

# Self-Study Report Cycle 2

(FOR AFFILIATED AND CONSTITUENT COLLEGES)



Submitted to  
**NATIONAL ASSESSMENT  
AND  
ACCREDITATION COUNCIL**



**SUSIL KAR COLLEGE  
CHAMPAHATI  
24 PARGANAS (SOUTH)  
WEST BENGAL**

*Susil Kar College was established in 1968 with the aim of adding to the intellectual resources of a region already rich in lush natural bounty and hard working people. Since then, the institution has been consistently focused on its vision of spreading Higher Education to a wide cross-section of society, and arming the poor, oppressed sections with the most powerful tool of knowledge. For as our motto states: “Knowledge is Power”.*

*The institution strives to combine the imparting of formal, syllabus-based education with the lessons of character formation; emphasizes the development of Emotional Quotient (EQ) as much as Intelligent Quotient (IQ).*

*This Self-Study Report charts how the institution has attempted, with great degree of success to carry forward its mission of holistically developing the young minds, providing the best possible facilities for the same.*

*Reiterating our commitment to ‘Higher Education with a heart’, I present this report to the National Assessment and Accreditation Council for Re-accreditation.*

**Principal**

**Susil Kar College**

**Champahati**

**24 Parganas (South)**

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# A. Executive Summary

# PREFACE

Susil Kar College has earned a name in the district for its academic advancement, developing activities, peaceful atmosphere and efficient management. Established in 1968, the college had a modest beginning with Pre-University in Arts and Commerce, B.A. general course. Since then, the institution has been gaining a gradual progress. At present, the college offers B.A., B.Sc. and B.Com. programmes with Honours in 9 subjects and general courses are offered by 14 departments.

The college is located at a rural area comprised of the people of backward classes and minority community. Since beginning, it has been serving the objective of providing access to Higher Education for the economically deprived village masses. Presently the college has enrolled nearly 2500 students that proves the acceptability of the mission of the college by the local people.

The college has gathered remarkable enthusiasm after it was accredited with 'B' grade by NAAC in 2006. The recommendations made by the Peer Team acted as guidelines in the Post-NAAC period. Purchase of additional land adjacent to college premises, introduction of B.Sc. courses in Physics and Chemistry, opening up subjects like Education and Physical Education, getting affiliated in computer science, establishment of 4 laboratories, provision for more departmental libraries, computerization of the whole office, installation of smart class equipments and above all, planning and proceeding to build an effective campus with a new science building may be highlighted as post-NAAC achievements.

## *Criterion I : Curricular Aspects*

The freedom of a institution of U.G. standard is very limited in determining curriculum. In spite of that effort is always taken to fulfill goals and objectives of the institution by translating local demand into our choices for new courses and programmes. Introduction of general courses in Physics and Chemistry, Computer Science, Education, Sanskrit and Honours in Mathematics during the post-NAAC period is the result of the feedback obtained from the locality including students and common people. We also tried to maintain the

policy prescription of the NAAC peer team in this regard. Location specific short term certificate courses on various topics may be mentioned as another successful venture in the said period.

## *Criterion II: Teaching, Learning and Evaluation*

The college relies on merit-based admission following the government reservation policy that guarantees transparency in admission. In fact, majority of the students is included in economically deprived and backward class bracket.

A fairly good number of fresh and energetic faculty members have joined during the last five years. Besides, college has adequate number of part-time, guest and contractual full-time teachers. Many of them are attached to various academic association/bodies.

Professional development of faculty is done by regular participation in seminar/workshops/conferences. Faculty members are encouraged to do their career advancement programmes of various kinds.

Students of all categories are always encouraged to make use of the library. Central library becomes more enriched by regular purchases of various titles. The teaching-learning process gets additional strength with the introduction of some new departmental libraries.

Slow and advanced learners are identified through class tests and regular interactions. Microteaching, remedial classes are conducted for the slow learners. Advanced learners are encouraged by cash incentives, special counseling.

Till date, teaching-learning is mainly based on chalk and talk method. However, ICT-based method is gradually getting importance. Introduction of smart classroom raised a great sensation. Use of LCD becomes somewhat regular. Student centric learning method like seminars, job training is also conducted. We also carry on faculty exchange programmes, guest lectures, project based learning. Evaluation of teachers by students becomes a regular future.

## *Criterion III: Research, Consultancy and Extension*

There is a remarkable advancement in the field of research activities during the last five years compared to the pre-NAAC period. 5 minor and Major

Research Projects, 1 FDP, 8 ongoing PhDs are required to mention. One of the faculty members has been registered as research guide and another faculty has submitted his Ph.D. papers.

Some of the faculty members have published research papers in refereed journals. Many of the faculty members also have different types of publications. Faculty members also provide consultancy services in the areas like career guidance, social values etc.

Extension activities and outreach programmes are done by NSS and NCC units. Various community development programmes organized by NSS units include Adult Literacy programmes and different medical camps. Seminars, workshops and various types of cultural activities are also worth mentioning.

The institution has collaborated with various government and non-government institutes to organize different short term career oriented certificate courses. Location specific curriculum has also given priority in some cases. Response on the part of the students was impressive.

### *Criterion IV: Infrastructure and Learning Resources*

Shortage of sufficient classroom is a continuous problem faced by the institution. All efforts were aimed at to solve the same in the post-NAAC period. Construction of frontal part of the 3rd floor of Northern Block resulted 4 big additional rooms. Purchase of 24 cottas of land nearby and finalization of the plan to construct Science Building covering half portion of the same will surely be some relief. The rest of the land is left for a ladies hostel, the plan for which is yet to formulate. We are now planning to acquire own campus included of Northern Block and newly purchased land.

Effort is always made for optimal utilization of existing infrastructure. Introduction of 4 laboratories, store rooms for co- and extracurricular activities, generator room, covered cycle garage maybe some examples. Renovation work has been carried out regularly.

Computer aided teaching-learning method is getting importance with the introduction of smart classroom, use of LCD, office automation, installation of 2 servers, shifting of computer lab to more spacious room. Existence of college website and internet facilities (Broad-band) makes the process more effective.

Library purchases always keep a fair balance among text and reference, current titles and research oriented publications. Complete automation and free access are our goal. Introduction of more departmental libraries, a career corner inside the central library are the fresh dimensions.

Handsome amount is spent yearly for renovation and maintenance works. We have AMC for computers and accessories. Installation of several aquaguards, water cooler and permission to have PHE water connectivity remove the safe drinking water problem. Introduction of sufficient number of fire extinguishers at places required adds a new step as safety measure.

### *Criterion V: Student support and Progression*

Over the last five year period the increase in the student support system may be justified by the more than doubling figure of the number of students. The institution organizes various types of employment-oriented and location specific career courses that raise a sensation in the locality. The overall exams results of the students of a locality dominated by socially deprived people are satisfactory. This is due to tireless effort of the faculty members regarding academic and career counseling. A fairly good percentage of students can avail the opportunities of higher studies and employment.

Regarding financial help college has own initiatives in the form of aid fund, freships and other incentives. Apart from these, there are different types of government fund of huge amount. Sport and games, other cultural activities are highly encouraged. Students of the institution always have prize-winning performances in those fields. Annual college magazines and wall magazines of various departments are the platforms where students can express their creativity skill. College has an active Students' Union that makes effective link between students and managements. Alumni Association and parent-teacher meetings contribute positively for the development. Through grievance redressal cell students can express their individual view.

### *Criterion VI: Governance and Leadership*

To spread higher education among the neglected people of the locality is the mission of the institution and the management is always guided by the same.

The co-operative and cordial atmosphere developed makes the leadership role easier. Though principal acts as implementing authority on the part of the management, majority of the decisions taken and activities done under a democratic setup. The active participation of faculty members, staff and students are ensured by the distribution of responsibilities among the various sub-committees. Regarding academic and administrative matters, HOD and other staff are provided with sufficient freedom. Principal and IQAC in the Post-NAAC period keep the co-ordination and monitoring mechanisms effective acting as the communicative link of feedback of different sections.

Feedback on performance assessment of the faculty is carefully judged. As required, college also undertakes staff welfare activities. Major sources of finance of the college are UGC, state government (DPI) and college fund contributed by the students. Grants from UGC are earmarked for construction and repairing (Building), purchases of books and equipments, holding of seminars/workshops, career oriented courses. DPI sanctions fund mainly for the salaries of staffs excepting casual non-teaching staff and guest/contractual full time teachers, the payments of the rest two categories are made out of college fund. The college fund is also utilized for students' welfare and self-finance courses and to meet expenses essential for development, recurring expenditures. The accounts are audited every year. The audit of this year has been completed right at this moment.

### *Criterion VII: Innovative Practices*

Various quality assurance mechanisms have been developed by the institution within the existing academic and administrative systems, for instance, formation of IQAC, introduction of new undergraduate programmes (both honours and general), setting up of a Career Counseling Cell, etc. The faculty always tries to make the entire teaching-learning process learner-centric by using modern technology-based teaching methods. Students also have an active role to play in assuring quality of education being imparted by the institution as they provide feedback on various aspects of the institution, for example, teachers' performance, nature of classes, etc. Apart from these, all members of the teaching and non-teaching staff are involved in various academic and administrative activities. Parent-teacher meetings are occasionally held, which also help to evaluate the academic programmes. Various

community-oriented programmes conducted by the institution help in personal development of the students.

Merit-cum-reservation policy, transparent administration and admission procedures, financial incentives to students, etc. help the institution to cater to the diverse needs and demands of the students, especially those belonging to the socially and economically weaker sections of the society, who form the majority of the student population. A variety of curricular, co-curricular, community-oriented and social activities help to develop social responsibilities and life-skills among students. Even teachers are continuously encouraged to engage in as much research work and faculty development programmes as possible.

Satisfaction of all the stakeholders concerned is taken into account in order to ensure quality of education being imparted by the institution. A functioning system of addressing students' grievances, i.e., analyzing and acting upon the feedback received from students and other stakeholders is also an important quality assurance mechanism.

All these best practices continuously help the institution to develop in a better manner.

## B. Profile of the College

1. Name and address of the COLLEGE:

Name:	<b>SUSIL KAR COLLEGE</b>		
Address:	Ghoshpur, Champahati		
District:	South 24 Parganas	Pin: 743330	State: West Bengal
Website:	<a href="http://www.susilkarcollege.com">www.susilkarcollege.com</a>		

2. For communication:

Designation	Name	Telephone with STD code	Mobile	F a x	Email
Principal	<i>DR. MANAS KR. ADHIKARI</i>	O:03218 201034 /260005 R: 033 24997807	94744472 46		<a href="mailto:Manas.adhikari61@gmail.com">Manas.adhikari61@gmail.com</a>
<b>Steering Committee Coordinator</b>	<i>Sri Tapas Sarkar/ Dr. Rupa Chattopadhyay</i>	O: R: 033 24181057 24840693	983055 0327/89 0267683 3		<a href="mailto:susilkarcollege@gmail.com">susilkarcollege@gmail.com</a>

3. Status of the of Institution :

Affiliated College

Constituent College

Any other (specify)

✓

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

b. By shift

i. Regular

ii. Day

iii. Evening

5. Is it a recognized minority institution?

Yes

No

✓

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

NA
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6. Source of funding:

Government

Grant-in-aid

Self-financing

Any other

✓

7. a. Date of establishment of the college: .....**05/09/1968**...

b. University to which the college is affiliated /or which governs the college

c. Details of UGC recognition:

UNIVERSITY OF CALCUTTA
------------------------

Under Section	Date, Month & Year
i. 2 (f)	01.01.1973
ii. 12 (B)	01.01.1973

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

d. Details of recognition/approval by statutory/regulatory bodies other than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

NA

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

Yes

No

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

Yes

No

9. Is the college recognized

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

Yes  No

If yes, date of recognition: .....NA.....

b. For its performance by any other governmental agency?

Yes  No

If yes, Name of the agency ...NA... and date of recognition: ...NA...

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

Location	Rural
Campus area in sq. mts.	12100 (Approx.)
Built up area in sq. mts.	13,800

11. Facilities available on the campus:

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
  - \* play ground
  - \* swimming pool
  - \* gymnasium
- Hostel
- Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)
- Cafeteria --
- Health centre –   
 First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....  
 Health centre staff –  
     Qualified doctor   Full time  Part-time   
     Qualified Nurse    Full time  Part-time
- Facilities like banking, post office, book shops
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility
- Waste water management
- Water harvesting

12. Details of programmes offered by the college

At present the Institution is offering 15 UG Programs and a certificate course.

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i)	Under-graduate	B.A. B.Sc B.Com	3 years	Higher Secondary or equivalent	Bengali/ English	—	2695
v)	Certificate course	Computer courses					

13. Does the college offer self-financed Programmes?

Yes  No

If yes, how many?

1

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

Yes	✓	No	Number
			6

15. List the departments:

Particulars	UG	PG	Research
Science	4	0	0
Arts	10	0	0
Commerce	1	0	0
Any Other not covered above	1	0	0

<b>Science</b>
Departments: (For eg. Chemistry, Botany, Physics ...) PHYSICS, CHEMISTRY, MATHEMATICS, COMPUTER SCIENCE
<b>Arts</b> (Language and Social sciences included)
Departments: BENGALI, ENGLISH, HISTORY, PHILOSOPHY, POLITICAL SCIENCE, EDUCATION, ECONOMICS, DEFENCE STUDIES, SANSKRIT, PHYSICAL EDUCATION

<b>Commerce</b>
Departments: ACCOUNTANCY
<b>Any Other (Specify)</b>
Departments: COMPUTER COURSE

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

- a. annual system 

16
- b. semester system 

- c. trimester system 


17. Number of Programmes with

- a. Choice Based Credit System 

0
- b. Inter/Multidisciplinary Approach 

0
- c. Any other ( specify and provide details) 

0

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

Yes  No

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

Yes  No

If yes,

a. Year of Introduction of the programme(s)...**27/05/2008**.... and number of batches that completed the programme 

2
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b. NCTE recognition details (if applicable) NA  
Notification No.: .....

Date: ..... Validity:.....

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

Yes  No

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

Positions	Teaching faculty				Non-teaching staff		Technical staff	
	Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government <i>Recruited</i>	3	3	6	6	8	1		
<i>Yet to recruit</i>								
Sanctioned by the Management/society or other authorized bodies <i>Recruited</i>					8	1	2	0
<i>Yet to recruit</i>								

	Whole Time teacher		Part Time teacher	
	M	F	M	F
Govt Approved	3 (CWTT*)	0	2	4
Management Appointed	2	1	5 (Guest)	1 (Guest)

\*Contractual Whole Time Teacher

21. Qualifications of the teaching staff:

Highest qualification	Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	
Permanent teachers					
Ph.D.	1	2	3	1	7
M.Phil.		1	1	2	4
PG	2	--	2	3	7
Temporary teachers*					
Ph.D.					
M.Phil.					3
PG					6
Part-time teachers*					
Ph.D.					
M.Phil.					1

PG					5
Govt. Approved Contractual Whole Time Teachers*					
Ph.D.					1
M.Phil.					1
PG					1

\*Given designations are not applicable

22. Number of Visiting Faculty /Guest Faculty engaged with the College. 6

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

Categories	2009-10		2010-11		2011-12		2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	843	516	824	575	911	583	1150	713
ST	Negligible							
OBC	80	43	77	47	83	50	105	57
General	379	229	369	254	407	260	514	315

(Some of the figures furnished above may vary a little from the actual values)

24. Details on students enrollment in the college during the current academic year 2012-13

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	2695	--	--	--	2695
Students from other states of India	--	--	--	--	--
NRI students	--	--	--	--	--
Foreign students	--	--	--	--	--
Total	2695	--	--	--	2695

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

UG Negligible

PG NA

26. Unit Cost of Education

(a) Including the salary component

Rs. 7859.02

(b) Excluding the salary component

Rs. 144.50

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

Yes  No

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

Program Name	Student-Teacher ratio	Program Name	Student-Teacher ratio	Program Name	Student-Teacher ratio
Bengali (H)	44:1	Pol. Sc. (H)	18:1	Education(G)	353:1
Bengali (G)	262:1	Pol. Sc. (G)	497:1	Sanskrit (G)	276:1
English (H)	17:1	Economics(G)	92:1	Phy. Edu. (G)	287:1
English (G)	24:1	Economics(H)	0:1	Defence Studies (G)	651:1
History (H)	27:1	Mathematics (H)	6:1	Physics (G)	43:1
History (G)	409:1	Mathematics (G)	4:1	Chemistry(G)	34:1
Philosophy (H)	12:1	Accountancy (H)	15:1	Computer Science (G)	10:1
Philosophy (G)	198:1	Commerce (G)	19:1		

29. Is the college applying for

Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4   
Re-Assessment:

30. Date of accreditation

Cycle 1: ...**21/05/2006**.....Accreditation Outcome/Result.....**B**.....

*(See copy of accreditation certificate and peer team report as an annexure)*

31. Number of working days during the last academic year 2012

32. Number of teaching days during the last academic year

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

IQAC ...**17/02/2007**...

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

AQAR (i) ...**2008**...

AQAR (ii) **07.12.2010**

35. Any other relevant data (not covered above) the college would like to include N.A.

# C. Criterion-wise Analytical Report

# Criterion I: Curricular Aspects

## 1.1 Curriculum Planning and Implementation

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

The vision and mission of the institution are:

- i) To spread higher education in the locality
- ii) To develop the sense of commonness, dignity of labour and education among the students
- iii) To assist the poor and oppressed in their own advancement
- iv) To develop a broad outlook among the students so that they can fight against various social evils.

The mission and vision stated above always guide every activity of our college. Students are made alert about the vision and mission statement by the teachers and authority as soon as they get admission in the college. A translated form of the same is included in our prospectus also. Through our campus activities, meetings and seminars, the vision and mission are further communicated to the students, teachers, staff and other stakeholders.

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

The institution always tries its best to ensure that the curriculum is most effectively implemented and deploys various action plans to this end. First of all, the institution offers the opportunity of higher education for the first generation learners of the locality dominated by the backward classes and minorities. The value based and community oriented programmes through outreach and extension activities inculcate value system among the students. Various skill development activities organized from time to time may also be mentioned which are indispensable for growing global competencies. Measures adopted to improve infrastructural facilities and to achieve excellence in teaching-learning method by upgrading qualities and technologies again reflect the same picture.

The institution arranges meetings with different sections, departments, personnel and other stakeholders to gather information about the state of academic and administrative matters. In all these cases of deploying action plans

for betterment and enrichment of curriculum, IQAC has been performing a vital role in this regard.

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

The institution runs effectively with adequate support from both the university and the institution. The institution provides the required infrastructure sufficient number of classrooms, laboratories and supply of teaching apparatus. It also ensures maintaining an environment conducive to learning. A timetable is prepared at the beginning of each academic year to systematise the teaching learning process and utilize the college resources to the maximum. The institute also provides all the necessary audio-visual aids and ICT enabled devices like LCD projectors, smart-boards, desktops, laptops etc. to regularly organise seminars and conduct other academic activities outside the classroom.

The university regularly conducts Refresher and Orientation programmes for awareness and development of the faculty. The university also organises workshops to inform teachers about recent changes in the syllabi and the evaluation system.

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

The initiatives taken and the contribution made by the institution include appointment of duly qualified contractual full-time, part-time and guest lecturers to take regular classes, maintenance of well-equipped laboratories for Physics, Chemistry, Computer Science and Defence Studies departments, introduction of ICT-enabled teaching methods in classrooms to impart education in an interactive mode, purchase of new text and reference books for the library every year, feedback analysis and introduction of new subjects and courses according to the need of the students. Other initiatives also include organizing seminars and workshops in the college for discussion on recent trends and problems, organizing faculty exchange programmes for the students and encouraging teachers and students to participate in various forms of academic activities. Measures adopted to improve infrastructural facilities and to achieve excellence in teaching-learning method by upgrading quality and technology also contribute to effective curriculum delivery.

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

The institution networks with the industry, research bodies etc. through community interaction afforded at seminars organised by the college, other colleges in the neighbourhood and by the university. Another way of interacting with beneficiaries is informal interaction through visit to various factories, industry and business houses.

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

The institution has a total of 37 faculty members who endeavour to do maximum justice to the curriculum and there are 19 non-teaching members, including 1 librarian who make it possible to run the institution smoothly.

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

No, the institution does not develop any curriculum for any course. All such developments are undertaken by the University.

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

The institution ensures the achievement of the stated objectives through a powerful and efficient feedback mechanism and evaluation system. The course of implementation is assessed by regular feedbacks obtained from students and parents through feedback sessions and parents’- teacher meetings, respectively.

## **1.2 Academic Flexibility**

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

The College is situated in an area that is populated mainly by the Scheduled Castes and people of other backward classes. Since its inception, the

mission was mainly to bring the primary educated people under the higher education bracket. This primary goal and objective of the college is reflected in the planning and designing of the academic programmes introduced and offered to the students. Since its inception college has been seeking affiliation for those subjects which would be suitable for the locality.

The learners are given the option to enroll for programmes in Honours, General and Certificate Courses, viz. B.A, B.Sc. and B.Com. In the pre-NAAC period the college offered enrollment only in B.A. and B.Com. Programmes. B.Sc. programme was introduced in 2007 in the post-NAAC period. For, there are also certificate courses offered in computer education for skill development of students.

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

No, the institution does not offer courses that facilitate twinning or dual degrees.

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

- Range of Core /Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

A handful number of core options that were available to the learners in the pre-NAAC period were Bengali, English, Economics, Philosophy, History, Political Science and Commerce. Core option in Mathematics has been introduced in the post-NAAC period in 2010.

Academic flexibility in the case of core options exists in the sense that students can choose any of the above subjects according to their merit and discipline. However, the scope of value addition and course enrichment on the part of college is almost scarce if core options are considered.

In the pre-NAAC period the subjects available for General/ elective courses were Bengali, English, History, Economics, Philosophy, Political Science, Commerce, Mathematics and Defence Studies. More elective options have been introduced in the post-NAAC period in the following subjects: Education in 2006, Physics in 2007, Chemistry in 2007, Sanskrit in 2008, Physical Education in 2008 and Computer Science in 2010.

In case of elective options academic flexibility is there in the sense that students can choose any of the three subjects from the given list of available options according to their discipline and merit obeying the conditions imposed by the college for the subject combinations. In order to provide maximum number of classes to maximum number of students some restrictions in subject combinations are imposed. However, subject combinations are made in accordance with the appropriateness of such combinations and the need of the Society.

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

The Institution offers self-financed programmes in Computer Studies. There are three courses in this program:

- i) Fundamental
- ii) D.T.P
- iii) Maintenance

The courses are of six months duration each. They are affiliated to the West Bengal State Council of Technical Education (WBSCTE), a statutory body, under the Government of West Bengal. The Regular students of the college, ex-students or anyone who have passed Madhyamik or equivalent is eligible for the courses.

**Fee Structure:** In view of the fact that students of this college are coming from financially backward families and from a very remote area of South 24 parganas, the college has decided to maintain a very low course fee as stated below:

Course name	Course Fee	Registration fee	Exam fee + Service tax	Total
Computer Fundamental	1000	150	350	1500
DTP	1200	150	370	1720
Computer Maintenance	1700	150	420	2270

**Teacher and Qualification:** Presently, there is only one faculty member: Purnendu Bikash Chatterjee (Coordinator & Faculty Head), M.C.A.

**Salary:** P.B. Chatterjee draws a salary of Rs. 5000/- per month which is likely to be enhanced to Rs. 6000/- .

**Curriculum and Evaluation:** Curriculum is designed by WBSCTE. Examinations are conducted by WBSCTE and certificates are also provided by them. Evaluation is conducted by the Council for both theory and practical papers. Experts from WBSCTE visit every two years to renew the affiliation.

**1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.**

No, the college does not provide any additional skill oriented programmes suited to regional and global employment markets. However, the institution organises workshops and training programmes through the Career Counselling Cell. Training programmes in Catering Technology, Fishery Management etc. have already been organised.

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

No, the institution does not provide for the flexibility of combining the conventional and Distance Mode of Education for students.

## **1.3 Curriculum Enrichment**

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

The academic programmes are determined and designed by the University of Calcutta. So, there is little scope that the institution’s goals and objectives will be reflected in the programmes. However, the goals and objectives of the college are reflected in the planning and designing of the academic programmes introduced and offered to the students. Since its inception college has been seeking affiliation for those subjects which would be suitable for the locality dominated by the socially and economically disadvantaged groups of people.

Through class lectures, the University curriculum is adapted to the specific requirements of the students. Secondary sources, audio-visual adaptations, recent criticism etc. are referred to and discussed in the classrooms. Thus, the institution has incorporated modern technology like internet and audio-visual means to enable the students to be at par with the rest of the nation. Extension Lectures and seminars and workshops are organized to introduce the students to all recent developments. The compulsory ENVS subject included as part of UG syllabus enables our students to become more conscious about the environments.

**1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to the needs of the dynamic employment market?**

There is no scope for our institution to contribute anything to modify, enrich and organize the curriculum to any end. The university has the sole power to do everything in this regard.

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

The institution has no scope to develop and integrate such issues into the curriculum.

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

- **Moral and ethical values**
- **Employable and life skills**
- **Better career options**
- **Community orientation**

The N.C.C. and N.S.S. wings of the College help the students in community orientation, personality development and acquiring life skills. Better career options are taken care of by the Career Counseling Cell of the college.

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

The feedback obtained from the stakeholders is essentially integrated into the academic planning of the institution. The needs of the students and society as reflected in the feedback help the institution to plan for the future courses of study, introduction of new courses and subjects. Teachers of different departments participate in the workshops and seminars arranged by the University from time to time and there they communicate the views obtained through the feedback on curriculum. Moreover, the feedback can also be communicated to the representatives sent by the University to the college in different official occasions.

### **1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?**

The institution is yet to develop a full-fledged enrichment programme for its students.

## **1.4 Feedback System**

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

The institution can only develop on the implementation of the curriculum. The designing and development does not lie in the hands of the college.

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

The college formally obtains feedback on curriculum from different section in the following manner:

- a) **Students:** By the way of classroom discussions, informal meetings with student representatives, verbal and written reports from the students.
- b) **Alumni:** Through informal interactions and meetings of the members.
- c) **Parents:** Personal contacts and parent-teacher meetings are the way of obtaining feedback.
- d) **Employers/Industries:** Staff and students have to visit industries, banks, different institutions, cooperative societies, commercial places as part of

their regular activities and thus having an opportunity for the exchange of ideas which often provides feedback on curriculum.

- e) **Academic Peers:** Principal and mainly teaching staff regularly attend various meetings, workshops, seminars and conferences arranged by the University teachers' and Principals' Associations. Thus the opportunity of having opinions of academic peers on curriculum becomes possible.
- f) **Community:** Faculty members and other staff interact with the community through various extension activities of the NSS unit. These different outreach programmes result in the opportunity of getting feedback on curriculum from the community.

The above feedback is analyzed mainly in the departmental meetings. As stated earlier, the feedback obtained is essential for academic planning of the institution. The institution plans for the future courses of study, introduction of new courses and subjects on the basis of this feedback. Moreover, the University is also informed from time to time about the views obtained through the feedback on curriculum.

**1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?) Any other relevant information regarding curricular aspects which the college would like to include.**

The new courses/ programmes introduced in the last four years include Mathematics Honours and Computer Science General. Constantly growing popular demand for these courses is the chief rationale for introducing these courses.

## **Criterion II: Teaching-Learning and Evaluation**

### **2.1 Student Enrolment and Profile**

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

Due publicity is given to the admission process through Prospectus, Institutional Website, visiting nearby schools and displaying hoardings. Application forms are provided to all the students who seek admission in this

college. Students are selected for admission to the general and honours courses according to Calcutta University and Government rules.

The cutoff percentage at the Entry level at UG. (Hons) is 50% in aggregate + 45% in subject or 55% marks in subjects. Reservation policy is strictly maintained in the case of SC/ST/OBC students.

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

i) Merit: The institution ensures transparency in the admission process as it is done strictly on the basis of merit. Candidates merit lists are prepared on the basis of marks. It is done by doubling the respective subject marks and adding best of four marks of the previous result. The total marks thus obtained are divided by 5 and the average marks are calculated. Finally merit list is prepared on the basis of this average marks. First list is published and if the seats are not filled up then second list prepared in the same manner.

ii) Not applicable

iii) Not applicable.

iv) Not applicable.

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

The institution follows the Calcutta University norms where required for the general category candidates, either 45% marks in the subject and 50% marks in aggregate in H.S. or 55% marks in the subject and pass marks (33%) in aggregate in H.S. on the other hand for the S.C/S.T candidates are required either 40% marks in the subject and 45% marks in aggregate in H.S. or 50% marks in the subject and pass marks (30%) in aggregate in H.S. Moreover the students of general/pass courses are required for all categories at least pass marks (33%) in the H.S. level.

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

There is no permanent mechanism as such. But other type of mechanism used to form for time of admission for observing the admission process run

smoothly and correctly.

On the student profiles, the faculty is solely responsible regarding the students performance, attendance in the class, test examinations, class tests and counseling then what is to be done after completion the college education.

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

- \* **SC/ST**
- \* **OBC**
- \* **Women**
- \* **Differently abled**
- \* **Economically weaker sections**
- \* **Minority community**
- \* **Any other**

Reservation of seats according to government rules is strictly maintained, so that the student from disadvantage community, i.e. S.C., S.T., O.B.C., may have the greater access in the higher education. There is a system of providing different grants or incentives to the students to the disadvantaged community as well as from the economically weaker sections. These grants include concession of tuition fees for needy and deserving meritorious students which are disbursed out of college fund. Some facilities are available for the women students. Waiver of all fees was made for differently abled students. Students from the economically weaker section of the society get the benefit of Students Aid Fund and concession from the college authority. Students who become district level champion in at habits and sports persons are exempted from tuition fees.

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

<b>Programmes</b>	<b>Number of applications</b>	<b>Number of students admitted</b>	<b>Demand Ratio</b>
<b>2012-13</b>			
B.A. 1st Year	1872	1157	1.56:1
B.Sc. 1st year	44	44	1:1
B. Com 1 <sup>st</sup> year	44	44	1:1
<b>2011-12</b>			
B.A. 1st Year	1317	1030	1.27:1

<b>Programmes</b>	<b>Number of applications</b>	<b>Number of students admitted</b>	<b>Demand Ratio</b>
B.Sc. 1st year	49	49	1:1
B. Com 1 <sup>st</sup> year	34	34	1:1
2010-11			
B.A. 1st Year	1045	787	1.04:1
B.Sc. 1st year	33	33	1:1
B. Com 1 <sup>st</sup> year	22	22	1:1
2009-10			
B.A. 1st Year	945	855	1.10:1
B.Sc. 1st year	33	33	1:1
B. Com 1 <sup>st</sup> year	22	22	1:1

The demand ratio is gradually increasing. Number of students seeking admission in this college is increasing due to improved infrastructural and academic facilities.

## **2.2 Catering to Diverse Needs of Students.**

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

Differently abled students enjoy some relaxations in admission according to government rules. Concessions are provided them from college fund.

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

There is no specific provision for assessing the students' knowledge and skills before the commencement of the programme. However the knowledge and the skill of the students are assessed on the basis of the marks they secured in the qualifying examinations.

### **2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.**

The new entrants are given proper guidance and information regarding the books available in the library on their subjects of study and library usages. All the faculties provide much needed guidance to the new entrants.

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

Sensitization of the staff and students is formerly done by seminars, workshops and staff meetings. Moreover the same is done by different meetings of staff and students with Principal.

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

Micro teaching in the Honours Courses/Classes is one of the strategies that are adopted for identifying advanced learners who are given special assistant by the faculty by given advice for consulting the necessary reference books for further improvement. Their written answers are checked by the faculties.

#### **2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?**

The institution collects the academic performance through the university examinations. During the time of form fill up of different year the institution had observed and realized the drop out matter and rate. After collecting the information and data the college authority analysed the matter and called the guardian meeting, send the notice to the classes.

### **2.3 Teaching-Learning Process**

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

The institution follows the academic calendar prepared by the Calcutta University which is included in the prospectus of the college. IQAC with the help of Academic Sub-committee introduced Teaching Plan including the syllabus, its modules, approximate time frame to complete the modules etc. Each teacher writes down the actual progress of the syllabus on daily basis.

Apart from the evaluation done by the University, the college conducts test examination at the end of every year. The time schedule and administering procedures of this examination is well planned before hand and students are informed-Honours departments take class tests to evaluate the students regularly.

### **2.3.2 How does IQAC contribute to improve the teaching-learning process?**

Categorically IQAC contributes to improve the teaching-learning process in two ways. One, they help to prepare the work diary, teaching plan of the teachers. Another, IQAC advises the purchasing of books for library, utensils and equipments are also done by the faculties in the post NAAC period.

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

To make learning more student centric, student centered learning strategies like seminars, guest lectures, and micro teaching faculty exchange programmes are arranged. All the faculties follow the interactive learning. A teacher discusses a topic in an answering process. During post NAAC period the faculty exchange programmes are being held by some departments. They had collaborated with the neighboring college and improved the learning process.

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

The institution is being nature critical thinking, creativity and scientific temper among the students by arranged seminar work shop, Career Counseling programme. Also NSS programme helps the students to grow up their creativity.

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

Smart Classroom, LCD Projector, Computers, Internet facility and laboratories are the technologies and facilities available used by the faculty for effective teaching.

One class room has been converted into smart class. Physics, Chemistry, Mathematics and Computer Science departments have their own computers with internet facilities, LCD Projector is used for seminars. Physics, Chemistry and Defence Studies department have well furnished laboratories which are help the effective teaching.

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

Teachers regularly participate seminars, workshops organized by the other institutions like University and Colleges and organization. There they present papers and have interaction with subject experts which help them to update their knowledge. Teachers are enlightened their students by given them recent knowledge of respective subjects.

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

We do academic, personal, support and guidance services in informal process. Apart from regular classes we take tutorial and special classes for the students when required. Students also personally visit different faculty members for their academic and carrier advancement. We also do academic counseling, mainly for the honours students. However member of students/benefitted cannot be mentioned as we do not keep any records in this regard.

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

There is no noteworthy, innovative teaching or methods adopted. However introduction of I.C.T. is done to some extent in this ground. Efforts on the part of the institution are made by encouraging faculty member to participate in different carrier advancement or research projects.

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

The library has a comprehensive collection of books and journals in the post NAAC period for all departments. Both teachers and students used this library massively. Having collect reference books from the library according to their need, teachers prepared lectures or notes for the students. Teachers advice the students which book they should follow or collect from the library. Thus the library is augmented/ increased the teaching-bearing process.

**2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate**

**on the challenges encountered and the institutional approaches to overcome these.**

In general the institution does not face any challenges in completing the curriculum within the planned time frame and calendar because the teachers are directed and guided the students very carefully to full fill their course in due time.

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

Though there is no formal monitoring system to evaluate the quality of teaching learning but the head of the institution keep regular contact with the faculties. He do surprise visit into the classes and directly interact with the students.

**2.4 Teacher Quality**

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

Highest qualification	Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	
Permanent teachers					
D.Sc./D.Litt.					
Ph.D.	1	2	3	1	7
M. Phil.	0	1	1	2	4
PG	2	0	2	3	7
Temporary teachers*					
Ph.D.					
M. Phil.					3
PG					6

Part-time teachers*					
Ph.D.					
M. Phil.					1
PG					5
Govt. Approved Whole Time Teachers*					
Ph.D.					1
M. Phil.					1
PG					1

(\*Designations given are not applicable)

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

No such problem has been encountered so far.

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

**a) Nomination to staff development programmes**

<b>Academic Staff Development Programmes</b>	<b>Number of faculty nominated</b>
<b>Refresher courses</b>	
<b>HRD programmes</b>	
<b>Orientation programmes</b>	
<b>Staff training conducted by the university</b>	
<b>Staff training conducted by other institutions</b>	

<b>Academic Staff Development Programmes</b>	<b>Number of faculty nominated</b>
Summer / winter schools, workshops, etc.	

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

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

**c) Percentage of faculty**

**\* invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies**

**\* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies**

**\* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies**

a) Nomination to staff development programmes

<b>Academic Staff Development Programmes</b>	<b>Number of faculty nominated</b>
Refresher courses	6
HRD programmes	
Orientation programmes	1

<b>Academic Staff Development Programmes</b>	<b>Number of faculty nominated</b>
Staff training conducted by the university	1
Staff training conducted by other institutions	
Summer / winter schools, workshops, etc.	

b) N.A.

c) Percentage of faculty:

\* Invited as resource person in Seminars organized by internal professional agencies: 17%

\* Participated in external Workshops/Seminars/Conferences recognized by national/international professional bodies nearly 100%.

\* Presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies. 42%.

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

Efforts are made by the management for overall professional development of the faculty. The management encourages teachers of the institution to participate in workshop/Seminar/Conference etc. On duty leave facilities are provided to the faculty to attend seminar/Conference etc. Governing Body sanctioned leave maximum of two months for completing research workshops/Seminars are also arranged in the college with the able guidance and financial assistance of the management. Institution also encourages and helps the faculties to get the MRP/Major Project financially supported by the UGC.

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

Not Applicable.

**2.4.6 Has the institution introduced evaluation of teachers by the students**

**and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?**

The institutional has introduced evaluation of teachers by the students only. The outgoing students of the institution evaluate the teachers through a hundred points scale in which mentioned the capability to teach, knowledge of the subject, skill, lucidness, power of lecture, communicative power etc. of a teacher.

## **2.5 Evaluation Process and Reforms**

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

Students and faculty of the institution are regularly communicated through different meetings with the Principal and authority. Moreover the same is communicated through various notices. Personal contacts among faculty members, students, non-teaching staff and the Principal are also can be considered another satisfactory method.

**2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?**

Introduction of 1+1+1 system of evaluation instead of 2+1 system was introduced by the Calcutta University. The institution ensures effective implementation of these reforms by taking annual Test Examinations for students of each year. It is stated that actually the institution has no scope to introduce such type of reforms as its own.

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

As an affiliated college of the concerned university, the institution has to implement the evaluation reforms of the university.

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

College follows the evaluation approaches introduced by the university. Under the frame work of the university guide-lines college measures students'

achievements.

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

Institution monitors and communicative the progress and performance of the students through class tests and other evaluation processes introduced by the university official notices, meetings and personal contacts are effective communication processes are the part of the college.

**2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.**

Under the frame work of the university rules and regulations college has little scope to make any significant improvement in this regard.

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

Yes. The process is set by the affiliating university guidelines and suggestions.

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

We have a grievance redressal cells where students can reveal their grievances which are verified by the concerned teacher responsible for the cell who in –turned communicates related mater to the authority.

## **2.6 Student performance and Learning Outcomes**

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

College does not have any clearly stated learning outcomes. However in its goals and objectives some reflections of learning outcomes regarding results, career development and conduct of the students are implied. In broad sense

college follows the curriculum and hence the obvious outcomes of the affiliating university.

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

As stated earlier college has to follow the guide lines regarding teaching, learning and assessment strategies set by University of Calcutta. However, college also takes some initiatives on its own to introduce some additional efforts in those fields.

**2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?**

The college has introduced career counseling cell and also conducted short term courses connected to career development.

**2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?**

College has no scope to collect and keep such type of data.

**2.6.5 How does the institution monitor and ensure the achievement of learning outcomes**

College follows university guidelines for monitoring and ensuring the achievements of learning outcomes.

**2.6.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?**

Following the motto of the affiliating university the graduate attributes of the college are reflected in its goals and objectives. The teaching-learning and other activities ensure the attainment of these by the students.

# **Criterion III: Research, Consultancy and Extension**

## **3.1 Promotion of Research**

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

The institution does not have recognized research centre/s of the affiliating University or any other agency/ organization.

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

There is no scope for this institution to have a research committee to monitor and address the issues of research.

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

The institution provides support in terms of technology and information needs. The faculty members who are actively pursuing their research works have the facility of reference books journals in the library. Apart from these infrastructural facilities, they have the facility to avail special statutory leave of eight weeks.

### **3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?**

As an undergraduate college, this institution has little scope to develop scientific temper and research culture and aptitude among students. But during class lectures and one-to-one contacts with the students outside the classroom, the faculty, themselves involved in research activity, inspire the students in this regard which is obviously theoretical in nature.

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

Details of the faculty involvement in active research are as follows:

**i) Guiding student research:** One of the Associate Professors, Dr. Rupa Chattopadhyay, of Bengali Department has been guiding a registered research scholar as supervisor under University of Calcutta.

**ii) Leading Research Projects:** In the post-NAAC period, six teachers including the Principal have obtained grants for Minor Research Projects. Dr. Amit Basak, Assistant Professor of Commerce Department has obtained U.G.C. grant for Major Research Project.

**iii) Individual Research Activity:** Smt. Nilanjana Biswas, Assistant Professor of Economics Department is pursuing her research work and availed F.D.P. scheme of U.G.C. There are eight other teachers of different departments who have registered their names for the completion of Ph. D. works. H. O. D. of Philosophy Department submitted her thesis and H. O. D. of History Department have acquired Ph. D. recently.

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

The list of seminars that were organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and the students are as follows:

1. U.G.C. sponsored State Level Seminar on “Issues of Tourism Development in South Bengal and Future Policies” by Department of Economics and Commerce on 24. 11. 2007.
2. College Sponsored Seminar was held on “Global Warming” on 14.08.2008.
3. College Sponsored guest lecture was held on “Bibhutibhushan: Jiban o Sahitya”, organized by the department of Bengali in September, 2008.
4. D.P.I sponsored State Level Seminar on “Development: Need of an

Interdisciplinary Approach” was held on 11.09.2009.

5. College Sponsored Seminar on “Bangla Bhasha Prosaare o Bangali Jibane Rabindranath” was organized by the department of Bengali on 17.08.2010 to celebrate the 150<sup>th</sup> Anniversary of Rabindranath Tagore.
6. College sponsored seminar on “Ray’s Scientific Thought and His role as a Teacher” was organized by the Department of Mathematics on 25.11.2010 to celebrate the 150<sup>th</sup> Birth Anniversary of Acharya Prafulla Chandra Ray.
7. U.G.C. sponsored State Level Seminar on “Songs of Innocence: Delving into the Adult Concerns of Children’s Literature” was organized by the Department of English in collaboration with Asutosh College, Kolkata on 19.01.11.
8. U.G.C. sponsored State Level Seminar on “Pragati Bhabnay Rabindranath” was organized by the Department of Bengali in collaboration with Baruipur College, 24 Parganas (South) on 04.03.2011.
9. U.G.C. sponsored State Level Seminar on “Gandhi Nehru and Tagore: Vision of a New Nation” was organized by the Department of History in collaboration with Dinabandhu Andrews College, 24 Parganas (South) on 19.08.2011.
10. U.G.C. sponsored National Seminar on “Some Recent Developments in Condensed Matter Physics: Cross-Disciplinary Contributions” was organized by the Department of Physics in collaboration with Bose Institute, Kolkata on 02.09.2011.
11. U.G.C. sponsored National Level Seminar on “Pushing Financial Inclusion: Issues, Challenges and Way Forward” was organized by the Department of Commerce in collaboration with Netaji Nagar Day College, 24 Parganas (South) on 23.09.2011.
12. U.G.C. sponsored State Level Seminar on “Issues of Terrorism: Possible Remedies in Present Day Context” was organized by the Department of Political Science in collaboration with Bankim Sardar College, 24 Parganas (South) on 06.01.2012.
13. U.G.C. sponsored National Level Seminar on “Economic Liberalization and Exclusion in the Indian Context” was organized

by the Department of Economics in collaboration with Bhangar College, 24 Parganas (South) on 31.01.2012 and 01.02.2012.

14. U.G.C. sponsored State Level Seminar on “The Search for Supreme Being: On the light of the Gita” was organized by the Department of Philosophy in collaboration with Maheshtala College, 24 Parganas (South) on 10.02.2012.

15. N.C.C unit of the college organized a seminar to felicitate the 150<sup>th</sup> Birth Anniversary Swami Vivekananda on 6.03.2012 funded by N.C.C (C.U.).

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

NA

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

Organizing State and National Level Seminars and Faculty Exchange Programs are some of the efforts where the institution attracts researchers of eminence to visit the campus and interact with teachers and students.

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

30% of the faculty has utilized Sabbatical Leave for research activities.

This Provision of leave actually helped the faculty to complete their Ph. D. work. Naturally, the number of Ph. D. holders increased reasonably which imbibe the research culture on the campus. As a result, 6 minor research projects and a major research project are undertaken by the faculty members.

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

NA

## **3.2 Resource Mobilization for Research**

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

There is no scope for financial allocation for research in the budget.

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

NA

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

NA

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

NA

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

There is no such mechanism to monitor the optimal use of various equipment and research facilities of the institution by its staff.

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

NA

- 3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other**

**organisations. Provide details of ongoing and completed projects and grants received during the last four years.**

Nature of the Project	Duration Year	Title of the project	Funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
Minor projects	2007-2008	1. Watershed Development programme in West Bengal: An Economic Analysis	UGC	75,000	70,000	800900
	2009-2010	2. Rain fed Agriculture: A Study of Agro Climatic Regions of West Bengal in the Context of Future Food Security and Agricultural Development	UGC	1,02,300	97,000	
	2009-10	3. Financial Performance Analysis of West Bengal Tourism Development Corporation Limited	UGC	1,02,400	1,02,400	
		4. Tagore's Idea on Asian Unity: A Post-Colonial Review	UGC	93,000	61,500	
		5. Unorganized Industry and its Labour: A Socio-economic study of Nadia District (1970 to present day)	UGC	97,000	72,500	
	2011 onwards	6. Indian Philosophy: Gaining Insights for Management Intricacies	UGC	86,000	75,500	

Nature of the Project	Duration Year	Title of the project	Funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
	2011-Onwards	7. Synthesis, Characterization and Spectral and Magnetic Properties of Some Polynuclear Complexes of First Row Transition Metal Ions with Schiff base Ligands.	UGC	2,00,000	1,45,000	
Major projects	2011-onwards	Scope for Financial Inclusion: Role of Urban Co-operative Banks and Non-Agricultural Co-operative Credit Societies in West Bengal	U.G.C.	5, 49,200	3,22,000	

### 3.3 Research Facilities

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

Libraries, computers with internet connection are the facilities available for research scholars within the campus.

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

This Institution is basically undergraduate college. So, there are no such strategies for upgradation of institutional facilities for research.

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

NA

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

NA

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

A few journals and reference books are available in the library. Scientific Departments and Professors' Room are equipped with internet facility which is specifically used by the researchers.

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

NA

## **3.4 Research Publications and Awards**

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

- \* **Patents obtained and filed (process and product)**
- \* **Original research contributing to product improvement**
- \* **Research studies or surveys benefiting the community or improving the services**
- \* **Research inputs contributing to new initiatives and social development**

NA

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

NA

**3.4.3 Give details of publications by the faculty and students:**

- \* **Publication per faculty**
- \* **Number of papers published by faculty and students in peer reviewed journals (national / international)**
- \* **Number of publications listed in International Database (for**

**Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)**

- \* **Monographs**
- \* **Chapter in Books**
- \* **Books Edited**
- \* **Books with ISBN/ISSN numbers with details of publishers**
- \* **Citation Index**
- \* **SNIP**
- \* **SJR**
- \* **Impact factor**
- \* **h-index**

Department of Bengali:

**Dr. Anil Kr. Roy:**

Books:

- Bangla Bhasabignan – 2007
- Kabitay Rupriti : Chhando O Alanker – 2007.
- Kalprobahe Bangla Galpo –2010.
- Alor Abhimukhe (Poetry) – 2009.

Articles:

- Uttor Tirish : Chalti Jibane Soundorjer Sandhan – Ebong Eisomoy Buddhdeb Basu Sankya, 2008.
- Atmajibani – Byakti Jibon O Samayer Jugalbandi, Satabarshe Buddhadeb Basu, edited by Tarun Mukhopadhyay 2008.
- Sanjay Bhattacharyer “Kabi Jibanananda Das Ebong Ei Somay, 2009.
- Khanika : Pratyahik Jibaner Dishari, Baha, Rabindra Sankhya, 2010.
- Palli Unnayan Bhabna O Rabindranath, Gabeshana Patra Sankalon, Netaji Nagar College for Women, 2010.

**Dr. Rupa Chattopadhyay:**

Articles:

- a) Articles published in edited Books and Journals : Charandas M.L.A. : Byektik Abhigatar Nipun Galporup – Bahata Samayer Galpocharcha, edited book, Bangya Sahitya Samsad, 2009.
- b) Itihas : Atiter Darpane Samakaler Praticchabi – Galpo Charcha, edited book, Bangya Sahitya Samsad, 2008.
- c) Ramkati Theke Satyaban : Puruser Rupo Rupantar – Ebong Eisomoy, Journal, Ashapurna Satabarshiki Sankhya, 1415.

- d) Mannantar Gramin Samjer Cromobibartan O Asani Sanket – Chirayata Charaibeti, journal, 2008.
- e) Amar Chelebela O Amar Jouban : Jibaner Jhorokhay Smitir Dharapat – Ebong Eisamay, Prabondhik Buddhadeb Basu Bishes Sankhay, 1415.
- f) Oupanibeshik Prekhiste “Naibedya” Kabyer Purnarpath – Oupanibeshik O Nabya Oupanibeshik Bangla Sahitya, Collection of essays on Colonial and Neo – Colonial Bengali Literature published by Academic Staff College, University of Calcutta.
- g) Pallisamay Upanayas O Anchalikata – Pallisamay Abinaba Anubhab, edited book, Bangya Sahitya Samsad, 2006.
- h) Hansuli Baker Upakatha : Purush Charitra – Prasanga Hansulibaker Upakatha, edited book, Chatterjee Publication.

**Prof. Sunanda Halder:**

Articles:

- “Chor” – Bahata Samayer Galpocharcha, edited book, 2009.
- “Baishnab O Shaktapadabali” : Bishista Kabi Karma O Tulanatyak Bichar” – Prabandha Sanchayan, edited book, 2006.

Department of Economics:

**Dr. Manas Kumar Adhikari**

- i) Impact of Watershed Development Programme on Economic Indicators : A study of Drought Prone Areas of West Bengal, published in Modern Indian Economy, Essays in Memory of Professor Alak Ghosh edited by Professor Raj Kumar Sen – Deep & Deep publications Pvt. Ltd., New Delhi-2011.
- ii) Economic Liberalization Vulnerabilities of Rural Consumers – A Block Level study of South 24 Parganas of West Bengal – (Communicated).

Department of Commerce:

**a) Prof. Amit Basak**

(1) Books Published:

- (i) Co-operative Banks in India-Functioning and Reforms

(Published by *New Century Publications*, New Delhi;

*ISBN: 978-81-7708-250-0*)

(ii) Higher Secondary Accountancy

(iii) Higher Secondary Business Organization

(Both books are approved as a Text Book by WBCHSE)

(2) Articles Published

<b>Title of the Paper</b>	<b>Name of the Journal</b>	<b>Issue</b>
1.Value Added Tax-An overall View	<i>Business Horizon</i> , Susil Kar College	February, 2006.
2.VAT- New Dimension in Tax Structure	<i>Pacioli</i> , Journal of Department of Commerce, Sarsuna College	May, 2006.
3.Appraisal of Financial Performance of Urban Cooperative Banks of West Bengal-A case Study	<i>Exchange</i> , Journal of Goenka College.	2006
4.Poverty Alleviation Through SHGs: In the Context of West Bengal	<i>Souvenir of Fakir Chand College</i> (on the occasion of Post Centenary Golden Jubilee Celebration of Calcutta University)	December, 2006
5.Trends and Progress of UCBs of West Bengal: A case Study	<i>The Management Accountant</i> , The Institute of Cost & Works Accounts of India.	March, 2008
6. Performance Appraisal of Urban Co-operative Banks of West Bengal: A Case Study	<i>ICFAI Journal of Accounting Research</i>	January, 2009.
7.Problem of non-performing assets: in the context of urban co-operative banks of West Bengal	<i>Co-operative Perspective</i> , Vaikunth Mehta National Institute of Co-operative Management, Pune.	July-December,2008

8. Appraisal of urban co-operative banks of West Bengal: a case study	<i>JIS Management Vista</i> , Centre for Management Studies, Kalyani	July-December, 2008
9. Corporate governance in the Context of urban co-operative banks	<i>Credit Co-operator</i> , Federation of West Bengal Urban Co-operative Banks and Credit Societies Ltd.	April, 2010
10. The position of Urban Co-operative Bank is in distress: A Case Study of Bally Co-operative Bank Ltd., West Bengal	<i>Journal of Business and Economic Issues</i> , Barrackpore Rashtaguru Surrendranath College	July, 2009.
11. Performance of an Urban Co-operative Bank in West Bengal: An Appraisal	<i>Indian Cooperative Review</i> , National Cooperative Union of India, New Delhi	July, 2009.

**b) Prof. Madan Mohan Jana**

(1) Books Published

- (a) Modern Cost and Management Accountancy.
- (b) Financial Statement Analysis.
- (c) Financial Statement Analysis. (In Bengali Version).
- (d) An overview of Information Technology and Computer Application.

**c) Prof. Basab Kumar Sil**

Written a text book on Financial Management named as "Fundamentals of Financial Management" published by Tee Dee Publications, Kolkata

Department of Mathematics

**Dr. Swapna Ray**

The permanent teacher Dr. Swapna Ray has published several papers jointly with Prof. N.K.Chakraborty, Department of Pure Mathematics, C.U. and also published a few articles on different topics in the college magazine.

On a square integrable solution of a second order differential system – North Bengal University. Review (Science and Tech.) Vol – 3, No. 1 1982

A Cauchy type problem for a second order matrix differential

Operator – Jour. Pure Maths, Calcutta University. Vol-4, 1984, PP – 17 – 31.

On the spectral resolution of a differential operator I – Jour, Indian Institute of Science. 65(B), 1984. PP – 143-162

Jour, Indian Institute of Science. 66, 1986. PP – 127-153.  
Jour, Indian Institute of Science, 67 , May-June 1987. PP – 127-153  
Jour, Indian Institute of Science, 69, September – October, 1989, PP- 347-360.  
Department of Physics

**Dr. Amit Tribedi**

- i). I. Bose and A. Tribedi, **Phys. Rev. A 72 022314 (2005).**
- ii) A .Tribedi and I. Bose, **Phys. Rev. A 74 012314 (2006).**
- iii). A. Tribedi and I. Bose, **Phys. Rev. A 75 042304 (2007).**
- iv) A. Tribedi and I. Bose, **Phys. Rev. A 77 032307 (2008).**
- v) A. Tribedi and I. Bose, **Phys. Rev. A 79 012331 (2009).**
- vi) Book chapter titled Signatures of Quantum Phase Transitions via Quantum Information Theoretic Measures in the book *Quantum Quenching, Annealing and Computation*, [Lecture Notes in Physics](#) , Volume 802, 2010, Pages 177-200.

Department of Chemistry

**Dr. Subrata Naiya**

1. A Unique Example of Structural and Magnetic Diversity in Four Interconvertible Copper(II)-Azide Complexes with the Same Schiff Base Ligand: A Monomer, a Dimer, a Chain, and a Layer. **Subrata Naiya**, Chaitali Biswas, Michael G. B. Drew, Carlos J. Gomez-García, Juan M. Clemente-Juan, and Ashutosh Ghosh. **Inorg. Chem.** **2010**, **49**, **6616–6627**
2. Carbonyl compound dependent hydrolysis of mono condensed Schiff bases: A trinuclear Schiff base complex and a mononuclear mixed-ligand ternary complex of copper(II) **Subrata Naiya**, Biswarup Sarkar , You Song , Sandra Ianelli , Michael G.B. Drew, **Inorganica Chimica Acta** **363 (2010) 2488–2495.**
3. Hydrogen-bond assisted stabilization of the less favored conformation of a tridentate Schiff base ligand in dinuclear nickel(II) complex: An experimental and theoretical study, **Subrata Naiya**, Michael G.B. Drew, Carolina Estarellas, Antonio Frontera, Ashutosh Ghosh. **Inorganica Chimica Acta** **363 (2010) 3904–3913**
4. Trinuclear and Tetranuclear Adduct Formation Between Sodium

Perchlorate and Copper(II) Complexes of Salicylaldimine Type Ligands: Structural Characterization and Theoretical Investigation. Saptarshi Biswas, **Subrata Naiyaa**, Michael G. B. Drew, Carolina Estarellas, Antonio Frontera and Ashutosh Ghosh

**PII: S0020-1693(10)00745-0 DOI: 10.1016/j.ica.2010.11.005**  
**Reference: ICA 13838**

5. Self-Assembled Molecular Complexes and Coordination Polymers of CdII, Hexamine, and Monocarboxylates: Structural Analysis and Theoretical Studies of Supramolecular Interactions. Shantanu Hazra, Biswarup Sarkar, **Subrata Naiya**, Michael G. B. Drew Antonio Frontera, Daniel Escudero and Ashutosh Ghosh. **Crystal Growth & Design, 1677, 10, 2010.2**
6. Structural and magnetic studies of Schiff base complexes of nickel(II) nitrite: change in crystalline state, ligand rearrangement and a very rare  $\mu$ -nitrito-1 $\kappa$ O:2 $\kappa$ N:3 $\kappa$ O' bridging mode. **Subrata Naiya**, Hui-Sheng Wang, Michael G. B. Drew,
7. You Song and Ashutosh Ghosh. **Dalton Transactions**

#### **3.4.4 Provide details (if any) of**

- \* **research awards received by the faculty**
- \* **recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- \* **Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

NA

### **3.5 Consultancy**

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

NA

#### **3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?**

NA

#### **3.5.3 How does the institution encourage the staff to utilize their expertise**

**and available facilities for consultancy services?**

NA

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

NA

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

NA

### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

**3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

The institution promotes institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students through its N.S.S. and N.C.C. units. At present, total number of N.C.C. Cadets is 16 and total number of N.S.S. Cadets is 130.

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

Since the inception of N.C.C. and N.S.S. units in this college, the institution always appoints one faculty member as A.N.O or Officer-in-Charge to look after the N.C.C units. The college also appoints one N.S.S. coordinator from the teaching staff to look after the activities if N.S.S. Cadets, to track students' involvements in various social activities which promote citizenship roles.

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

The institution solicits stakeholder perception on the overall performance and quality of the institution through the Alumni Association of this college, parents-teachers meetings that are held from time to time, elected Students' Union and student representation in G.B.

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

The institution has limited scope in making plan and organizing its extension and outreach programs other than efforts made by NSS and NCC wings. The efforts made by NSS and NCC are the following:

Programs relating to extension & outreach activities for over-all development of students		Year	Number	Sources of expenditure
NSS	Infrastructure development like local road repairing, cleaning of college campus, roads, drains etc	2009	1	C.U. NSS Cell
		2010	1	
		2011	1	
		2012	1	
	Socio-economic and socio-cultural survey of the neighbouring villages	2009	1	C.U. NSS Cell
		2010	1	
		2011	1	
		2012	1	
	Health awareness, Child and Mother Care camps and blood donation camp	2009	2	C.U. NSS Cell
		2010	1	
		2011	0	
		2012	1	
NCC	NIC	2009	1	NCC Directorate
		2010	1	
		2011	1	

		2012	1	
	Adventure camps like Army Attachment camps, All India trekking camps etc	2009	1	NCC Directorate
		2010	2	
		2011	0	
		2012	1	
	Participation as volunteers during Durga Puja Festival, Ganga Sagar Mela etc	2009	2	Home Department, Govt. of West Bengal
		2010	2	
		2011	2	
		2012	2	

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

Information regarding N.C.C. and N.S.S. units is included in the college prospectus. Each year after the admission process is completed; notice is served to join in N.C.C. and N.S.S. The students are informed about the benefits that they can avail by joining N.C.C. /N.S.S. for their future employment in sectors like School Service Commission, Police, Army and Paramilitary Forces. Regular classes are taken by the teacher-in-charge of N.C.C. and the teacher-in-charge/ANO of N.S.S. units appointed by the Institution. The students and associated faculty actively participate in a number of social development works and surveys organized by the NCC and NSS units every year. Through these classes and participations, the students are motivated in their overall development contributing to good citizenship, service orientation and holistic growth.

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

As mentioned in 3.6.5, the NSS unit of the college surveys the socio-economic and cultural conditions of the people of neighbouring villages as a part of their course work regularly. That survey works help us to know about the state of living conditions of the people and

indirectly the background of the students which influences the authority to take certain student- friendly decisions. Some of our staff has undertaken research work at their individual level. But at the college level, we have not undertaken ant research or extension work.

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

As stated in 3.6.5, the college has limited scope of organizing the extension and outreach programs, but the various programs either organized by NCC or NSS units of the college helped the students in the following ways:

- i. To inculcate moral and social values among students.
- ii. To improve knowledge about their society and their neighbourhood by socio-economic surveys
- iii. To improve the sense of communal harmony and national integration.

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

As a rural institution, our college has a great rapport with the neighbourhood community and local administration. So, community development programs and outreach activities undertaken by the college are enthusiastically supported and helped by the local administration and community around.

Some of the initiatives are:

- i. In the year 2011, N.S.S. unit had organized a one-day Medical Check-up camp in collaboration with K.P.C. Medical College & Hospital, Kolkata. More than 217 villagers were benefited by this medical camp.
- ii. In 2009-10, one special camp was organized from 4.3.2010 to 10.3.2010. 50 volunteers reconstructed the road adjoining Khrista Mandir School of Champahati Gram Panchayet and also cleared the drain and weeds (nearly one

KM area) ranging from K.M. School to Agradoot club. Besides they also cleaned the ground of Agradoot club and leveled the play ground by filling additional soil.

- iii. Another medical checkup camp was held on 28.11.2008 at Panchananda Samity of village China, Champahati. 40 males, 45 females and 35 children of the village attended the camp.
- iv. A special camp was organized from 21.03.2009 to 27.03.2009 for drain cleaning of South Garia (nearly 1.25 KM) involving 45 volunteers.

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

Our Institution has been playing an important role to involve the community in its extension activities. Some noteworthy example of such efforts can be mentioned.

- i. Public Health Engineering Department has supplied safe drinking water along the college adjacent roads in 2009 from where our college had a connection which is a significant addition to the student community.
- ii. Power Grid Corporation installed a non-conventional solar light system along the college link road between South Garia and Chiner More.
- iii. A sizable Panchayet fund was given for repairing college link road in collaboration with N.S.S. unit in the year 2010. Zila Parishad sanctioned Rs. 1.5 Lakh for repairing the same road in 2010-11, where our college contributes Rs. 25,000 for the drainage system of the road. Moreover, the Panchayet Samity, Baruipur has given consent to sanction Rs. 1 Lakh from its BRGF to repair another adjacent college road connecting Chiner More at South Garia.
- iv. Food processing training was provided by the Department of Information and Culture in the year 2010.
- v. One-day workshop was arranged by N.S.S Students of the college of Nursing, Medical College and Hospital, Kolkata

in 2010.

- vi. Consumer Forum arranged a workshop for the awareness of the staff and students in 2010.

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

The N.S.S. unit of the college has been awarded the “Best Unit” by the University of Calcutta in 2012.

## **3.7 Collaboration**

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

Some collaborative efforts are taken by the college through Faculty Exchange Program. Some of the initiatives are as follows:

Bengali Department - In the year 2007-08, Prof. Swapna Sa of Bankim Sardar College came to teach our students of 3<sup>rd</sup> year Honours. Afterwards, Dr. Rupa Chattopadhyay, Faculty of this institution went to Bankim Sardar College to teach their students of 1<sup>st</sup> year (Honours). In the year 2010, Prof. Rizwana Parvin of Dhruva Chand Haldar College came to teach our 2<sup>nd</sup> year Students and Dr. Anil Kumar Roy, Faculty of this institution went to that college to teach their students of 2<sup>nd</sup> year Honours course.

English department - Prof Sarottoma Majumdar and Prof. Nabanita Sengupta came to this college in December, 2010 and taught the 2<sup>nd</sup> and 3<sup>rd</sup> year Honours Students respectively. Prof. Sudenshna Chakravorty of this institution went to Sarsuna College in February 2011 to teach 1<sup>st</sup> and 2<sup>nd</sup> year Honours Students of that college.

History Department - Prof Sudhin Sinha of Raididhi College, came to teach students of 1<sup>st</sup> year Honours in November, 2010.

Philosophy Department - Prof. Sukanya Mitra of Baruipur college,

came in December, 2010 to teach 1<sup>st</sup> year Honours students

Political Science Department - Prof. Swapna Pal of Bankim Sardar College came in December, 2010 to teach the students of this department.

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

NA

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

NA

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

NA

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

- a) Curriculum development/enrichment
- b) Internship/ On-the-job training
- c) Summer placement
- d) Faculty exchange and professional development
- e) Research

- f) **Consultancy**
- g) **Extension**
- h) **Publication**
- i) **Student Placement**
- j) **Twinning programmes**
- k) **Introduction of new courses**
- l) **Student exchange**
- m) **Any other**

NA

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

NA

**3.7.7 Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.**

NA

## **Criterion IV: Infrastructural and Learning Resources**

### **4.1 Physical Facilities**

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

The institution focuses on the creation and enhancement of infrastructure in order to facilitate effective teaching and learning. For this, the college frames policies which are in tune with the needs and requirements of the students and

staff alike, keeping in mind the constraints of time, space and available finances. The college constantly attempts to improve the existing infrastructure in such a way that more and more curricular and co-curricular programmes of rich quality can be incorporated.

#### **4.1.2 Detail the facilities available for**

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

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

The infrastructure facilities available for -

##### **a) Curricular and co-curricular activities:**

i) 23 well-ventilated classrooms with sufficient lights, fans, furniture and blackboards. 9 of these are big enough to accommodate 100 or more students at a time.

ii) A computer lab with 30 computers, UPS, Internet and other facilities. One of the 9 big classrooms has been selected for the lab.

iii) Two of the 9 big rooms are allotted for the Physics and Chemistry departments, which double up as labs and classrooms.

iv) The Central library of the college is well stocked with text books, reference books, magazines and journals, which are arranged in separate shelves and almirahs, to facilitate easy access. The library has a reading room with a seating capacity of more than 50, a career counseling corner, display boards, computers with LAN and Internet facilities. It also has a book bank facility.

v) A well furnished teachers' room is located adjacent to the Central Library in such a manner that students get easy and ready access to teachers.

vi) The Bengali department has a separate seminar hall cum departmental library. There are 4 other departmental libraries presently accommodated in the teachers'

room and one department uses a separate space in the central library to house theirs.

vii) One of the 9 big rooms has been developed as laboratory cum classroom for Defence Studies department with required number of equipments and furniture. Another big room is allocated for classroom-cum-store room for Physical Education department.

viii) Four classrooms separated by shutters can be converted into a big conference room with nearly 400 seating capacity which is used for holding University Examinations, another two classrooms of nearly 250 seating capacity with sound system (separated by shutters) can be treated as another conference cum Examination hall. The college also has a classroom with gallery system.

ix) A server is installed to support the computers of Science and Computer labs, library and teachers' room. Another server has been installed to support the computers of office and meeting-cum-NAAC room, Principal's chamber and Mathematics department.

x) There are two powerful generators ensuring undisturbed energy flow in case of electricity failure.

xi) The Mathematics department has two classrooms to itself, one of which is fitted with smart classroom mechanism.

xii) The LCD facility with OHP projector instead of being installed in one particular room, has been kept mobile so that it can be carried anywhere as required.

xiii) 5 Laptops are provided to the Coordinator of Career Counseling Cell, HOD of Mathematics department, Principal, Cashier and Accountant.

xiv) The college has enough notice boards to display all circulars and information regularly.

The college faces the scarcity of sufficient space as there is a gradual increase in the number of students and more and more new departments are introduced. To meet up this problem the institution has purchased a 20 decimal plot of land in 2007 and another 24 decimals in the same area in 2011 by its north-western side

to construct a new campus with the financial assistance of U.G.C., M P Land fund, H.E.Department (Govt. of West Bengal), BCW Department (Govt. of West Bengal), M.H.R.D. (GOI) and other funding agencies.

All toilets of the college have been renovated, vestibules of the academic building of Northern Block have been covered by grill, and cycle garage cum store rooms have been built up. One sound proof 30 KV generator is installed in a separate room of Northern Block in 2011. Currently, the college has approached the WBSEB for a separate independent transformer for the college.

The above mentioned two big halls with seating capacity 400 and 250 respectively are utilized for holding any type of cultural and academic training programmes, guest lectures, meetings, seminars/workshops, examinations.

#### **b) Extra-curricular activities**

The college always encourages students to take up extra-curricular activities. There is sufficient equipment for all outdoor and indoor games. There is a big playground beside the campus area where any type of outdoor game can be played. One of the teachers is appointed as sports-in-charge. However, separate store room for sports materials is yet to be arranged. Sports equipments like footballs, cricket bats, badminton racquets, shuttle corks, carom boards, volley balls, table tennis bats and others are kept in the store room of Physical Education department. There is also a multi-gym unit under an instructor in the college. A separate room for the same has been provided in the ground floor of the Northern Block. Our college has N.C.C., N.S.S. Units the smooth running of which is supervised by two teachers. Two separate rooms are allotted for the N.S.S. unit and one room for the N.C.C. unit.

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

The institution achieved an impressive academic growth during the last four years mainly with the introduction of Science Programme, one Honours and

5 General subjects. To keep pace with such academic growth, the institution has also augmented its infrastructural facilities which can be reflected in the advent of 4 laboratories, expansion of library coverage, introduction of latest technology in day to day office work and teaching-learning method.

In order to ensure that the available infrastructure is optimally utilized, the following steps are taken:

- i) Every year class routine is prepared in such a way that almost all rooms are optimally utilized.
- ii) Physics, Chemistry, Computer Science, Defence Studies and Physical Education classes as well as staff chambers are arranged in the respective laboratories without engaging any extra room.
- iii) College and university examinations are normally scheduled in the large conference halls without engaging much classrooms and thus keeping regular classes undisturbed on most occasions.
- iv) Places for newly introduced 4 departmental libraries have been allotted in the teachers' room without engaging any extra space.
- v) The conference halls are also used by our/other institution(s)/organization(s) for conducting training programmes, seminars, workshops, meetings, career courses and competitions.
- vi) Besides regular classes, classrooms are used for co-curricular, extracurricular and extension activities. Local clubs and public in many cases seek permission to organize various programmes in one/two rooms.

Details of infrastructural facilities and amount spent during the last four years are shown below:

<b>Sl. No.</b>	<b>Infrastructural Facilities during last 4 years</b>	<b>Amount spent</b>
1.	Construction of 3rd floor in Northern Block.	19,28,182/-
2.	Renovation works.	
	i) Building	4,69,495/-
	ii) Tube well and Plumbing	1,15,602/-

	iii) Telephone	23,525/-
3.	Purchase of Equipments for Physics, Chemistry, Defence Study and Computer Science	15,00,000/- (Approx)
4.	Installation of smart class Equipments	2,94,000/-
5.	Purchase of Blackboards and other Teaching Equipments	32,958/-
6.	Purchase of new Projector	54,625/-
7.	Purchase of new Xerox Machine	58,926/-
8.	Computers and Accessories	10,01,354/-
9.	Electrical Installation	2,59,948/-
10	Fire Extinguisher	2,59,948/-
11.	Furniture, Lockers, Almirahs, and other Office Equipments.	11,10,470/-
12.	Generator (Including new 30 KV soundless one)	3,62,300/-
13.	Benches and Desks	3,62,300/- (Approx)
14.	Library Books and Journals	4,24,323/-
15.	Purchase of New Land	8,60,000/- (Approx)
16.	Library Software	1,00,000/- (Approx)

The Master Plan of the institution is enclosed.

The college has separate buildings situated in 3 corners of a playground which is under the mutual supervision of the college, local clubs, schools nearby and the Ground Committee consisting of village people. Out of the three buildings, two

are 4-storeyed namely Eastern Block and Northern or Academic Block. The Western or the Administrative Block is 3-storeyed.

The features of the three Blocks are described below:

**a. Administrative/Western Block:**

Total built up area 260 sq. meters (approx.).

Ground Floor:

- i) Office with Server, 5 Computers with UPS and LAN, printers, typewriters, lockers, sufficient number of furniture, fire extinguisher and aqua guard. A space has been allotted to install a server. The cashier is provided with a laptop.
- ii) Generator room with a 15 KV generator.
- iii) Girl students' common room with furniture and attached ladies toilet.
- iv) A store room.
- v) A toilet for non-teaching staff.
- vi) Water cooler to provide safe drinking water.
- vii) A lobby in front of main counter and waiting area for guardians and other visitors.

First Floor:

- i) Principal's Chamber – Fully furnished with attached bathroom and display boards. There are steel lockers to keep valuable documents and records.
- ii) Meeting cum NAAC Room – Attached to Principal's chamber, this room is well furnished with a large secretariat table and comfortable office chairs. A desktop computer with LAN and Internet facilities is installed there. A laser printer and a UPS are connected to the computer. A Xerox machine with scanning facility, a steel locker to keep valuable documents of NAAC is also in the room.
- iii) Mathematics Department – 2 classrooms and a teachers' room of the department are located beside the Principal's chamber and meeting room. Both classrooms have 25 desk-chairs each and white board facility. One of the classrooms has been converted to smart classroom. Adjacent to it is the teachers' room with AC, desktop with LAN and internet, a laptop, locker and other furniture.
- iv) Accountant's Room – This room has got 2 tables and a couple of chairs, almirahs, lockers, intercom and desktop with LAN and UPS, laser printer and scanner. The accountant also has a laptop.
- v) Toilet for staff.

Second Floor:

- i) An open space for any type of assembly.
- ii) Landing has a ladies' toilet.
- iii) NSS office room.
- iv) NSS store room.
- v) Classroom with seating capacity for 50 students.
- vi) Store room for sports
- vii) NCC office cum store room
- viii) Bengali seminar hall cum departmental library.

**b. Eastern Block:**

Total built up area is 250 sq.meters (approx.).

Ground Floor:

- i) Students' Union room with attached bathroom and sufficient furniture, fire extinguisher and aqua guard for safe drinking water.
- ii) Canteen with required seating arrangement, aqua guard for drinking water.
- iii) Toilet for boy students.

First Floor:

- i) Boy students' Common Room with furniture and some indoor game facilities.
- ii) Medical Room with a sick bed, furniture and requisite medicines.

Second Floor:

Single room for Physical Education classroom cum store room.

Third Floor:

Single room for Defence Studies classroom cum laboratory.

**c. Northern/Academic Block:**

Total built up area is 500 Sq.meters (approx.). This block has 17 classrooms, a central library, science labs, computer lab, teachers' room, multi-gym, provisional conference cum examination halls and a covered cycle stand.

Ground Floor:

- i) Newly built generator room where 30 KV sound-proof generator has been installed.

- ii) A big classroom with a seating capacity of 200, permanent concrete platform, sound system. A shutter separates it from the adjacent room which has a seating capacity of 50. These two classrooms can be merged by lifting the shutter into a big conference hall where cultural programmes, seminars, conferences, university exams can take place. There is another big classroom having gallery-type arrangement with a seating capacity of 70.
- iii) Girl students' toilet beside the staircase.
- iv) Multi-gym with required equipments.
- v) A room for carpentry where wooden materials are stored to make furniture for the college.
- vi) A covered cycle stand in front of the new generator room.
- vii) An additional generator room.

#### First Floor:

- i) The floor has got 2 classrooms, each having a seating capacity of 60.
- ii) Central library with a reading room having seating capacity of 50, 12 tables and 48 chairs, 2 computers with UPS and internet (broad band), display boards and notice boards, fire extinguisher just outside, career corner, reading chamber for faculty members, book bank, sufficient number of book shelves and almirahs. The computers have LAN facilities.
- iii) Staff room for teachers having 2 big and 1 small tables, 30 chairs, an ante-room, computer with LAN and internet facilities, aqua guard, wash basins, gents' and ladies' toilets, 4 steel lockers, 4 book shelves for 4 departmental libraries and other furniture, routine and notice boards.
- iv) A furnished waiting space is located just outside the teachers' room where counseling of students in small groups is also done.

#### Second Floor:

- i) There are 6 classrooms in total of which 3 have a seating capacity of 40 each.
- ii) A big room is arranged for Physics laboratory with all required equipments, seating capacity of 25, a latest desktop computer having LAN and UPS, internet facility, a laser printer, white board, and fire extinguisher.
- iii) Another big room has been developed into a well-equipped Chemistry laboratory with a seating capacity of 25, fire extinguisher and a desktop computer with LAN and internet.

- iv) A third big room has been set up as computer laboratory cum classroom, an office space and teachers' chamber.

Third Floor:

- i) There are 6 classrooms in all on this floor with sufficient furniture, lights and fans. 2 classrooms have seating capacity of 60 each.
- ii) 4 classrooms with seating capacity of 100 each are separated by shutters. On removing the shutters, a big conference hall can be created where larger number of students can be accommodated, especially for conducting examinations.

**Proposed Campus and Proposed Building**

Our decade-long problem regarding shortage of space is about to be resolved with the purchase of two new plots of land totaling 2 bighas on the North-West side adjacent to the Northern Block. Total land area on that side including the Northern Block is nearly 0.7 acres which can be covered all along by a boundary wall to have a proper college campus. The institution is now all set to realize its dream of having a Science Building, covering half portion of the newly bought 24 cottahs of land and the remaining area is left for the construction of a Ladies' Hostel with sufficient spaces for a cycle stand and car parking lot in near future. The Science Building's plan has been submitted to the UGC and subsequently a grant has been sanctioned. The Honorable Higher Education Minister of West Bengal Govt. laid the foundation stone of the proposed building on 21-11-2011. It is expected that the construction work will start shortly.

**The Features of the Proposed Building is listed below:**

Total covered area will be 400 sq. meters (approx.). It will be a 5-storeyed building with lift and staircase side by side.

Ground Floor:

A spacious office room, 2 rooms for Chemistry lab, 8/10 toilets for ladies and gents

First Floor:

Principal's Chamber, a meeting room, teachers' room, 2 rooms for Physics lab, 8/10 toilets for ladies and gents

Second Floor:

A large auditorium and sufficient number of toilets

Third Floor:

5 classrooms, each having seating capacity of 100-150, 8/10 toilets for ladies and gents

Fourth Floor:

Same as third floor

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

One or two differently-abled students take admission to the institution once in 3/4 years. So, the institution does not specify any permanent infrastructural facility to meet their requirements. When such students do take admission the institution tries to minimize their inconveniences as much as possible remaining within the general infrastructural framework.

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

- **Hostel Facility – Accommodation available**
- **Recreational facilities, gymnasium, yoga centre, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility – common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy**
- **Constant supply of safe drinking water**
- **Security**

There is no residential facility in the college as of now.

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

Our institution is very careful regarding the health and hygiene matters of the students and staff alike. There is a health care centre with a qualified doctor available in the campus at all times.

**4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal Unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen,**

### **Recreational spaces for staff and students, safe drinking water facility, auditorium, etc.**

The institution has special units like IQAC, Grievance Redressal Unit, Counseling and Career Guidance. However, no special room/space on the campus has been allocated for these units.

The IQAC established in 2007 works for quality enhancement of the institution. The Grievance Redressal cell established in 2004-05 regularly addresses the major problems of the students. There is a health center in the college attended by a qualified doctor, available at all times. A canteen room is there in the Eastern Block building. Arrangements are there for making safe drinking water available to students and staff. Among the recreational facilities there is a cine club (for the teacher members only) with two television sets, one in the meeting room and another for the non-teaching staff. Indoor, outdoor game facilities are available in the college. Indoor facilities for Carom, Badminton, Table Tennis, Multi gym and Football, Cricket, Volleyball, Kabadi, Athletic Competition etc. as outdoor facilities are available in the college. There is an auditorium on the ground floor of the Northern Block, with requisite facilities.

## **4.2 Library as a Learning Resource**

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

Yes, the library has an advisory committee which is called Library Sub-Committee. The members of the committee are as follows –

Convenor – Prativa Chaudhury

Members – Prof. Arati Banik, Dr. Amit Tribedi, Prof. Purbita Bose, General Secretary of the Students' Union, Sri Kanta Naskar

The committee forms rules and regulations and looks after the performance of the library. It takes care in the preservation of books and tries to keep the condition of the library room well. Moreover, with the increasing need of books on the part of the students the committee takes decision to purchase relevant text and reference books.

### **4.2.2 Provide details of the following:**

- **Total area of the library (in sq. mts.)**
- **Total seating capacity**

- **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

The total area of the library is approximately 250 sq.mts.

It has a total seating capacity of 50.

Working hours of the library are -

On working days: 10.45am – 5 pm

During examination days: 4 hours during college examinations, totally closed during University Examinations

The library remains closed on holidays and during vacations.

The Central Library consists of a large reading room which can accommodate 50 students at a time. The remaining area consists of a wall-to-wall counter for official work, separate almirahs and shelves for storing books of different departments, reading area for teachers, two computers with internet connection (broadband) and UPS (for teachers only), display boards, magazine stands and a career counseling cell.

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

The library books are purchased as suggested by teachers of the respective departments. Normally, in the Teachers' Council meetings the Principal distributes fund among the departments and asks teachers to submit booklists. Representatives of renowned publishers visit the college regularly from whom teachers get to know about recent publications. Moreover, faculty members visit different bookstores for purchasing books. They also attend various book fairs for the same. After every purchase, students are informed by library staff about new titles and other reading materials. Apart from this, teachers inform students in their classes and otherwise about the current titles and journals. The library has a spacious reading room where the students get informed through their interactions and read current topics and books.

Details of the amount spent on procuring new books, journals and e-resources during the last four years are presented in the following table:

Library Holdings	Year 1 2008-09		Year 2 2009-10		Year 3 2010-11		Year 4 2011-12	
	No.	Total Cost						
<b>Text Bks</b>	348	45495	592	64974	606	74181	228	29958
<b>Reference Books</b>	149	19479	339	47945	403	85916	89	11694
<b>Journals/ Periodicals</b>	127	2316	205	2796	230	3323	234	4410
<b>e-resources</b>	-	-	-	-	-	-	-	-

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

- **OPAC**
- **Electronic Resource Management package for e-journals**
- **Federated searching tools to search articles in multiple databases**
- **Library Website**
- **In-house/remote access to e-publications**
- **Total number of computers for public access**
- **Internet bandwidth/speed**
- **Institutional Repository**
- **Content management system for e-learning**
- **Participation in resource sharing networks/consortia (like Inflibnet)**

The library has been partially computerized during the last two years. The data entry is almost complete. Call number and Accession number of the books have been computerized. We are now heading toward complete computerization of the library collection. In 2011-12, a licensed software designed for library computerization called System for Library Information Management or SLIM 21 has been purchased at the cost of Rs. 1,10,000/- only with a view to computerize library activities like cataloguing, acquisition and circulation. There are two computers in the library with internet bandwidth of 100mbps each. The library does not have any separate website; neither does it have access to any e-journals or e-publications.

**4.2.5 Provide details on the following items:**

- **Average number of walk-ins**
- **Average number of books issued/returned**
- **Ratio of library books to students enrolled**

- **Average number of books added during last three years**
- **Average number of login to OPAC**
- **Average number of login to e-resources**
- **Average number of e-resources downloaded/printed**
- **Number of information literacy trainings organized**
- **Details of ‘weeding out’ of books and other materials**

The average number of walk-ins (students and teachers) is 32 per day.

The average number of books issued per day is 102 and the average number of books returned per day is 94.

The ratio of library books to students enrolled is 11:1.

The average number of books added during the last three years is 975 approximately.

#### **4.2.6 Give details of the specialized services provided by the library:**

- **Manuscripts**
- **Reference**
- **Reprography**
- **ILL (Inter Library Loan Service)**
- **Information deployment and notification**
- **Download**
- **Printing**
- **Reading list/Bibliography compilation**
- **In-house/remote access to e-resources**
- **User Orientation and Awareness**
- **Assistance in searching Databases**
- **INFLIBNET/IUC facilities**

The specialized services provided by the library include Reference, Reprography, Information deployment and notification, Printing and Bibliography compilation.

#### **4.2.7 Enumerate on the support provided by the library staff to the students and teachers of the college.**

The library has internet facilities. Faculty members and other college staff have open access to those services. However, access of the students cannot be made possible due to shortage of sufficient staff. We are trying to have essential security measures in near future to make access of the library to the students. The library staffs ensure that the relevant information reaches the concerned quarters both verbally and through written notices. The library is equipped with a

career counseling cell. This cell arranges to provide current journals, books and employment news, etc. to the students for their career guidance.

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

Not applicable

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

There is no formal system of procuring feedback about the library from its users. However, suggestions provided informally by the teachers and students are taken into consideration for improving library services as and when required.

## **4.3 IT Infrastructure**

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

- **Number of computers with configuration (provide actual number with exact configuration of each available system)**
- **Computer-student ratio**
- **Stand alone facility**
- **LAN facility**
- **Licensed software**
- **Number of nodes/computers with internet facility**
- **Any other**

Total number of computers: 36

Computer-students ratio: 36: 113

(113 students = 70 in ITBG + 33 in computer centre + 10 in computer science)

Stand alone PC:

Number of Laptops = 5

Number of desktops = 20 in computer centre + 2 would-be installed = 22.

#### LAN facility:

One server (IBM) for office administration with 6 PCs as clients (office), one in Mathematics department, one in NAAC cum Meeting room = 8.

Another server (IBM) for academic and research purposes interlinking one computer in Computer Science Dept., one in Physics Dept., one in Chemistry Dept., one in Teachers' Room and two in Library as clients = 6.

#### Configuration:

All PCs are of P4 type.

Client computers: Intel Core i 3

#### Server:

Xeon Quad Core 2.4 Gh3 Processor, 8 GB RAM 1066 MH3, 500 GB X 2 SATA HDD, RAID0 and 1 Support with 101 Card.

#### Licensed software:

Window 98, Office 2000, Corel Draw 11, Adobe pack ( Photoshop 7, PageMaker 7, Acrobat reader), Visual studio 2008, Tally 7.2, Code Gear( for Turbo C and C++ Compiler), Freehand.

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

The library has been partially computerized during the last two years. The library has internet facilities. Faculty members and other college staff have open access to those services. However, access of the students cannot be made possible due to shortage of sufficient staff. We are trying to have essential security measures in near future to make access of the library to the students.

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

As per requirements, the College meets the need for computer upgradation regarding the number of PCs, latest operating systems and both hardware and software, using grants obtained from different funding agencies like UGC.

**4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution. (Year wise for last four years)**

Annual Maintenance Contract (AMC) is signed with a supplier company on condition that experts and technicians will visit the college twice a month and whenever required to check-up and maintain all the computers and accessories. In the year 2010-11, the college did not have any budget allocation from its own fund as there was sufficient money from UGC XI<sup>th</sup> Plan. The college fund is also utilized in some cases.

<b>Year</b>	<b>Amount spent (approx)</b>
2008-2009	Rs. 10,000
2009-2010	Rs. 15,000
2010-2011	Rs. 20,000
2011-2012	Rs. 15,000

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

The faculty is facilitated to prepare computer-aided teaching/learning materials through training modules in basic computer methodologies and preparation of computer-aided presentations, operation of LCD projectors and a number of facilities upgraded recently.

The College has LCD projectors, portable wall-mounted screen and a number of both laptop and desktop computers with LAN and high-speed internet connectivity made accessible to all faculties of the college. The college has installed a separate IBM tower server for sole academic purpose in order to enhance the computing, data handling and many other aspects related to electronic teaching-learning aids. It has also launched a smart classroom facility very recently which enables the faculties from all departments to take special classes on an electronic board with added interactive state-of-the-art features and enhancements. The College is in the process of acquiring more equipment to support computer-aided teaching.

The requirements for plan and upgradation are determined in consultation with the faculty members of Pure Science, Computer Science, Mathematics and other relevant departments. The provision made in the annual budget for the purchase and maintenance of the computers has been increasing year to year. A

sum of Rs. 9, 71,882/- has been spent for the purchase of computers and accessories during the period 2006-07 to 2010-11.

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

Theory papers of different subjects are taught mainly through lecture method. But interactive method has also gained much importance. Moreover, modern teaching aids are also used whenever and wherever necessary. When science stream was introduced in 2007, computer assisted learning took a front seat. Mathematics, Physics and Computer Science departments have their own computer facility with Internet connections.

Mathematics department uses Smart Classroom regularly which has been installed recently. In the near future it may be extensively used by other departments.

Project based learning is an integral part of Environmental Studies.

Students having Defense Studies as their subject are offered experiential learning as they regularly visit places like Fort William, Kalaikunda airbase to get firsthand knowledge about what they are taught in theory papers. Moreover, the institution offered some U.G.C assisted career oriented courses in last 2 years.

To make learning more student-centric, student centered learning strategies like seminars, guest lectures, faculty exchange programmes are organized. Micro-teaching is a regular feature of the Honours classes which enables individual students to express their views freely on a particular topic. Self learning through internet, books and journals are encouraged.

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

Not Applicable

## 4.4 Maintenance of Campus Facilities

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

- a. Building
- b. Furniture
- c. Equipment
- d. Computers
- e. Vehicles
- f. Any other

Under supervision of the Principal budget is prepared well before the turn of every financial year. He is assisted by the Bursar (Finance) and Accountant. After the approval of the Finance Sub-Committee, the budget is placed before the Governing Body. The Finance Sub-Committee looks after the optimal utilization of the budget of the college and also ensures the pattern of expenditure as per budget provision. The Governing Body looks after the audit reports of the college.

The budget allocation for the maintenance of the above items is given below:

a) Land: Does not arise

b) Building:

Year	Nature of maintenance	Amount spent approx.
2009	Grilling – Open Terraces of all the Buildings	Rs. 4 lakhs
2010	Repairing the Attic of Northern Block, Renovation of Toilets, Painting of Principal's Chamber and Seminar Hall	Rs. 4 lakhs
2011	Renovation of Cycle Stand	Rs. 1.5 lakhs
2012	Exteriors Repairing and painting	Rs. 2 lakhs

c) Furniture:

Annually Rs.25, 000-30,000 was spent over the whole 5-year period.

d) Equipment:

Annually Rs.50, 000 on an average was spent over the whole 5-year period.

e) Computers: Amount spent is given below -

Year	Amount spent (approx)
2008-2009	Rs. 10,000
2009-2010	Rs. 15,000
2010-2011	Rs. 20,000
2011-2012	Rs. 15,000

f) Vehicles: Nil.

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

For maintenance and repair of infrastructure there is no permanent staff in the college. Hired experts and casual labourers appointed by the college look after the maintenance of infrastructure and other essentials. Some non-teaching staffs have experience and knowledge regarding basic maintenance of equipments. For various kinds of repair works the college hires electricians, plumbers, technicians and other experts from outside as and when required. For the maintenance of computers and accessories college has Annual Maintenance Contract (AMC) with the supplier company.

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

The office and library of the college have been partially computerized during the last few years. Maintenance of equipments/instruments used in the office and the library are done annually as annual maintenance contracts are signed with the related supplier companies. On the other hand, equipments of the Physics and Chemistry laboratories have been purchased quite recently and are in excellent condition at present. As such scope for taking up calibration or other precision measures have arisen as yet. However, as and when need arises such measures will be taken up.

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

One sound proof 30 KV generator has been installed in a separate room of the Northern Block in 2011. Currently, the college has approached the WBSEB for a separate independent transformer for the college. The college has installed a separate IBM tower server in order to enhance the computing, data handling and many other aspects related to electronic teaching-learning aids. It has a central UPS as backup system.

# Criterion V: Student Support and Progression

## 5.1. Student mentoring and Support

**5.1.1. Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these documents and how does the institution ensure its commitment and accountability?**

The institution publishes updated prospectus annually.

The prospectus features -

- Fees Structure, List of Holidays
- Subject combinations offered in each stream
- Current faculty members and office bearers
- Rules and Regulations of the College
- Different Career Enhancement & Skill Upgrading Courses available
- Academic calendar of the affiliating University.
- Infrastructural Facilities.

Every attempt is made to work towards achieving the vision and goals mentioned in the prospectus. Also we strictly adhere to the fees structure, subject combinations, academic calendar etc. that are printed in the prospectus.

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

The institution provides financial aid/scholarship to students out of the college fund. Financial aid of Rs.1000/- is given to students obtaining 1<sup>st</sup> class. In

the last years aid in this account has been given to the following number of students:

<u>Year</u>	<u>No. of Students</u>
2007-2008	1
2008-2009	2
2009-2010	8
2010-2011	6
2011-2012	0

Apart from this, financial aid is given to students participating in Sports and Athletic Meet. The details are as follows:

<u>Year</u>	<u>No. of Students</u>
2008-2010	3
2008-2009	5
2009-2010	6
2010-2011	25
2011-2012	22

For the academic year (2011-12) the Institution declared further incentive for the Honours students.

Attendance: Students having the highest attendance in each Honours Subject were given Rs 1000.

Result based incentive (for Honours students)

1 <sup>st</sup> Class	-	Rs 2000.
55%	-	Rs 1500.
50%	-	Rs 1000.

Around 50 students obtained between 50 and 55% marks in this session and were awarded the sums as listed above. No student obtained a first class in the past year.

In addition to this, concession of tuition fees is granted to needy students. In the year 2009, for instance, 102 students who were the victims of natural calamity had their tuition fees waived off, which amounted to Rs one lakh.

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

Around 70% of the students of this college belong to the SC/ST/OBC category and they receive stipend from the State Govt.

Under the 'Additional Grants Schemes merged with Development Grants' head of UGC's 11<sup>th</sup> plan, the college received a grant of Rs 4.8 lakhs. A major portion of that grant has already been dispersed to the students.

### **5.1.4. What are the specific support services/facilities available for:**

- Students from SC/ST/OBC and economically weaker sections

Tuition fees of specially needy students are waived. Sometimes course related text books and reference books are donated to them.

- Students with physical disabilities

Students with such disabilities are given financial assistance. On a one time basis, an amount of Rs 1200 is given to them. In 2007-2008, 2 students, in 2008-09, 2 students and 3 students in 2009-10 benefitted from this initiative. Apart from this, the faculty and management try to ensure that they are able to attend classes and other academic activities comfortably, as far as the college infrastructure permits.

- Over-seas students

-N.A.-

- Students to participate in various competitions/ National and International.

-N.A.-

- Medical assistance to students: health centre, health insurance etc.

There is a health centre in the college for the students.

- Organizing coaching classes for competitive exams

-N.A.-

- Skill development (Spoken English, computer literacy, etc.)

A Computer literacy Course was conducted for the students in collaboration with Lakhota Computer Centre in 2010-11.

- Support for “slow learners”.

Special attention is given during classes for such students in honours classes

- Exposures of students to other institution of higher learning/corporate/business house etc.

Under the Faculty Exchange Programme, experienced faculty from other institutions come to deliver lectures to the students. The students are sometimes taken to attend seminars in other institutions/universities.

A collaboration has been set up with TCS in 2011-12 to ensure career development of pure science students.

- Publication of student magazines.

Necessary infrastructure, guidance is provided to students to help them put up wall magazines. The management sometimes helps out the students Council with funds to ensure the timely publication of annual magazine ‘*Shapath*’.

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

Entrepreneurial skills among students are developed and enhanced through the Career Counseling Cell constituted in the College. Location Specific Curriculum in the last academic session (2010-2011) has also been conducted to develop the skill of the students.

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

- **Additional academic support, flexibility in examinations**
- **Special dietary requirements, sports uniform and materials**
- **Any other.**

The Institution encourages extra-curricular activities, for instance, College Social, College Sports, Fresher’s Welcome (where students of the institution perform), International Language Day, Rabindra Jayanti are held every year. To encourage the students’ participation in District and State Level Football and

Athletic Championships, tracksuits and boots were given in 2010-11. Financial Assistance was also given to the students. Some special classes are organised for such students to make up for lost classes, if they make such request.

**5.1.7. Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive examinations.( average of last five years) ( UGC-CSIS-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services- IAS, IPS,IFS, Central/ State services etc.)**

A majority of our students prepare for various competitive examinations (like School Service Commission, NET, SET, etc.) on their own. The college does not provide any direct assistance. But indirectly the students get help through the career corner which is formed in the post-NAAC period in the year 2010 and also from teachers, if they come with some queries.

**5.1.8. What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)**

Academic and Career counseling of students is done by the specific department faculties on a regular basis. Personal counseling of honours students is sometimes done in special cases, if the need arises and if it falls within our ambit of knowledge.

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

**Placement Services** – Though the College does not have a separate cell but the Career Counseling Cell of the College conducts courses to make the students ready for the job market. The Computer Training Centre of the College also conducts courses to inculcate professional skills among students.

**Counseling Services** - Bengali Department & Commerce Department have conducted personal student counseling session in 2007-2008 and 2008-2009, and English Department in 2008-2009 and 2009-2010 to address various study related problems. Personal counseling of students is done on need basis.

Information dissemination is done through regular display of information on placement and avenues for higher studies. This is done in the Notice Board of

the Career Corner instituted on 2010. This is a significant development in the post-NAAC period.

**5.1.10. Does the Institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.**

The cell which was constituted in 2004-2005 is regularly attended and problems are regularly addressed. Prof. Arati Banik, (Head, Dept. of Philosophy) is the convener of the cell. Major grievances redressed in the last five years are:

<u>Problems</u>	<u>Solution</u>
Inadequate/poor quality of drinking water	Installation of Aquaguard in the College canteen.
Insufficient library books	Increase in number of library books issued to individual students. Opening up of Department Library
Tutorial class in Honours Departments	From the last academic session (10-11) Tutorial class has been introduced in the academic calendar.

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

The Principal as the Head of the Institution resolves such matters if and when needed.

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

There is no specific anti-ragging committee in the college. The Principal and senior faculty are always ready to help any student who comes with specific complaints.

No instance of any ragging was reported during the last four years.

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

The NAAC Peer team had recommended for provision of Better Canteen Facility & Drinking water facilities. In the Post-NAAC period canteen was renovated, made more spacious with provision for quality food. In the year 2009 Aqua-guard was installed in the canteen, office, teachers' room. More over provision to get water from the Public Health Engg. Department was made in 2009.

Students who show good performance in sports are provided with sports uniforms. Their expenses for attending sports activities outside the Institution & Tiffin expenses are met by the college.

Immediate Medical care is given to the students in case of emergencies & College meets the expenses. A full time Doctor has been appointed for this purpose.

The Institution helps the students to avail concessional rail passes.

In the 'Earn While You Learn' – scheme our students get the opportunity to earn. In various seminars & Conferences our students assist the local catering service provider. In this way they earn while they learn.

The college does not provide any insurance to students as there is no such provision in the affiliating University guideline. But a student welfare cell has been formed in 2011 to ensure welfare of the students.

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

The Institution has an Alumni Association.

i) The current office bearers are:-

1. President - Dr. Manas Kumar Adhikari,  
Principal, Susil Kar College.
2. Joint Secretary - Avijit Roy, Paritosh Ghosal.

The Alumni Association organized a conference named 'Praktani Sammilani' in the year 2007. To commemorate this occasion they also published a magazine 'Smriti'.

Members of alumni association approached the Governing Body of this college for introduction of Mathematics Honours. It has been since introduced in our college.

Rs. 10,000 was donated by them to purchase books for the department of Mathematics.

The Alumni association also makes a continuous effort to keep the environment of the college peaceful. They take initiative so that student's needs are properly meet by the management. Well placed members of the alumni help the management to get different grants and assistance from the government.

## 5.2 Student Progression

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

Student progression	%
UG to PG	10%
PG to M. Phil.	N.A
PG to Ph.D.	N.A.
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	10-20%

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

	2006	2007	2008	2009	2010
B.A PART 1	H G 61.8 65.04 (N.A)	H G 54.2 72.4 (78.9)	H G 45.5 72.46 (87.3)	H G 61.6 86.6 (87.7)	H G 61.7 41.75 (96.3)

		(78)	(77.8)	(64.7)	(86.6)
B.Sc. PART 1	H G  92. 8	H G N.A 51.4  (90.1)	H G  49.9  (77.1) <sup>1</sup>	H G N.A 63.4  (57.7)	H G 40 20 (92.1) (72.8)
B.Com PART 1	H G 100 100	H G 76.6 87.8 (86) (80)	H G 58.1 42.8 (88.6) (78.8)	H G 80 20 (94.7) ( 69)	H G 50 58.8 (91) (50)
B.A. PART II	H G 78 97.1	H G 78.2 86.8 (87.4) (78.9)	H G 85.6 77.4 (90.2) (78.9)	H G 86.5 85.5 (89.7) (80.3)	H G 62.4 68.8 (89.8) (50.9)
B.Sc PART II	H G  100	H G 50  (78)	H G 78.4  (79)	H G N.A 69.4  (70.9)	H G N.A 38  (55)
B.Com PART II	H G 64 100	H G 50 100 (78)	H G 43 46 (89.6)	H G 1 (99.3)	H G 88 68.7 (50.9)

		(89)	(79)		(50.7)
B.A PART III	N.A	N.A	H G 87 99 (80) (89.9)	H G 91.3 90.9 (99.68) (88)	H G 82 78.5 ( 80) (79.3)
B.Sc PART III	N.A.	N.A	H G  100  (79.8)	H G  N.A 41.6  (78.6)	H G  N.A 75  (78.9)
B.Com PART III	N.A.	N.A	H G 60 100	H G 50 56.2 (99.34) (70.7)	H G 80 90 (97.8) (88.9)

<sup>1</sup> The figures indicate percentage of the total

<sup>2</sup>The figures indicate percentage of the affiliating University.

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

Honours students, especially those of Bengali, English, History, Philosophy and Political Science get admitted to post graduate courses of Calcutta University, Rabindra Bharati University among others. A large section of students also pursue their P.G. courses through distance learning programme of the different universities.

Our students are currently employed in both the govt. and private sector. In govt. sectors they get employment in areas like Schools service, Railways, Public Service. Our N.C.C cadets find regular employment in Police in B.S.F etc.

In the private sector our students find employment in IT, Finance, Commerce and Trade and Securities. On an average 10 to 20% students find employment. The college has conducted courses keeping in mind the local employment traditions, to boost up the possibility of employment generation of students of this college. This is a specific effort on the part of the college in the post-NAAC period.

In the last few academic Years College has taken sincere steps to facilitate the students to cope up with the changes in the job market. A list of the programmes conducted in the college is as follows:

- 2009-2010:**
1. Seminar on ‘Avenues of IT’ held on 26.03.2010.
  2. Entrepreneurship Development Programme’ held from  
27.03.2010 - 31.03.2010
  3. Catering Management & Training Programme  
27.03.2010 - 17.04.2010
  4. Fishery Management Programme  
08.05.2010 - 15.05.2010
  5. Career Talk held on 12.11.2010
  6. Additional workshops under the
    - a) Directorate of Food Processing and Preservation.
    - b) Directorate of Horticulture.
    - c) Consumer Awareness Forum.

The above programmes were held in the College to acquaint the students of various Employment opportunities available to them.

**2010-2011:** Two location specific vocational training courses are organized by the institution.

- a) Course on *Fishing Sciences* (Inland and Ornamental Fishery) was conducted from 26<sup>th</sup> Feb. 2011 to 18<sup>th</sup> March, 2011 in collaboration with the Faculty of Fishery Sciences, West-Bengal University of Animal and Fishery Sciences, Calcutta. Practical classes were held at Faculty of Fishery Science campus. Students have also visited few fishery firms in Bankura, Howrah,

Hanripota, 24 Pgs. (S) and the ornamental fishery market at Hatibagan, Calcutta.

- b) A *Life Insurance Agency Training Programme* was conducted from 7<sup>th</sup> March, 2011 to 18<sup>th</sup> March, 2011 with the help from Centre for Insurance Studies, Calcutta.
- c) 'Career Corner' has been instituted in the College Library (funded and maintained by Regional Employment Exchange, Sonarpur) to disseminate information on current affairs.

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

Dropout rates are reduced by

- a) Personal Counseling of weak (academically and financially) students for not attending class. This has been a regular feature but this year all the departments have formally conducted academic counseling of 1<sup>st</sup> year students to access the problem of irregular attendance. All the teachers participated to analyze the problem of the students. Some solutions came up which all the departments have tried to implement.
- b) Informing parents about the irregularity of attendance of their ward and effort on both ends to avoid the problem, e.g. personal reminders to the parents of students of commerce department have been done in 2010-2011 and 2011-2012 academic year. Bengali department has also organized parent-teacher meeting to discuss the problems in 2009.
- c) Effort with the students' union to motivate the students to attend classes regularly is also done.
- d) Regular notices are issued by the principal stressing the need for regular attendance.
- e) Attempts are also made through career counseling cell (by organizing various career enhancing courses) Student's Corner (cell of the library to provide information about employment opportunities) to motivate students to attend college apart from the regular syllabus oriented classes.
- f) The Principal has constituted a financial incentive (students securing 1<sup>st</sup> class will be given Rs. 1000) which has been extended this year to also include the students having 75% attendance in classes.

- g) Motivating lecturers by the principal and teachers in various college programmes (college social, fresher's welcome).

## **5.3 Student Participation and Activities**

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

The College holds Annual Sports in the month of February/March, Intra College Cricket and Football tournaments, Carrom competition as and when the classes are a bit slack. Students go to participate in State Level Athletic Meet every year.

The Cultural calendar of the college includes: The Freshers' Welcome in the month of August/September every year. Annual Social is held in the month of February/March every year. Apart from this, debates and elocution contests are occasionally held. Students from all streams actively participate in all these events.

**2010-2011** – To encourage the students participating in District and State Level Football and Athletic Championships, tracksuits and boots were given. Financial Assistance was also given to the students

### **Sports Results at a Glance**

**SPORTS RESULTS AT A GLANCE**
**(YEAR-WISE SPORTS PERFORMANCE OF STUDENTS.)**

YEAR	LEVEL	DISCUSS THROW		1500 M		LONG JUMP		100 M		200M		800 M		400 M		SHOT PUT		FOOT BALL		J. THROW		TOTAL
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
2008	DISTRICT	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	2	0	6
	STATE	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	2	0	6
2009	DISTRICT	1	1	0	0	0	2	0	1	0	1	0	0	0	1	1	1	0	0	2	1	12
	STATE	1	1	0	0	0	1	0	1	0	1	0	0	0	1	1	1	0	0	2	1	11
2010	DISTRICT	0	0	0	0	1	3	1	1	1	1	0	1	0	1	1	1	0	0	1	1	14
	STATE	0	0	0	0	1	2	1	1	0	1	0	1	0	1	0	1	0	0	1	1	11
2011	DISTRICT	0	1	0	1	1	2	0	1	0	1	0	1	0	1	0	1	15	0	0	0	25
	STATE	0	1	0	0	1	2	0	1	0	1	0	1	0	1	0	1	15	0	0	0	24

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

The Institution encourages extra-curricular activities, for instance, College Social, College Sports, Fresher's Welcome (where students of the institution perform), International Language Day, Rabindra Jayanti are held every year. Apart from this special mention may be made of the following:-

**2008-2009** – Geetanjali Centenary Celebration Week organized by Information & Cultural Department of Baruipur Municipality was held in 02.12.2009. Students of the institution participated in the event and had secured 1<sup>st</sup> position in Music and Elocution.

**2009-2010** – As a part of Commonwealth Games Celebration a competition of dance, music, elocution etc. was held. Students participated in the events and were given certificates.

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

The opinions and suggestions of the employers are available in formal meetings and also in the informal discussions. While planning and executing the policies these opinions and suggestions play a major role.

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

The students can contribute write-ups, poems etc. in the (1) College Magazine ‘*Shapath*’, (2) Wall Magazine of the Departments of Bengali, History, Philosophy and Commerce.

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

The student council was formed in 1968. It has a constitution and every year the Students’ Union is democratically formed through election. Its major activities include:-

- (1) Conveying student grievances to the Principal through Class Representatives and the General Secretary of the running year
- (2) Conducting Fresher’s Welcome, College Social, College Sports etc.

Constitution of the Students Union:

President -	Principal of the College.
Vice President -	Student (C.R)
G. Secretary	„
Assistant G.S	„

One student representative is selected as the Secretary of each of the following Committees:

1. Finance Committee
2. Student Welfare Committee
3. Cultural Committee.
4. Students’ Common Rooms Committee. ( Separate for Male and Female)
5. Canteen Committee.

6. Magazine Committee.
7. Gymnasium Committee.
8. Library Committee.

Source of fund allocated for Students' Union:

1. Student Union Fees.
2. Donation from External Sources.
3. College fund. ( as and when necessary)

**5.3.6 Give details of various academic and administrative bodies that have student representatives on them.**

The details of such Academic and Administrative Bodies in the college and their activities are given below:-

<b><u>Academic Sub-Committees</u></b>	<b><u>Administrative Sub-Committees</u></b>
<p><b>1. Academic Sub-Committee</b>  <u>Student Member</u> – General Secretary            Of Students' Union  <u>Activities</u> – To decide the academic calendar, conduct classes and examinations</p>	<p><b>1. Governing Body –</b>  <u>Student Member</u> – General Secretary of Students' Union  <u>Activities</u> – To supervise overall running of the College</p>
<p><b>2. Library Sub-Committee</b>  <u>Student Member</u>– General Secretary  <u>Activities</u>- (1) Development of Library as a whole, (2) Decide on Purchase of Journals, Magazines</p>	<p><b>2. Students' Welfare Committee</b>  <u>Student Member</u> – General Secretary  <u>Activities</u>- To take decisions regarding scholarships/stipends etc.</p>

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

In case of **former faculty**, dissemination of information and networking is done through telephonic conversations and/or through messengers sent by the Principal and his office. They also visit the college during seminars or other social functions of the college.

The Alumni members regularly visit the college during seminars and other co-curricular events being held in the college. They also come forward during events like Blood donation camps organised by the NSS wing of the college, to

make the event a success. They also meet the Principal against appointments, to put forward proposals for the improvement of the college.

**Any other relevant information regarding Student Support and Progression which the college would like to include.**

The institutional best practices towards student support and progression are-

- a. Making opportunities of higher education available to a large number of students belonging to the socially and economically backward sections of the society
- b. Providing stipends and allowing waiver of fees to students
- c. Developing leadership qualities and life skills in students by involving them in academic programmes, extra-curricular activities, extension activities, cultural programmes, etc.
- d. Regularly attending to the students' grievances by means of Students' Grievance Redressal Cell
- e. Acknowledging students' commendable performance in sports and athletic meets at state/district levels
- f. Developing entrepreneurial skills among students by means of various courses conducted by the Career Counseling Cell of the College and Location Specific Curriculum.

## **Criterion VI: Governance, Leadership and Management**

### **6.1 Institutional Vision and Leadership**

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

The vision and mission of the institution are given below:

- i) To spread higher education in the locality,

- ii) To develop the sense of commonness, dignity of labour and education among the students,
- iii) To assist the poor and oppressed in their own advancement,
- iv) To develop a broad outlook among the students so that they can fight against the social evils.

The vision and mission stated above always guide every activity of our college. Students are made alert about the vision and mission statement by the teachers and authority as soon as they get admission in the college. A translated form of the same is included in our prospectus also. Through our campus activities, meetings and seminars, the vision and mission are further communicated to the students, teachers, staff and other stakeholders.

The College is situated in an area that is populated mainly by the backward class people. Since its inception, the mission mainly was to bring the primary educated people under higher education bracket. The people of the locality, though in limited number, were also inspired by the mission statement since the beginning. They participated by sending their wards to the college. In fact, this was the only college in the locality in those days. Major section of the people could not even think about primary education of their children. But after the establishment of the college, they are gradually becoming to dream about higher education. For almost last 50 years, thousands of students of this rural backward locality could obtain higher education which was possible due to the existence of Susil Kar College. In course of time the college earned a reputation in the area. Students through their NSS & NCC activities got close to the people of the neighborhood. People of the locality also felt interest and extended their hands of cooperation, took part in various activities arranged by the college. People of the middle income group also changed their views which were not favorable earlier. This changing trend has gained further impetus after the NAAC, 2006 in which our college could prove its competence by achieving a remarkable position. Since then, keeping in mind the recommendations of the NAAC peer team, our college has been continuing its journey towards a goal where compatibility between traditional values and modern advancement is reached through its academic, various outreach and extension activities.

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

To translate quality to various administrative and academic units Principal along with various sub-committees and IQAC play the key role. As quality measures teachers are encouraged to participate and organize seminars, workshops, major and minor research projects, faculty exchange activities, faculty development programme for completion of Ph.D. etc. At the same time,

upgradation of the efficiency of the non-teaching staff by improving their working place and condition, becomes a major issue. They are encouraged to participate in computer courses arranged for them in order to adjust themselves with the office automation process in full. Moreover, members of the office staff are also encouraged to attend seminars on accounting methodology, e-commerce etc. In the post-NAAC period, total number of seminars/workshops arranged by the college are 12, total number of Minor and major research projects are 6 and 1 respectively, FDP for Ph.D. is 1 and number of computer training for NTS is 1. In all cases, college allots on duty leave for FDP, attending seminars and special leave for research projects. Quality is translated in regular purchase of teaching aid and books, office equipments and other instruments.

### **6.1.3 What is the involvement of the leadership in ensuring:**

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

As the secretary of the G.B., the principal is empowered to implement all decisions made and policy determined. The principal, therefore, is the head of the institution and exercises the leadership role. All academic and administrative bodies of the institution and Student Union are formed under the guidance of the principal. He acts as the communication link between G.B. and the staff. He conducts various types of staff meetings and plays active role in running the college solving all problems.

Fulfillment of the mission, formulation of action plans and institutional strategic plan and their operations, interaction with different stakeholders, organizational change and reinforcement of the culture of excellence are under the purview of the principal who implements all academic, administrative, co-and curricular activities following the advices of Governing Body. The detailing of the above mentioned activities are done below:

1. In order to ensure smooth running of the academic process the Governing Body considers quick approval and confirmation of College Service Commission appointed lecturers, keeping in mind the urgency of the situation and the demands of the College.

2. As and when the need arises, the Management considers the appointment of contractual full-time, part-time and guest lecturers, after necessary consultation with the respective departments and keeping in mind the financial constraints of the College, in an attempt to maintain a healthy teacher-pupil ratio to the greatest possible extent.
3. Development of infrastructural facilities being an important pre-requisite for efficient transaction of the teaching-learning process, the Governing Body takes necessary initiatives in this regard, in the post-NAAC period, just as it used to in the pre-NAAC period. As such, the Management tries to purchase and acquire new land, start construction of new buildings, additional classrooms, laboratories etc. In the post-NAAC period, two 12-cottah of land have been purchased adjacent to the Northern block. New classrooms have been constructed and laboratories of Physics, Chemistry and Defence Studies have come into existence. Departmental Libraries in many subjects are in operation, trying to meet the demands of the respective departments, at the same time keeping in mind the constraints of space and finances.
4. The Management takes initiatives to start new departments/subjects so that local students get more career options without having to travel far, operating within the limitations of infrastructure, funding etc. In the post-NAAC period, several new subjects like Mathematics (Honours), Physics, Chemistry, Computer Science, Sanskrit, Physical Education have been introduced.
5. In accordance with students' demands, there is a continuous effort to increase student intake/seat capacity in various departments, by appealing to the University, Higher Education Departments and going through necessary inspections and other such formalities. In the post-NAAC period the Departments of Bengali, Defence Studies, English have gone through this process to accommodate more students.
6. Financial incentives are provided to meritorious students as well as students who participate and excel in sports activities and competitions. This practice was introduced in the post-NAAC period, in accordance with the recommendations of the Peer team.
7. Attention is paid to organize various seminars and celebrate special occasions, e.g., celebration of 150th birth centenaries of Rabindranath Tagore and Acharya Prafulla Chandra Ray, etc., in the post-NAAC period, in order to broaden the mental horizons of students thereby facilitating the overall learning experience.

#### **6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and**

**improvement from time to time?**

To monitor and evaluate policies and plans for effective implementation and improvement the leadership holds meetings with the statutory bodies and different sub-committees and IQAC as and when required.

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

Faculty exercises academic leadership in terms of their teaching plan, purchase of books for the departmental and central library, making of academic calendar/class routine/college exam routine under the guidelines of the parent bodies. Introduction of any new programme of study, appointment of part time/contractual/full time and /or guest teachers, arrangements of seminar/workshops, any student related cultural/academic programmes/activities cannot be done without active participation and decision-making by the faculty members.

**6.1.6 How does the college groom leadership at various levels?**

Under the setup of the parent university the scope of nourishing leadership at various levels is very limited. However, college encourages all innovative ideas connected to academic administrative, infrastructural matters if those ideas are justified and reflect worthiness of positive footing to some extent.

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

Under the framework of the affiliating university there is very little scope of working in a decentralized governance system. Some operational authority/autonomy is made possible for the departments/units of the institutional regarding day-to-day activities. As stated above, different departments exercise their freedom on the academic/non-academic matters like distribution of class load, making of routine, distribution of syllabus, purchase of books, planning for publishing magazines etc.

**6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.**

According to government rule and university statute a culture of participative management exists in every college. Students participate in management through students union. Moreover, Governing Body of the college has representatives from faculty members, administrative staff and students as G.S. of students' Union is one of the members according to statute. However,

college has no independent power to promote a culture of participative management. College only abides by the government rule and statute.

## **6.2 Strategy Development and Deployment**

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

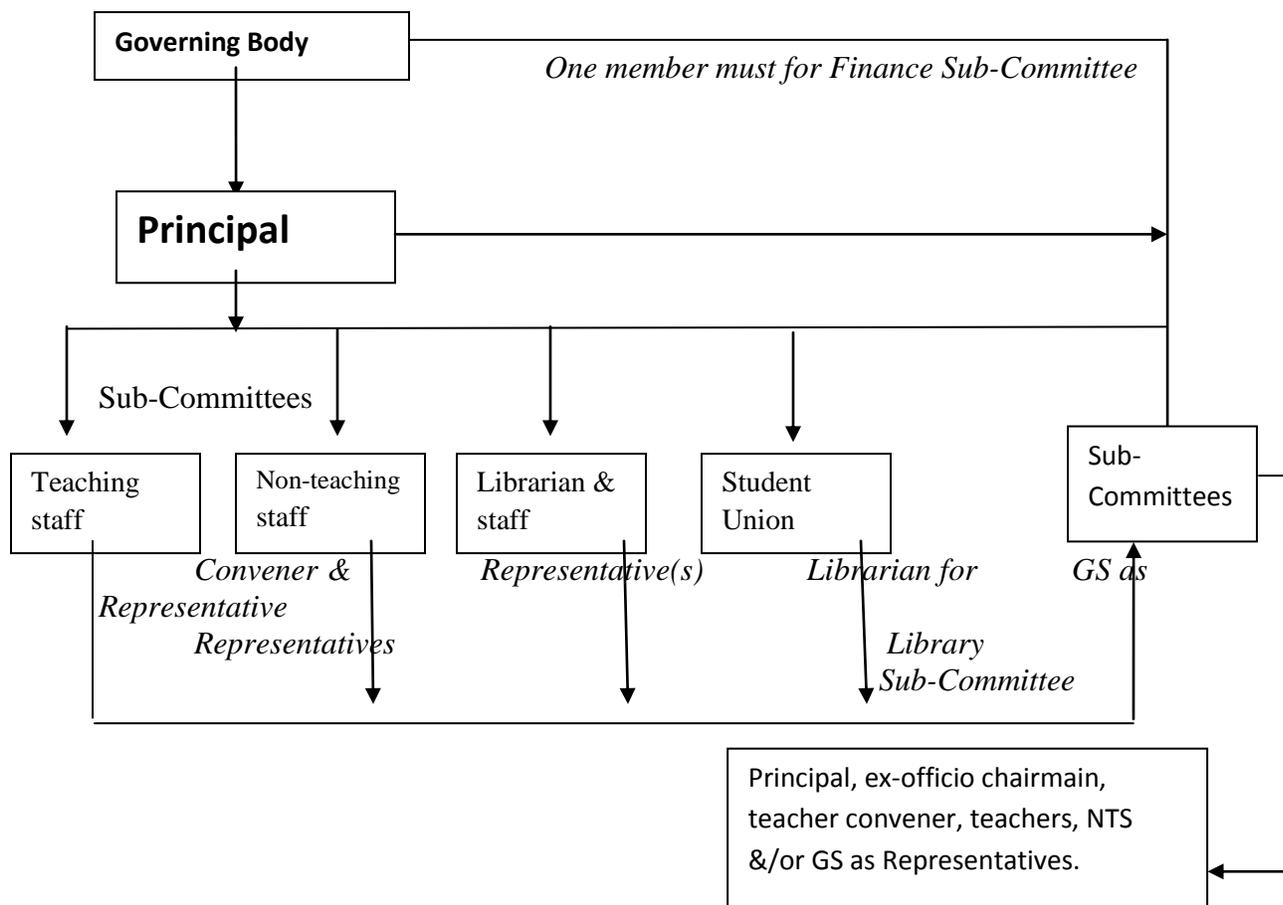
A formally stated quality policy comes into existence after NAAC, 2006. It was recommended in the draft report of the peer team to keep a work diary by every teacher. Formal policy in this regard takes place after the formation of IQAC. Materialization of the same was done under the guidance of the said cell. It is decided that every teacher would clearly state teaching plan/work done that will regularly be reviewed by the IQAC and the Head of the Institution.

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

Yes, the institution has a perspective plan for institutional development. The perspective institutional plan is made as per the recommendation of the earlier NAAC report. It is made for both short and long terms. As there is shortage of space for class rooms, laboratories and office area, one auditorium and space for departmental libraries, the 3rd floor of the Northern Block was completed on war footing . The college earlier had no science faculty and NAAC had recommended the opening of Science faculty. The introduction of Science faculty, opening of laboratories for Physics, Chemistry, Computer Science and Defense Studies are some of the plans that have been successfully executed. For making the laboratories, five rooms are engaged. The college has already purchased two plots of land adjacent to the Northern block. In its long term perspective plan the college aims to start construction of a five-storeyed building with a built up area more than 4000 sq. ft. The UGC has sanctioned Rs. 30 Lakhs for the same. The proposal for another 70 lakhs of fund has been sent to various departments of the State Govt. which awaits sanction. The construction does not cover whole of the newly purchased land, a sizeable portion will be left out where college is planning to set up a ladies hostel.

### **6.2.3 Describe the internal organizational structure and decision making processes.**

The organizational structure of the institution can be represented as following:



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

- **Teaching and Learning**
- **Research and Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

Quality becomes much highlighted topic after NAAC. After the formation of IQAC, quality improvement strategies in different fields are taken under the supervision of the cell. To improve teaching and learning process more systematic teaching plans are undertaken which are reflected in the class routine. Maintenance of work diary by every teacher, introduction of ICT and other upgraded teaching

materials, faculty exchange programme, micro teaching, introduction of more and more departmental libraries etc. may be cited as examples in this regard. Institution does not have any R & D wing as there is no scope of such existence under the relevant curriculum. However, college and authority encourage individual research projects of the faculty by allowing various necessary and related facilities. College develops outreach and extension activities by its NSS and NCC wings which make community engagement possible. Totality of human resource of the college is classified into 3 parts, namely students, teachers and non-teaching staff. College earnestly tries to improve quality of the three sectors. Quality upgradation of the students is assured by the better teaching and learning process, co-and extracurricular activities. Modern teaching equipments, research facilities etc. can be taken as quality assurance for the faculty. Seminars/workshops can also be considered as means of quality improvement. To improve skill of the non-teaching staff college makes available various training programmes for them. Better condition of work place is another matter of concern in this regard. College has rare scope for industrial interaction due to its location. However, authority tries its best to improve industrial interaction by arranging various training programmes for the students in collaboration with different organizations.

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

Adequacy of information from feedback and personal contact is guaranteed by the activities of IQAC, faculty members and other staff. These information are conveyed to the top management through G.B. meetings. Apart from this, teachers' council, non-teaching staff, various sub-committees and students' union arrange multiple meetings with principle which ensure that adequate information is available for concerned departments.

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

College develops somewhat democratic setup within the limitations of the university statue. The staff representation in G.B., IQAC and other sub-committees may reflect the said democratic atmosphere. In practice, policy decisions of the management in improving the effectiveness and efficiency of the institutional processes are made according to the advices of the staff after thorough discussions. Almost all advices and recommendations are primarily made in the meetings of sub-committees, teachers' council, IQAC etc. which are finally raised in the G.B. meetings by the Principal. Besides, all departments have

free access to the principal for any type of proposals/advices. Any individual approach in this regard also gets importance. The governing Body (G.B.) is the management head of the institution as per statute and government rules. The principal as the secretary is the implementing authority of the decisions made by the G.B. Among the 13 members of the G.B. teacher representatives are 4, the maximum in number, non-teaching representatives are 2. All but one academic and administrative bodies of the institution are formed by teaching and non-teaching staff members only. Such type of formation guarantees that staff cannot be made excluded from the process of decision making. It also ensures cordial relations between staff and the Management. Regarding academic matters, faculty members enjoy larger extent of freedom. Introduction of any new programme of study or any new infrastructural facility cannot be done without active participation of the staff members. This kind of atmosphere assures effective and efficient staff involvement in the institutional processes.

There is a sharp improvement in support that makes involvement of staff for the effectiveness and efficiency of the institutional process more practicable and fruitful during the post-NAAC years compared to the pre-NAAC period. Qualitative as well as quantitative up gradation of both teaching and non-teaching staff becomes one of the major objectives in the post-NAAC years which was a valuable recommendation of the NAAC Peer Team visited our college in the year 2006. According to the advices of the distinguished members of the Peer Team management took the policy to enhance capability and quality of the teaching staff. The teachers are encouraged to participate and organize seminars, workshops, major and minor research projects, faculty exchange activities, faculty development programme for completion of Ph. D. etc. At the same time, up gradation of the efficiency of the non-teaching staff by improving their working place and working condition, becomes a major issue. They are encouraged to participate in computer courses arranged for them in order to adjust themselves with the office automation process in full. Moreover, members of the office staff are also encouraged on the part of the management to attend seminars on accounting methodology, e-commerce etc. All of these are the examples of efforts to improve the qualities of staff which finally help the effectiveness and efficiency in the institutional process. A comparison of achievements between pre-NAAC and post-NAAC periods in the above-mentioned fields can be represented in a tabular form as below:

<b>Types of Achievements</b>	<b>Pre-NAAC period (upto 2006)</b>	<b>Post-NAAC period (After 2006)</b>
Seminar/workshops	1	12
Minor Research Projects	1	6
Major Research Projects	Nil	1

Faculty Development Programme for Ph. D.	1	1
Computer training for NTS	Nil	1

The net result of above efforts are reflected in the complete office automation, minimization of internal conflicts, expansion of physical and infrastructural capability, adequate support of all staff to the administration in formulating and implementing various development projects.

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

The resolutions made by the Management Council, i.e. the Governing Body are given below:

Sl.No.	Date	Decisions Taken	2007
1.	19-01-07	Dr. Hara Prasad Samaddar elected as G.B. President	
2.	17-02-07	i) Formation of different sub-committees, ii) Regarding bank operation, iii) Regarding introduction of B.Sc. Programme, iv) Approval of IQAC formation, v) Departmental libraries for Honours subjects, vi) On-duty leave for 2 teachers attending Refresher course, vii) Fee structure for B.Sc.(General), viii) On purchase of a new 12 cottas land.	
3.	14-07-07	i) Principal was given the charge of N.C.C., ii) On appointment of 2 full-time contractual teachers for B.Sc.( General) and construction of Science and Defence study labs, iii) Regarding Career Advancement of a teacher, iv) Budget Proposal passed, v) Committee for UGC-sponsored seminar, vi) On appointment of more part-time teachers, vii) To increase intake capacity of different subjects, viii) On fixed deposit scheme, ix) On quality of health Centre, x) On appointment and promotion of non-teaching staff.	
4.	06-10-07	i) Confirmation of newly joined teachers, ii) Initiative to open more new Hons. and General courses iii) On appointment of some full-time and part-time teachers, iv) On construction of a part of a floor of Northern Block for more classrooms, v) Study leave sanctioned for a teacher to complete Ph.D.	

5.	15-12-07	i). Regarding increment of Head clerk's salary, ii) A part-time teacher selected as ANO for N.C.C, iii) Regarding new construction to meet shortage of classrooms, iv) completion of staff pattern of non-teaching staff, v) On special camp of N.S.S.
<b>Sl.No.</b>	<b>Date</b>	<b>Decisions Taken</b> <b>2008</b>
1.	15-03-08	1) Restructuring of students fee, ii) Levy on outsiders using college rooms, iii) On incentives to students performing well in sports, NCC etc, iv) Approval of leave encashment for 3 retired teachers.
2.	09-08-08	i) Formation of committees for the appointment of typist and lady attendant, ii) Approval of new budget, iii) Approval of leaves of staff and promotion of a teacher, iv) Salary hike for casual staff, v) To increase intake capacity of Bengali(H) and English(H).
<b>Sl.No.</b>	<b>Date</b>	<b>Decisions Taken</b> <b>2009</b>
1.	17-01-09	i) Finance sub-committee's resolution approved, ii) Regarding updating all service books of staff, iii) On appointment of lady attendant.
2.	30-04-09	i) Promotion of two teachers, ii) Revised fee structure for 2009-10,iii)Budget proposal for 2009-10, iv) Appointment of new N.S.S Programme officer, v) Appointment of Typist.
3.	19-05-09	i) Approval of promotion of 2 teachers, ii) Appointment of new NSS programme officer, iii) Approval of Budget for 2009-10, v) Sanction of 50% of total expenses of construction of the ground floor of new building out of college fund.
4.	22-09-09	i) Confirmation of services of two teachers, ii)Granted medical leave of four teachers, iii) Recommendation of the Finance sub-committee, iv) Application for puja advance and bonus advance.
5.	09-12-09	i) Opening of different subjects and enhancement of seats in subjects, ii) Construction of new building.

<b>Sl.No.</b>	<b>Date</b>	<b>Decisions Taken 2010</b>
1.	10-04-10	i) Fixation of NTS pay, ii) To increase intake capacity of some departments, iii) Waiver of fees of some students and pay like for some casual staff, iv) Medical leave of some teachers approved, v) On-duty leave for a teacher attending refresher course, vi) Approval of appointment of a NTS, vii) On canteen renovation, viii) On puja bonus and advance for NTS.
2.	24-07-10	i) Construction of new building, ii) Appointment of the part –time teachers.
3.	20-11-10	i) Appointment of 4 part-time teachers, ii) On celebration of 150th birth ceremony of Rabindranath Tagore and Acharya P.C.Roy.
<b>Sl.No.</b>	<b>Date</b>	<b>Decisions Taken 2011</b>
1.	29.06.11	i) Pay hike of NTS Casual Staff ii) Appointment of PTTS & CWTS and a Lab-Assistant in vacant posts. iii) Service confirmation of 3 full-time teachers iv) Formation of Sub-Commission v) Betterment of Infrastructure & Construction of new building.
2.	17.11.11	i) Selection Committee for Head Clerk ii) Appointment of 2 non-teaching casual staff. iii) Re-appointment of 3 CCFPT and Lab-assistant iv) Leave approval of some teachers for career advancement v) Start of pre-NAAC preparation, new construction work.
<b>Sl.No.</b>	<b>Date</b>	<b>Decisions Taken in 2012</b>
1.	16.03.12	i) Service extension of a retired NTS ii) Study leave for a teacher iii) Appointment for the vacant post of a FDP selection teacher iv) Permission to some teacher to take PG classes v) Installation of water pump vi) Preparatory work for NAAC

2.	05.07.12	Regarding peace keeping due to student unrest
3.	13.07.12	i) On-line admission since the next session ii) Salary payment and student fees collection through SBI iii) Allowing preparatory expenditure for NAAC iv) Rationalisation of fees structure
4.	14.08.12	i) Expenditure for playground development ii) Increase in pay of casual NTS and puja advance for all NTS iii) Appointment of Head Clerk recommended by Selection Committee
5.	12.10.12	i) Leave approval of teachers for orientation and other study ii) Reappointment of a retired NTS iii) Display boards for students' use.

Normally, almost all of the resolutions made by G.B. are implemented. Some of the important resolutions of the G.B. which are implemented in the post-NAAC period are stated below:

- i) Increase in intake capacities of English (Hons.) in 2011-12, Mathematics (Hons.) in 2011, Defence Studies in 2010, Physical Education in 2010, Education in 2010.
- ii) Initiatives for introducing Science programme, Honours in Mathematics, Education, Physical Education, Computer Science – the demand for which came as feedback from the students and people of the locality.
- iii) Purchase of land for increasing physical capacity and making an effective campus is the result of constant demand for more availability of class rooms.
- iv) Arrangements for Defence Study, Physical Education, Science laboratories as well as practical classroom for Computer Education.
- v) Construction of top floor of Northern Block to increase classroom availability, all types of renovation works and painting from time to time, installation of aquaguards and PHE water as student amenity, installation of water cooler and fire extinguishers are the results of data and information obtained from the feedback.
- vi) Appointment of college full-time, part-time and guest lecturers, non-teaching casual staffs for office and laboratory and library are also the results of the feedback obtained from the various data and information from the concerned section of the persons.
- vii) Office automation, more and more ICT-based activities, smart classroom, augmentation of various infrastructural facilities beneficial for teaching and other concerned activities, purchase of more books for library, physical and financial

cooperation made available for the students for different types of celebrations as well as cultural and sports activities, financial help for the students of economically weaker and backward class, incentives for the students doing remarkable performances in college and university examinations as well as sports and game are all can be cited as the results of feedback obtained.

viii) Above all, the very decision for re-accreditation by the NAAC and thus the possibility for further improvement in performance is a demand from the part of the students, guardians, staff and other concerned well-wishers of the locality which also obtained in the form of feedback data and information making the task of decision making on the part of management and authority easier enough.

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

Such provision does not exist.

**6.2.9 How does the Institution ensure that grievances/complaints are promptly attended to and resolved effectively? If there is any mechanism to analyse the nature of grievances for promoting better stakeholder relationship?**

College has a grievance redressal cell under the convenorship of a senior teacher. Grievances or complaints of different units, especially of students are properly and readily attended to and resolved through this cell. The cell raises all grievances/complaints received and possible suggestions or recommendations to the principal on the first hand which are analyzed in the G.B. or other relevant bodies, if necessary.

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

There are instances of court cases filed by the college in the years 2011 and 2012. The first case was filed on 23.12.11 regarding lost of examination answer-script in C.U. examination. Other two cases were filed in the year 2012 as a result of loss of college property which was done by some miscreants at the time of admission.

**6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes' what was the outcome and response of the institution to such an effort?**

The statutory body Students' Union may be considered as an effective medium to convey student feedback on institutional performance. G.S. of the union is one of the member of G.B. Views of common students are available by the class representatives. G.S. and the members of the union meet the principal/authority regularly. IQAC, G.B. and other sub-committees always act on the basis of students' feedback obtained. These bodies are the effective mechanism where feedback are properly analysed. Policy decisions in many cases are made on the basis of these analyses.

## **6.3 Faculty Empowerment Strategies**

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

To enhance professional development of the teaching institutional efforts are:

- i) To conduct academic seminars/workshops
- ii) To encourage faculty to become engaged in research projects/FDP
- iii) To make facilities available for the faculty while they do refreshers courses or participate in different seminars
- iv) To provide positive help for faculty exchange programmes
- v) To enrich libraries by continuous purchases
- vi) To create a ICT friendly atmosphere

Efforts to enhance professional development for non-teaching staff are:

- i) To provide better working condition
- ii) To arrange for professional training
- iii) To make ICT facilities available.

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

The scope for formal strategies in this field is almost negligible. However, college motivates staff for better performance in informal ways by encouraging them to participate in necessary courses/schemes/projects on their individual efforts.

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

The college has a self-appraisal method to evaluate the performance of the faculty in the case of teaching. Such a method does not exist in research as the college has not its own research programmes, convenes of extension programmes maintain somewhat near self-appraisal method in order to plan and conduct their activities.

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

Performance appraisal reports are verified by the Principal. However, G.B. does not interfere in performances if these are not raised by the principal. In case of some serious issues G.B. can take actions. In many cases performances of the staff are conveyed to the G.B. by the Principle. The G.B. can take favorable/unfavorable decisions on recommendations made by him. Communication to the appropriate stakeholders is done by the principal personally or in the staff meetings.

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

Welfare measures for the staff and faculty are given with instances in below:

- a) Providing appointment for a family member in case of in service death. Sabita Acharya, wife of Late Harendranath Acharya, accountant of the college was given casual appointment after the demise of her husband in service. Sitanath Bahadur, son of Late Ratan Bahadur, group-D staff was appointed on the casual basis on the same ground.
- b) Salary advance, if required, and on-duty leave are sanctioned for the faculty aiming for prestigious performances of high academic value. Dr. Amit Tribedi , Assistant Professor in Physics was sanctioned Rs. 50,000/- as salary advance to participate and present a paper in a seminar in Italy .
- c) Providing necessary documents and help for the staff applying for housing loans, personal loans from banks.
- d) Loans and advances are also granted to the staff of this institution as and when required, as family welfare measures.

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

The scope is limited to do anything officially. However for recruitment of guest lecturers and casual staff we normally advertise in the newspapers to get skillful and qualified personnel. Better working conditions, cordial and conducive

environment, opportunities for career upgradation, freedom of exchanging views and above all, co-operative attitude on the part of management and authority are the measures to retain faculty and other staff.

## **6.4 Financial Management and Resource Mobilization**

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

Other than G.B. College has another statutory body Finance Sub-Committee which is the responsible authority for financial policy decisions. All financial matters are raised and discussed in the body after which they are recommended to the G.B. for final approval. Moreover, college has Purchase Sub-Committee and Building Sub-Committee where all relevant expenditure proposals are discussed. Decisions of these two sub-committees are again cross-verified by the Finance Sub-Committees before their arrival in G.B.

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

The institution has a mechanism for internal and external audit. As far as external audit is concerned and auditor is provided by the DPI, West Bengal govt. and as far internal audit is concerned Finance Sub-Committee and Bursar are fully functioning. Internal and external audits are done every year.

### **6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institution in securing additional funding and the utilization of the same ( if any).**

Major sources of institutional receipts/funding are the grants received from state Government, U.G.C, local bodies and student fees collection. In normal cases, deficit is met out of college fund instantly which followed by future attempts of collecting more additional fund from different sources. Audit Reports are enclosed.

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

The institutional effort to raise additional fund other than the traditional sources like UGC or State Government is limited. However, we have tried our level best to get the fund from MPLAD and MLA funds. We have approached to the MP Mr. Kabir Suman for building fund to construct the new annex building. Honourable MP has sanctioned Rs. 10 lakhs for the same. The college had approached to MHRD Govt. of India for building fund giving Building Plan, estimate and other relevant documents. The college had also approached to BCW Department for Building fund, but the dept. declined to sanction any fund. We have also approached to MLA, Shri Nirmal Mondal for some fund for installation of separate transformers for the college. Shri Mondal agreed to the proposal although we have not yet received any fund. The college had approached to Zillah Parishad, Baruipur Panchayet Samiti for construction of linked roads to the college. The Zilla Parishad had sanctioned 1.5 lakh and P.S had sanctioned 1 lakh for the same. These initiatives were taken by the principal during the last five year.

## **6.5 Internal Quality Assurance System (IQAS)**

### **6.5.1 Internal Quality Assurance Cell (IQAS)**

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes' what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance and how has it contributed in institutionalizing the quality assurance processes?**
- b. How many decisions of the IQAC have been approved by the management/authorities for implementation and how many of them were actually implemented?**
- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**
- d. How do students and alumni contribute to the effective functioning of the IQAC?**
- e. How does the IQAC communicate and engage staff from different constituents of the institution?**

- a. Yes.

Institutional policy regarding quality assurance is determined according to the recommendations made in the draft report by the peer team of NAAC in 2006. Improvement in teaching and learning process, upgradation of working condition of staff, increase in professional dexterity of faculty, availability of more amenities for the student, introduction of new subjects/courses, provision of more

infrastructural facilities, effort to strengthen relationship with community are the major policies considered which would be the field of activities of the IQAC. Recommendations/suggestions of IQAC are included in the agenda of G.B. and other sub-committees' meetings and resolutions are made accordingly. Keeping work diary by the faculty, purchase of new land and construction of more building space, application of ICT in greater scale, fresh development to solve power generating problem and drinking water crises are some of the major instances. Thus institutionalizing the quality assurance processes is made possible.

b. Majority of the G.B. resolutions related to quality assurance are placed by the IQAC as recommendations/suggestions. Almost all of the approved decisions are actually implemented. Purchase of new land, construction of new building space, introduction of ICT, seeking affiliation for new subjects and programmes, arrangement of seminars/workshops/training courses, planning for ladies hostel, efforts to improve teaching and learning process, creating situation favourable for more research projects etc. are some of the examples.

c. IQAC does not have any external member.

d. Suggestions and moral support are the contribution of students and alumni for effective functioning of the IQAC.

e. In many cases IQAC communicates and engages staff by personal contact where staffs from different constituents are approached by the coordinators of the cell. In some cases, IQAC does the same with the help of principal. Formal motives are also issued in some cases.

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

Not applicable.

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

Not applicable.

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

Not Applicable

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

Not Applicable.

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

No such mechanism exists.

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

Formal notices, personal contacts, meetings are the ways to communicate.

## **Criterion VII: Innovations and Best Practices**

### **7.1 Environment Consciousness**

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

No, the Institute does not conduct a green audit of its campus and facilities.

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

The college has taken measures for water-harvesting and e-waste management to make the college campus eco-friendly. The college has supported the government's initiative to build a reservoir in the college campus where rain-water is harvested to replenish the water table. To manage e-waste, disposal bins specially earmarked for the purpose are placed throughout the campus.

## **7.2 Innovations**

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

A number of innovations have been introduced in the college in the last four years that cover academic, administrative and professional areas. Academic counseling has been introduced and practiced consistently for the last four years. This includes counseling both at the personal and professional level. The faculty members offer free informal consultancy regarding various career options, social values, cultural heritage, and benefits of ICT-orientation etc. At the personal level, their difficulty in coping with the syllabus, examination stress, financial constraints etc. are looked into as far as practicable. A career counseling cell has also been set up to provide proper guidance to students through various programmes and workshops. Programmes undertaken include Entrepreneurship Development Programme, Catering Management and Training Programme, Fishery Management Course. In addition to these various workshops were held in the college in association with the Directorate of Food Processing and Preservation, Directorate of Horticulture, Consumer Awareness Forum etc. Various linkages with industries and organizations are arranged to make the students acquainted with the job-market.

Parents-Teacher's meetings are also held periodically to update the guardians of their wards' progress.

Financial incentive of Rs.1000/- is being provided to meritorious students obtaining 1<sup>st</sup> class since 2007-08. In 2011, the incentive has been enhanced to Rs. 2000/- for students obtaining 60% or above. Students obtaining 55-59% were awarded Rs. 1500/- and those obtaining between 50-54% marks were given Rs. 1000/-. Tuition fee of students participating in District/ University Sports and Athletic meets is exempted. All fees for students affected by natural disasters have been exempted. All fees of physically challenged/ physically ill students have been waived. In the year 2009-10 students of science faculty were offered certificate courses in computers free of cost. Also, a special grant is earmarked to promote the overall development of students of this rural area under the supervision of a special committee headed by the Principal.

The number of books issued at a time from the library to students of the Honours departments has been increased from two to four.

Other innovations that create a positive impact on the functioning of the college include computerization of all administrative procedures, of the admission

process, printing of examination results, issue of certificates etc.; arranging development programmes and computer training programmes for the non-teaching staff and effective functioning of the college website.

## **7.3 Best Practices**

**7.3.1 Elaborate on any two best practices as per the annexed format (see page ...) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.**

We consider the Introduction of the Career Counselling Cell and Introduction of ICT in the Office as the most effective of the Best Practices implemented in the institution.

### **Best Practice 1**

#### **1. Title**

Career Counselling Cell and Career-Oriented Programmes

#### **2. Goal**

The Career Counselling Cell has been set up to guide the students about the recent trends in national and global employment market. It also aims at helping the students to place their curriculum in the perspective of the job market. The cell aims at skill development along with the theoretical knowledge acquired by the students.

#### **3. The Context**

Our institution offers courses that are more academically-oriented, encouraging higher studies and research. They do not immediately open doors to the job market. Therefore, the institution has established this Career Counselling Cell to help our students develop skills and adapt to the growing demands of the job-market. The greatest challenge faced by the institution in implementing this plan was paucity of space to set up an office, scarcity of staff to conduct its activities. Initially, the students also were apprehensive about the efficacy of such an initiative. They had to be counselled and convinced to attend the career counselling sessions. The courses were designed keeping in mind the geographical position of the college and its students.

#### **4. The Practice**

Prof. Nilanjana Biswas, Assistant Professor of the Department of Economics has been given the responsibility of the Career Counselling Cell under which various innovative career courses have been undertaken since 2009-2010.

Students of the department participate on a regular basis in the various career counselling courses conducted by the career counselling cell run by the college. Apart from this, students who come to the teachers for guidance for appearing in the various competitive exams like School Service, Staff Selection, banking etc are suggested books and methods of preparation by the teachers through this cell. To help students cope with challenges of the job market in terms of various courses undertaken by the Career Counselling Cell of the college, like entrepreneurship development programme, catering and management course, fishery management course, etc.

This cell arranges to provide current journals, books and employment magazines and other relevant reading material to the students for career guidance.

It can be assured that it is indeed a novel initiative in degree colleges set in such rural areas to go beyond the set curriculum and improve students' employability.

## **5. Evidence of Success**

In terms of overcoming the greatest challenge, i.e., ensuring students' participation in these programmes, the courses were immensely successful. However, in terms of employability, it may be said that the Hotel Management industry has recruited executives from our campus. A survey also reveals that the participants in the Fishery Management Programme have also incorporated their skills to modify the practices of their traditional fishing business.

Many students of the department are employed in various schools as teachers, para- teachers while some have moved over to the private sector to work in BPOs or as Content Writers etc.

## **6. Problems Encountered and Resources Required**

As stated earlier, the chief problem lay in motivating the students to participate in these programmes. With our limited infrastructural provisions, it was indeed challenging for Prof. Nilanjana Biswas and Prof. Basab Sil to carve out time from their regular class schedule and arrange for resource persons, fund and space to carry out these programmes. Various industrial sites had to be visited and officials had to be contacted to co-ordinate these career-oriented programmes.

In addition to the funds allocated by UGC, the college had also arranged for finances for proper execution.

## **7. Contact Details**

Name of the Principal: Dr. Manas Kumar Adhikari

Name of the Institution: Susil Kar College

City: Champahati, West Bengal

Pin Code: 743330

Accredited Status: “B”

Work Phone : (03218) 26005/ 201034

Fax: --

Mobile: 9474447246

Website: susilkarcollege.com

E-mail :susilkarcollege@gmail.com

## **Best Practice 2**

### **1. Title**

Introduction of ICT in the Office for Full Automation

### **2. Goal**

Full automation of the office has been aimed at to ensure its better, faster and effective performance. Our office functions to the best of its ability with an acute shortage of staff. While many senior staff members have retired new members could not be recruited. Full automation will help us to cope with this staff shortage as well as handle the problem of record and paper –document management. Online admission to the college will also ensure transparency in the admission process.

### **3. The Context**

This initiative to fully automate the official proceedings has been very warmly welcomed by the office staff. The only challenge that had to be faced in this regard was that the staff were not equipped enough to handle digitisation. The institute had to arrange for a separate training programme to provide them the required know-how.

#### **4. The Practice**

The process of automation that had begun during the last visit of the NAAC peer –team, has been brought to a total completion. A separate server has been installed for optimum connectivity and all clerical staff has been furnished with separate personal computers. All entry regarding students’ admission are digitally processed and we focus on fully automated online admission from the session 2013-2014.

#### **5. Evidence of Success**

The college has begun to reap the benefits of this full automation since the last academic session. The admission process was partially automated and that has ensured much more order and better understanding between the administration and the students with regards to the admission process.

#### **6. Problems Encountered and Resources Required**

As mentioned earlier no significant problems had to be encountered to computerize the office work except the special training sessions that the college had to arrange for its staff.

#### **7. Notes (Optional)**

We laid major emphasis on full office automation as it was one of the recommendations of the NAAC peer-team during its last visit to the college. Hence, we considered it significant and strove to achieve it.

#### **7. Contact Details**

Name of the Principal: Dr. Manas Kumar Adhikari

Name of the Institution: Susil Kar College

City: Champahati, West Bengal

Pin Code: 743330

Accredited Status: “B”

Work Phone: (03218) 26005/ 201034

Fax: --

Mobile: 9474447246

Website: susilkarcollege.com

E-mail:susilkarcollege@gmail.com

## D. Inputs from Departments

## Evaluative Report of Bengali Department

1. Name of the department: Bengali
2. Year of Establishment : 1968 (General), 1972 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	2	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Dr. Anil Kr. Roy M.A., M. Phil,	Associate Professor	UG – 31 yrs. PG -5 yrs	Fiction	

	Ph.D.				
2.	Dr. Rupa Chattopadhyay M.A., M.Phil, Ph.D.	Associate Professor	UG – 15 yrs. PG – 3 yrs.	Rabindra Sahitya	1 **
3.	Smt. Sunanda Halder M.A.	Assistant Professor	UG – 14 yrs.	Rabindra Sahitya	
4.	Smt. Munmun Biswas M.A	Govt. approved part time teacher (PTT)	UG – 8 yrs.	Folk Literature	
5.	Sri Shaktipada Sau M.A., B.Ed, B.L.I.S	Guest Lecturer (College appointed)	UG- 2 yrs.	Fiction.	

\*\* As guest lecturer of Department of Bengali, Calcutta University

11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 24%
13. Student -Teacher Ratio (programme wise)

B.A. Honours	44:1
B.A. General	262:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	2
M. Phil.	0
PG	3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : 1 ; Rs. 61,500/-

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

Publications by the teachers:

Dr. Anil Kr. Roy:

Books :

- Bangla Bhasabignan – 2007
- Kabitay Rupriti : Chhando O Alanker – 2007.
- Kalprobahe Bangla Galpo –2010.
- Alor Abhimukhe (Poetry) – 2009.

Articles :

- Uttor Tirish : Chalti Jibane Soundorjer Sandhan – Ebong Eisomoy Buddhdeb Basu Sankya, 2008.
- Atmajibani – Byakti Jibon O Samayer Jugalbandi, Satabarshe Buddhadeb Basu, edited by Tarun Mukhopadhyay 2008.
- Sanjay Bhattacharyer “Kabi Jibanananda Das Ebong Ei Somay, 2009.
- Khanika : Pratyahik Jibaner Dishari, Baha, Rabindra Sankhya, 2010.
- Palli Unnayan Bhabna O Rabindranath, Gabeshana Patra Sankalon, Netaji Nagar College for Women, 2010.

Dr. Rupa Chattopadhyay :

Articles :

- i) Articles published in edited Books and Journals : Charandas M.L.A. : Byektik Abhigatar Nipun Galporup – Bahata Samayer Galpocharcha, edited book, Bangya Sahitya Samsad, 2009.
- j) Itihas : Atiter Darpane Samakaler Pratichabhi – Galpo Charcha, edited book, Bangya Sahitya Samsad, 2008.
- k) Ramkati Theke Satyaban : Puruser Rupo Rupantar – Ebong Eisomoy, Journal, Ashapura Satabarshiki Sankhya, 1415.
- l) Mannantar Gramin Samjer Cromobibartan O Asani Sanket – Chirayata Charaibeti, journal, 2008.
- m) Amar Chelebela O Amar Jouban : Jibaner Jhorokhay Smitir Dharapat – Ebong Eisamay, Prabondhik Buddhadeb Basu Bishes Sankhay, 1415.

- n) Oupanibeshik Prekhiste “Naibedyā” Kabyer Purnarpath – Oupanibeshik O Nabya Oupanibeshik Bangla Sahitya, Collection of essays on Colonial and Neo – Colonial Bengali Literature published by Academic Staff College, University of Calcutta.
- o) Pallisamay Upanayas O Anchalikata – Pallisamay Abinaba Anubhab, edited book, Bangya Sahitya Samsad, 2006.
- p) Hansuli Baker Upakatha : Purush Charitra – Prasanga Hansulibaker Upakatha, edited book, Chatterjee Publication.

Prof. Sunanda Halder :

Articles :

- “Chor” – Bahata Samayer Galpocharcha, edited book, 2009.
- “Baishnab O Shaktapadabali” : Bishista Kabi Karma O Tulanatyak Bichar” – Prabandha Sanchayan, edited book, 2006.

20. Areas of consultancy and income generated : NA

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

NA

22. Student projects NIL

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA

23. Awards/ Recognitions received by faculty and students NA

24. List of eminent academicians and scientists/ visitors to the department

1. Dr. Rabiranjana Chattopadhyay, Ex. Professor, Department of Bengali, Burdwan University
2. Dr. Pinakesh Sarkar, Ex. Professor, Department of Bengali, Jadavpur university
3. Dr. Sanat Naskar, Professor, Bengali Department, Calcutta University
4. Dr. Chhanda Roy, Ex. Professor, Bengali Department, Calcutta University

5. Late Taradas Bandopadhyay, Noted Writer

25. Seminars/ Conferences/Workshops organized & the source of funding

UGC sponsored state level seminar on “Pragati Bhabnay Rabindranath” was organized on 04/03/2011. Dr. Rabiranjana Chatterjee, ex-professor of Burdwan University, Dr. Pinakesh Sarkar, ex-professor of Jadavpur University and Dr. Chanda Roy ex-reader of Calcutta University were the speakers.

26. Student profile programme/course wise: For Academic Session 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	275	92	36	56	**
B. A. (Honours) 2 <sup>nd</sup> year	NA	68	40	28	**
B. A. (Honours) 3 <sup>rd</sup> year	NA	59	27	32	95
B. A. (General) 1 <sup>st</sup> year	NA	645	371	274	**
B. A. (General) 2 <sup>nd</sup> year	NA	467	244	223	**
B. A. (General) 3 <sup>rd</sup> year	NA	199	84	115	90

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Bengali Honours	100%		
Bengali General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	12
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library

The department of Bengali has facilities of both Central Library and Departmental Library. Central Library contains 7695 books. Bengali departmental library has a separate room where 520 books are kept in locked almirahs. Honours students of this department only use this library.

- b) Internet facilities for Staff & Students : Not Available  
 c) Class rooms with ICT facility : Not Available  
 d) Laboratories : Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- Faculty exchange programmes are done. In 2007-08, Prof. Swapna Sa of Bankim Sardar College took 3<sup>rd</sup> year. Hons. Class and Dr. Rupa

Chattopadhyay of this institution taught 2<sup>nd</sup> year Hons. Students of Bankim Sardar College.

In another such programme Prof. Rizwana Khatun of Dhruva Chand Halder College came to teach the students of 2<sup>nd</sup> year Hons. Students in 2010 and Dr. Anil Kr. Roy of this institution took Hons. Classes of Dhruva Chand College.

- Guest lectures and seminars are arranged to enrich the students. Some of such programmes held as follows:
- In September, 2008 a guest lecture was organized on “Bibhutibhushan – Jiban – O – Sahitya”. Sri Taradas Banerjee, son of the eminent writer Bibhutibhushan delivered a lecture on the life and writings of Bibhutibhushan.
- To Celebrate the 125<sup>th</sup> Birth Anniversary of Rabindranath Tagore, a seminar was organized on “Bangla Bhasha Prasare O Bangali Jibane Rabindranath: in August, 2010. Professor. Rabiranjana Chatterjee, ex-professor of Burdwan University and Prof. Sanat Naskar, professor of Calcutta University were the speakers.
- UGC sponsored state level seminar on “Pragati Bhabnaya Rabindranath” was organized on 04/03/2011. Dr. Rabiranjana Chatterjee, ex-professor of Burdwan University, Dr. Pinakesh Sarkar, ex-professor of Jadavpur University and Dr. Chanda Roy ex-reader of Calcutta University were the speakers.

### 33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension

activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

The first and foremost goal will be to sustain the progress that already we have achieved. Apart from that we have the following plans:

- a) Enrichment of the departmental library.
- b) Use of computer as teaching aid where and when it is required.
- c) Arrangements of more U.G.C. sponsored seminars.
- d) Adoption of more student centric teaching learning procedures like faculty exchange programme, interdepartmental seminar, quiz etc.
- e) Arrangements of Guest Lectures.
- f) Holding of more tutorial classes.
- g) Efforts to decrease drop – out rates.

## **Evaluative Report of English Department**

1. Name of the department: English
2. Year of Establishment : 1968 (General), 2002 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA

9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	2	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Designation	Area of specialisation	Teaching Interests	Present engagement- other than teaching	Other Interests
<b>Smt. Sudeshna chakravorty, M.A., M.Phil</b>	Asst. Professor and Head	Indian Writing in English, Gender studies, Folklore	Restoration and Modern period, Drama(specially modern), Women writers and their specific problems, Indian English Poetry,	Currently pursuing her Ph.D from Jadavpur University on Gender stereotypes in Fairytales	Creative writing, Debating, working towards greater gender sensitisation, spreading animal rights awareness
<b>Smt. Averi Saha</b>	Contractual Whole-	Folklore studies,	Old English and Middle		Dramatics, Classical

<b>M.A., M. Phil.</b>	time Teacher	American Literature.	English period, Victorian novels, Indian drama, literary theory		Dance.
<b>Smt. Namrata Dey Roy M.A.</b>	Part-Time Lecturer	American Literature, Colonialis m, Post Colonial studies, Archetypal Criticism	Romantic and Victorian period, Shakespearean drama, philology, post colonial studies	Currently pursuing her M.Phil from Rabindra Bharati University	Painting, singing, story writing, freelance content writing

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 52%

13. Student -Teacher Ratio (programme wise)

B. A. Honours	17:1
B.A General	24:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	0

M. Phil.	2
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NIL
18. Research Centre /facility recognized by the University: NA
19. Publications:  
Publications by the teachers: NIL
20. Areas of consultancy and income generated : NA
21. Faculty as members in
- a) Shakespeare Society of India : Prof. Sudeshna Chakraborty, Prof. Namrata Dey Roy
  - b) Indian Association of Commonwealth Literature and Language Studies: Prof. Sudeshna Chakraborty, Prof. Namrata Dey Roy, Prof. Averi Saha
22. Student projects NIL
- a) Percentage of students who have done in-house projects including inter departmental/programme
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA
23. Awards/ Recognitions received by faculty and students : NA
24. List of eminent academicians and scientists/ visitors to the department
1. Dr. Ram Krishna Bhattacharya, Ex. Reader, Anadamohan College (Presently Emeritus Fellow)
  2. Prof. Sobha Chattopadhyay, Ex. Head and Professor, Department of English, Jadavpur university
  3. Smt. Jaya Mitra, Noted Author and Critic
  4. Sri Binayak Bandopadhyay, Noted Poet and Critic.
25. Seminars/ Conferences/Workshops organized & the source of funding

UGC sponsored State Level Seminar titled ‘**Songs of Innocence? : Delving into the Adult Concerns of Children Literature**’ in the college on 19 January 2011.

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	97	28	18	10	**
B. A. (Honours) 2 <sup>nd</sup> year	NA	15	8	7	**
B. A. (Honours) 3 <sup>rd</sup> year	NA	08	3	5	100
B. A. (General) 1 <sup>st</sup> year	NA	18	13	05	**
B. A. (General) 2 <sup>nd</sup> year	NA	22	20	02	**
B. A. (General) 3 <sup>rd</sup> year	NA	33	21	12	75

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
English Honours	100%		
English General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	Data not available
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

The department of English has facilities of both Central Library and Departmental Library. English departmental library has 60 books kept in locked almirahs. Honours students of this department only use this library.

b) Internet facilities for Staff & Students: Not Available

c) Class rooms with ICT facility: Not Available

d) Laboratories: Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

The Department collaborated with the Dept of English, Asutosh College for organizing the U.G.C. Sponsored State Level Seminar titled “Songs of Innocence? — Delving into the Adult Concerns of Children’s Literature” on January 19, 2011. The department had also collaborated with other departments of the college to organise the DPI sponsored seminar on “Development- The Need for an Interdisciplinary Approach”.

The Department also collaborates with other institutions for arranging special lectures. The most recent example was on December 1, 2010, when Prof Sarottama Majumder and Prof. Nabanita Sengupta, faculty of the Dept. Of English, Sarsuna College delivered a lecture on the “Evolution and Relevance of Drama in English Literature” as part of the Faculty Exchange Programme. Apart from this, we often ask our colleagues from the other departments of our college, (e.g. Bengali) to deliver one-off lectures to give them a comparative view of literature.

33. Teaching methods adopted to improve student learning:

The Department makes constant efforts to bring about improvements in the teaching-learning process in classroom situations. Learning is facilitated through lectures, seminars, workshops and tutorials. The innovative and modern teaching methods thereby practiced are highlighted below:

- Organizing regular tutorials/remedial classes
- Micro-teaching sessions, where students do the role of teacher and lecture on a topic from their syllabus.
- Organizing group discussions in the classroom for facilitating in-depth study of the subject.
- Encouraging students to contribute effectively to the Annual College Magazine, “Shapath”
- Arranging special lectures to be delivered by visiting faculties
- Teaching by using the Internet, Over head projector etc.
- Conducting question-answer sessions, literary quizzes in the classroom
- Encouraging students for library work and using proper reference materials
- Arranging for screening of films adapted from literary texts, from their syllabus and others.
- Conducting educational tours

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

- Effort to arrest the drop- out rate as far as practicable
- Trying to hold more remedial classes
- Organization of seminars and special lectures by experts
- Organization of more educational tours
- Grooming students to improve their over-all personality, specially their Spoken English skills, as far as practicable, keeping in mind the time and staff-scarcity constraints
- Arranging students' seminars for improving their knowledge of the subject
- Introducing Computer-Assisted Instruction (CAI)
- Enhancing the quality of reference materials by having a well-stocked Departmental Library

## **Evaluative Report of History Department**

1. Name of the department: History
2. Year of Establishment : 1968 (General), 2000 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA

7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

	Name	Designation	Qualification	Date of Joining	Experience	Specialization
I.	Tusher Baran Halder	Assistant Professor	M.A., B.Ed.	29.04.2003	8 Years	Labour History
II.	Dipali Mondal	Assistant Professor	M.A.	18.03.2010	1 Years	Modern History
III.	Ria Chakraborty	Part-time Professor	M.A.	24.08.2007	4 Years	Modern History
IV.	Palash Naskar	Part-time Professor	M.A., M.Phil.	24.10.2009	2 Years	Environmental History
V.	Sudeshna Bhattacharya	Part-time Professor	M.A.	24.10.2009	2 Years	Islamic History

11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled (programme

wise) by temporary faculty: 34%

13. Student -Teacher Ratio (programme wise)

B.A. Honours	27:1
B.A. General	409:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	1
M. Phil.	1
PG	3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : 1 ; Rs. 73,500/-

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

- a. Nadia Zelar Nagarayaner Bikasher Dhara, *Unish O Bish Shataaker Bangla*, Edited by R. C. Nath, 2012
- b. Vivekananda: Prachyo O Pachchattyer Milan Setu, *Vivek Roshmi*, Edited by R. C. Nath, 2013

20. Areas of consultancy and income generated : NA

21. Faculty as members in

a) National committees :

1. Indian History Congress
2. Institute of Historical Studies

b) State Committees:

1. Paschimbanga Itihas Samsad

- c) Others
1. Board of Studies, History, Undergraduate Council of C. U.
22. Student projects                      NIL
- a) Percentage of students who have done in-house projects including inter departmental/programme
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:  
NA
23. Awards/ Recognitions received by faculty and students                      NA
24. List of eminent academicians and scientists/ visitors to the department
1. Dr. Ranjan Chakraborty, V. C. , Vidyasagar University
  2. Dr. Amal Das, Professor, Department of History, Kalyani university
  3. Dr. Nirban Basu, Professor, History Department, Calcutta University
  4. Dr. Alok Ghosh, Professor, Department of History, Kalyani university
25. Seminars/ Conferences/Workshops organized & the source of funding
- UGC sponsored state level seminar on “Gandhi, Nehru and Tagore: Vision of a New Nation’ in collaboration with Dinabandhu Andrews College, Kolkata on 19 August, 2011.

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	**	46	26	20	**
B. A. (Honours) 2 <sup>nd</sup> year	NA	41	26	15	**
B. A. (Honours) 3 <sup>rd</sup> year	NA	22	13	09	72
B. A. (General)	NA	735	407	328	80

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
1 <sup>st</sup> year					
B. A. (General) 2 <sup>nd</sup> year	NA	666	374	292	35
B. A. (General) 3 <sup>rd</sup> year	NA	235	156	79	90

\*M=Male F=Female

\*\* Data under preparation by the office

#### 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
History Honours	100%		
History General	100%		

#### 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

#### 29. Student progression

Student progression	Against % enrolled
UG to PG	12
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

#### 30. Details of Infrastructural facilities

a) Library

In 2009, a departmental library was set up with 75 books in addition to text. Student of Honours are given one book for seven days or more than seven days as per their requirements. Department has no facility of the Computers or Laboratories.

b) Internet facilities for Staff & Students : Not Available

c) Class rooms with ICT facility: Not Available

d) Laboratories: Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- Prof. Sudhin Sinha of Raidighi College came to teach students of 1<sup>st</sup> year on November 2010.
- UGC sponsored state level seminar on “Gandhi, Nehru and Tagore: Vision of a New Nation’ in collaboration with Dinabandhu Andrews College, Kolkata on 19 August, 2011.

33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

The department is always pre-disposed to several future plans to execute in a befitting manner. We would organise illuminating and instructive

seminars to create more interests in the outlook of the students. Definite initiative would be taken to hold more periodical class test, assessment and evaluation by the students. We have also requested to authority to take necessary action for creating a seminar room/department library room. Education tours in and around Kolkata would be organise to create more interest in history.

## **Evaluative Report of Philosophy Department**

1. Name of the department: Philosophy
2. Year of Establishment : 1968 (General), 2002 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization,

(D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Smt. Arati Banik, M.A., M. Phil.	Associate Professor	UG – 26 yrs.	Indian Philosophy	---
2.	Dr. Popy Kundu M.A. Ph.D.	Assistant Professor	UG – 9 yrs.	Indian Philosophy and Logic	---
3.	Smt. Soma Sinha M.A. M. Phil.	Guest Lecturer	UG – 3 yrs.	Logic	
4.	Sri Sis Mohammad Mondal M.A. M. Phil	Guest Lecturer	UG – 3 yrs.	Logic	

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 31%

13. Student -Teacher Ratio (programme wise)

B. A. Honours	12:1
B.A. General	198:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0

Ph. D.	1
M. Phil.	3
PG	0

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : 1 ; Rs. 75,500/-
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA
18. Research Centre /facility recognized by the University: NA
19. Publications:  
Publications by the teachers: NIL
20. Areas of consultancy and income generated : NA
21. Faculty as members in  
a) National committees b) International Committees c) Editorial Boards....  
NA
22. Student projects NIL  
a) Percentage of students who have done in-house projects including inter departmental/ programme  
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:
23. Awards/ Recognitions received by faculty and students NA
24. List of eminent academicians and scientists/ visitors to the department  
1. Swami Atmapriyananda, V.C., Vivekananda University  
2. Prof. Raghunath Ghosh, Department of Philosophy, N. B. University  
3. Prof. Indrani Sanyal, Department of Philosophy, Jadavpur University  
4. Prof. Sarbani Ganguly, Department of Sanskrit, Jadavpur University
25. Seminars/ Conferences/Workshops organized & the source of funding

The U.G.C. State Level Seminar entitled “The search for Supreme Being: on the light of the Gita” in collaboration with Maheshtala College, Budge Budge has been held on 10.02.2012.

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	**	25	15	10	**
B. A. (Honours) 2 <sup>nd</sup> year		14	10	4	**
B. A. (Honours) 3 <sup>rd</sup> year		10	8	2	65
B. A. (General) 1 <sup>st</sup> year		446	245	201	**
B. A. (General) 2 <sup>nd</sup> year		207	110	97	**
B. A. (General) 3 <sup>rd</sup> year		140	72	68	83

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Philosophy Honours	100%		
Philosophy General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	10
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library

The department has its departmental library in addition to the central library facility. The number of books in the departmental library is 94 and the number of the books in the central library is 1624. This year many text books and newly published reference books have been purchased for departmental and the central library. Besides there is encyclopedia of Indian Philosophy (XI Volumes) for the enhancement of the knowledge of both the students and the teachers. In order to enrich the modern concept of philosophical thought we have made our arrangement of one periodical namely “Yattava and Prayoga”.

- b) Internet facilities for Staff & Students : Not Available  
 c) Class rooms with ICT facility : Not Available  
 d) Laboratories : Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- Prof. Sukanya Mitra of Baruipur College came on December 2010 to teach 1<sup>st</sup>. year students of the respective department.
- U.G.C. sponsored State Level Seminar on “The Search for Supreme Being: On the light of the Gita” was organized by the Department of Philosophy in collaboration with Maheshtala College, 24 Parganas (South) on 10.02.2012.

### 33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

### 35. SWOC analysis of the department and Future plans

#### **Future Plan:**

- Improve the quality of teaching by using modern teaching aids.
- Organise more State and National Level Seminars.
- Improve the departmental library.

## **Evaluative Report of Political Science Department**

1. Name of the department: Political Science
2. Year of Establishment : 1968 (General), 1995 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG

4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments:  
NA
7. Courses in collaboration with other universities, industries, foreign institutions,  
etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors	1	0

10. Faculty profile with name, qualification, designation, specialization,  
(D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Date of Birth	Date of Joining	Educational Qualification and Specialization
1. Prof. Rabindra Nath Thandar (HOD)	09.11.1955	03-07-1995	M.A in Political Science(from RBU); Specialization- International Relations
2. Prof. Ujjal Sarkar (Contractual Whole Time Teacher) M.A.	01.06.1987	01.08.2011	M.A in Political Science(from RBU); Specialization- Public Administration & Local Self Government
3. Prof. Nirapada Sikdar(Guest Lecturer)	11.01.1980	15.07.2011	MA, in Political Science (from RBU); Specialization- Public Administration.

M.A.			
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11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 66%

13. Student -Teacher Ratio (programme wise)

B.A. Honours	18:1
B.A. General	497:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	0
M. Phil.	0
PG	3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

Publications by the teachers: NIL

20. Areas of consultancy and income generated : NA

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

NA

22. Student projects NIL

a) Percentage of students who have done in-house projects including inter

departmental/programme

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA

23. Awards/ Recognitions received by faculty and students NA

24. List of eminent academicians and scientists/ visitors to the department

5. Dr. Rabiranjana Chattopadhyay, Ex. Professor, Department of Bengali, Burdwan University

6. Dr. Pinakesh Sarkar, Ex. Professor, Department of Bengali, Jadavpur university

7. Dr. Sanat Naskar, Professor, Bengali Department, Calcutta University

8. Dr. Chhanda Roy, Ex. Professor, Bengali Department, Calcutta University

9. Late Taradas Bandopadhyay, Noted Writer

25. Seminars/ Conferences/Workshops organized & the source of funding

U.G.C. Sponsored State Level Seminar on “Issues of terrorism, possible remedies: Present day context” has been sanctioned. Possible time of holding the seminar is November 2011 under the collaboration of Bankim Sardar College, Tangrakhali, South 24 Pargana.

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	**	25	13	12	**
B. A. (Honours) 2 <sup>nd</sup> year	NA	21	11	10	**
B. A. (Honours) 3 <sup>rd</sup> year	NA	7	5	2	75
B. A. (General) 1 <sup>st</sup> year	NA	658	380	278	**

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (General) 2 <sup>nd</sup> year	NA	560	325	235	**
B. A. (General) 3 <sup>rd</sup> year	NA	272	160	112	75

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Political Science Honours	100%		
Political Science General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	2
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : There is a departmental library having 180 books. Only the honours students are allowed to borrow books from it. The pass students

receive their required books from general library.

b) Internet facilities for Staff & Students : Not Available

c) Class rooms with ICT facility : Not Available

d) Laboratories : Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- U.G.C. Sponsored State Level Seminar on “Issues of terrorism, possible remedies: Present day context” has been sanctioned. Possible time of holding the seminar is November 2011 under the collaboration of Bankim Sardar College, Tangrakhali, South 24 Pargana.
- For the enrichment of teaching learning quality the department arranged faculty exchange programme. Prof. Swapna Pal of our neighboring college attended and delivered lecture in first year honours class on 11.12.2010. Class tests are taken frequently.

33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.
- Class tests are taken frequently.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

For the development of the department of Political Science we have decided to follow the under mentioned measures for next five years:

- a) To submit claim to the authority for separate space for departmental library and seminar room.

- b) Arrangement for education tour,i.e. to visit the assembly session of West Bengal.
- c) To arrange more seminars.
- d) To publish Wall Magazine to grow creativity among the students.
- e) To bring more and more contemporary journals and to purchase sufficient text books for honours students.
- f) Efforts to decrease drop – out rates.

## **Evaluative Report of Education Department**

1. Name of the department: Education
2. Year of Establishment : 2006 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

**Sm. Purbita Bose, M.A.**

Area of specialization: Comparative Education, Educational Technology

Teaching Interests: Educational Philosophy, Educational Psychology, History of Education in India, Psychology of Adjustment, Evaluation in Education, Statistics in Education

Research Interest: Psychology of Academic Achievement

Participation in Corporate Life of the College: She actively participates in the administrative and non-academic activities of the college.

11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 5%
13. Student -Teacher Ratio (programme wise)

B.A. General	353:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	0
M. Phil.	0
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:

Publications by the teachers:

The faculty, Smt. Purbita Bose has to her credit certain noteworthy publications:

- “Stress and Coping”, ‘Charcha’, Journal of the Dept. of Education, Sarsuna College, Vol.2, March 2008, pp. 73-74
  - “Ragging: Yet to be a crime of the past”, ‘Charcha’, Journal of the Dept. of Education, Sarsuna College, Vol.3, March 2009, pp. 33-37
  - “Creating Learning Spaces: The role of interior designing in preschool education”, ‘Charcha’, Journal of the Dept. of Education, Sarsuna College, Vol.4, March 2010, pp. 18-20
20. Areas of consultancy and income generated : NA
21. Faculty as members in  
a) National committees b) International Committees c) Editorial Boards....  
NA
22. Student projects NIL  
a) Percentage of students who have done in-house projects including inter departmental/programme  
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA
23. Awards/ Recognitions received by faculty and students : NIL
24. List of eminent academicians and scientists/ visitors to the department :  
NIL
25. Seminars/ Conferences/Workshops organized & the source of funding :  
NIL
26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (General) 1 <sup>st</sup> year	NA	214	91	123	**
B. A. (General) 2 <sup>nd</sup> year	NA	103	48	55	**
B. A. (General)	NA	36	14	22	95

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
3 <sup>rd</sup> year					

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Education General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

The students have easy access to the College Library and other readily available reference materials.

b) Internet facilities for Staff & Students : Not Available

c) Class rooms with ICT facility : Not Available

d) Laboratories: Not Applicable

31. Number of students receiving financial assistance from college, university,

government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : NIL

33. Teaching methods adopted to improve student learning

The Department constantly strives to bring about improvements in the teaching-learning process in classroom situations. Education is studied in this Department as a social science by means of which students develop vocationally valued transferable skills through the intellectually rigorous study of educational processes, systems and approaches, and the cultural, societal, political and historical contexts within which they are embedded. Learning is facilitated through lectures and tutorials.

The innovative and modern teaching methods thereby practiced are highlighted below:

- Organizing regular tutorials
- Organizing group discussions in the classroom for facilitating in-depth study of the subject
- Conducting question-answer sessions in the classroom
- Encouraging students for library work and using proper reference materials

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

<b>Nature of Duty</b>	<b>Paper</b>	<b>Name of University</b>	<b>Year</b>
Examiner and Scrutineer	EDCG I	University of Calcutta	2005
Examiner and Scrutineer	EDCG III	-do-	2006
Examiner	EDCG I	-do-	2006

Examiner	EDCG II, III	-do-	2007
Examiner	EDCG II, III	-do-	2008
Examiner	EDCG I, II	-do-	2009
Examiner	EDCG II, III	-do-	2010
Examiner and Scrutineer	EDCA VI	-do-	2011
Examiner	EDCG III	-do-	2011

35. SWOC analysis of the department and Future plans

**Future Plan:**

The Department of Education tries to provide quality education to all, especially the rural, semi-rural, and socio-economically deprived students to make them self reliant. A further focus of work in the Department is that educational provision itself should be strongly diversified to cater to the different needs of different students. The strengths and weaknesses of the Department both drive it to work harder and produce even better students every year. For this purpose, the Department plans to introduce Honours Course as soon as possible. It also intends to incorporate better teaching techniques in the classroom during the next five years or so, such as:

- ICT – enabled teaching
- Organization of seminars and special lectures by experts
- Organization of educational tours and trips to the Kindergarten, Montessori and other primary schools in the city and also to other places of educational significance
- Establishment of a laboratory to provide practical knowledge of the subject to students
- Grooming students to participate in literacy programmes and community

orientation programmes

- Arranging students' seminars for improving their knowledge of the subject
- Introducing Computer-Assisted Instruction (CAI)
- Enhancing the quality of reference materials by having a well-stocked Departmental Library

## **Evaluative Report of Physical Education Department**

1. Name of the department: Physical Education
2. Year of Establishment : 2008 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Dr. Nasim Ahmed, M.A. Ph.D.	Govt. Approved Contractual Whole Time Teacher	UG – 3 yrs.		

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 24%

13. Student -Teacher Ratio (programme wise)

B.A. General	287:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	1
M. Phil.	0
PG	0

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

Publications by the teachers: NIL

20. Areas of consultancy and income generated : NA

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

NA

22. Student projects NIL

a) Percentage of students who have done in-house projects including inter departmental/programme

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA

23. Awards/ Recognitions received by faculty and students : NIL

24. List of eminent academicians and scientists/ visitors to the department:

NIL

25. Seminars/ Conferences/Workshops organized & the source of funding

NIL

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (General) 1 <sup>st</sup> year	NA	136	112	24	**
B. A. (General) 2 <sup>nd</sup> year	NA	89	71	18	**
B. A. (General) 3 <sup>rd</sup> year	NA	62	41	21	95

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the	% of students from other States	% of students from
--------------------	------------------------	---------------------------------	--------------------

	<b>same state</b>		<b>abroad</b>
B.A. General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library

There is no Departmental Library at present. All students of this Department collect books from this central Library.

- b) Internet facilities for Staff & Students : Not Available

- c) Class rooms with ICT facility : Not Available

- d) Laboratories : Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : NIL

33. Teaching methods adopted to improve student learning

- Teacher uses overhead projector, Physiological and Anatomical Chart, Physical fitness equipments etc. for better teaching.

34. Participation in Institutional Social Responsibility (ISR) and Extension

activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

Department of Physical Education has few plans for the next five years.

- i) Physiotherapy Laboratories.
- ii) Indoor ground for Badminton court.
- iii) Standard Gymnasium for Physical Education practical class.
- iv) Computers, LCD Projector, Test and measurements equipments etc for Teaching Aids.
- v) Departmental Teachers' room.
- vi) Need Grounds man for Ground making.
- vii) Need one Physical Instructor and Store keeper.

## **Evaluative Report of Sanskrit Department**

1. Name of the department: Sanskrit
2. Year of Establishment : 2008 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	0

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1	Prof. Sanat Haldar, M.A. M. Phil.	Contractual Full-timer (Govt. Approved)	UG – 4 years	Kavya	

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 100%

13. Student -Teacher Ratio (programme wise)

B. A.	276:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0

Ph. D.	0
M. Phil.	1
PG	0

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA
18. Research Centre /facility recognized by the University: NA
19. Publications:  
Publications by the teachers:  
NIL
20. Areas of consultancy and income generated : NA
21. Faculty as members in  
a) National committees b) International Committees c) Editorial Boards....  
NA
22. Student projects NIL  
a) Percentage of students who have done in-house projects including inter departmental/programme  
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:
23. Awards/ Recognitions received by faculty and students NA
24. List of eminent academicians and scientists/ visitors to the department:  
NIL
25. Seminars/ Conferences/Workshops organized & the source of funding  
  
NIL
26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (General) 1 <sup>st</sup> year	NA	141	67	74	**
B. A. (General) 2 <sup>nd</sup> year	NA	75	37	38	**
B. A. (General) 3 <sup>rd</sup> year	NA	60	21	39	79

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Sanskrit General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

The central Library contains a good number of text and reference books.

b) Internet facilities for Staff & Students : Not Available

c) Class rooms with ICT facility : Not Available

d) Laboratories : Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

NA

33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

The Department of Sanskrit tries to provide quality education to all, especially the rural, semi-rural, and socio-economically deprived students to make them self reliant. To produce even better students every year, the Department plans to introduce Honours Course as soon as possible. It also intends to incorporate better teaching techniques in the classroom during the next five years or so, such as:

- Organization of seminars and special lectures by experts
- Organization of educational tours and trips
- Grooming students to participate in literacy programmes and community orientation programmes

- Arranging students' seminars for improving their knowledge of the subject
- Introducing Computer-Assisted Instruction (CAI)
- Enhancing the quality of reference materials by having a well-stocked Departmental Library
- Using ICT for teaching

### **Evaluative Report of Defence Studies Department**

1. Name of the department: Defence Studies
2. Year of Establishment : 1994 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Md. Tajmal Haque, M.A.	Govt. Approved Contractual Full time Teacher	UG – 3 yrs.	National Security	---

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 100%

13. Student -Teacher Ratio (programme wise)

B.A General	651:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	0
M. Phil.	0
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications: NIL

20. Areas of consultancy and income generated : NA

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....  
NA

22. Student projects NIL

a) Percentage of students who have done in-house projects including inter departmental/programme

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:

23. Awards/ Recognitions received by faculty and students NA

24. List of eminent academicians and scientists/ visitors to the department: NIL

25. Seminars/ Conferences/Workshops organized & the source of funding

NIL

26. Student profile programme/course wise:

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (General) 1 <sup>st</sup> year	NA	329	214	115	**
B. A. (General) 2 <sup>nd</sup> year	NA	173	105	68	**
B. A. (General) 3 <sup>rd</sup> year	NA	149	76	73	93

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : Books in the Central Library
- b) Internet facilities for Staff & Students : Not Available
- c) Class rooms with ICT facility : Not Available
- d) Laboratories : well equipped laboratory.

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

NIL

33. Teaching methods adopted to improve student learning

The group discussion in classroom, library work, teacher uses of teaching Aids to the students. Such as Map, compass, Diagram of Arms and Weapons.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Active participation in the administrative and non-academic activities of the college like Annual sports, Independence Day and Republic Day Celebrations.

35. SWOC analysis of the department and Future plans

**Future Plan:**

- a. Organise seminars and workshops
- b. Send students to NCC camps for training
- c. Develop laboratory

## **Evaluative Report of Economics Department**

- 1. Name of the department: Economics
- 2. Year of Establishment : 1987 (General), 2002 (Honours)
- 3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
- 4. Names of Interdisciplinary courses and the departments/units involved : B. Com., B. A.
- 5. Annual/ semester/choice based credit system (programme wise) : Annual
- 6. Participation of the department in the courses offered by other departments: NA
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
- 8. Details of courses/programmes discontinued (if any) with reasons : NA
- 9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors	1	1

- 10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Dr. Manas Kumar Adhikari M.A., M. Phil, Ph.D.	Principal	UG – 27yrs. PG -4 yrs	Econometrics, Statistics	
2.	Prof. Tapas Sarkar M.A.	Associate Professor	UG – 25 yrs.	Optimization	
3.	Smt. Nilanjana Biswas M.A. , M. Phil.	Assistant Professor	UG – 14 yrs.	Econometrics, Statistics	
4.	Prof. Kritishnu Sanyal M.A.	Assistant Professor (FDP)	UG – 1 yr.	Environment and Resource, Operations Research	

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 0%

13. Student -Teacher Ratio (programme wise)

B. A. General	92:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
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D. Litt.	0
Ph. D.	0
M. Phil.	1
PG	2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA
18. Research Centre /facility recognized by the University: NA
19. Publications:  
Publications by the teachers:
20. Areas of consultancy and income generated : NA
21. Faculty as members in  
a) National committees b) International Committees c) Editorial Boards....  
NA
22. Student projects NIL  
a) Percentage of students who have done in-house projects including inter departmental/programme  
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA
23. Awards/ Recognitions received by faculty and students
24. List of eminent academicians and scientists/ visitors to the department
1. Dr. Siddhartha Majumdar, Chairman, CSC
  2. Prof. Ajitava Roychoudhury, Jadavpur University
  3. Prof. Arindam Banik, International Institute of Management, New Delhi
  4. Dr. Simrit Kaur, Delhi Univeristy
  5. Prof. Debabrata Dutta, Gajiabad
  6. Prof. Rajat Acharya, Jadavpur University

7. Mr. Saikat Sarkar, IES, Regional Evaluation Office, Planning Commission, Kolkata
8. Prof. S. N. Sau, Vidyasagar University
9. Prof. Dhiren Konar, Kalyani University
25. Seminars/ Conferences/Workshops organized & the source of funding
- i) U. G. C. Sponsored State Level Seminar on 'Issues of Tourism Development' on 24<sup>th</sup> Nov,2007.
- ii) U. G. C. Sponsored National Level Seminar on Economic Liberalisation and Exclusion in the Indian Context' on 31<sup>st</sup> jan and 1<sup>st</sup> Feb, 2012.
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	----	----	----		----
B. A. (Honours) 2 <sup>nd</sup> year	----	----	----		----
B. A. (Honours) 3 <sup>rd</sup> year	----	----	----		----
B. A. (General) 1 <sup>st</sup> year	NA	74	53	21	**
B. A. (General) 2 <sup>nd</sup> year	NA	33	19	14	**
B. A. (General) 3 <sup>rd</sup> year	NA	77	54	23	85

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the	% of students from other States	% of students from
--------------------	------------------------	---------------------------------	--------------------

	same state		abroad
Economics Honours	100%		
Economics General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

The department has a rich stock of books relevant for both Honours and general stream in the central library.

b) Internet facilities for Staff & Students : Not Available

c) Class rooms with ICT facility : Not Available

d) Laboratories : Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

i) U. G. C. Sponsored State Level Seminar on 'Issues of Tourism Development' on 24<sup>th</sup> Nov,2007.

- ii) U. G. C. Sponsored National Level Seminar on Economic Liberalisation and Exclusion in the Indian Context' on 31<sup>st</sup> jan and 1<sup>st</sup> Feb, 2012.
33. Teaching methods adopted to improve student learning
- Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.
- Tutorial classes are regularly taken to address the problems of the weaker students.
  - Microteaching is one of the ways that the individual students are taken care of.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities
- Data not available
35. SWOC analysis of the department and Future plans
- Future Plan:**
- Steps are to be taken to enhance admission in Hons.
  - To provide internet and other facilities for the students.
  - To improve the result of the department.
  - Job oriented training for Hons. Students.

## **Evaluative Report of Mathematics Department**

1. Name of the department: Mathematics
2. Year of Establishment : 2002 (B.Sc. General), 2010 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions,

etc. : NA

8. Details of courses/programmes discontinued (if any) with reasons : NA

9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Dr. Swapna Roy M.Sc. Ph.D.	Associate Professor	UG – 31 yrs.	Eigen value Problems Associated with Differential Equations	
2.	Prof. Anupam Rana M.Sc	Contractual Whole Time teacher	UG – 2 years	Magneto-hydrodynamics	
3.	Prof. Ramesh Mridha, M.Sc.	Guest Lecturer	UG – 1 year	Astrophysics	

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Lectures – 69%; Pracial Classes-100%

13. Student -Teacher Ratio (programme wise)

B.Sc. Honours	6:1
B.Sc. general	4:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	1
M. Phil.	0
PG	2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

Publications by the teachers:

1. On a square integrable solution of a second order differential system –  
North Bengal University. Review (Science and Tech.) Vol – 3, No. 1 1982
2. A Cauchy type problem for a second order matrix differential Operator –  
Jour. Pure Maths, Calcutta University. Vol-4, 1984, PP – 17 – 31.
3. On the spectral resolution of a differential operator I –  
Jour, Indian Institute of Science. 65(B), 1984. PP – 143-162
4. Jour, Indian Institute of Science. 66, 1986. PP – 127-153.
5. Jour, Indian Institute of Science, 67 , May-June 1987. PP – 127-153

6. Jour, Indian Institute of Science, 69, September – October, 1989,  
PP- 347-360.

20. Areas of consultancy and income generated : NA

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

NA

22. Student projects NIL

a) Percentage of students who have done in-house projects including inter departmental/programme

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA

23. Awards/ Recognitions received by faculty and students

24. List of eminent academicians and scientists/ visitors to the department : NA

25. Seminars/ Conferences/Workshops organized & the source of funding

NIL

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. A. (Honours) 1 <sup>st</sup> year	**	10	9	1	**
B. A. (Honours) 2 <sup>nd</sup> year	NA	14	11	3	**
B. A. (Honours) 3 <sup>rd</sup> year	NA	1	0	1	100
B. A. (General) 1 <sup>st</sup> year	NA	9	8	1	**
B. A. (General) 2 <sup>nd</sup> year	NA	7	6	1	**
B. A. (General)	NA	1	0	1	100

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
3 <sup>rd</sup> year					

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Mathematics Honours	100%		
Mathematics General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library :

There are a good number of books of latest publication in Central Library as well as Departmental Library. Teachers as well as students can study in the silent environment of the Library. Students can also collect

three text books at a time to meet their needs from the Central Library and also can take books from the Departmental Library. Besides these, there are one Lap-top and two Desktop with internet connection in the department. There is a Smart classroom in the Department.

b) Internet facilities for Staff & Students: Available

c) Class rooms with ICT facility: Available

d) Laboratories: Not Applicable

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
  - Microteaching is one of the ways that the individual students are taken care of.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Dr. Swapna Roy got appointments as paper setter of B. Sc Part I (G) and performed her duty as examiner of C.U. Examinations

35. SWOC analysis of the department and Future plans

**Future Plan:**

Mathematics Honours course began from the academic session 2010-2011. the faculty expect good results in the next coming years.

In near future, it is expected that National level Seminar will be organized by the department for the students to grow more interest in the subject Mathematics.

## Evaluative Report of Physics Department

1. Name of the department: Physics
2. Year of Establishment : 2007 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name of the Faculty	Designation	Qualification	Date of joining	Area of research
Dr. Amit Tribedi	Assistant Professor	M.Sc, Ph.D	April 16, 2010	Quantum Physics, Condensed matter Physics, Quantum Information

11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 0%
13. Student -Teacher Ratio (programme wise)

B.Sc. General	43:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : 1
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	1
M. Phil.	0
PG	0

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NIL
18. Research Centre /facility recognized by the University: NIL
19. Publications:

Published Papers and Books:

- i). I. Bose and A. Tribedi, **Phys. Rev. A 72 022314 (2005).**
- ii) A .Tribedi and I. Bose, **Phys. Rev. A 74 012314 (2006).**
- iii). A. Tribedi and I. Bose, **Phys. Rev. A 75 042304 (2007).**
- iv) A. Tribedi and I. Bose, **Phys. Rev. A 77 032307 (2008).**
- v) A. Tribedi and I. Bose, **Phys. Rev. A 79 012331 (2009).**
- vi) Book chapter titled Signatures of Quantum Phase Transitions via Quantum Information Theoretic Measures in the book *Quantum Quenching, Annealing and Computation, Lecture Notes in Physics* , Volume 802, 2010, Pages 177-200.

20. Areas of consultancy and income generated : NA

21. Faculty as members in  
 a) National committees b) International Committees c) Editorial Boards....  
 NA
22. Student projects                      NIL  
 a) Percentage of students who have done in-house projects including inter departmental/programme  
 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:      NA
23. Awards/ Recognitions received by faculty and students
24. List of eminent academicians and scientists/ visitors to the department  
 10. Dr. Indrani Bose, Professor, Bose Institute, Kolkata  
 1. Dr. S. M. Bhattacharjee, Professor, Institute of Physics, Bhubaneswar  
 2. Dr. Krishnendu Sengupta, Associate Professor, Indian Association for Cultivation of Science (IACS), Kolkata  
 3. Dr. Sitangshu Bikas Santra, Associate Professor, Indian Institute of Technology, Guwahati  
 4. Dr. Manas Mukherjee, Assistant Professor, IACS, Kolkata
25. Seminars/ Conferences/Workshops organized & the source of funding  
**U.G.C sponsored** National Level Seminar on “Some Recent Developments in Condensed Matter Physics: Cross-disciplinary Contributions” on 2<sup>nd</sup> September, 2011 in collaboration with Bose Institute, Kolkata.
26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. Sc.. (Gen) 1 <sup>st</sup> year	NA	20	18	2	**
B. Sc. (Gen.) 2 <sup>nd</sup> year	NA	21	17	4	**
B. Sc. (Gen.) 3 <sup>rd</sup> year	NA	1	1	0	100

\*\* Data under preparation by the office

27. Diversity of Students

<b>Name of the Course</b>	<b>% of students from the same state</b>	<b>% of students from other States</b>	<b>% of students from abroad</b>
Physics General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

NIL

29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

Departmental almirah with adequate text and reference books in the Central Library (with adjacent reading hall).

b) Internet facilities for Staff & Students: Available

c) Class rooms with ICT facility: Available

d) Laboratories: Well-equipped

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- National Level Seminar on “Some Recent Developments in Condensed Matter Physics: Cross-disciplinary Contributions” on 2<sup>nd</sup> September, 2011 in collaboration with Bose Institute, Kolkata.

### 33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.
- ICT techniques like PowerPoint presentations, animations etc are implemented for better understanding

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

### 35. SWOC analysis of the department and Future plans

#### **Future Plan:**

- a. Teaching and Research activities would be given priority. The facilities, laboratories and working spaces are to be improved.
- b. Collaborations with scientific and industrial organizations would be worked out. Workshops, seminars, research projects are to be organized to encourage students and boost their understanding and carrier.

## **Evaluative Report of Chemistry Department**

1. Name of the department: Chemistry
2. Year of Establishment : 2007 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA

5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments:  
NA
7. Courses in collaboration with other universities, industries, foreign institutions,  
etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization,  
(D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Prof. Subrata Naiya M.Sc.	Assistant Professor	UG – 3 years	INORGANIC CHEMISTRY	

11. List of senior visiting faculty : NIL
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 0%
13. Student -Teacher Ratio (programme wise)

B.Sc. General	34:1
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14. Number of academic support staff (technical) and administrative staff;

sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	0
M. Phil.	0
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : 1 ; Rs. 1,45,000

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

#### List of Publications

- 1) Hydrogen-bond assisted stabilization of the less favored conformation of a tridentate Schiff base ligand in dinuclear nickel(II) complex: An experimental and theoretical study  
**S. Naiya, M. G.B. Drew, C. Estarellas, A. Frontera, A. Ghosh, Inorg. Chim. Acta 363 (2010) 3904.**
- 2) A Unique Example of Structural and Magnetic Diversity in Four Interconvertible Copper(II)-Azide Complexes with the Same Schiff Base Ligand: A Monomer, a Dimer, a Chain, and a Layer  
**S. Naiya, C. Biswas, M. G. B. Drew, C. J. Gomez-García, J. M. Clemente-Juan, A. Ghosh., Inorg. Chem. 49 (2010) 6616.**
- 3) Carbonyl compound dependent hydrolysis of mono-condensed Schiff bases: A trinuclear Schiff base complex and a mononuclear mixed-ligand ternary complex of copper(II)  
**S. Naiya, B. Sarkar, Y. Song, S. Ianelli, M. G.B. Drew, A. Ghosh, Inorg. Chim. Acta 363 (2010) 2488**
- 4) Structural and magnetic studies of Schiff base complexes of nickel(II)

nitrite: change in crystalline state, ligand rearrangement and a very rare  $\mu$ -nitrito-1 $\kappa$ O:2 $\kappa$ N:3 $\kappa$ O' bridging modes. Incorporation of a sodium ion guest in the host of copper(II)-Schiff-base

**S. Naiya, H.-S. Wang, M. G. B. Drew, Y. Song, A. Ghosh, Dalton Trans. 40 (2011) 2744**

- 5) A rare case of solution and solid state inter-conversion of two copper(II) dimers and a copper(II) chain

**S. Naiya, S. Biswas, M. G.B. Drew, C. J. Gómez-García, A. Ghosh, Inorg. Chem. Acta 363 (2010) 2488**

- 6) Synthesis, crystal structure and magnetic properties of a very rare double  $\mu$ -1,1-azido- and a  $\mu$ -1,1-(OMe) bridged Fe(III) dimer containing a N,N,O donor tridentate Schiff base ligand

**S. Naiya, M. G.B. Drew, C. Diaz, J. Ribas, A. Ghosh, Eur. J. Inorg. Chem. (2011) 4993**

- 7) Complexes of NiX<sub>2</sub> (X = Cl<sup>-</sup> and NO<sub>3</sub><sup>-</sup>) with a NNO donor Schiff base: Anion dependent structural variations and spectroscopic behaviour

**S. Naiya, S. Biswas, M. G. B. Drew, A. Ghosh, Polyhedron. 34 (2012) 67.**

- 8) An unusual axial-axial combination of alternating cyclic rings in the chair conformations of hexameric water and chlorine-water clusters

**S. Naiya, S. Biswas, M. G. B. Drew, A. Ghosh, Inorg. Chem. Commun. 20 (2012) 286.**

- 9) A ferromagnetic methoxido bridged Mn(III) dimer and a spin-canted metamagnetic  $\mu_{1,3}$ -azido bridged chain

**S. Naiya, S. Biswas, M. G. B. Drew, C. J. Gómez-García, A. Ghosh, Inorg. Chem. 51 (2012) 5332.**

- 10) Self-Assembled Molecular Complexes and Coordination Polymers of Cd<sup>II</sup>, Hexamine, and Monocarboxylates: Structural Analysis and Theoretical Studies of Supramolecular Interactions.

**S. Hazra, B. Sarkar, S. Naiya, M. G. B. Drew, A. Frontera, D. Escudero, A. Ghosh, Cryst. Growth Des. 10 (2010) 1677.**

- 11) Trinuclear and tetranuclear adduct formation between sodium perchlorate

and copper(II) complexes of salicylaldimine type ligands: Structural characterization and theoretical investigation

S. Biswas, **S. Naiya**, M. G.B. Drew, C. Estarellas, A. Frontera, A. Ghosh, **Inorg. Chim. Acta**, **366** (2011) 219.

**12)** A self-assembled non-interpenetrating cubic diamondoid coordination polymer of hexamine with linear dicopper spacer: Structural and magnetic studies

S. Hazra, B. Sarkar, **S. Naiya**, M. G. B. Drew, J. Ribas, C. Diaz, A. Ghosh, **Inorg. Chem. Commun.** **14** (2011) 1860.

**13)** Structural variations in self-assembled coordination complexes of Zn(II) with hexamethylenetetramine and isomeric 2-, 3- and 4-nitrobenzoates

S. Hazra, B. Sarkar, **S. Naiya**, M. G.B. Drew, A. Ghosh, **Polyhedron** **46** (2012) 8.

**14)** Synthesis of the first heterometallic star-shaped oxido-bridged  $MnCu_3$  complex and its conversion into trinuclear species modulated by pseudohalides ( $N_3^-$ ,  $NCS^-$  and  $NCO^-$ ): Structural analyses and magnetic properties

S. Biswas, **S. Naiya**, C. J. Gómez-García, A. Ghosh, **Dalton Trans.** **41** (2012) 362.

**15)** *Inclusion of a guest molecule in a tetranuclear adduct of sodium perchlorate and copper(II) complex of di-Schiff base ligand*

S. Biswas, **S. Naiya**, M. G.B. Drew, A. Ghosh, **J. Indian Chem. Soc.** **89** (2012) 1317.

20. Areas of consultancy and income generated : NA

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

NA

22. Student projects NIL

a) Percentage of students who have done in-house projects including inter departmental/programme

b) Percentage of students placed for projects in organizations outside the

institution i.e.in Research laboratories/Industry/other agencies: NA

23. Awards/ Recognitions received by faculty and students : NIL

24. List of eminent academicians and scientists/ visitors to the department :  
NIL

25. Seminars/ Conferences/Workshops organized & the source of funding :  
NIL

26. Student profile programme/course wise: 2012-13

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. Sc. (General) 1 <sup>st</sup> year	NA	17	15	2	**
B. Sc. (General) 2 <sup>nd</sup> year	NA	16	12	4	**
B. Sc. (General) 3 <sup>rd</sup> year	NA	1	1	0	100

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Chemistry general	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

29. Student progression

Student progression	Against % enrolled

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library : Central library is well equipped though at the present moment there is no Departmental library. Teachers as well as students can study in the silent environment of the library. Student can also collect three text books to improve their study at a time from the central library for one year.

b) Internet facilities for Staff & Students: Available

c) Class rooms with ICT facility: Not Available

d) Laboratories: Laboratory is new but chemicals and apparatus are sufficient for general courses.

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : NIL

33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
- Microteaching is one of the ways that the individual students are taken care of.

- Overhead projector belonging to the college is used by the department where necessary. Power point presentation is made to the students sometimes.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

In the general streams, Chemistry is one of the most important subject in pure science due to multifaceted applications in academics (University, College and School) and industry (petrochemicals, pharmaceuticals, cement, ceramics, iron and steel, chemicals, fertilizer, pesticides biochemical's etc.). It has enormous job opportunities for the students. Hence it is a much sought after discipline in the general stream. The college authorities have decided to open the Honours course as early as possible and have extended all help for the purpose.

## **Evaluative Report of Computer Science Department**

1. Name of the department: Computer Science
2. Year of Establishment : 2010 (General)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : B.Com, Commerce
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions,

etc. : NA

8. Details of courses/programmes discontinued (if any) with reasons : NA

9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Prof. Purnendu Bikash Chatterjee, M.C.A	Guest teacher	UG – 3 yrs	----	

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 100%

13. Student -Teacher Ratio (programme wise)

B.Sc. General	10:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : 1

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
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D. Litt.	0
Ph. D.	0
M. Phil.	0
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA
18. Research Centre /facility recognized by the University: NA
19. Publications: NIL
20. Areas of consultancy and income generated :  
 Consultancy: Consultant in ‘Bahumukhi Bisarani’ a Social Trust generated for working with the backward classes of the remote area of CANNING( 24-Pgns(South) to impart technical education to make themselves self Employed or help them to get their both ends meet.
21. Faculty as members in  
 a) National committees b) International Committees c) Editorial Boards....  
 NA
22. Student projects NIL  
 a) Percentage of students who have done in-house projects including inter departmental/programme  
 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: NA
23. Awards/ Recognitions received by faculty and students
24. List of eminent academicians and scientists/ visitors to the department :  
 NIL
25. Seminars/ Conferences/Workshops organized & the source of funding :  
 NIL
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. Sc. (General) 1 <sup>st</sup> year	NA	4	4	0	**
B. Sc. (General) 2 <sup>nd</sup> year	NA	5	5	0	**
B. Sc. (General) 3 <sup>rd</sup> year	NA	1	0	1	100

\*M=Male F=Female

\*\* Data under preparation by the office

#### 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. General	100%		

#### 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Data not available

#### 29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

#### 30. Details of Infrastructural facilities

Library:

Total twenty eight (28), no. of books in the general library and four hundred two(402)in the seminar library.

Computers:

Twenty(20), supported with latest Windows 7 Ultimate and Ubuntu(Unix) and Red Hat Linux.

Laboratories:

Separate for Hardware and Software.

Hardware: With a large no.of Computer parts and peripherals(ex- MotherBoards, SMPS, HDD,CD/DVD RW, FDD,different logic cards, modems,HUB, Switch, multi ports, CAT 5,CAT 6 cables, Different connectors(RJ45 etc.) all the tool boxes required for Hardware and Networking.Oscilloscope(30 MHz, Dual band).

Software: Windows, Visual Studio 2008, Corel Draw11, PageMaker7.0, Photoshop 7.0.1, TC++4.5, Macromedia Freehand.(All original with a single copy pack).

Other Resources:

OHP(OverHead Projector) – one, LCD Projector – One, White Board – One, Black Board – one.

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

NIL

33. Teaching methods adopted to improve student learning

Power point presentation as class notes.

Downloading contents of foreign and other Indian University's Class Notes and also the contents of National and International journals.

Students has a free access to internet and they can collect relevant information from different Web Sites.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

To develop a high end Microprocessor Lab.

Fully Air Conditioned Hard Ware and Software Lab.

Easy and user friendly Study material in English and in Regional languages.

Fully equipped Hardawre and Software lab.

Conducting Projects with the students , it may be with the collaboration of other department of the college or othe institutes.

Enhance the application of ICT for imparting Education among the students.

## Evaluative Report of Commerce Department

1. Name of the department: Commerce
2. Year of Establishment : 1972 (General), 1996 (Honours)
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG
4. Names of Interdisciplinary courses and the departments/units involved : NA
5. Annual/ semester/choice based credit system (programme wise) : Annual
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
8. Details of courses/programmes discontinued (if any) with reasons : NA
9. Number of Teaching posts

	sanctioned	Filled
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Professors		
Associate Professors	0	0
Asst. Professors	3	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Sl. No.	Name & Qualification	Designation	No. of years of experience	Area of Specialization	No. of Ph.D. Students guided for the last 4 years
1.	Dr. Amit basak M. Com, Ph.D.	Assistant Professor	UG – 12 yrs. PG -5 yrs	Accounting and Finance	
2.	Prof. Madan Mohan Jana, M.Com, AICWA	Assistant Professor	UG – 12 yrs. PG – 3 yrs.	Accounting and Finance	
3.	Prof. Basab Sil, M. Com, M. Phil	Assistant Professor	UG – 4 yrs.	Accounting and Finance	
4.	Prof. Purnendu Bikash Chatterjee, M.C.A	Govt. Approved part-time Teacher (PTT)	UG – 8 yrs		

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 0 %

13. Student -Teacher Ratio (programme wise)

B.Com. Honours	15:1
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B. Com General	19:1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.

D.Sc.	0
D. Litt.	0
Ph. D.	1
M. Phil.	1
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

1 (National)	3,58,200/-
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17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : NA

18. Research Centre /facility recognized by the University: NA

19. Publications:

**a) Prof. Amit Basak**

(1) Books Published:

(i) Co-operative Banks in India-Functioning and Reforms

(Published by *New Century Publications*, New Delhi;

*ISBN: 978-81-7708-250-0*)

(ii) Higher Secondary Accountancy

(iii) Higher Secondary Business Organization

(Both books are approved as a Text Book by WBCHSE)

(2) Articles Published

Title of the Paper	Name of the Journal	Issue
1.Value Added Tax-An	<i>Business Horizon</i> , Susil Kar	February, 2006.

overall View	College	
2.VAT- New Dimension in Tax Structure	<i>Pacioli</i> , Journal of Department of Commerce, Sarsuna College	May, 2006.
3.Appraisal of Financial Performance of Urban Cooperative Banks of West Bengal-A case Study	<i>Exchange</i> , Journal of Goenka College.	2006
4.Poverty Alleviation Through SHGs: In the Context of West Bengal	<i>Souvenir of Fakir Chand College</i> (on the occasion of Post Centenary Golden Jubilee Celebration of Calcutta University)	December, 2006
5.Trends and Progress of UCBs of West Bengal: A case Study	<i>The Management Accountant</i> , The Institute of Cost & Works Accounts of India.	March, 2008
6. Performance Appraisal of Urban Co-operative Banks of West Bengal: A Case Study	<i>ICFAI Journal of Accounting Research</i>	January, 2009.
7.Problem of non-performing assets: in the context of urban co-operative banks of West Bengal	<i>Co-operative Perspective</i> , Vaikunth Mehta National Institute of Co-operative Management, Pune.	July-December,2008
8. Appraisal of urban co-operative banks of West Bengal: a case study	<i>JIS Management Vista</i> , Centre for Management Studies, Kalyani	July-December,2008
9.Corporate governance in the Context of urban co-operative banks	<i>Credit Co-operator</i> , Federation of West Bengal Urban Co-operative Banks and Credit Societies Ltd.	April, 2010
10.The position of Urban Co-operative Bank is in	<i>Journal of Business and Economic Issues</i> ,	July, 2009.

distress: A Case Study of Bally Co-operative Bank Ltd., West Bengal	Barrackpore Rashtaguru Surrendranath College	
11. Performance of an Urban Co-operative Bank in West Bengal: An Appraisal	<i>Indian Cooperative Review</i> , National Cooperative Union of India, New Delhi	July, 2009.

**b) Prof. Madan Mohan Jana**

(2) Books Published

- (a) Modern Cost and Management Accountancy.
- (b) Financial Statement Analysis.
- (c) Financial Statement Analysis. (In Bengali Version).
- (d) An overview of Information Technology and Computer Application.

**c) Prof. Basab Kumar Sil**

Written a text book on Financial Management named as “Fundamentals of Financial Management” published by Tee Dee Publications, Kolkata

20. Areas of consultancy and income generated : NA

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

NA

22. Student projects NIL

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: NA

23. Awards/ Recognitions received by faculty and students

24. List of eminent academicians and scientists/ visitors to the department

- 1. Dr. Sudipti Banerjee, Department of Commerce, CU
- 2. Dr. Uttam Kumar Dutta, Department of Commerce, WB State University

3. Pralay Haldar, Dean, Tripura University
4. Prof. Diptikumar Chakraborty, Head, Department of Commerce, CU
5. Prof. Jaydev Sarkhel, Department of Commerce, BU
6. Prof. S.N. Dhar, Northbengal University

25. Seminars/ Conferences/Workshops organized & the source of funding

The department has organized a National level **UGC sponsored** seminar on “Financial Inclusion” in collaboration with Netaji Nagar Day College, Kolkata on 23.09.2011.

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B. Com. (Honours) 1 <sup>st</sup> year	*****	24	24	0	**
B. Com. (Honours) 2 <sup>nd</sup> year	NA	20	15	5	**
B. Com. (Honours) 3 <sup>rd</sup> year	NA	0	0	0	0
B. Com. (General) 1 <sup>st</sup> year	NA	18	14	4	**
B. Com. (General) 2 <sup>nd</sup> year	NA	33	28	5	**
B. Com. (General) 3 <sup>rd</sup> year	NA	7	5	2	63

\*M=Male F=Female

\*\* Data under preparation by the office

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

B. Com Honours	100%		
B. Com General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc?  
ata not available

29. Student progression

Student progression	Against % enrolled
UG to PG	0
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

Library	Both students and faculties have access to general and departmental libraries
Computer	No computer has been provided to the department so far.
Laboratories	Not needed
Any Other Resources	No

31. Number of students receiving financial assistance from college, university, government or other agencies : Data not available

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- The department has organized a National level **UGC sponsored** seminar on “Financial Inclusion” in collaboration with Netaji Nagar Day College, Kolkata on 23.09.2011.

33. Teaching methods adopted to improve student learning

Though traditional lecture method is practiced to teach the theory papers but some of the learner centric methods are also adopted to make the teaching learning more attractive.

- Tutorial classes are regularly taken to address the problems of the weaker students.
  - LCD Projectors and Overhead Projectors are occasionally used.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Data not available

35. SWOC analysis of the department and Future plans

**Future Plan:**

Results of the students over the last few years were not at all satisfactory. We, the faculties of the department, will try our best to improve the overall result in the coming years by providing more and more support and encouragement to the students.

## **POST ACCREDITATION INITIATIVES**

The college was accredited by NAAC in the year 2006. Consequently, during the last four years, various quality sustenance and enhancement measures have been undertaken by the college. The significant ones among these are highlighted below –

- 1) Efficient and duly qualified contractual full-time as well as guest lecturers have been appointed by the college as per requirements of different departments.
- 2) New subjects such as Education, Sanskrit, Defence Studies, Physical Education, Physics, Chemistry and Computer Science have been introduced, keeping in mind the students demands. Also the increasing demand for admission year by year reflects student satisfaction, a pre-requisite for quality sustenance by the institution.
- 3) The teaching faculties of the college have been encouraged to engage in more and more research work and to participate in career advancement courses such as refresher and orientation courses.
- 4) The teaching faculties have also been equally encouraged to participate and present papers in various seminars, workshops and conferences of regional, state, national or international status.
- 5) ICT-enabled teaching procedures and modern teaching methods have been in classrooms so that quality education of high standard may be imparted to the students.
- 6) Healthy teacher-pupil interaction inside and outside the classrooms enhances the quality of the institution.
- 7) Library text books and reference books of high standard have been purchased for the college library, which encourage students to learn more.

- 8) Faculty exchange programmes and seminars have been organized by the college from time to time in which experts from various fields have delivered special and enriching lectures benefitting students immensely.
- 9) Well-equipped laboratories for Physics, Chemistry, Computer Science and Defence Studies departments have been set up to ensure that students actively participate in practical work and achieve better.
- 10) New land has been purchased to construct new buildings, additional classrooms, laboratories, ladies' hostel, etc.
- 11) Some departmental libraries have been introduced in keeping with the demands of the respective departments.
- 12) There is a continuous effort to increase student intake capacity in various departments by appealing to the University, Higher Education Department and by going through necessary inspections.
- 13) Financial incentives are provided to meritorious students as well as students who participate and excel in sports activities and competitions.
- 14) Various seminars are organized and special occasions are celebrated, e.g., celebration of 150<sup>th</sup> birth centenaries of Rabindranath Tagore and Acharya P.C.Roy etc, in order to broaden the mental horizons of students and thereby facilitating overall learning experience.
- 15) Work diaries are maintained on a regular basis by each and every teacher.
- 16) Academic and personal counseling is provided to the students in order to get an insight into their daily problems and to help them accordingly.
- 17) Students and faculty are continuously encouraged for participating in various extension activities.
- 18) More reading room space in the library has been created to accommodate an increased number of students simultaneously.
- 19) Regular or necessary maintenance work, repair or renovation work of buildings, classrooms, laboratories, equipments, instruments, etc. have been done from time to time.

- 20) Stipends and waiver of fees are provided to students as a majority of them hail from the economically and socially backward sections of the society.
- 21) Opportunities have been created for development of leadership qualities among students through various curricular and extra- curricular programmes.
- 22) Students' grievances are regularly attended to by means of a grievance redressal cell.
- 23) Various programmes have been held for developing entrepreneurship skills among students.
- 24) An extremely committed and involved management tries to ensure that quality education is imparted to students.
- 25) Formation of various committees and sub-committees improves the organizational activities of the institution.
- 26) Staff and student representation in the various committees also ensures smooth functioning of academic and internal administration.



# SUSIL KAR COLLEGE

(Affiliated to University of Calcutta)

GHOSHPUR, P.O.- CHAMPAHATI, 24 PARGANAS (S), W.B.

PIN- 743330

PHONE : 03218-260005

Accredited by NAAC, Grade - 'B'

## Declaration by the Head of the Institution

I certify that the data included in the Self-Study Report (for Cycle 2) are true to the best my knowledge.

The Report is prepared by the institution after internal discussion and no part thereof has been outsourced.

I am aware that the NAAC Peer team will validate the information provided in the Self-Study Report during its peer team visit.

Signature of the Head of the Institution

With seal

Principal  
Susil Kar College  
Chambahati, 24 Pgs. (S)

# Annexure

## i. Supporting Document of 12(b) & 2(f)

All communications are to be addressed to the Joint Secretary by designation and not by name.



UNIVERSITY GRANTS COMMISSION  
EASTERN REGIONAL OFFICE  
LB 8 Sector III Salt Lake, Kolkata 700 098  
Phone : (033) 2335 4767  
Fax : (033) 2335 0586

No.F.Misc.-4/07-08 (ERO/LC)

May 5, 2011

To

The Principal/Teacher In-Charge,  
Susil Kar College  
Ghoshpur Champahati 24 Parganas (S)  
West Bengal-743330

**Sub: Willingness sought from Principals of Colleges for attending Interface Meetings to decide allocation for Eleventh Plan Development Grant including that for Postgraduate Departments and Additional Assistance to Strengthen Teaching and Learning Process.**

Sir/Madam,

As you are aware, the UGC is providing Development Assistance under the Plans to Colleges, which are eligible to receive Central assistance as provided under Sections 2(f) and 12B of the UGC Act, 1956. In this context, the undersigned is to inform you that the UGC, ERO, Kolkata will hold the last round of Interface Meetings during 2011 to decide allocation for Eleventh Plan Development Grant for the Colleges, including Postgraduate Departments (for Colleges, which are declared fit to receive Central Assistance under Sections 2(f) and 12B of the UGC Act, 1956). It may be ensured that the Postgraduate Department for which grant is sought is running both first year and second year of the Postgraduate class and fulfils all other conditions as spelt out in the UGC Guidelines.

There are some Colleges from which proposals for Additional Grant to strengthen teaching and learning process have not been received. There will be Interface Meetings to decide allocation under this scheme as well.

In view of the above, kindly send your willingness to attend Interface Meetings in the format given below, so as to reach this Office **on or before June 15, 2011**. Invitation letters will be issued to only the Principals of those Colleges who respond to this communication. Expenses for attending the Meetings may be met by your Institution.

Sl. No.	Scheme	Will attend for (indicate Yes/No)
1.	Development Assistance for Undergraduate Education	Yes/No
2.	Development Assistance for Postgraduate Department	Yes/No
3.	Additional Grant for Teaching and Learning Aid (See Guidelines for providing additional assistance to Universities and 5500 Colleges already covered under Section 12B of the UGC Act, 1956)	Yes/No

Yours faithfully,

(Dr. Ratnabali Banerjee)  
Joint Secretary

## ii. Certificate of Accreditation



### iii. Quality Profile

**Quality Profile**

Name of the Institution : Susil Kar College  
Place : Ghoshpur, Champahati, Dist. 24 Parganas (S), West Bengal

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Ci x Wi)
I. Curricular Aspects	80	10	800
II. Teaching-learning and Evaluation	72	40	2880
III. Research, Consultancy and Extension	60	05	300
IV. Infrastructure and Learning Resources	60	15	900
V. Student Support and Progression	70	10	700
VI. Organisation and Management	80	10	800
VII. Healthy Practices	65	10	650
		100	$\Sigma C_i W_i = 7030$

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7030}{100} = 70.30$$

*hrasad*  
Director

EC/39/55

#### iv. Draft Report of Peer team

*For circulation  
Among teachers.  
@Sulkar  
12/2/07*

**DRAFT REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SUSIL KAR COLLEGE , CHAMPAHATI , GHOSPUR,  
24 PARAGRANA (SOUTH), WEST BENGAL.**

**SECTION - I : INTRODUCTION**

Susil Kar College, Champahati, 24 Parganas. (South), West Bengal established in the year 1968, is an Under Graduate College affiliated to Calcutta University. It is a grant in aid affiliated Under Graduate College. It is located in a rural area. The college had a modest beginning in 1968 with Pre-university in Arts, Commerce and B.A. general course. In 1972 B.Com. was added and Honours teaching was introduced. Presently there are 9 departments namely Bengali, English, Political Science, History, Philosophy, Economics, Defence Studies, Mathematics and Commerce. The college offers Honours courses in all subjects excepting Defence Studies and Mathematics. General courses are offered by all departments. The college offers B.A. General and Honours, B.Com. General and Honours and B.Sc Economics Honours. The college is recognized under 2(f) and 12 B since 1973. The College is spread over a campus of one acre only. There are all together 29 teachers including the Principal. There are 16 full time regular teachers and 12 part time teachers. Five teachers including one part time teacher hold Ph.D. Degree. There are all together 22 Non-teaching staff including 5 casual. There are 1232(782 boys+450 girls) students in the college. The college follows annual temporal plan. The college has a Central Library, Health Centre, Canteen, Grievance Redressal Cell and Common rooms for the day scholars. The college works for 250 days, its library functions for nearly 250 days and the number of teaching days is around 170. The success rate is around 90 percent. The unit cost of education is Rs.1062/- excluding salary and Rs. 7060/- including salary. The college was established with the objective of providing access to Higher education in a rural area and to enable the marginal farmers, daily labourers and the poor to reach the portals of Higher Education. The founders aimed at removal of social evils and prejudices.

The Susil Kar College submitted its self study report in 2005. The National Assessment and Accreditation Council formed a peer team consisting of Prof. D. Ramchandram, Vice-Chancellor, B.R. Ambedkar Open University, Hyderabad as Chairman, Prof. S.P. Pani Director, of Distance and Continuing Education, Utkal University, Vani Vihar, Bhubaneswar as Member Co-ordinator, Prof. G Venkatesh, Principal, S.R.N. Adarsh College, Bangalore as member. Dr. Shyamasundar, Deputy Adviser, NAAC was the Coordinating Officer from Bangalore. The peer team visited the college on 18-19 February 2006 and interacted with the Principal, Management, Faculty, student, alumni, parents, employees and other stakeholders of the college. The peer team places the following report on the basis of the visit and interactions.

## **SECTION - II : CRITERION WISE ANALYSIS**

### **CRITERION - I : CURRICULAR ASPECT :**

The Susil Kar College offers Graduation Level Courses under Arts, Commerce, and Science faculty. Under Arts it offers Honours in Bengali, English, Political Science, History, Economics and Philosophy and in addition it offers general courses in all these subjects and in Defence Studies. Under Commerce stream Accounting Honour's is offered and under Science stream Economics is offered. There are 1194 students (751 boys+443 girls) in the UG courses. The college also offers Certificate Courses in DTP, Computer Fundamentals, Hardwares and Maintenance under Computer Application. The later is offered under Self-Financing Scheme and there 38 students(31 boys+07 girls). The college follows the syllabi prescribed by the Calcutta University and has little flexibility. The syllabus conforms to the pattern prescribed by Curriculum Development Cell of the U.G.C. The syllabus is unitized. The university has carried out Academic Audit of the college. The Inspector of College, Calcutta University has visited the college. The total marks in Honours course is 1550 and for the General course it is 750. A student under Honours offers 8 papers in the

major and 3 papers under general subject. Besides a student is required to offer English, Bengali, Environmental studies as compulsory subjects. The college has imposed some restrictions on choice of subject in view of logistic difficulties. The Certificate courses in Computer fundamentals, D.T.P. and Computer maintenance are of 6 months duration and these courses are affiliated with West Bengal State Council of Technical Education. There is only one student in Economics Honours and none in Mathematics Honours. The mathematics teacher takes business mathematics under B.Com and mathematics for Economics Honours students. At present there are no B.Sc students. The broad objectives of the institution include spread of Higher Education in rural localities and to broaden the outlook. The curriculum of the college fulfills this twin objectives.

#### **CRITERION-II : TEACHING, LEARNING AND EVALUATION**

Students are selected for admission through academic records. The number of teaching days in the college is approximately 170 days per year and the number of working days is around 250. Out of the 28 teachers working in the college 12 are part timers, 4 permanent and 1 temporary teacher hold Ph D degree. Only 8 teachers have attended 14 seminars and workshops in the last 2 years. The remedial teaching is limited to tutorial class. Chalk and talk is the dominant method of teaching. The college has recently acquired a LCD. The teachers prepare lesson schedule and Heads of the departments reviews the same periodically. The course is covered fairly. The university has introduced annual examinations at the 3 year Degree course with effect from 2005-2006. The teachers submit self appraisal forms which are reviewed by the Principal. Limited feed-back from the students have been obtained by the college. The average score of the teacher is 7.5 on a 10 point scale. The teachers are recruited through West Bengal College Service Commission. Reservation policy is followed. The college is free to engage part time teachers. Salary component of part time teachers is borne by the college. The college admits academically weak students and through teaching improves their standard, Teachers pay individual

4

attention to the academic needs of the students. Many teachers are examination oriented. The student rate the syllabi as of average quality. The introduction of Defence studies is a significant contribution.

### **CRITERION - III : RESEARCH CONSULTANCY AND EXTENSION**

Out of 29 teachers including Principal, 5 hold Ph.D Degree and 1 holds M.Phil. Degree. Located in rural setting with limited facilities, research is not a significant activity of the college. None of the teacher except the Principal is a recognized Ph.D supervisor. There is only one ongoing research project in the college with financial support from UGC. The total outlay of Rs.60,000/-. The teachers have authored few text books for Commerce faculty. The teachers have few research publication. One commerce teacher has published 5 papers and the mathematics teacher has also published few papers. A teacher of the Bengali department has published several articles and few books. The college is not a recognized research centre for Ph.D. The college does not have a designated person for extension activities. There is a NSS unit, which has organized many activities relating to community development and hygiene awareness, adult education, AIDS awareness and blood donation camp etc. The NSS unit has organized a special camp in 2004. There are 100 NSS volunteers including 30 girls. The college has also a NCC wing.. There are 132 cadets. Seven cadets participated in the Republic Day Parade at Kolkata in the last 5 years. Between 1989 and 1992 six cadets participated in Republic Day parade at New Delhi. The girl's NCC wing has been closed down since 2000 in the absence of a lady officer. Fifty three cadets have cleared B certificate and 17 cadets have cleared C certificate in the last five years. Many ex cadets have joined police and defence service. The college has excellent relation with the community around.

### **CRITERION - IV : INFRASTRUCTURE, LEARNING RESOURCES**

The college is located in a rural setting. It is spread over a campus of one acre. The approximate built up area is 3676 sq.meters and the floor area is about

*(Handwritten mark)*

10,000sq.meters. The college building has three blocks with 2 lecture theater, 20 class rooms and 1 departmental room. Besids there is a computer room, a boys common room, girls common room, a NSS and a NCC room , a GYM, a small auditorium, a teachers common room and several other rooms for the office. The college library has 23079 books. There is a book bank with 5008 books. There is a Reference section with 7848 books and a text book section housing 16231 books. The library remains open from 10 a.m. to 5 p.m. The books are classified. The college has added 1097 books in the last 2 years at a cost of 2.5 lakhs approximately. The college contributes to 20 periodicals. Besides the Central library the Bengali department has a library with 390 books. The library has a reading room accommodating 60 students. On an average 40 students use the library per day. Computerization of the library is yet to take place. There is a Computer Centre in the college with 25 PCS and other peripherals. There are 5 more computers in the college office. The infrastructure and college building is well maintained. A sum of Rs.1 lakh has been spent for maintenance in the financial years 2004-2005. The college has no hostel facilities. There is a canteen. There is a sickroom for emergency. Facilities for physical education include indoor games, football, volleyball, cricket ground and a multi-gym. The college has won prizes in games and sports at the local and university level. One girl has participated in swimming at national level.

#### **CRITERIAN - V : STUDENT SUPPORT AND PROGRESSION**

About 80 percent of the students who take admission finally appear in the examination and 90 percent of those who appear in the examination pass-out. Effectively 35 percent students complete the course and the drop-out rate is as high as 42 percent. About 5 percent students progress to Higher Education. Post Matric scholarship is available for SC/ST and OBC students. Majority of students get such scholarship. Freeship is also available and beneficiaries are less than 10. The college also offers partial waiver of fees. The college has established employment cell and a teacher provides limited counseling service. The alumni

has established an association 3 years back with over 300 members Preparation of a directory is under process. Students are increasingly encouraged for self-employment. The college publishes annually its prospectus.

#### **CRITERION - VI : ORGANISATION AND MANAGEMENT**

The college is privately managed and is government aided. It is managed as per the existing laws of West Bengal Government. There is a governing body consisting of several members including the Principal, teachers, students and employee representatives and university and Government nominees. The Principal is the Ex-officio Secretary. The local member of the Lok-Sabha is the president of the governing body. The Principal has formed several committee for the smooth functioning the college. The college has received Rs.71,62,267/- from the government towards salary component of sanctioned posts in 2004-05. Besides the College has spent Rs.3.5 lakh towards salary of part-time teachers and casual staff from its own resources. The other expenses of the college is little over 12 lakhs. The college has generated about 12.46 lakhs collections from the students. The college had a surplus of little over 4 lakh in the years 2004-2005. The unit cost of education excluding salary is Rs.1062/- and including salary it is Rs. 7060/-. The college collects tuition fees from the student around Rs.1000/- per annum. The college has well spelt out Academic Calendar. The purchase procedure is transparent. There is a Grievance Redressal Cell for the students. The regular staffs enjoy P.F. facilities. Festival advance for non-teaching staff is provided. The college Accounts are audited. The student data base has been computerized. The office records are well maintained. The office staff have learnt the use of computers. The UGC had sanctioned Rs.700000/- in the 9<sup>th</sup> Plan and released Rs.637603/-. The amount is fully utilized.

#### **CRITERION - VII : HEALTHY PRACTICES**

The following healthy practices are observed.



- The college has introduced certificate courses in computer applications.
- Students are encouraged to join NCC and NSS.
- Teaching schedule is prepared and courses are covered.
- Defence Studies has been introduced.
- There is good teaching learning ambience.

### SECTION-III : OVERALL ANALYSIS

The Peer Team, after perusing the Self-Study Report and assessing the various academic and infra-structural facilities of the Susil Kar College, South 24 Parganas, West Bengal is very much impressed by the vision, mission and goals of the institution in the cause of promoting higher education in and around the Susil Kar College, West Bengal. The college has made a very significant progress in enlarging its academic activities by offering a variety of courses in Arts and Commerce during post-independence period. It is commendable to note that the institution is recognized as a reputed institution. Career oriented courses like Computer Fundamentals, Computer Maintenance and Desk Top Publishing are offered in this institution for the benefit of the students. Teachers adopt appropriate technologies for effective teaching learning experience. The method of evaluation of students and teachers adopted by the college is quite satisfactory. The college has sufficient infrastructure facilities for the present. Organisation and management are efficient, democratic and transparent. The college has earned a very good reputation for imparting education in South 24 Parganas, West Bengal.

### COMMENDATIONS :

- The NCC has played an effective role in promoting personality development of the students.



- The computerization of office process is a welcome measure.
- The efforts of the college in providing opportunity to a large number of first generation learners is laudable.
- The teacher-student and office staff inter personal relation is excellent.
- Sports and athletics and other co-curricular activities are encouraged.
- The Health Centre is well maintained.

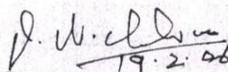
#### RECOMMENDATIONS :

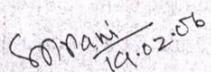
- The college may introduce B.Sc Courses in Life Sciences, Micro Biology and Chemistry.
- Subjects like Geography, Education, Rural Development and Sociology may be introduced.
- The teachers may maintain work diary.
- The valued answer scripts of class examinations may be returned to the students.
- The college may construct boundary wall, acquire additional land in near by area and expand the boys and girls common rooms.
- Separate rooms for the departments and departmental libraries may be provided.
- Spoken English and remedial English Courses may be introduced, if necessary, under Self Finance Mode.
- Basic computer course be offered to all the students at a very nominal rate.
- An open air auditorium may be constructed.
- The girls NCC unit may be revived. Air Wing, Red Cross and Scouts and Guide units may be opened.
- Regular faculty for Defence Studies be appointed with UGC norms.

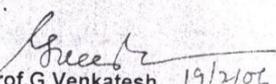
The Peer Team places on record its appreciation for the co-operation received from the Principal, Executive Council, Faculty Members, Non-teaching



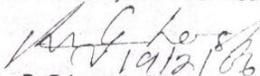
employees, students, parents and Alumni during their visit. The team wishes the very best for the all round development of Susil Kar College, Champahati, Ghospur, 24 Pargana (South), West Bengal.

  
19.2.06  
Prof. D. Ramachandram  
Chairman

  
19.02.06  
Prof. S.P. Pani  
Member Co-ordinator

  
19/2/06  
Prof. G. Venkatesh  
Member

I agree with the observations and recommendations made by the Peer Team in this report.

  
19/2/06  
Dr. Priyanath Ghosh  
Principal

**Principal**  
**Susil Kar College**  
**Champahati 24 Pgs (S)**