time. (Notice & Chart attached)

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

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

The College within its limited resources try to stand beside its employees in need. The following measures taken by the College reflect the good intention of the College:

1. All full time staffs are enrolled in the General Provident Fund Scheme of the Government.
2. All full time staffs of the College are eligible for receiving Family Pensions after retirement.
3. A few non-teaching staffs are included in the Group Insurance Scheme of the LIC.
4. All full time teachers, CWTTs, PTTs and Guest Teachers are eligible for receiving one-time superannuation benefit as Gratuities.
5. The College has already performed its referral function to all teaching and non-teaching staffs eligible for Swasthya – Sathee Health Scheme of Government of West Bengal.
6. All full time staffs of the College have option of being included in the Health Scheme of the

Government.

7. The Non-teaching staffs are allowed to draw festival advances before their major festivals. The amount taken as advance is to be refunded to the College Fund in ten equal installments. No interest is charged for this advance.
8. The casual non-teaching staffs and the Guest Teachers are paid Rs. 3000/- (Rupees three thousand only) as Bonus. It is given from the College Fund and non-refundable.
9. The husband of one of our Contractual Whole Time Teacher got a severe head injury in a bike accident. The College gave financial assistance readily to her. Of course she refunded the whole amount in a number of installments.
10. Similarly, the Associate NCC Officer went to Nagpur for NCC training. The College granted him the amount he instantly needed.
11. The newly appointed teachers whose Pay-Fixation Memos have not yet issued from the Directorate of Higher Education is paid part of their salary as interest-free advance till their salaries are not regularized.
12. The College always encourages the teaching and non-teaching staffs to participation in skill development programmes, Staff Development Prorammes, Refresher Courses, Orientation Programmes, Short term Courses and other training programmes for self development.

File Description	Document
Any additional information	View Document

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

Response: 28.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	02	02	02	02

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

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

Response: 0.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	0	0	0

File Description**Document**

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

[View Document](#)

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

Response: 8.57

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

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

File Description**Document**

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

[View Document](#)

Any additional information

[View Document](#)

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

Response:

Institution has Performance Appraisal System for Teaching and Non-Teaching Staff.

Performance Appraisal System is a system which brings afore the works a staff is assigned, how much has he performed. The part of work remained undone is also noticed. It also gives scope of formulating

strategies to improve one's capability as well as collective capability of the institution.

At one point of time, there was Self Appraisal System in the College. No parameters were there to judge the performance of a teacher or a non-teaching Staff. After that, Performance Based Appraisal System was introduced for the teachers. Now, Performance Based Appraisal System has been revised using Academic Performance Indicators (APIs).

The College maintains an Attendance Register wherein the teachers used to put their signatures, note their arrival time, departure time, number of classes allotted, number of classes taken etc. It has provision of mentioning the nature of leaves enjoyed in a month and cumulative totals of different kinds of leaves enjoyed. It has also provision of noting on the ground 'on duty' has been granted etc. the Register also gives the information regarding admission, examination duty performed by the teacher. What we miss here is the information regarding research and publication of the teachers. This year, the newly selected Internal Quality Assurance Cell of the College has given a Staff Diary to each teaching staff and a separate type of Staff Diary to each non-teaching staff for systematic recording of duties performed by each and every employee of the College. Hope this will entail a better recording of duties performed by the teaching and non-teaching staff of the College.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Bethuadahari College conducts internal and external audits regularly. The objective of a financial audit is to obtain reasonable assurance that 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.

Internal Audit:

The college conducts internal audit on a regular basis. The audits were conducted by the qualified Chartered Accountant, Acharyya Swapan & Co for the financial years 2015-16 to till date. He has observed and opined several issues regarding maintenance and utilisation of several funds.

External Audit:

The college conducts external audit regularly for the financial years 2014-15 to 2018-19. The external audit for the financial year 2014-15 was audited by M.N Gangopadhaya & Co. He had examined the books of accounts which bear the affairs of the college. The auditor examined the Balance Sheet, Income and expenditure and Receipts and Payments accounts. The auditor observed and opined that the Building Fund and Building Development Fund should be maintained separately.

Uttam Agarwal & Associates conducted the financial audit for the year 2015-16. He had examined the books of accounts which bear the affairs of the college. He also examined the Balance Sheet, Income and expenditure and Receipts and Payments accounts. The auditor observed and opined that the college should maintain separate ledger book for different issues.

Accounts for the financial year 2016-17 were audited by Uttam Agarwal & Associates. He also examined the Balance Sheet, Income and. He also examined the Balance Sheet, Income and expenditure Receipts and Payments accounts.

Similarly, the audits for the financial years 2017-18 and 2018-19 were conducted by Sumit Das & Co respectively. They also examined the Balance Sheet, Income and expenditure Receipts and Payments accounts. The auditors observed and opined that the college should maintain the details of the accounts and funds updated. (Audit Reports attached.)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The College is a government aided Higher Educational Institution of West Bengal. The Government of

West Bengal provides salary component of the Full-time and Government Approved Part-Time Staffs. The College collects Tuition Fees and other Session Charges from the Students. It is the main source of financial resource of the College. However, the College has to remit Fifty percent of the collected Tuition Fees to the Government. The College has to manage all its requirements out of this residual amount. Presently, the College has increased its buildings manifold. As a result, the maintenance cost, electricity charges, and other expenses have increased noticeably. The number of computers, printers, projectors, IT – hardware have increased. The recurring and non-recurring costs also increased. The remunerations paid to the casual staff increased substantially. The College has already installed 100% LED tubes and lamps in its classrooms, office, and library and reading rooms. The College has approached the Government to use our football playground size roof to install solar panels to produce solar energy and transmit the additional electricity to Grid and thereby reducing our Electric Bill and earning additional money for extra supply of power. The preliminary survey has already been completed. The final is yet to be heard. We have many trees surrounding the College Building. The firewood is sold in regular interval to keep the campus clean. Near about Rupees ten thousand is earned from it. The UGC grants received by the College use it for the purpose it is granted. The College encourages the teachers to pursue to the UGC and ICSSR for receiving grants for running Research Projects and organizing Seminars and Conferences.

The College seeks financial assistance from various departments of the Government of West Bengal. It seeks financial assistance from the local MP and the local MLA out of their local area development funds. The College prepares a budget in the beforehand on the basis of previous year's experience and then starts incurring expenditures on several heads.

In case of making lump sum expenditure, approval is sought either from the Governing Body or its Finance Sub- Committee. All purchases except petty ones are done through the Purchase Sub-Committee ensuring the rate as reasonable. This is how, the College tries to utilize optimally its resources.

6.5 Internal Quality Assurance System

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

Response:

The IQAC of Bethuadahari College has contributed significantly for institutionalizing the quality enhancement strategies and processes.

1. The IQAC suggested introducing new courses in its meeting held on 10.07.2015; the College was able to introduce English Honours and Education Program Course in 2019-20.
2. The IQAC suggested introducing distance learning PG courses, the College started DODL under the University of Kalyani.
3. The IQAC felt shortage in the number of classrooms. Now, adequate number of classrooms has been constructed.
4. The IQAC suggested preparing teaching plan for curriculum implementation within due time and now each department used to prepare teaching plan at the outset of the academic session.
5. The IQAC suggested taking surprise tests after completion a few topics. The departments are taking surprise tests.

6. The IQAC suggested taking remedial classes for the slow learners. The departments are taking remedial classes for the slow learners.
7. The IQAC suggested taking tutorial classes for the advanced learners so that they can do it in their homes. The departments are providing tutorial classes.
8. The IQAC put emphasis on audio-visual classes, teachers started to take classes using microphones in big classrooms, delivering PPT presentation using laptops and Projectors.
9. The IQAC gave stress on organizing college level seminars, all the departments started to organize college level seminars.
10. The IQAC gave stress on giving access to internet facility to teachers and students, the same has been done. The whole campus is now covered with wi-fi facility. The Office Rooms, Principal's Room, Staff Room, Library Room, Reading Room and Smart Class Room have been given internet access.
11. The IQAC stressed on formation of Anti-Ragging Cell and Anti-Sexual Harassment Cell and Grievance Redressal Cell, Career Guidance Cell and Academic Counseling Cell. All the Cells are functioning at present.
12. The IQAC stressed on a few physical facilities in the College such as Sick Room, water booth, water cooler, ramp, fire-extinguishers, alternative staircase, digital libraries etc. All of the facilities are now available for use.
13. The IQAC suggested introducing Feedback system of all types of stakeholders. The College has adopted feedback system for all sorts of stakeholders.
14. The IQAC stressed on digitalization of Library and the College library has been automated partially.
15. The IQAC stressed on introducing a number of certificate courses on several branches of vocational education. The College has introduced Certificate Courses on Computer Literacy, Yoga & Meditation, Mushroom Cultivation, Handicrafts and Bee-Keeping.

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

Response:

The college reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms. IQAC has contributed a lot in reviewing its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals. College reviews its teaching learning process, structures & methodologies of operations and learning using various methods.

The several methods adopted by the college to review the teaching learning process are as follows:

The college arranges for several test examinations before the University conducted final examinations. Thereafter appropriate measures are taken after evaluating the answer scripts. Arrangements are made to clarify their problematic areas. Special, remedial and tutorial classes are taken. Re- tests are arranged for the slow learners to keep them on track.

Another such method is that the college analyses the yearly/semester-wise final University results at periodic intervals. The ups and downs of the students are scrutinized and analyzed to take necessary steps

if required. All these methodologies are adopted and implemented under the direction of Coordinator, IQAC.

Apart from these, the college undergoes through the feedback system mechanism at periodic intervals. The college arranges and takes feedback from several stakeholders of the college. After taking the feedbacks from the stakeholders, the college analyses the feedbacks and takes several measures as to put emphasis on the use of IT facilities in teaching learning process to make it much more effective and interesting and it is followed actively, to put emphasis on increasing classes etc.

In these ways the college reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms.

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

Response: 0

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

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

Response:

There are several incremental improvements done in the college during the last five years. The details of these improvements are as follows:

Increase in Built-up Area: Previously there were not sufficient classrooms, seminar halls, library rooms etc in the college. But during the last five years the classrooms, seminar halls, library rooms etc have been increased. An annexe building has been built up by the Department of Minority Affairs, Govt of West Bengal. To sum up the built-up area of the college has been increased sufficiently.

CCTV Surveillance: The whole college campus has been wrapped by CCTV cameras. There are 64 CCTV cameras installed in the college during the last five years to ensure the safety and security of the students as well as the college.

Public Addressing System: The College has installed sound system in almost all the classrooms and corridors as public addressing system. The college authority can instantly announce any important message for the information of all without hampering the classes as the sound system has been moderated to a certain limit.

Canteen Facility: In order to provide quality food to the students, teachers and staffs and others who visit the college, the college has set up a canteen as per the direction of the members of the Governing Body. The college canteen provides the quality food cooked in hygienic way.

Medical Room: A Medical Check-up room has been constituted in the college in order to provide medical facilities and primary nursing to the students.

Career Counselling Room: The College has arranged a career counselling room to counsel the college students in choosing their careers. A career counselling committee has been constituted to carry on the counselling programmes continuously.

Ramp and Wheel-chairs: The College does not believe in ableism. Henceforth, the college has constructed ramp and bought wheel-chairs for our differently-abled students to make the college campus more accessible and friendly to them.

Playground: The College has done a lot of things during the last five years in developing the college playground. The students can play football, volleyball, badminton, cricket etc in the college playground.

Recently the college has organised the Nadia District Inter College Athletics, Football and Kho-Kho Championship, 2019-2020.

Installation of Sanitary Napkin Vending Machine: The College has recently installed an automated sanitary napkin vending machine in order to aware and ensure menstrual health and hygiene of girls by ensuring availability of quality sanitary napkins.

Provision of Pure Water: Since its inception the college has been trying its best to provide sufficient pure water to all the students, teachers, staffs and visitors. During the last five years the college has ensured the provision of sufficient pure water by installing several water booths and water purifier.

Increase in the number of Computers: The number of computers including laptop and desktop has increased considerably though not in well-fashioned manner.

Four New Courses: During the last five years the college has introduced four new courses namely Sanskrit (Gen), Physical Education (Gen), English (Hons) and Education (Gen) in order to meet the demand of the local students.

Internet Facility: The whole college campus including the Principal's room, staff room, library room, canteen, college premises etc are wi-fi enabled. The students also get the wi-fi facility anytime, anywhere in the college campus free of cost.

Digitisation of Library: Keeping in mind the core value of the library the college library has been changed and transformed from a manual into an automated one. While recording the books and journals, KOHA software has been installed, the version of which is 3.14.01.000. Just by one click any student can know the whereabouts of the books.

Access to e-Resource: The College has recently registered in N-LIST programme. The faculties and the advanced students can access to full-text journal service for more than 6000 journals and 31 lakhs e-books.

Increase in the number of Books: During the last five years the number of books has been increased considerably to meet the exigency of the students and the faculties. At present there are more than 12500 books in the college library. Several efforts have been made to increase the number of books and enrich the library.

Use of IT facilities in Teaching-Learning Process: The College puts emphasis on using IT facilities more and more as to the use of Smart Classroom. The teachers of all the departments teach the students through Power point Presentation using different slides made by the teachers on their intended topics.

Apart from these, the teachers project different films based on the syllabus for the better understanding of students.

Online Admission: Following the directive of the Higher Education Department of Govt of West Bengal, Online Admission has been introduced from the academic session 2015-2016 for ensuring the transparency in the admission procedure.

National/International Seminars: During the last five years four National and one International Level Seminars were organized by the department of Commerce.

Different Awareness Programs: The NSS unit and other cells of the college have organized different awareness programs as to blood donation camp, on issues related to health, hygiene, safety and security, provision of pure drinking water, Thalassaemia detection camp etc.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	02	01	01

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

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

1. Safety and Security
2. Counselling
3. Common Room

Response:

Gender sensitization is a basic requirement to make out the sensitive needs of a particular gender. It helps us to examine our personal attitudes and beliefs and question the 'realities' that we thought we know. Instilling positive thoughts on gender issues will enable and enhance the future population from practising gender discrimination. Gender issues can be sensitized in campuses through various activities like debates, discussions, seminars, providing facilities such as, safety and security, counselling, common Room etc.

Safety and Security:

The main building has multiple entry and exit points with wide staircases.

The college is sensitive enough to ensure the safety and security of the female students and the staffs. The whole college campuses including the buildings of the college are under CCTV cameras surveillance installed in different strategic positions. This enhances the security system in the college as it also has the

recording facility.

Two security personnel are appointed as security officials to ensure the maximum security within the campus. Besides, there is a Lady Attendant in the college to help and assist the female students thereby solving their problems.

The college has built up separate toilets for boys and girls in each floor. The college has earmarked a separate cash counter for girls to ensure their safety and security thereby helping them in doing their works smoothly. Again, the reading room has a separate table for the girls. All these provisions are there to ensure the optimum security of the female students.

The college has a committee to look into the Anti-sexual harassment cases and the committee includes members from teaching and non-teaching staffs, students and all of that. Flexes and banners are displayed in the campus pointing out the legal steps and punishments for sexual harassment. Each and every year the college celebrates World Women's Day on 8th March by organizing a seminar on gender equity or against gender discrimination or women empowerment.

There is also a Grievance Redressal Cell in order to make out and solve any grievance arising on the part of the students in general.

Counselling:

Counselling is the activity of a counsellor, or of a professional who counsels people, especially on personal problems and difficulties or choosing careers etc. In our college the teachers usually counsel the students especially the female students and the students who are coming from the weaker sections of the society. All the teachers of the college function as counsellors to detect and resolve any crisis and problem faced by the students. The college level kanyashree Club is also helpful for solving problems of the girls.

This apart, there is a Career Counselling Sub-Committee in the college in order to guide and counsel the students in choosing their careers. The Committee organizes and makes several arrangements to guide and counsel especially the female students and the students coming from the weaker section of the society thereby encouraging them to move forward and keep on main track. Besides, the college has a cell to counsel the girls for continuation of study, for preventing early marriages and for meeting up disturbances and disputes in in-law's house.

Common room:

The college is well furnished with separate common rooms for male and female students. There are several arrangements provided in the common rooms. Male and female restrooms and washrooms are separate for students and the staffs.

The girls' common room is prohibited for boys. In the girls' common room there is a Carrom Board, Ludo

Boards for their entertainment. There has been installed a sanitary napkin vending machine in the girls' common room to make the napkins available thereby maintaining their menstrual health hygienic. Apart from these there is a Lactating Mothers' Corner for breast-feeding their babies.

Similarly, there are several arrangements in the boys' common room. They also pass their spare times in a relaxed and free way.

In these ways, the college shows gender sensitivity in providing the facilities such as, safety and security, counselling and common room.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 13600

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

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

Response: 2720

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 2720

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

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

Response:**Solid Waste Management:**

Solid wastes are scavenged regularly by a team of sweepers. They used to sweep the garbage with brooms, basket, hoe etc. under the leadership of Sri Bibhas Baidya. A number of sweepers are appointed locally against wage payments in every week to keep the Campus clean. The College has signed in an agreement with a Sweeping Organization for regular cleaning of toilets of the College. The dried leaves, unwanted saplings and grasses are kept in a Compost pit to make it Compost fertilizer. This fertilizer is used in the flower garden.

Besides scavenging, the solid wastes are collected through the dustbins placed at different points of the premises of the College. The wastes are sorted into two types. One is bio-degradable and the other is non-bio-degradable. The non-bio-degradable items are sent to the Village Vat after couple of months. The bio-degradable items are collected in the compost pit of the College.

The plastic water bottles collected from the College Ground and Classrooms in a net-bin. After that, our volunteers of NSS Unit collect single use plastics from their homes and pour those plastics into bottle. Thereby they arrest huge number of plastic carry bags in a compressed form. These bottles are now being stored in a room and in the near future these bottles will be used as bricks to construct concrete seats in the campus.

Liquid Waste Management:

As the College is situated in rural area, it does not have any opportunity to send the liquid wastes out of the College by drainage system. So, liquid waste is sent to soak pits prepared for the purpose. We have channelized the additional water (waste) of the water booths to a pit from where the flower garden is watered. The rain water of the ground surface is also deposited into the pit and used for watering the garden. The rain water of the roof is also harvested in the pit. We have set up two rain harvesting units to harvest the rain water in such way that we shall be able to recharge the same to the ground water level.

e-Waste Management:

The College has specified a Room for dumping e-wastes. The defunct computers, printers, USPs, monitors, scanners, mouses, desk jet printers, blank cartridges, CDs etc. are kept there. All the items kept there are recorded in a Register.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting Project : Every day we do not have rain. For maintaining garden and volley ball court, kabadi court and badminton court, we need regular supply of water. In addition to this, the pedestrian road connecting our College building one another is flooded during the rains by the roof water. It is for this reason we planned to save the roof water coming out of rain water pipes. The pedestrian roads do not get water logged for installation of rain water harvesting pits. We have dug two well around forty feet deep in two different parts of the pedestrians' road. The rain water pipes joined together and reached a filtration chamber. The first flush of the rain is separated by another part of the pipe and unless the key is opened no water is entered into the filtration chamber. The water is filtered through five beds, namely, charcoal, white fine sand, coarse sand, small gravel and large gravel beds. The filtered water is allowed to enter into the rain water harvesting well. The water is recharged with ground water at its level. Thus, the bore wells are not dried up. By Tulu Pump water is brought up to the surface level for wetting volley ball court and irrigating the flower and herbal gardens.

7.1.7 Green Practices

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

Response:**Encouraging Cycling:**

Cycling is not only a good exercise but also a good means of transport, especially for School and College going students. It is eco-friendly. It does not emit carbon dioxide or carbon monoxide in the air. Our students are advised to come to the College by riding bicycles. We have a sizeable cycle garage for accommodation of bicycles in our College. The Garage has separate entry and exit for boys and girls.

Emphasis on Public Transport:

Using public transport is a method of reducing pollution. The total emission is divided by the number of users. Thus per capita energy use as well as per capita emission is reduced. There are many students of our College coming from distant places used to avail buses and trains. Most of them use cycles to reach their nearest bus stop and railway station. Again, after reaching Bethuadahari Railway Station or Bethuadahari Bus Stand they hire rickshaws, e-rickshaws, city van or buses to reach the College. Thus, a section of our students avail partly or fully the facility of Public transport to reach our College. Another section of our students make daily train journey for attending the College and they used to walk. Since last five years or so, near about one hundred fifty Totos (pollution-free battery-run vehicle) ply between Bethuadahari College and Bethuadahari Railway Station/ Bus Stand. Private van rickshaws, Totos are not allowed to enter into the Campus in order to keep it noise free.

Plastic Free Zone:

Our College has been declared as Plastic Free Zone since 01.01.2019. We have organized many awareness camps before this declaration. We have installed five blue dustbins at different strategic points to gather plastic items and we used to dispose finally this type of waste to the Panchayat. Krishnagar Poribesh Bandhu of Krishnagar has been guiding us to promote awareness about dangers of plastics.

Environment Awareness Programmes:

We used to organize seminars on World Environment Day (5th June every year) in order to enhance environment awareness amongst the students.

We have many other dustbins for collecting garbage and wastes. Organic garbage, such dry leaves, grasses and unwanted saplings are thrown to the Compost pit. Occasionally, cow dung brought from outside is mixed with these wastes to make it Compost quickly. The Compost is used in our flower garden.

Paperless Office:

In spite of our desire we could not make our office **paperless**. A single office cannot be fruitfully paperless unless other related offices become so. We have digitalized our admission, form fill-up, library, salary payment system, superannuation & pension and accounts maintenance system.

Greeneries:

Our College Campus is like an island on a sea of **greeneries**. We have more than 19 bighas of land of our own. Only one-third of our land has been utilized as College Buildings.

Pedestrian friendly roads:

The College Buildings are connected with **pedestrian friendly roads** and also with the Entrance.

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

Response: 1.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.4	0.3	1.3	1.2	0.5

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

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

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

Response: D. At least 2 of the above

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 0

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

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

File Description**Document**

Any additional information

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes**File Description****Document**

Any additional information

[View Document](#)

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

[View Document](#)**7.1.13 Display of core values in the institution and on its website****Response:** Yes**File Description****Document**

Provide URL of website that displays core values

[View Document](#)**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

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

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

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

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: 26

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

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

File Description	Document
List of activities conducted for promotion of universal values	View Document

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

personalities**Response:**

Bethuadahari College organizes national festivals and birth /death anniversaries of selected great Indian personalities.

The national festivals celebrated in this Institution are as follows:

1. National Voters' Day – On 25th January every year.
2. Republic Day - On 26th January every year.
3. National Science Day – On 28th February every year,
4. Independence Day – On 15th August every year,

The birth anniversaries of great Indian personalities celebrated in this Institution are as follows:

1. National Youth Day – On 12th January every year (Swami Vivekananda's birthday.
2. Netaji Subhas Chandra Basu's birthday – On 23rd January every year.
3. Birthday of Baba Saheb Bhim Rao Ambedkar – On 14th April every year.
4. Birthday of Kaviguru Rabindra Nath Tagore – On 8th/9th May (25th Baishakh) every year.
5. Birthday of Kazi Nazrul Islam – On 11th Jaistha every year.
6. Birthday of Sarvapally Radhakrishnan – On 5th September every year.
7. Birthday of Pandit Iswar Chandra Vidyasagar – On 26th September every year
8. Birthday of Jawaharlal Nehru – On 14th November every year

The death anniversaries of great Indian personalities celebrated in this Institution are as follows:

1. National Martyrs' Day – On 30th January every year (Mahatma Gandhi's death anniversary)
2. 22nd Shrabana - Death anniversary of Rabindra Nath Tagore.
3. National Integration Day – 31st October every year (Indira Gandhi's death anniversary).

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

Bethuadahari College maintains complete transparency in its **financial, administrative and auxiliary** functions. The Governing Body has constituted a Finance Sub-Committee. By virtue of assuming the post of Teacher-in-Charge/ Principal and being the Drawing and Disbursing Officer of the College, he will be responsible for giving justification of all financial transactions taken place in the College. Without obtaining pay order from him, no payment can be done. Since the College does not spend directly from the cash deposited in the cash counters, all sorts of payments are done either by issuing cheques to the recipients or withdrawing cash by issuing cheques. All cheques are signed jointly by the Teacher-in-Charge and the President of the Governing Body.

Any big project undertaken by the College which requires sizeable amount of money is either placed

before the Finance sub-Committee or the Governing Body for approval and sanctioning funds for implementation.

All purchases greater than Rupees Ten Thousand are done by the Purchase Sub-Committee constituted by the Governing Body. Purchases (greater than Rupees Ten Thousand) are done through tenders and quotations.

In absence of whole time Head Clerk, whole time Accountant, whole time Cashier and Bursar, the College has engaged a renowned and qualified Chartered Accountant Firm (Swapan Acharyya & Co) for looking over the financial transactions and processes maintained by the College and acting as an Internal Auditor since the financial year 2017-18.

At the grass root level, collection from students is made through software. Amount collected is deposited in the Bank Account. All payments made either by Cheques or NEFT except petty payments. Petty payments are paid in cash by withdrawing from Bank.

Salaries are drawn and disbursed electronically through HRMS. The deductions made out of General Provident Fund, Professional Taxes and Income Taxes are also made electronically and paid directly to the appropriate authorities. Salaries are paid directly to the Bank Accounts of the incumbents.

External auditors appointed by the Directorate of Higher Education make audits of the financial accounts on regular basis.

The College is governed by the Governing Body constituted as per statutory provisions laid down in the Statute of the affiliating university. The Governing Body constitutes a number of Sub-Committees/Committees for decentralizing and making it more participatory. All the Committees and Sub-Committees by consulting with the members take decisions and perform accordingly.

The Governing Body in its meetings prepares policies for running the College. In a year, about five to six meetings are held. On the basis of the resolutions taken by the Governing Body, the Teacher-in-Charge runs the College. The President, Governing Body and other members of the Governing Body assist the Teacher-in-Charge. The resolutions undertaken in the last meeting is served to each and every member of the Body along with the Notice of the present meeting so that each and every member can prepare himself or herself for the discussions to be made in the present meeting and become assured that the resolutions undertaken in the last meeting are correctly recorded.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice:1: Environment Conscious Campus

1. Title of the Practice :

Environmentally Conscious Campus

2. Objectives of the Practice :

The main objective of this practice is to remain environmentally conscious in our everyday life. Our College is rural in nature and is situated in the lap of nature – in a green landscape. But, in everyday practice, we experience that all economic activities taking place in our surroundings are not environment friendly. We are gradually departing from our original character of mind, culture and philosophy. Money is trying to wither away humanity from our heart. Hence, within our small and limited area of workplace we want to establish the altar of the Goddess Nature and worship her by imparting environmental values in the minds of our students.

3. The Context :

We have tried to make our College such a place where only environmentally positive practices will be followed. We are becoming very much indifferent about environmental issues. As because the outcomes of improvement or degradation of environment are not readily understood money earning or immediate benefits, comforts and gains determine our mode of action, our state of mind and our future strategies. It is not at all true that environment does not take its revenge for the unscientific, crazy and ill-motivated deeds. It pays its returns – not to any singular person, but to the whole community. As future of commons is no one's concern, it is neglected and our environment is degraded.

4. The Practice :

We have prescribed every positive practice in our list. Our intention is good. To educate our students and people associated with this institution, we left no option unturned. The list is long enough yet it is not exhaustive.

1. The entire College Campus is “No Smoking Zone” except one room is allotted for chain smokers.
2. The College Campus is a “Plastic Free Zone” implying that carry bags below 20 micron thickness is banned within the premises.
3. Every year we plant saplings of many trees to make the College greener.
4. We have two rain water harvesting tanks, to educate the students about the menace of water crisis, effect of continuous lifting of ground water and how to recharge groundwater.
5. We have flower garden for beautification of the campus.
6. We have herbal garden from where our students can learn how to use herbs in treatment of petty illness.
7. We have a compost pit where organic manure is prepared and used in garden.
8. We have converted to 100% LED tubes and bulbs for lightening purpose.
9. We shall start solar energy production within few years and supply that energy to the grid of the WBSEDCL.
10. We have started to train our students mushroom cultivation so that they can avail a good nutrient in

their meals and if interested make this cultivation as a mode of self employment.

11. We have started to train our students cultivation of vetiver grass in order to prevent soil erosion.
12. We have started to train our students apiculture or bee-keeping so that they can stand on their own feet taking it as a profession.
13. Most of our students and faculties used to ride bicycle or public transport while to and fro the College.
14. Within the Campus students and faculties used to walk on pedestrian roads connecting the buildings.
15. We have started to train our students the art of making show-pieces from the waste materials.
16. We have installed several dustbins at different strategic points of the campus in order to collect solid wastes. The bio-degradable items and non-bio-degradable items are collected separately. The runoff water of the water booths and toilets are collected in soak pits. The night soils of the latrines are deposited in the septic tanks.
17. We have a separate room for collection of e-wastes.

5. Evidence of Success :

1. Most of our Staff left the habit of smoking.
2. We have almost driven out plastic from our College. The tea supplier has been forbidden to supply tea in a plastic cup. He now uses paper cup instead. The plastic carry bags collected by our students are kept in plastic bottles. A single 500ml. Bottle can arrest about twenty carry bags with ease. In future, we shall use those as bricks in constructing concrete benches.
3. Our Campus is a huge store house of oxygen. Trees reduce carbon dioxide by converting it into organic carbon.
4. Rain water harvesting bore-wells used to supply water for our gardens and volley ball court round the year.
5. We try to keep our Campus clean, collect garbage systematically. Flower garden causes a soothing effect on our eyes and creates a proper mood of learning.
6. Herbal garden educates us about our rich heritage of Ayurveda.
7. Compost pit used to produce organic manure which is applied in the gardens.
8. We have replaced our all lamps by LED tubes and bulbs.
9. We found enthusiasm among them in mushroom cultivation, bee-keeping, vetiver grass cultivation and handicrafts.
10. We put emphasis on walking on foot and public transport while making journey.

6. Problems Encountered and Resources Required :

1. Major problem encountered in implementing this practice was to change the mindset of the people associated with the College. Environment is like the earth cannot place its demand. It is the people who are using the environment can pollute it or keep it pure. It is repeated effort of a few teachers and a handful number of students who consistently tried to improve the environment.
2. Resources are of two types human and physical. Human resources are more important than physical resources. If we can make aware of our students properly about the environmental aspects, we believe all the people associated with this institution will be bound to keep up with.
3. We are trying to build an environmentally sustainable culture in our institution so that in future most of the jobs will be done spontaneously, when no command will be required.

7. Notes (Optional) :

We have applied to the Government of West Bengal for introducing “Aloshree scheme” in our College in which the entire solar energy production project shall be implemented with good amount of subsidy.

1. We have placed our application to the Bank of India, Bethuadahari Branch to sponsor the annual maintenance expenditure of the gardens.
2. We are keeping contact with the NGOs working in the field of environment, like “Paribesh Bandhab” of Krishnagar for keeping us updated

Best Practice : 2: Women-Empowerment

1. Title of the Practice :

Women-Empowerment

2. Objectives of the Practice :

Empowerment includes the action of raising the status of women through education, raising awareness, literacy and training. Women’s empowerment is all about equipping and permitting women to make life-determining decisions through the different problems in society. The main objective of this practice is to educate and train the girls in curricular and extra-curricular activities coming from different rural areas adjacent to the college thereby imparting knowledge and building leadership in them.

3. The Context :

Since inception the Bethuadahari College gives education mostly to the first generation learners as the college is situated to the rural area and the students are coming from the different remotest areas where especially the girl students are repressed and marginalized. They are socio-economically backward. They are deprived of education and all of that.

Again, the girl students of the college are found to be reserved, shy, introvert and non-communicative. They lag behind it is due to their indecisiveness, diffidence, hesitation etc. They don’t want to participate in any activities of the college owing to their excessive shyness. These habits impede in their social, emotional, intelligential development thereby narrowing their chance in wider aspects of the nation.

4. The Practice :

Keeping the aforementioned context in mind the college has taken several initiatives in order to educate and train especially the girl students belonging to the above context thereby bringing them to the mainstream and causing their empowerment. Mere lectures and discussions indeed can’t solve their problems. So the college has implemented various benevolent and encouraging initiatives in practicality.

1. First of all, the teachers have changed their methodologies of teaching by making and including the girl students in academic issues more and more. The college has built up separate common room for the girls to give them space and freedom. In the girls’ common room there are the provisions of

Carrom Board, Ludo boards etc for their entertainment.

2. The college has recently installed a sanitary Napkin Vending Machine In the girls 'common room to make the napkins available thereby maintaining their menstrual health hygienic.
3. In the girls' common room, there is a Lactating Mothers' Corner for breast-feeding their babies.
4. The college has earmarked a separate cash counter for the girl students. The college Library has earmarked a separate counter for girls. In addition to these, the reading room accommodates a separate table for girls.
5. The college has a committee to look into Anti-sexual harassment cases. The college has a cell to counsel the girls for continuation of study, for preventing early marriages and for meeting up disturbances and disputes in in-law's house. The college level Kanyashree Club is also helpful for solving problems of the girls. All the girls of the college are included in the Kanyashree Club.
6. The college celebrates World Women's Day on 8th March each and every year by organizing seminar on gender equity or against gender discrimination or women empowerment.

5. Evidence of Success :

The initiatives taken and implemented by the college has influenced and changed the perspectives and outlook of the girls thereby improving and motivating them a lot.

1. During the last five academic years the number of the girl students has been considerably increased. The girl students have been motivated to go forward.
2. The girl students have done well in examinations. They have also earmarked and achieved excellence in several other proficiencies.
3. The girl students of the college have also performed well in the cultural and sports activities thereby achieving excellence.
4. There are several sub-committees which consist of several girl representatives.
5. Propensity of child marriage has been reduced in the locality to some extent.
6. The girls have learnt to live by their own way coming out from the social stereotypes. They have achieved the quality of leadership. They have learnt the importance and goal of women empowerment.

6. Problems Encountered and Resources Required :

To implement this practice initially the college has to face and encounter many problems as to-

1. Inadequacy and lack of experience to find out the way out of the situations arised to implement the practice
2. The girls themselves have hesitated to come out from the morass of the hegemonic patriarchal social conditioning and taboo.
3. In spite of arranging several seminars and discussions on women-empowerment, the very 'real' situations vary and contradict to implement the same.
4. Girl students coming from weaker socio-economic backgrounds need more spatio-temporal contract to be handled and empowered.

7. Notes (Optional) :

To implement this best practice the following resources are required:

1. A gender sensitive campus
2. A proficient leadership
3. Physical facility
4. Adequate safety and security measures
5. Conscious and well-aware faculty and administration to meet the needs of the girl students.
6. More seminars and workshops on gender equity and women empowerment.

7.3 Institutional Distinctiveness

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

Response:

Once upon a time, Bethuadahari College catered to the needs of higher education of an extensive area. At that time, no other higher educational institution was there. With time, a number of degree colleges established in the adjacent blocks of the College. Now, the demand of the feeder area and the demands of the feeder schools are now met by as much as six colleges. But since the day of inception, Bethuadahari College has been strictly following its vision of extending education to first generation learners, focusing on the down trodden section of the population, socially disadvantageous group of students and with the motto of empowering the students belonging to these categories, giving opportunities to them to stand on their feet for uplifting the socio-economic standard of the society.

Steps taken to fulfil the vision are as follows:

The intake capacity of the General/Program Course at the undergraduate level has increased substantially with time. It is now 2194. Initially, it was only 300. It may be questioned why emphasis on General/Program Course. These students require a graduation degree. An honours students have to read more intensely, more deeply, and huge amount of syllabus. These students do not have much time to read. They have to take part in the earning process of the family. They do not have much money to take tuitions. Even they do not have enough money and time to attend the classes regularly because the cost of attending the college is also unbearable for them. But they are badly in need of a degree certificate to attain eligibility – eligibility for a job, a bride, a groom, a status and an educated person.

The students belonging to socially disadvantageous group are entitled for receiving scholarships from various government and non-government agencies and schemes. The College gives all efforts to get them scholarships and keeps vigil so that nobody is deprived of.

The College has started NCC for both men and women students so that this training help them to join the police force, army and in any sort of defence jobs.

The College has introduced Physical Education in the undergraduate level to make our students fit for sports and games and to prepare the mind set up for adopting jobs that require physical fitness more rather than intellectual capabilities.

The College is now teaching English both in Honours and Program Course to develop their capability on

English language which is the gateway of the world of international learning and communication.

The College has taken initiatives a number of vocational training through its Vocational Education Training Centre. This centre is offering a number of certificate courses on completion of a number of vocational training such as mushroom cultivation, bee keeping and handicrafts etc. Through these trainings, the students of the College gathering some ideas may start their earning their livelihoods.

The College has a running career counselling cell which gives the students the information and awareness regarding jobs and opportunities.

NAAC

5. CONCLUSION

Additional Information :

Apart from the information provided in the SSR regarding our college, we would like to mention the following issues which are under consideration to be implemented in our college positively:

1. Separate campus unit for each department
2. Improvement of the Gymnasium which is already there in the college.
3. Beginning of some more value added courses.
4. Extended Library Complex is needed because a separate Library Building along with a spacious Reading Room creates a good ambience for the users. The chaos of the corridors and classrooms can thereby be reduced. Again, in a flood prone zone, the Library should be in the first and second floor. But the constant loads of books with almirahs need extra care in foundation of the building and casting of the roofs.
5. Increase in the number of computers as computers are no longer computing machines, these are also store of knowledge. So, every students should be provided with a computer at the time of learning.
6. Establishing Women Study Centre is necessary because the proposed Kanyashree University is going to be established only thirty kilometers away. As a feeder college we have to keep in mind in empowering our girl students matching with the demand.
7. Increase in the number of Guest Room is another goal because Seminars, Workshops, Audit visits, Inspections are now regular phenomena of a college like ours. So, the demand for Guest Room will go on.
8. Provision of qualitative research ambience is required because a higher educational institution is known by its research facilities. In order to enhance quality of our institution, it is imperative.
9. In House Research facility.

Concluding Remarks :

In conclusion, we may say that since its inception in 1986, Bethuadahari College has undergone and faced many ups and downs in its uphill journey. But in spite of facing several challenges, our college has achieved success enough to fulfil its vision and mission thereby providing quality education to the learners.

Bethuadahari College has taken the initiatives this year and accordingly has filled up the Self Study Report (SSR) to be submitted to NAAC for its assessment and accreditation. This self-evaluation process and the subsequent preparation of the SSR to be submitted to NAAC involves the active participation of all the stakeholders as to management, faculty members, administrative staff, students, parents, community and alumni. We are very eager and determined to be motivated more and more and once our college is assessed successfully it would be easier for us to execute our vision and mission that is to impart comprehensive and quality education to all thereby building harmonious relationship and building humane and ethical values among the students.

To be honest, there are many gaps and shortcomings in the college and very often we have to manage the situations with the positivistic approach only to overcome the gaps. We are very much pleased to announce that in spite of its gaps and shortcomings and its rural backdrop, the college has achieved the height of excellence in both curricular and extra-curricular activities during last few years.

However, we must acknowledge that, as highlighted in the SSR, there are certain areas where the college has not been successful to perform adequately. But it is our sincere belief that the assessment and accreditation by NAAC will provide the college with necessary benchmarks and guidance to go ahead. We believe in optimism- so lets' hope for the best.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	5	2	0	0	0	2018-19	2017-18	2016-17	2015-16	2014-15	00	00	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
5	2	0	0	0																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
00	00	0	0	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	4	2	3	2	3	2018-19	2017-18	2016-17	2015-16	2014-15	1	2	0	0	3
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	2	3	2	3																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
1	2	0	0	3																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 4</p> <p>Answer after DVV Verification: 20</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2018-19	2017-18	2016-17	2015-16	2014-15
1120	722	1043	0	0

Answer After DVV Verification :

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

1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 5 Answer after DVV Verification: 00</p>
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 2418 Answer after DVV Verification: 2566</p>
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 18 Answer after DVV Verification: 7</p>
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 119 Answer after DVV Verification: 7</p>
3.1.2	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 0 Answer after DVV Verification: 1</p> <p>3.1.2.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 7</p>
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p>

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
339	856	590	401	321

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
339	80	60	42	42

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	0	0	0

Answer After DVV Verification :

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

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

	<p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 18 Answer after DVV Verification: 2</p>																				
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>30.00000</td> <td>45.65000</td> <td>41.67000</td> <td>31.17000</td> <td>11.50000</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>33.41</td> <td>45.45</td> <td>41.67000</td> <td>31.17000</td> <td>11.50000</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	30.00000	45.65000	41.67000	31.17000	11.50000	2018-19	2017-18	2016-17	2015-16	2014-15	33.41	45.45	41.67000	31.17000	11.50000
2018-19	2017-18	2016-17	2015-16	2014-15																	
30.00000	45.65000	41.67000	31.17000	11.50000																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
33.41	45.45	41.67000	31.17000	11.50000																	
4.2.3	<p>Does the institution have the following:</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
4.3.4	<p>Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric.</p>																				
5.1.2	<p>Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years</p> <p>5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years</p>																				

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
510	224	153	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	0

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric. The HEI has claimed sum of Rs 250 and 300 as freeship. This is prize money for performance in academics and not freeship/ scholarship.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1120	762	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
61	30	46	30	36

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	02	01	03	00

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35	17	8	9	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	04	04	01	01

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	15	14	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
02	01	02	02	02

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	5	7	9	9

Answer After DVV Verification :

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

2	02	02	02	02
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6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	0	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	0	2	0

Answer After DVV Verification :

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

6.5.4 Quality assurance initiatives of the institution include:

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

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

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

7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>02</td> <td>01</td> <td>01</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	2	1	2	1	1	2018-19	2017-18	2016-17	2015-16	2014-15	02	01	02	01	01
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	1	2	1	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
02	01	02	01	01																	
7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1227"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>.40312</td> <td>.32205</td> <td>1.29802</td> <td>1.15128</td> <td>.53178</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0.4</td> <td>0.3</td> <td>1.3</td> <td>1.2</td> <td>0.5</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	.40312	.32205	1.29802	1.15128	.53178	2018-19	2017-18	2016-17	2015-16	2014-15	0.4	0.3	1.3	1.2	0.5
2018-19	2017-18	2016-17	2015-16	2014-15																	
.40312	.32205	1.29802	1.15128	.53178																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.4	0.3	1.3	1.2	0.5																	
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above</p>																				

Answer After DVV Verification: D. At least 2 of the above

Remark : As per the HEI statement in the response dialogue box and the data attached with the Metric. A closed washroom does not support the HEI claim of Differently abled (Divyangjan) Friendly washroom.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	13	14	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	9	9	9	9

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 16 Answer after DVV Verification : 206										
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	14	14	14	14	14
2018-19	2017-18	2016-17	2015-16	2014-15							
14	14	14	14	14							

Answer After DVV Verification:

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

2.1 Number of students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1832	2059	2084	1597	1518

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3593	4312	5013	5109	4077

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1283	1249	1249	1249	975

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1173	1173	1173	1173	941

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
880	722	1043	669	530

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1017	953	1152	1253	930

3.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 58

Answer after DVV Verification : 28

3.2 Number of computers

Answer before DVV Verification : 49

Answer after DVV Verification : 43

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55.54453	57.95336	78.07820	69.13990	92.20403

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
34.24	32	45.6	56.3	74.4

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