



SELF-STUDY REPORT FOR RE-ACCREDITATION 2015

*Submitted to National Assessment
and Accreditation Council*



KHALISANI MAHAVIDYALAYA
KHALISANI, CHANDANNAGAR, HOOGHLY,
WEST BENGAL, PIN: 712138
www.khalisanicollege.org



KHALISANI MAHAVIDYALAYA
(ACCREDITED - B BY NAAC)
KHALISANI, CHANDANNAGAR, HOOGHLY, PIN-712138
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Reference No: NAAC/ACCR/2015

Date: 31.12.2015

To,
The Director,
National Assessment and Accreditation Council (NAAC),
P.O. Box No: 1075, Nagarbhavi,
Bangalore: 560 072,
India.

Sub: Uploading Self-Study Report of Khalisani Mahavidyalaya, Chandannagar, District-Hooghly, West Bengal, Pin; 712 138, for second cycle reaccreditation 2015 in our official website www.khalisanicollege.org

Revered Sir,

In compliance with the requirements of LOI, we feel glad to upload our SELF-STUDY REPORT 2015 in our official website www.khalisanicollege.org for Second Cycle reaccreditation. The SSR highlights the key aspects of the functioning of our college during the post accreditation period of 2008-2015.

We passionately look forward to hear from you on your decision for peer team visit in our college.

With sincere regards,

Dr. Napankar Hazra,
Principal,
Khalisani Mahavidyalaya

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**EXECUTIVE SUMMARY
CONTAINING
POST NAAC INITIATIVES
AND SWOC ANALYSIS**

EXECUTIVE SUMMARY:

Introduction:

The journey of the College originates in 1970 under the philanthropic initiative of few noble-hearted persons with the motto to impart higher education to a relatively backward rural society in the western precinct of the erstwhile French colony of Chandannagar. The journey of the college in its initial three decades marked with social responsibility through various activities under the banner of National Service Scheme. From those days blood donation by the students becomes a tradition of the institutional social responsibility. Teaching-learning continues predominantly in General courses with equal care and importance. The advent of the new millennium fosters change in the field of higher education in accordance with the changing demands in the field of education. Although Honours course in Accountancy was introduced way back in the year 1983, new Honours courses in majority of the Arts disciplines start rolling beyond the year 2000. Quest for quality education gained momentum amidst requirements of self-assessment and introspection. The outcome is our institutional venture for NAAC assessment in mid-2008 and subsequent accreditation of “B” with CGPA 2.3. The strength and the weaknesses are outlined with precision by the visit of the previous NAAC Team. Our journey continues following a more cohesive and consistent pattern.

POST ACCREDITATION INITIATIVES:

The most important post-accreditation effort is the establishment of the Internal Quality Assurance Cell as promulgated by NAAC. The Cell commences its verve in forms of plans and suggestions in various aspects to the teachers, non-teaching staff and the organizational bodies to ensure and uphold quality. With the passing of time the IQAC evolved into a more dynamic body and not only confining itself in the propaganda of planning and proposing but in executing actions deemed for quality enhancement. Through coordination between the various statutory, conventional bodies, the IQAC encourages and ascertains leadership, participation and teamwork amongst the members of the Khalisani Mahavidyalaya family. The outcome is the following:

- Under the leadership of the Principal and financial patronage by the Department of Higher Education, Government of West Bengal, the College is able to construct a 4000^{sq} m annex building which accommodates a seminar hall, a cafeteria, a room for the Students’ Union, a classroom and laboratory for Bio-science. The second phase of construction in the first floor is going to be started shortly. Some of the influential Alumni of our college undertake initiative and bring grant from MPLAD thus enabling the creation of two more classrooms in the

second floor. Very recently, the Governing Body of the College has started the process of purchasing more than 20 cottahs of land adjacent to the southern boundary of the College to enhance infrastructural expansion in near future.

- The expansion in physical infrastructure has been amalgamated by other necessary augmentations. State-of-the-art laboratory is created in the Departments of Physics and Chemistry. New powerful server has been installed; computers are purchased, while some of the old ones are recycled. Local area Networking is substantiated by free Wi-Fi, Smart Class room has been created; Libraries and offices are equipped with more technological devices including copiers for reprographic facilities, fax machines, printers and scanners. Number of books and journals in the library are increased steadily. The number of solar lights during first cycle of accreditation was merely four; now 12 LCDs generated by a more powerful rooftop solar panel illuminate the campus after the sunset.
- Unfortunately human resources in terms of teaching and non-teaching decreased to some extent and on this issue the College has no control over the odds. The management is in relentless pursuit of creating and revalidating both the Teaching (51 in number) and Non-teaching posts (20 in number) and communicating with the State Government in the best possible manner. Temporary arrangements are made by recruiting Guest Lecturers (more than 25) to address the needs of curriculum and by appointing non-teaching staff for proper running of the administration. Even then the ever-growing requirements have been fulfilled by dedicated teamwork consisting of the teaching and non-teaching members of the institution. Implementation of COSA, on-line salary to the teachers and staff, on-line admission, online registration are some of the noble ventures executed by our energetic and dedicated support staff under the able leadership of a dynamic Principal.
- The performance indicators of the students are in rise. Performances of our students in the University examinations have been praised by the earlier peer team; it remains consistently steady in the Honours programmes. Students' progression is also good, if not better. Two honours programmes have been introduced in Physics and Chemistry to make the Science wing stronger, while Education has been incorporated as a combination subject in the B.A. general course. Formal approval letter from the Mother University and the Higher Education Council for introducing Computer Science as combination in Pure Science is pending. The IQAC has initiated some value oriented certificate courses in Basic Computer and Communicative English in collaboration with the British Institute and Customer relation and sales / ITES- BPO in association with Bandhan, Konnagar.
- Research, publications and participations in various bodies by the teachers gained momentum, the institution has been successful in organizing two

State Level and one National level seminars sponsored by the UGC during 2012. Under the initiative of the IQAC coordinator we have organized important workshops on CAS in 2014 and on SPSS in the year 2015.

- We are able to reintroduce our NSS unit after a lengthened time-taking communication with the University of Burdwan; it has started its dynamic social outreach activities in the vicinity through various awareness programmes, health camps, plantations and environmental awareness drives, thus satisfying the traditional ideology of our institutional social responsibility. It is because of the aegis of our NSS unit we are able to run one of our best practices *Seva* i.e. providing health care to needy people residing in the rural neighbourhood.
- Support system to the students, particularly the students from the non-creamy layer, has also been adequately addressed by implementation and execution of UGC sponsored Remedial classes, coaching classes for Entry-in-Services and Career-Counselling Cell in XI and also in XII plan period grants. A UGC sponsored Network Resource Centre is also in vogue.
- Sincere effort by the IQAC has been taken to introduce “Self Defence” course for our girl students and “Yoga classes” for all to inculcate into them a true sense of living with confidence and to create a strong character in them.
- Traditionally our students are very good in outdoor games. We have produced national level sportspersons over the years. We are determined to carry forward that legacy and encourage our students to excel further.
- NAAC report during 2008 expressed approval of the cultural activities of our students and instructed the College to sustain this aspect. A few initiatives have been taken to nurture the cultural ability of our students – cultural competitions and cultural programmes are arranged on annual basis; eminent and renowned artists are invited to perform in the cultural dais of our College. Students are encouraged in taking part in various cultural programmes outside the institution. Our team’s success in the Mock parliaments organized by the Department of Parliamentary Affairs, Govt. of West Bengal, has become a routine affair. More recently, the institution is extending its support to the cultural activities of its tribal pupils; a popular folk band of Bengal *Dohar* enthralled the audience in recent years.

The pursuit to attain quality thus continued.

SWOC ANALYSIS:

Every organization is judged on the basis of its points of strength and on its embedded weakness. No institution can claim that it is flawless. The management of the College is sincerely aware of the parameters of strength and weaknesses and always endeavors to meet the challenges and transform those into opportunities. We are enlisting the strengths and weaknesses on the basis of the key aspects;

CURRICULAR ASPECTS:

The strengths

- ✓ Imparting Value-based education with the spirit of blended learning adhering to the needs of curriculum is the stated objective.
- ✓ Provision of optimum options and choice base in curriculum with respect to the infrastructural and human resource available.
- ✓ Introduction of subjects in accord with the demands.
- ✓ Flexibility in change of programs at the initial stage of the course and after each Part examination.
- ✓ Planned execution of the curriculum by dedicated teachers and by recruitment of efficient guest lecturers.
- ✓ Introduction of value added certificate courses like communicative English and Basic Computer.

The weaknesses

- Acute shortage of full time teachers. Our Chemistry department has only one approved post while a Government College in adjacent city has 12.
- The physical infrastructure is also not adequate for the introduction of new courses at present.

The opportunities

- ❖ The college management is in relentless hunt for finance to augment infrastructure and to create teaching posts.
- ❖ Talks are at its final stage with organizations of repute like the British Institute, EILLM, Bandhan for proper functioning of certificate courses which will equip the students with the job market necessities.
- ❖ The College can appeal to the UGC for obtaining grant in the *Kaushal* scheme.

The challenges

- ⊕ The administrative hindrances for the creation of Teaching and Non-Teaching posts looms large and repeated appeals to the concerned authority are falling in the deaf ears.

TEACHING LEARNING AND EVALUATION:

The strengths

- ✓ A very friendly and conducive atmosphere and a strong bond among the students, teachers and the administrative officials. A group of few dedicated teachers work with selfless devotion.
- ✓ Transparent online admission
- ✓ New method of comprehensive and continuous assessment mechanism with integrated in house project and seminar presentation for the Honours students.
- ✓ Emphasis on the creation of more teaching days throughout the session.
- ✓ Proper functioning of UGC sponsored Remedial Classes and Coaching for Entry-in-services
- ✓ A well-equipped central library
- ✓ Consistently sound academic performance of the students in UG Honours programmes.

The weaknesses

- Lack of adequate number of full time teachers.
- Insufficient number of classrooms and ICT enabled halls to make the teaching learning more attractive.
- The performance of the students of General course is not so pleasing.
- The number of students pursuing Science and Economics is decreasing.

The opportunities

- ❖ The possibility of creation of new infrastructure and creation of teaching posts is high. Proper and just utilization of the same can yield rich dividends

- ❖ Students are coming in the college in great numbers with the gradual rise of intake. Proper mentoring and guidance can create better avenues for them

The challenges

- ⊕ To keep pace with the dynamic requirements of higher education
- ⊕ To make the students, particularly the General students more concerned about the utility of UG courses and its learning outcome.
- ⊕ To mobilize students for taking Economics and Science subjects.

RESEARCH, CONSULTANCY AND EXTENSION:

The strengths

- ✓ Number of teachers engaged in research and publications is quite high.
- ✓ A yearly journal titled “Dialogic Space” being published under the leadership of the Department of English & Bengali
- ✓ A supportive management and IQAC Cell with its coordinator, being an active researcher, always encourage the teachers for research oriented activities.
- ✓ Provisions are made for technological support for research.
- ✓ A motivated and rejuvenated NSS unit providing outreach activities to the society.
- ✓ Students’ participation in Blood Donation camp, campus cleaning drive and other activities.

The weaknesses

- Too much burden for the teachers as they have to execute both academic and administrative works to encounter shortage of teaching and non-teaching staff.
- The official red-tape deters support mechanism required for research and also research-centric ambience is still rudimentary in our college.
- Research Collaboration with other agencies has not been properly explored.

The opportunities

- ❖ A lot of financial support from the UGC, ICSR, NCERT, and many other agencies are available; teachers have the opportunity to grab those financial supports to conduct research.

The challenges

- ⊕ Time is a serious constraint for both research and extension activities as academic and administrative pressure is quite high.

INFRASTRUCTURE AND LEARNING RESOURCES:**The strengths**

- ✓ Optimum utilization of all available resources.
- ✓ Creation of new options like smart class rooms, free Wi-Fi, LAN, etc
- ✓ Management's concern about the enhancement of infrastructural facilities.
- ✓ Safe drinking water, cafeteria, playground, seminar hall, etc.
- ✓ A good library with more than 25000 books
- ✓ A plethora of on-line journals are available through JSTORE and on-line journal hubs like N-list, NISCAIR etc.

The weaknesses

- The source of funding for building infrastructure is much below than what is required.
- Scarcity of land for horizontal expansion.
- The old building requires a lot of renovation.
- The floor level is quite low in the main building and it needs to be renovated.

The opportunities

- ❖ Venture has been taken for purchasing land and second phase of construction of the annex building.
- ❖ Financial support is expected from MPLAD, Government Grant, UGC and the RUSA.

The challenges

- ⊕ The extended time span of receiving the grant.
- ⊕ Hike of price of constructional materials.
- ⊕ Lack of staff for executing and monitoring construction work.
- ⊕ Upliftment of the library up to the mark with change of time with scanty staff.

STUDENT SUPPORT AND PROGRESSION:

The strengths

- ✓ Significant representation of female students and students from non-creamy layers.
- ✓ UGC sponsored Remedial Classes, Coaching classes for entry in services and Career Counseling Cell in operation.
- ✓ Self-Defense classes for girl students; Yoga for all.
- ✓ Other gender sensitizing programmes like save-the-girl-child programme, poster competition, best slogan competition against female feticide and Gender Championship programme following guidelines of UGC.
- ✓ Introduction of new value added certificate courses with some guarantee of placement.
- ✓ Workshops and talks by external agencies on job requirements.
- ✓ Free studentship by the College, Kanyashree, SC/ST, Jindal and other type of stipends provided to the needy students.
- ✓ Good support for cultural and sports activities culminating into very good performance by the students in Mock parliaments and in University level sports.
- ✓ Students' Health Home and Students' Aid Fund.

The weaknesses

- Simultaneous job oriented certificate courses are much insufficient in comparison to students strength.
- Organized mentoring and counseling by external peer has yet to be executed.
- Lack of proper infrastructural facility for differently-abled students.

The opportunities

- ❖ Talks are on with the Hooghly Zilla Parishad to introduce vocational courses for the students at our other premise at Bilkuli.
- ❖ The MHRD is offering *Din Dayal Upadhyay Kaushal* projects to Higher Educational Institutions. The project can perhaps be applied for after signing MOU with industry partners.

The challenges

- ⊕ To manage all these affairs with so few non-teaching and teaching staff.
- ⊕ To provide free studentship has become a challenge as 50% of the tuition fee has to be submitted to the Government of West Bengal.

GOVERNANCE AND LEADERSHIP:

The strengths

- ✓ Representation and participation of all stakeholders in the management.
- ✓ Proper coordination between bodies like the GB and the IQAC, TC, Finance Committee etc.
- ✓ A large number of pro-active committees and cells, i.e. Academic Committee, Library Committee, Students' Welfare Committee, Admission implementation Committee, Cultural Sub-Committee, Women's Cell, etc.
- ✓ Management is concerned about augmentation of physical infrastructure and to enhance the quality of human resources.
- ✓ Provisions made by the management for amplification of technology based services like COSA, online admission, etc.
- ✓ Updated audit and finance management under the leadership of Bursar.
- ✓ Proper and timely interactions with patrons like the UGC, DPI and the University of Burdwan.

The weaknesses

- Inability to organize staff orientation programmes for the Teachers and support staff on annual basis inside the campus.
- Still no system of extensive academic and administrative audit.
- Number of alumni in the process of development is still insufficient.

The opportunities

- ❖ Radical and pro-reformist mindset of the management is creating avenues for progression.
- ❖ Mode of e-governance in interaction with University, Government and other agencies is in making. It will enable governance more transparent.
- ❖ The expanding role of IQAC in the College development initiative has been enterprising.

The challenges

- ⊕ To improve the staff pattern by leaps and bounds overcoming the complexities and delay in the official procedure.
- ⊕ Generating more fund from all ends.
- ⊕ Sustain the motivation, energy and activity of the stakeholders in quest of superiority.

INNOVATION AND BEST PRACTICES:

The strengths

- ✓ Utilization of alternative energy in the form of solar light in the campus.
- ✓ Joint participation of teachers, staff and students in Outreach activities like medical and health care assistance, environmental awareness programs, keeping a green and clean campus, plantations, green auditing, etc.
- ✓ Innovative courses like Self Defense for Girls and Yoga for all.
- ✓ A nurtured ambience for overall development of students.
- ✓ Following the UGC guidelines we have started “Gender Championship” to promote Gender Sensitization.

The weaknesses

- Still unable to make the rain water harvesting system functioning.

The opportunities

- ❖ Under the support of the NSS unit enormous opportunity is in view to serve the local society through injecting values to the future generation in and outside the campus.

The challenges

- ⊕ The hind side of using technology has its own demerits and it has an impending effect on the creative mindset particularly to the college-goers making them quite restless. The challenge is to make the young minds a bit patient and value conscious.

FUTURE PLAN:

Dream should have no limitations but planning requires a lot of pragmatic thinking. Being a small college with limited physical infrastructure and more limited human resources we do not have the luxury of planning a lot. Taking into consideration immediate requirements of the stakeholders our future plan rests on short term basis – three to five years. We remain hopeful that we can execute the following plans with logical thinking and appropriate actions:

- ⊕ The process of purchasing more than 20 cottahs of adjacent land well below the market value will enable us to expand our physical infrastructure; a **new building for Science departments** can be created.
- ⊕ Another new building can be constructed on the proposed land to provide Hostel accommodation to the students.
- ⊕ After the construction of second phase of annex building a better **organized and decorated library** can be created in the first floor and a conference room in the third. This will also enable us to enhance the number of class rooms and to create the long expected **Language lab**.
- ⊕ The college has applied to the State Government for budget grants of Rs. 25 lakhs for purchase of computers and its peripherals as well as furniture. Once received, this will solve the problem of adequate **computers for Teaching-learning and research**.
- ⊕ Some of the officials and representative of the Government have given verbal assurance to **fill up and create Teaching and Non-teaching posts of the College**. Once the problem of human resource is resolved and the new recruits are provided with training and orientation to prepare them for academic and administrative responsibilities.
- ⊕ The value of general UG degree courses is getting lesser day by day; students are getting registered just to become a graduate. In this perspective the management is seriously thinking of **introducing few more value added certificate courses** and some vocational training programmes in the Bilkuli campus. Application to introduce the MHRD *Kaushal* project always remains in our mind, Bilkuli campus may be one such place where these types of projects can be initiated.
- ⊕ The College management is considering the introduction of an **Internal Audit Mechanism** on Annual basis in the following way –a) Internal data capture from Academics, Administration, Finance and Management, b) analysis and evaluation of the data by the IQAC after which IQAC will provide with definite proposals and c) Evaluation and execution of the proposals by the GB. These steps can foster the development of the College and will create an extensive database of multipurpose utility. Completion of the office automation system does bear immense importance in this regard; College website has also extensive provision to

store students' database which, to be honest, have not been explored properly.

- ⊕ Vast majority of the students, particularly the General Course students are showing extreme unwillingness to read text and reference books. Keeping in view to this weakness of the students the IQAC is considering the initiation of **Open Book Evaluation system** for the internal examination of the General course students, at least on experimental basis for one or two years. The students have to make their answers by consulting a book within a stipulated time. This step may enable the students to create and write their answers of their own.
- ⊕ NAAC evaluation mechanism and the new model of Career Advancement Scheme of teachers are giving much importance on the research and publication oriented activities of the faculties as well as the students. Adhering to this the IQAC is in the thought process of initiating an **Advance Study Centre** inside the college. This Centre, under the guidance of Teachers will engage itself in activities like publishing annual journals by teachers, magazines by students and by organizing interdisciplinary seminars and workshops by internal and external experts both for the sake of the students and faculties.
- ⊕ There is much importance in extension and outreach activities that include social and community services by the students. Under the leadership of the NSS we have started **community services** like arranging survey works, medical camps, awareness camps on environment, philanthropic activities like distribution of blankets in winter, etc. *Pathachakras* or study centres for inculcating value based education both in and outside the campus including the adopted villages is in the future plan of our NSS unit.
- ⊕ The basic objective of an educational institution is to create a new generation of citizens with adequate knowledge and will-power to work with moral values, integrity and pious conscience to serve the society in a responsible manner. We hope that we can create such citizens of future.

PROFILE OF THE INSTITUTION

PROFILE OF THE INSTITUTION

1. Name and Address of the College

Name:	Khalisani Mahavidyalaya	
Address:	Khalisani,	
City: Chandannagar	Pin: 712138	State: West Bengal
Website :	www.khalisanicollege.org	

2. For Communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Nepankar Hazra	O: (033) 2682-6600 R:	9434101384	(033) 2682-6600	hazra.nepankar@gmail.com
Vice Principal	N.A.	O: N.A. R: N.A.	N.A.	N.A.	N.A.
Steering Committee Co-ordinator	Dr. Arghya Bandyopadhyay	O: R:	9674263678		b.arghya@gmail.com

3. Status of the Institution:

Affiliated College
 Constituent College
 Any other (specify)

√

4. Type of Institution:

By Gender

For Men
 For Women
 Co-education

By Shift

Regular
 Day
 Evening

5. It is a recognized minority institution?

Yes
 No

√

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

N.A.

6. Sources of funding

Government

Grant-in-aid

Self-financing

Any other

√

7. a. Date of establishment of the college: 01.09.1970

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

The University of Burdwan

c. Details of UGC recognition

Under Section	Date, Month and Year (dd-mm-yyyy)	Remarks (if any)
2(f)	03.02.1976	Ref No F.8-17/76(CP)
12(B)	03.02.1976	

(Certificate of recognition under u/s 2(f) and 12 (B) of the UGC act enclosed)

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

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

Under Section/ Clause	Recognition/ Approval details Institution/ Department Programme	Date, Month and Year (dd-mm-yyyy)	Validity	Remarks
	Not Applicable			

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: N.A.

b. for its performance by any other government agency?

Yes

No

If yes, Name of the agency: N.A.
 And Date of Recognition: N.A.

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

Location:	Urban/ Semi-Urban / Rural
Campus area in sq. mts.	2.32 acres =9388.58 sq. mts.
Built up area in sq. mts.	7218 sq. mts.

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

- Auditorium / seminar complex with infrastructural facilities ✓
- Sports facilities
- Play- ground ✓
- Swimming pool ✕
- Gymnasium ✕
- Hostel ✕
- Boys’ Hostel ✕
- Number of hostels ✕
- Number of inmates ✕
- Facilities ✕
- Girls’ Hostel ✕
- Number of hostels ✕
- Number of inmates ✕
- Facilities ✕
- Working Women’s Hostel ✕
- Number of inmates ✕
- Facilities ✕
- Residential facilities for teaching and non-teaching staff
- Teaching staff ✕
- Non-teaching staff ✓ (Three quarters for guards in the campus)
- Cafeteria ✓
- Health Centre

First Aid Inpatient Outpatient Emergency Care facility* Ambulance ✕
 ✓ ✕ ✕ ✕

Health Centre Staff: Nil

Qualified doctor	Full time	<input type="checkbox"/>	Part time	<input type="checkbox"/>
Qualified nurse	Full time	<input type="checkbox"/>	Part time	<input type="checkbox"/>

* In case of emergency arises of sudden illness of the students, he/ she is taken to and admitted in the “Dishari” hospital which is run by the Chandannagar Municipal Corporation.

Facilities like banking, post office, book shops ✕

Animal House ×
 Biological Waste disposal ×
 Generator or other facility for management/ regulation of electricity and voltage ✓
 Solid Waste management facility ×
 Water harvesting ×

12. Details of programmes offered by the College (Data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Approved student strength	No. of students admitted*
1.	Under Graduate (a) Hons Programmes Total =12	Bengali	3 years	Merit/Marks in HS/ equivalent	Bengali	67	68
		English	3 years	Merit/ Marks in HS/ equivalent	English	52	52
		Sanskrit	3 years	Merit/ Marks in HS/ equivalent	Bengali	52	43
		Geography	3 years	Merit/ Marks in HS/ equivalent	Bengali	27	27
		History	3 years	Merit/ Marks in HS/ equivalent	Bengali	67	53
		Pol. Sc.	3 years	Merit/ Marks in HS/ equivalent	Bengali	52	53
		Philosophy	3 years	Merit/ Marks in HS/ equivalent	Bengali	37	32
		Economics	3 years	Merit/ Marks in HS/ equivalent	Bengali	23	6
		Accountant	3 years	Merit/	Bengali/	87	62

		cy		Marks in HS/ equivalent	English		
		Mathematics	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	37	34
		Physics	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	15	15
		Chemistry	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	15	13
	b) General Programmes Total=4	B.A. General	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	533	610
		B.Com General	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	226	75
		Pure Science General	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	19	10
		Bio. Science General	3 years	Merit/ Marks in HS/ equivalent	Bengali/ English	21	14
2.	Post Graduate	Nil					
3	Integrated Programmes (PG)	Nil					
4.	Ph.D	Nil					
5.	M.Phil.	Nil					
6.	Certificate Courses	Nil					
7	UG Diploma	Nil					
8	PG Diploma	Nil					

9	Any other	Nil				
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* based on data available on 15th December, 2015 prior to the registration.

13. Does the College offer self-financed Programmes

Yes No

If Yes, How many

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

Yes	√	No		Number	
	√				01, Education as combination in B.A. General

15. List of Departments:

Faculty	Departments	UG	PG	Research
Science	Mathematics,	Hons and General	N.A	N.A.
	Physics,	Hons and General		
	Chemistry,	Hons and General		
	Zoology,	General in Bio. Sc.		
	Botany	General in Bio. Sc.		
Arts	Bengali,	Hons and General	N.A	N.A.
	English,	Hons and General		
	Sanskrit,	Hons and General		
	Geography,	Hons and General		
	History,	Hons and General		
	Political Science,	Hons and General		
	Philosophy,	Hons and General		
	Economics,	Hons and General		

	Education	General in B.A.		
Commerce	Commerce	Accountancy Hons B.Com. General	N.A.	N.A.
Any other	N.A.	N.A.	N.A.	N.A.

16. Number of Programmes offered under

a Annual system	16
b Semester system	0
c Trimester system	0

17. Number of Programmes with

a Choice Based Credit System	0
b Inter/ Multidisciplinary Approach	2
c Any other (specify and provide details)	0

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

Yes No

If yes,

Year of introduction of the programme(s) (dd/mm/yyyy)

and number of batches that completed the programme

NCTE recognition details (if applicable)

Notification No. : N. A.

Date: N. A. (dd/mm/yyyy)

Validity: N. A.

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

Yes No

19. Does the college offer UG and/ or PG programmes in Physical Education?

Yes No

If yes,

Year of introduction of the programme(s) (dd/mm/yyyy)

and number of batches that completed the programme

NCTE recognition details (if applicable)

Notification No. :N.A.

Date: N.A.(dd/mm/yyyy)

Validity: N.A.

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	
	Professor		Associate Professor		Assistant Professor		M	F	M	F
	M	F	M	F	M	F				
Sanctioned by the UGC/ University/ State Government <i>Recruited</i>	0	0	6	1	6	4	8	3	2	0
<i>Yet to recruit</i>			09#				9		2	
Sanctioned by the Management/ Society/ or other authorized bodies <i>Recruited</i>							10	1		
<i>Yet to recruit</i>										

There is no recruitment directly to the post of Associate Professor; as per College Service Commission rules all vacant posts are of Assistant Professor.

21. Qualification of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc/ D.Litt	0	0	0	0	0	0	0
Ph.D	0	0	5*	0	2	0	7
M.Phil.	0	0	1	1	2	1	5
PG	0	0	1	0	2	3	6
Temporary teachers							
Ph.D	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0
Part-time teachers							
Ph.D	0	0	0	0	0	0	
M.Phil.	0	0	0	0	0	0	
PG	0	0	0	0	0	0	9 (2M, 7F)

* One in leave on lien.

22. Number of Visiting Faculty/ Guest Faculty engaged with the College: 29

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

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	199	118	280	157	350	188	328	211
ST	31	8	42	19	51	25	56	35
OBC	30	12	43	20	50	21	56	33
General	774	622	947	763	1001	863	952	832
Others	41	18	50	24	54	22	49	30
Total	1075	778	1362	983	1506	1119	1441	1141

24. Details of students enrolment in the college during the current academic year*

Type of Students	UG	PG	M.Phil.	Ph.D.	Total
Students from the same state where the College is located	1167	N.A	N.A	N.A	N.A
Students from other states	0	N.A	N.A	N.A	N.A
NRI students	0	N.A	N.A	N.A	N.A
Foreign students	0	N.A	N.A	N.A	N.A
Total	1167	N.A	N.A	N.A	N.A

* II year and III year admission is not yet completed

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

UG	2013-14 = 12.4% 2014-15 = 20.2%*	PG	N.A.
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* Not actual drop out, it includes inter college and internal departmental transfer in first year and non-appearing of students in Part-I/ Part-II/ Part-III examinations

26. Unit cost of Education

(Unit Cost = total amount recurring expenditure (actual) divided by total amount of students enrolled)

(a) Including the salary component	Rs. 8737.73
(b) Excluding the salary component	Rs. 528.69

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

Yes No

If yes,

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

Yes N.A No N.A

Name of the University which granted such registration.

N.A

Number of programmes offered

Programmes carry the recognition of the Distance Education Council

Yes

No

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

Sl. No.	Name of the Programme	Teacher-student ratio	Sl. No.	Name of the Programme	Teacher-student ratio
1	Bengali Hons	1:48	9	Accountancy Hons	1:40
2	English Hons	1:48	10	Mathematics Hons	1:15
3	Sanskrit Hons	1:52	11	Physics Hons	1:14
4	Geography Hons	1:59	12	Chemistry Hons	1:19 [^]
5	History Hons	1:53	13	B.A General	1:83
6	Pol. Sc. Hons	1:15	14	B.Com General	1:79
7	Philosophy Hons	1:24	15	Pure Science	1:10
8	Economics Hons	1:4	16	Bio Science	1:14

* guest lecturers are not counted to determine the ratio

[^] ratio is based on only one guest lecturer in contractual basis.

29. Is the college applying for

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re assessment

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

Cycle 1 16.09.2008 Accreditation outcome/ Result: 'B' with CGPA 2.3

Cycle 2 Applying for Accreditation outcome/ Result: N.A.

Cycle 3 N.A. Accreditation outcome/ Result: N.A.

31. Number of working days during the last academic year

32. Number of teaching days during the last academic year

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

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

30.09.2008

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

AQAR (i) 2011-12	03.02.2016*
AQAR (ii) 2012-13	03.02.2016
AQAR (iii) 2013-14	03.02.2016
AQAR (iv) 2014-15	03.02.2016

*Date of mailing to CAPU after acceptance of LOI by NAAC.

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

No.

**CRITERIA 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.**

Khalisani Mahavidyalaya was founded in 1970 with an eye to impart education to large number of people of the locality and adjacent area. So our mission is to fulfil the aspiration of delivering proper education. Keeping this mission in mind our institution has been trying to inspire youths for taking education and for involving them in constructing socio-economic base of locality suitable for modern time.

To get our mission and vision successful we communicate to the guardians and other stakeholders through our prospectus and parent-teachers meeting and to the teachers and staff through meeting and discussion.

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).

Curricula that our college follows have been adopted by University of Burdwan considering the model curricula drafted by the UGC, India. Module planning and its execution are done by the teachers within the Departmental parameters. The curricula always aim at following regional trends as well as national trends. These developments are for making students eligible for different competitive examination. Our institution directs all teachers to implement our aims and visions related to curricula through the inductive method of teaching and regular communication between teachers and students. Inductive method of teaching helps the students to make the subject matters easy and regular communication creates and cordial relationship which makes the students to get knowledge from teachers smoothly. Beside these, our continuous evaluation process, introduced from this academic year has been a new attempt to provide a different dimension not only to get rid of examination phobia from student's life but also attempts to evaluate him comprehensively. In a border aspect the new evaluation plan which has substituted the traditional evaluation process consists of three semesters in an academic year providing stress on students' attendance and innovative skill.

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?

For effective translation of curriculum teachers participate in the workshops arranged by different parent bodies.

Teachers participate mandatory in RC and OP organized by different Academic staff colleges of University under the aegis of UGC. These courses provide ample scope for the teachers to improve their teaching abilities.

Institute provides a library equipped with plethora of books in hard copies and also through online services on different subjects, audio-visual aids and state-of-the-art labs on practical subjects which enable teachers for effective translation of curriculum and improving teaching practices.

Recently Institute has introduced smart class room.

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.

- An effective remedial coaching class sponsored by UGC is successfully run by our institution for successive years now.
- Teachers arrange special classes in summer recess to equip students further with exam oriented skill.
- For effective delivery and transaction of curriculum, some of our class rooms are ICT enabled.
- Guest teachers are recruited on time to time basis as per requirement of different departments.

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

- As an UG affiliated Degree College, which doesn't impart professional courses, we seldom get any chance to interact with the industry as such.
- Nevertheless attempts are made to tie up with certain organizations which have direct connection with industries and job providing authorities.
- Bandhan Bank and British Institute are among organizations with whom we have tied up recently.

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.

There are few members of our college who are involved in some of the specific organizations related to development of Curriculum by the University

- Dr. Alope Kr. Roy, Associate professor (on lien), Dept. of Mathematics, and Dr. Amitabha De, Associate professor, Dept. of Physics are Member of Board of Studies of The University of Burdwan.
- Some teachers are also involved in specific works related to the curriculum of the University of Burdwan like paper setting, Moderation, syllabus framing.
- Most of the teachers are invited to deliver their valued opinion in workshops arranged for time to time up gradation / reconstruction of syllabus.

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

The answer would be “NO” till 2014. But in this year we have introduced few certificate courses which can help our students to strive in the competitive domain of job search.

Name of the courses:

- Communicative English
- Basic Computer Course
- Advanced Computer Course
- Computer Application and Programming
- Customer relation and sales / ITES- BPO

The syllabus and the Module of these courses are developed by the experts of some professional institutes in consultation with the IQAC. Along with these as a mandatory provision we have taken due permission from the University.

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

Stated objective of curriculum is to ensure success at the University examination. The objective is analyzed among teachers in the departments and also in the Teachers’ council meeting. This may be one parameter of judging the objective but on larger perspective teachers continuously motivate and try to ensure that

value-based objectives of curriculum are constantly upheld with their interaction with students and perhaps to a broader sense with the society as a stakeholder.

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.

Our college offers under the aegis of the University of Burdwan UG Honours courses in 12 subjects and 3 general UG courses in three different streams- Arts, Science and Commerce. Some new certificate courses like Communicative English, BPO Training and some different levels of computer courses are introduced with due permission taken from Mother University. The goals of these courses are to introduce specific learning objectives which in a larger canvas include an all-round personality development of a student to cope up with the demands of the professional market.

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

Beside UG Courses College has initiated some job oriented courses from this academic session in which certificates would be provided. These courses are Communicative English, Basic and Advanced level Computer Courses, Computer Application, Customer relation and sales / ITES- BPO. Students who will enroll and pass out from these courses will obtain twinning degree one for UG course and the other for the certificate courses.

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

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

The college offers various provisions with reference to the academic flexibility in concurrence to the rules and regulations of the University of Burdwan.

➤ Core Options:

- Arts
- Commerce
- Science

For Arts stream we offer Honours studies in the following subjects

Bengali, English, Sanskrit, History, Geography, Political Science, Philosophy, Economics.

Candidates of B.A General will have to choose three subjects one of from each group.

Group A	Bengali	History
Group B	English	Political Science
Group C	Philosophy	Education
Group D	Sanskrit	Economics
Group E	Geography	

Note 1): Student who opts for Major/Honours in any one of the above mentioned subjects from the group cannot select subject as combination from the same group

Note 2): Major/Honours in Education is not taught here.
Bengali and English are taught as compulsory subjects for students of all streams in Part-I and ENVS in Part-III

Note 3): Major/Honours in any Arts stream can choose Mathematics as his/her combination, if so desired.

Note 4): Any student of B.A general can opt for Geography as combination subject.

For **Commerce stream** we offer Honours in Accountancy and Commerce General with the papers as prescribed by the University.

For **Science stream** we offer Major/Honours studies in the following subjects
Physics, Chemistry, Mathematics.

Candidates of **B.Sc General** will have to choose any three of the subjects:

Physics	Chemistry	Mathematics	Botany	Zoology
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Note 1): Students from B.Sc. (Bio) combination has to choose Chemistry as one combination subject.

Note 2): Students opting Major/Honours in Physic or Chemistry or Mathematics may consider Geography as one combination, if so desired.

Note 3): Affiliation of Computer Science in General course has already been procured and likely to be introduced from the next Academic Session after receiving the official approval letter from the mother University. Students opting Major/Honours in Physics or Chemistry or Mathematics may consider Computer Science as one combination subject from the next Academic Session.

Following rules and regulation of the mother University, horizontal mobility within stream is allowed for a limited period of time.

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.

No, at present there is no self-financed programme.

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.

We have recently introduced some such programmes in tie up with Bandhan Bank and British Institute. Such programmes are meant for employment markets in the BPO sector and in the software market. The beneficiaries are going to be our students who can earn simultaneously one certificate course along with their basic graduation course. Details of such courses/program are listed below

Name of the courses:

- Communicative English
- Basic Computer Course
- Advanced Computer Course
- Computer Application and Programming
- Customer relation and sales / ITES- BPO

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

The University does not provide any flexibility of combining the conventional mode with the distance mode of education.

1.3 Curriculum Enrichment:

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

Statute of the University provides opportunity to the teachers to be nominated in the Board of Studies and in many other academic bodies according to seniority and experience. These bodies are responsible for revision of University Curriculum and formulate different academic Programs as per need of the hour. The College being affiliated to the University of Burdwan does not have the option of formulating its own curriculum. Still the courses offered have their relevance to the goals and objectives. The college aspires to inculcate the intellectual standards of students through strict academic commitment. Students are inspired to reach higher level of academic achievement. The Institution strives towards overall development of students and quality enhancement of learners through various aspects of holistic personality development during teaching-learning process followed. The College ensures that the University curriculum is followed in letter and spirit. The College academic calendar is prepared every session with the active involvement of Teachers' Council. Our Principal, being the academic and administrative head remains vigilant so that curriculum framed by the University is supplemented in such a way that it reflects vision of the Institution.

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

College in its endeavour tries to provide the very best of benefits to the student community. The task of framing of curriculum, as stated before is in the hands of the Mother University. The institution can only enrich and organize the curriculum by supplementing it with extra classes, if so required, so that the students are benefited in the best possible manner. To develop the students to coup up with the dynamic employment market, we believe, our effort at first is to develop skill on his/her subject. Through our curriculum oriented teaching teachers design tools in the areas of humanities and sciences, using computers and providing in-depth knowledge in the respective subjects. In commerce section our teachers having professional qualifications are well versed with the demands of professional world so their interaction with the students, formal or informal helps student to acquire experience of contemporary professional market.

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 cross cutting issues like gender, climate change, environment education, human rights, ICT etc., find space when it comes to applying them positively into the curriculum. The Institution takes necessary efforts in the form of seminars, workshops, discussions for the following issues:

a) Gender Sensitization – Following UGC guidelines we have introduced Gender championship which includes a wide domain of gender sensitization program. Street dramas, poster competition among students, awareness procession against female feticides are some of the many such events that took place under Gender championship program.

b) Climate change: - State level Seminar held on Global warming, loss of sea ice, water pollution, ecology & environment.

c) Environmental Education – Environmental Studies subject is taught in the university syllabus. Guest lectures on environment awareness are imparted. Students are given inputs regarding concept & taken to field visit as part of their assignments and project work. The College celebrates different important days.

d) Human rights – Anti-ragging cell is active in the college campus. Indian Constitution is an integral part of the University curriculum. Students participate in Youth Parliament programme and bring in prize in almost every year. Certain programs/lectures on human rights and events are also conducted as per UGC norms. The college has organized a conference on Human Rights & Values.

e) ICT: We use state-of-the-art training facilities. Introduction to computer fundamentals enables the students to learn the latest technology which can help them to make a better future.

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**

In our efforts of value added courses we try to embed moral and ethical values into our students by various programs

Moral and Ethical values: The college NSS team has adopted a nearby village and volunteers regularly visit the village and the adjacent areas where people are

provided awareness on various social, moral, ethical principles and ways of life. The students are also motivated by way of special lectures by NSS officers in various workshops/seminars arranged. The college organizes handicraft fair with handmade crafts made from waste material by our students.

Employable and life skill & Better Career option: College has turned its central computing Lab into a smart class room cum state-of-the-art computing Lab where students can find all modern facilities to develop their skills on basic computer operating principles which include basic computer operation, MS office, Internet option. This helps them for better career option, we have introduced further professional courses also which are conducted at this smart class room by professionals as mentioned earlier.

Community Orientation: College organizes blood donation camp every year, recently we have organized eye-checking camp also we have organized AIDS awareness camp. The college NSS team organizes health and hygiene camp at the nearby villages on a regular basis. Through these programmes society as a whole gets benefited. Blanket has been distributed to the poor families of nearby villages under the aegis of NSS.

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

Teachers collect the exit level feedback from the 3rd year students regarding learning processes. The inputs are obtained from the stake holders regularly and further used to improve the overall competency of the students for employability. The IQAC analyses feedback and prepares response chart for future use.

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

The institution has initiated some measure to monitor and evaluate the quality of various enrichment programs initiated by it. This is done through IQAC. The formal and informal feedback in the form of interactions, discussions and suggestions taken by the teachers of different departments is placed before IQAC. The IQAC in its meeting analyze, monitors and evaluates the efficiency and success of these enrichment programs.

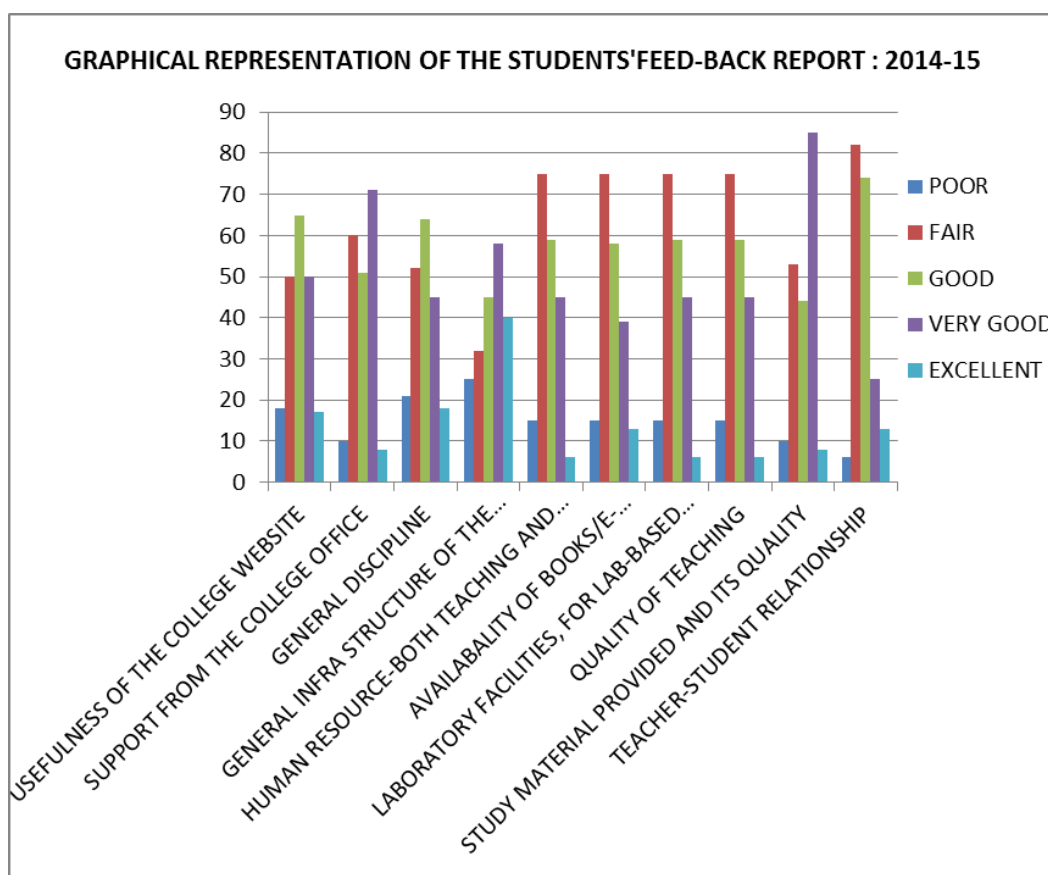
1.4 Feedback System:

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

As mentioned earlier as an affiliated college we do not have a direct role in the framing of the curriculum as it is under the jurisdiction of University, yet senior teachers of the college have become members of the committees like – Board of Studies, Executive Council etc. at different point of time and has played significant role in design and development of the curriculum

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

Yes, our college has a formal mechanism to obtain feedback from the students and stakeholders. Feedbacks are taken from different stakeholders: Students feedbacks are most important to us and they give feedback on Teaching-Learning, Library and also about college office administration. The third year students are asked in their feedback to provide suggestions even for future academic planning. Our Alumni is our asset they meet regularly and Questionnaires are given to them during alumni meets and by direct contact. Department Parent-Teacher meeting is a regular affair – Feedback taken from parents during their informal visits to the college. Teachers – Feedback from faculty members is taken during Teachers Council meetings about academic planning, external examination results, peer visits for seminars, workshops. Suggestions received are passed to the IQAC for review and an effort is made to communicate major changes. Based on these suggestions, certain check measures are employed and also advised to the GB/TC for necessary implementation. Integration of ICT in the curriculum for enhancing teaching/learning, Introduction of certificate courses on Communicative English, Computer, BPO-Retails are such value added courses which are in fact introduced through such Feedbacks and we informed this to the University and sought due permission from the University.



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?)

Three major courses are introduced in last four years:

Major/Honours Course in Physics

Major/Honours Course in Chemistry

General Course in Education

Students have a long-standing demand to introduce such courses. The authority also were of the view that although our college is almost 40 years old but still the study of basic science is seriously hobbling unless major course in Physics and Chemistry is not introduced. Chandernagore is a place where the demand of such courses always exists. Although at the beginning there were hindrances on many aspects particularly lack of qualified full time teachers was a reality. Even today after four years after introduction we are unable to create full-time teaching post on these subjects. Our repeated appeal to the Government unfortunately fell in deaf ears.

Any other relevant information regarding curricular aspects which the college would like to include.

The Institution is in the process of exploring the feasibility of tying up with Institutions for introducing new programs in professional areas. Bandhan Bank which has gained its reputation on corporate social responsibility and The British Institute is another renowned institution with whom we have tied up. UG course in Computer Science would be introduced shortly; computer science has its practical application in the job oriented market. We are looking for more use of ICT in teaching-learning. The essential thing we do for the quality sustenance and Quality enhancement is the preparation and publication of academic calendar at the very beginning of academic year. The college encourages and trains students to participate in various competitions at inter collegiate level. Days of the year with reference to state and national importance are celebrated in the college. We wish events consisting of classroom discussions, seminars, and intra-college workshops may further be emphasized. Regular feedback from students, teachers, Stake-holders is taken. Decentralization of powers is the best practice in the college. There are several committees to monitor the action and to help the Principal on various concerns/issues.

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?

As an affiliated College, the College abides by the rules and regulations of the affiliating University as notified from time to time. Admission notification with entire schedule, eligibility criteria, admission norms and regulations, timings are published in the College website as well as in the Notice books. Forms can also be downloaded from the College website. This on-line admission process is in vogue since 2007.

Admission process is executed purely in terms of merit in a very transparent manner. Provisional merit lists and subsequent Waiting lists are published in due time displaying their ranks in the merit lists. An admission implementation committee constituted with teachers and staff members monitors the entire admission process. Admission is done in the presence of the representatives of Students' Union and the Guardians.

Since the session 2015-16, the College has successfully implemented seven phase on-line admission mechanism in a very translucent way following the guidelines of the University. The College profile and other necessary information have been provided by uploading a prospectus in the admission portal.

2.1.2 Explain in detail the criteria adopted and process of admission to various programmes of the institution.

Being an affiliated College, Khalisani Mahavidyalaya has to abide by the rules and regulations of the University and the Government. In all the programmes running in the College admission of students is done purely on the basis of merit and lists are published according to the number of seats. The mechanism of merit calculation is as follows:-

In Honours programmes: Total Marks (Best five excluding environmental studies) added with that particular subjects marks obtained in Higher Secondary or equivalent examinations.

In General Courses: Total marks (Best five excluding environmental studies) obtained in Higher Secondary or equivalent examinations.

The admission policy of the University does not offer any scope for taking admission tests or interviews; however the faculties provide the aspirant candidates with adequate counselling during admission.

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 minimum eligibility of an aspirant candidate is to secure 45% marks in the Higher Secondary or equivalent Examination in the case of Honours Programmes and pass marks i.e. 30% marks in the same for the General courses. The maximum percentage depends on the results of Higher Secondary or equivalent Examinations and varies from year to year. The data in comparison with the Hooghly Mohosin Government College, Chinsurah, for the 2015-16 is session as follows:

Sl. No.	Name of the Programme/ Course	Khalisani Mahavidyalaya		Hooghly Mohosin College	
		Max %	Min %	Max %	Min %
1.	Bengali Hons	85.4	66.8	82.4	70.8
2.	English Hons	84	66.2	92.8	69
3.	Sanskrit Hons	80.8	64.2	81.2	59.4
4.	Geography Hons	87.8	80.2	Not provided	Not provided
5.	History Hons	85.4	58.2	92	63
6.	Pol. Sc. Hons	82.2	63.6	92.6	51
7.	Philosophy Hons	78.2	54.2	85.4	66
8.	Economics Hons	80.2	64.6	85.2	53.6
9.	Accountancy Hons	79.2	52.6	90.4	56.6
10.	Mathematics Hons	79.8	68.4	88.6	75.6
11.	Physics Hons	86	68.8	93	70.2
12.	Chemistry Hons	83.6	73.4	91.8	66.8
13.	B.A. General	60	30.4	82.6	35.6
14.	B.Com General	79.2	33.6	91.8	45.8
15.	Pure Sc. General	70.2	53.4	94.8	46.2
16.	Bio. Sc. General	65.4	44.2	Not provided	Not provided

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

There is little scope of such evaluation as the College has to abide by the guidelines of admission procedure as directed by the University and the State Government. However, an admission implementation committee is formed to execute the process of admission each year which monitors, evaluate and take decisions while implementing the admission procedure. Besides, the faculties often counsel the students during the process of admission and provide them with necessary inputs about the course they are going to study. The profiles of the admitted students are maintained in the dossier of the College, both institutional and Departmental (in the case of Honours programmes). One visible outcome is that we run the admission process quite successfully each year.

2.1.5 Reflecting on the strategies adopted to increase/ improve access for the 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.

The institution strictly follows the Government policy on reservation in the entire intake procedure. In the first point the College intake capacity ensures 22%, 6%, 10% and 7% reservations in the seats for SC, ST, OBC-A and OBC-B respectively and an additional 1% reservation for differently abled within the General quota as per the Government regulations. Besides, the names of the students of reserved categories are also considered in the General vacancies. That the College is dedicated to this commitment can be reflected by the following tables of intake capacity and students profile during the last few years.

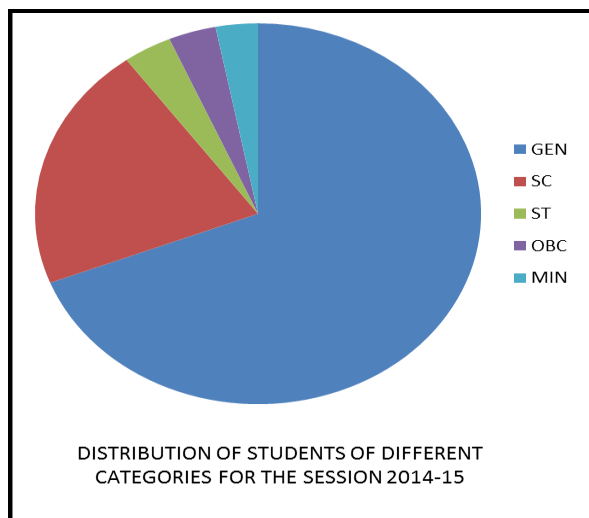
Table showing the intake capacity and the enhancement of intake:

Enhancement of intake since 2010							
Years							
Subject	Category	2010	2011	2012	2013	2014	2015
Bengali	Unreserved	32	36	40	40	40	40
	SC	10	11	12	12	13	15
	ST	3	3	3	3	4	4
	OBC -A	0	0	0	0	2	5
	OBC-B	0	0	0	0	2	3
	Total	45	50	55	55	61	67
English	Unreserved	25	28	31	31	31	31
	SC	8	9	9	9	10	11
	ST	2	3	3	3	3	3
	OBC -A	0	0	0	0	2	4
	OBC-B	0	0	0	0	1	3

	Total	35	40	43	43	47	52
Sanskrit	Unreserved	25	28	31	31	31	31
	SC	8	9	9	9	10	11
	ST	2	3	3	3	3	3
	OBC -A	0	0	0	0	2	4
	OBC-B	0	0	0	0	1	3
	Total	35	40	43	43	47	52
History	Unreserved	32	36	40	40	40	40
	SC	10	11	12	12	13	15
	ST	3	3	3	3	4	4
	OBC -A	0	0	0	0	2	5
	OBC-B	0	0	0	0	2	3
	Total	45	50	55	55	61	67
Geography	Unreserved	13	14	16	16	15	16
	SC	4	5	5	5	5	6
	ST	1	1	1	1	1	2
	OBC -A	0	0	0	0	1	2
	OBC-B	0	0	0	0	1	1
	Total	18	20	22	22	23	27
Political Science	Unreserved	25	28	31	31	31	31
	SC	8	9	9	9	10	11
	ST	2	3	3	3	3	3
	OBC -A	0	0	0	0	2	4
	OBC-B	0	0	0	0	1	3
	Total	35	40	43	43	47	52
Philosophy	Unreserved	17	18	21	21	22	22
	SC	6	6	6	6	7	8
	ST	1	2	2	2	2	2
	OBC -A	0	0	0	0	1	3
	OBC-B	0	0	0	0	1	2
	Total	24	26	29	29	33	37
Economics	Unreserved	11	12	14	14	14	14
	SC	3	4	4	4	5	5
	ST	1	1	1	1	1	1
	OBC -A	0	0	0	0	1	2
	OBC-B	0	0	0	0	1	1
	Total	15	17	19	19	22	23
B.A. General	Unreserved	216	237	261	261	319	320
	SC	66	73	80	80	107	117
	ST	18	20	22	22	29	32
	OBC -A	0	0	0	0	20	37
	OBC-B	0	0	0	0	15	27
	Total	300	330	363	363	490	533

Mathematics	Unreserved	17	18	21	21	22	22
	SC	6	6	6	6	7	8
	ST	1	2	2	2	2	2
	OBC -A	0	0	0	0	1	3
	OBC-B	0	0	0	0	1	2
	Total	24	26	29	29	33	37
Physics	Unreserved	7	8	8	8	9	9
	SC	2	2	3	3	3	3
	ST	1	1	1	1	1	1
	OBC -A	0	0	0	0	1	1
	OBC-B	0	0	0	0	0	1
	Total	10	11	12	12	14	15
Chemistry	Unreserved	7	8	8	8	9	9
	SC	2	2	3	3	3	3
	ST	1	1	1	1	1	1
	OBC -A	0	0	0	0	1	1
	OBC-B	0	0	0	0	0	1
	Total	10	11	12	12	14	15
B.Sc. Pure	Unreserved	21	24	26	26	25	12
	SC	7	7	8	8	9	4
	ST	2	2	2	2	2	1
	OBC -A	0	0	0	0	2	1
	OBC-B	0	0	0	0	1	1
	Total	30	33	36	36	39	19
Bio. Science	Unreserved	11	12	14	14	13	13
	SC	3	4	4	4	5	5
	ST	1	1	1	1	1	1
	OBC -A	0	0	0	0	1	1
	OBC-B	0	0	0	0	1	1
	Total	15	17	19	19	21	21
Accountancy	Unreserved	43	47	53	53	53	53
	SC	13	15	16	16	18	19
	ST	4	4	5	5	5	5
	OBC -A	0	0	0	0	3	6
	OBC-B	0	0	0	0	2	4
	Total	60	66	74	74	81	87
B.Com General	Unreserved	108	119	135	131	135	135
	SC	33	36	45	40	45	50
	ST	9	10	12	11	12	14
	OBC -A	0	0	8	0	8	16
	OBC-B	0	0	6	0	6	11
	Total	150	165	206	206	206	226

Students profile indicating percentage of students of different categories

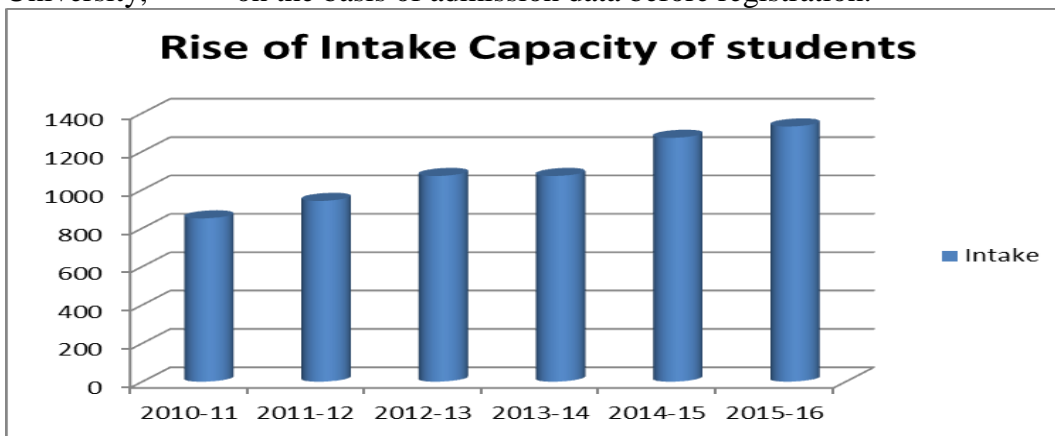


2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase/ decrease and actions initiated for improvement.

Programmes	Number of applicants				Number of students admitted				Demand Ratio			
	2012	2013	2014	2015	2012	2013	2014	2015*	2012	2013	2014	2015
UG												
Bengali Hons	620	\$	515	899	54	53	60	68	11:1	\$	9:1	13:1
English Hons	449	\$	406	451	42	37	43	52	11:1	\$	9:1	9:1
Sanskrit Hons	267	\$	274	359	34	34	45	43	8:1	\$	6:1	8:1
Geography Hons	809	\$	616	382	23	22	23	27	35:1	\$	27:1	14:1
History Hons	332	\$	219	221	49	27	54	53	7:1	\$	4:1	4:1
Pol. Sc. Hons	150	\$	66	301	37	17	22	53	4:1	\$	3:1	6:1
Philosophy Hons	310	\$	81	235	26	10	20	32	12:1	\$	4:1	7:1
Economics Hons	34	\$	40	31	9	4	5	6	4:1	\$	6:1	5:1
Accountancy Hons	241	\$	107	172	55	41	36	62	4:1	\$	3:1	3:1
Mathematics Hons	65	\$	61	132	19	11	16	34	3:1	\$	4:1	4:1
Physics Hons	123	\$	87	150	10	06	11	15	12:1	\$	8:1	10:1
Chemistry Hons	150	\$	99	150	09	07	11	13	17:1	\$	9:1	12:1
B.A. General	2494		2281	2067	577	733	620	610	4:1	3:1	3:1	3:1
B.Com	330		349	260	141	126	102	75	2:1	3:1	3:1	2:1

General													
Pure Sc.	118	66	81	56	20	19	21	10	6:1	3:1	4:1	6:1	
General Bio. Sc.	118	85	83	42	21	22	21	14	6:1	4:1	4:1	3:1	
General													
PG	N.A												
M. Phil.	N.A												
Integrated PG Ph.D	N.A												
Value added	N.A												
Certificate	N.A												
Diploma	N.A												
PG Diploma	N.A												
Any other	N.A												

\$ Data not available with the College as Central on line admission done by the University, * on the basis of admission data before registration.



2.2 Catering to Student Diversity:

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

One per cent of the general seats are reserved for differently abled students. Though the number of differently abled students in our institution is much scanty, the faculties as well as the Principal always interact with them for their requirements. Special seating arrangements are made for them in the class room as well as for the examinations.

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

Departments offering Honours programmes do take an Aptitude and Skill test at the commencement of the first year classes. This MCQ and writing based test

enables us to measure the potential of the students and teachers plan his or her actions accordingly.

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

At the time of interaction during admission, the students are informed about the nature of the programme and its academic requirements. Moreover, the students are provided with syllabus, question patterns, booklists, and their dos and don'ts during the course period. Handwritten and digital study materials are provided to the students.

In the year 2009, in its plan proposal of the XI plan grants of the UGC the College proposed for merged scheme grants like Remedial Courses for non-creamy layer, Coaching Classes for Entry in Services in the year 2009 and Career Counselling. The proposals were approved by the UGC and since then under the financial assistance of the UGC, all the three courses are running successfully. These courses are of enormous help for the students. Other than this the teachers arrange special classes for the students according to their needs.

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

The inclusion of the girl students in the overall teaching learning process is best exemplified by the relatively high percentage of girl students pursuing studies in our institution. Under the successful project in the name of *Kanyashree Prakalpa* of Govt. of West Bengal, the College administration is providing all sorts of possible help to the girl students of the College. Other than that, the College management provides free scholarship to the deserving girl students to ensure their inclusion in the teaching learning procedure. In a quite progressive ambience the womenfolk in our institution are never secluded. The college has given due importance to gender sensitization issue for the last couple of years. In this respect, we have formed several bodies like Women Cell guided by Bisakha. Moreover, to make our girl students self-reliant and self-confident we have introduced self-defence classes. Following the guidelines of UGC we have introduced Gender Championship Programme under the supervision of two nodal officers Prof. Ajanta Chakrabarti and Prof. Anuradha Dutta.

A green panorama with trees all around and within that a green campus is itself the motivating factor of awareness towards our environment. That awareness of the faculties, staff and students are further accomplished into activities through workshops and seminars. In the year 2012 the two state level seminars were held addressing the issues like climate, bio-diversity and other environmental issues. Awareness programmes in the aegis of NSS, institutional campus cleaning programmes are some of the initiatives to make the students aware about environment. The students are encouraged to keep their campus clean and green.

The college authority has declared its campus as plastic free zone and also no smoking zone.

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

First and the foremost, our teachers are available to all of the students in the working hours and beyond that. Advanced learners are stimulated to create their own study materials which are checked and verified by the teachers. They are guided by the means of arranging sessions of individual and collective academic mentoring, by making them acquainted with the books in the Central and Departmental libraries, by indulging them in creating wall magazines, projects, etc. Teaching learning process continues beyond the College hours through communications made through mobile calls and modern massaging services like “WhatsApp” and so on. Many such activities are not recorded in the annals of the documents. Teachers also provide such students with personal reference books whenever needed.

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 disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies of some sort of support is not provided)

The feeder zone or the hinterland of the College is a mixture of an urban and rural belt from where students of various backgrounds take admission. The institution, particularly the Honours Departments keep yearly data on students’ profile and their year wise academic records. The teachers interact with the guardians with those records in hand and try their best to encourage both the students and their guardians. Many of the students of our institution are first generation learners and as a result the task of addressing the drop-out factor for certain section of students is challenging. The faculties are apt to this challenge and do their best to counter drop outs by personal mentoring. In some cases students are suggested to switch to relatively easier general courses.

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.)

Teaching-learning process is the pivot of any educational institution and our College is no exception. The programme of teaching learning of each session is planned and notified at the beginning of the year. An extensive routine is drawn at the commencement of the programme. The teachers in the respective departments make the students aware of the units/ chapters/ modules through printed matters

depicting the syllabus, model questions and book lists. Holidays, vacations and all other curricular and co-curricular exercises are circulated through notices and briefly through an academic calendar in the prospectus. Evaluation process includes class tests, tests and class room interaction between the students and the teachers. Performances of the students are monitored by the means of data recorded.

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

Quality assurance in the teaching- learning process is the prime of objective of the IQAC and for that purpose the Cell gives valuable suggestions and monitors the entire process. Some of the many initiatives proposed and initiated by IQAC are listed below

Comprehensive and continuous evaluation system,

Creation of smart class rooms,

Organizing seminars, workshops, symposiums and also encouraging the teachers to undertake research projects for the enhancement in the quality of human resources with the growing needs of the time.

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?

Due care is taken to make learning more student centric. The teachers are provided with enough computer and peripherals, internet access points, laptops, reading space both in the form of time and space, a good enough library, etc. A class room with interactive tools and technologies has been created in recent times. But unfortunately we could not create any language laboratory because of the dearth of suitable space.

The routine itself ensures collaborative learning through the means of faculty interchange within the campus. Two teachers of Economics take regular classes in Accountancy Honours and Commerce General, Mathematics teachers teach mathematics to the students of Commerce. On a few occasions external teachers are called for giving talks on particular issues. All these are done to make the learning process more student-centric.

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?

Teaching-learning process in the College is not confined in the books or in the one way traffic of class room teaching. Movies and documentaries are shown to the students in Department of English and others like History. Geography honours students are being trained in GIS systems. Students of the honours programmes under the able guidance of the faculties undertake activities like publications of magazines, projects as well as teaching aids in form of exhibits. They also participate in quizzes, seminars of various dimensions. Departments like

Geography, Bengali, Political Science and others arrange educational tours in far-away places like Vishnupur, Santiniketan, Darjeeling, Sikkim, Visakhapattanam and other places. And by engaging themselves quite enthusiastically in such activities the students acquire critical thinking and value added learning.

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

Within the limited financial and physical infrastructure the option for providing e-learning is in its infancy. Some of the faculties use technologies in the form of power point presentations, digitized study materials, etc. The faculties of the Department of English donated a LED monitor for their department and utilize it to optimum. Academic counselling to students over mobile by the teachers is very much in practice.

The College website provides useful link to sites that provide paperless books like <http://www.ebooks-madeeasy.com>, <http://www.ebooks.com>, <http://www.free-ebooks.com>, <http://etext.libvirginia.edu/ebooks>. However, with the growing demand of the time, the IQAC is considering of creating its own repository in the website.

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

Special lectures are arranged by some of the Departments in cooperation with the Coordinator of Remedial Coaching classes and external experts are invited. Seminars and workshops are organized to familiarize the students with the recent developments of the subjects. One such workshop on Tarkasangraha and Vedantasangraha has been arranged by the Department of Philosophy with external expert on 26.09.14.

Teachers of the institution participate in workshops on syllabuses, short term courses on the development of subjects and above all the routine refresher courses, orientation programmes and summer/ winter schools organized by the HRDCs of various Universities like Burdwan, Calcutta and Jadavpur.

2.3.7 Detail (process and the number of students\ benefited) on the academic, personal and psycho-physical support and guidance services (professional counselling/ mentoring/ academic advise) provided to the students.

The process of formal counselling starts from the time of admission when the teachers enlighten the students about the requirements of the programme. During the entire course of study, inside the classroom, in the corridors and the reading rooms the process of informal mentoring, counselling continues, but without any formal documentation where the teachers of the institution act as the prime

academic mentor as he or she knows the student best. Many of the students carry on with further studies and get admitted in the PG level in the universities. Informal but adequate academic counselling are given to them also. The College, with the financial assistance of the UGC also runs a career counselling cell. This parental outlook and guidance provided by the teachers to our students is reflected in their good academic results and also in their performances at the PG level admission tests conducted by various Universities. Thus the Under Graduate entity of the College is partially fulfilled.

However, considering the need of maintaining documents the IQAC is thinking of initiating mentoring sessions for the students under the guidance of the teachers and external experts.

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 of students learning?

To make the learning process more entertaining the faculties initiate some new ventures. During the last three years the class room teaching and interaction amalgamated with activities like publications of Departmental wall magazines, institutional magazines had been our thrust area along with seminars by students, extra-curricular activities, excursions, etc. Since last academic session a new method of internal assessment has been introduced in the Honours programmes where in house projects and compulsory seminar are integrated in the overall evaluation of the students. Many of the faculties encourage and engage the students to create their own teaching aids and power point presentations by the use of all e resources available. In the General course we are thinking of some innovations which are to be introduced.

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

The library occupies a very important place in college with its books suited to the interests and aptitude of students of different stream and different subjects. The calm and tranquil atmosphere of the library with its magazines, periodicals, newspapers has a special call to the students who go there and quench their thirst for reading those materials which can perhaps not be provided in the class room. Our library environment is conducive to generate the habit of self-learning. It is the centre of intellectual and educational activities of our institution and has got a very wholesome effect over the teaching-learning process of the college. Over the years we have seen that the habit of reading is made firm when students get that material to read which interests them and occupies their attention. The books those are prescribed in the class-room may not serve such purpose. Also some students may not be in a position to purchase all books that they want to read; while others may not find books that they find interest in. For all such students library is the centre of attraction. Needless to mention interests differ, aptitudes

vary, and individual capacities fluctuate from students to student. And this is where teachers of our college act as a mentor for Library goers. In the library each has what he wants, each goes at the speed to which his capabilities allow him but teachers guide them according to their strength suggest them which text to be read and which reference to be used. The library is thus, a platform upon which all students and teachers meet on a common level with equal opportunities but teachers guide his student while choosing books as and when required. It is the nucleus of the teaching-learning environment, the centre of the all the academic activities.

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

Since the University of Burdwan has introduced the three part examination system, the actual number of teaching days decreased with the expansion of University examination schedule. The problem is much acute for Part-III students as they are last in the examination schedule to complete their Part II Examination during July or August and have to appear for the Part-III in the first place during March or April. The second challenge in completing the curriculum is the inadequate number of teaching faculties in almost all Departments. In both the cases the College is not the authority to make its decisions but it is trying to address the problem. To encounter the second challenge, the Governing Body of the College approves need-based recruitment of eligible and proficient Guest faculties in the Departments. And to meet the first challenge to increase the number of teaching days, the IQAC has introduced the Continuous and Comprehensive Evaluation system so that the number of teaching days be enhanced.

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

An internal feedback system based on some well-defined parameters is running in the institution since a long period of time where the course, curriculum, teacher quality, class room teaching, library and other resources are evaluated. Departmental faculties analyze the feedback reports from the students of the Department and subsequent decisions are made by the management. Nevertheless, the IQAC is thinking to introduce an online feedback mechanism in near future.

2.4 Teacher Quality:

2.4.1 Provide the following details and elaborate the strategies adopted by the College in planning and management (recruitment and retention) of its

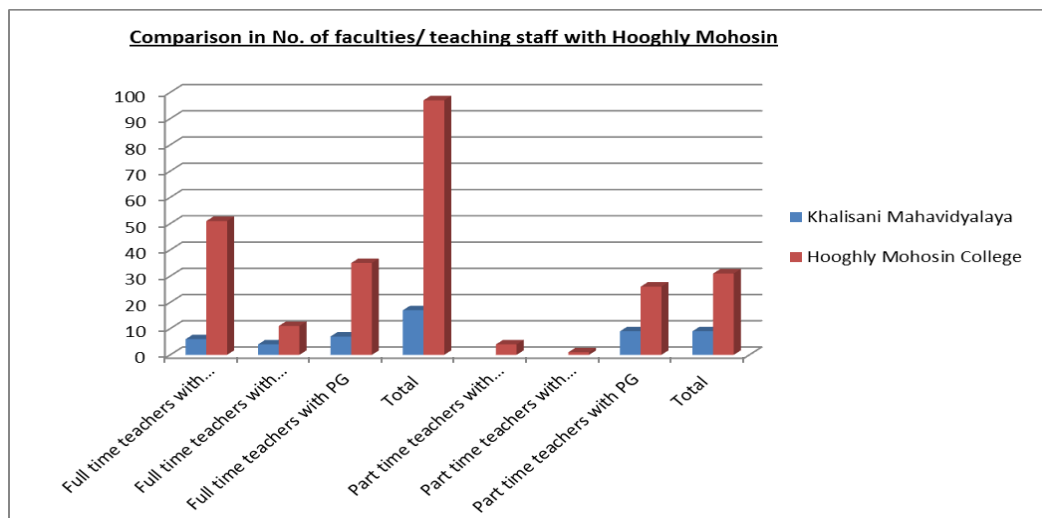
human resource (qualified and competent teachers) to meet the changing requirements of the curriculum?

The apex body of the college is the Governing Body and it is its statutory responsibility to plan and manage the faculty positions of various departments. But unfortunately the GB does not have any executive power to recruit permanent faculties on its own. Yet the GB has made repeated appeals to the Directorate of Public Instructions for creation of new teaching posts and also makes timely communications with the West Bengal College Service Commission to fill up the vacant positions in the College. The faculty position at present is as following:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc/ D.Litt	0	0	0	0	0	0	0
Ph.D	0	0	5*	0	2	0	7
M.Phil.	0	0	1	1	2	1	5
PG	0	0	1	0	2	3	6
Temporary teachers#							
Ph.D	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0
Part-time teachers							
Ph.D	0	0	0	0	0	0	
M.Phil.	0	0	0	0	0	0	
PG	0	0	0	0	2	7	9

* One in on duty lien leave

Guest lecturers are not shown as temporary teachers



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.

As many of the senior teachers have retired and some are in the verge of retirement, the problem of managing the developments in curriculum aggravates. However the college is trying to make necessary arrangements. During the last three years College management has approved of recruiting new and young guest faculties in the Departments like Mathematics, English, Geography, History, Physics, Chemistry and others. The Governing Body also ensures that the existing faculties receive adequate training whenever a new technology based requirement emerges. For example the young part-time teachers and guest lecturers of the Department of Geography are send for GIS training when the situation arises. The authority also recruits senior and experienced visiting faculties as per requirement.

At the same time the College management is trying its very best to pursue the State Government for the creation of new teaching posts.

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

Academic Staff Development Programmes	Number of faculty nominated				
	2011-12	2012-13	2013-14	2014-15	2015-16
Refresher courses	0	1	1	2	1
HRD programmes		1			
Orientation Programmes	2	2	1		
Self-Training conducted by the University			1	1	1
Staff-training conducted by other institutions				1	1
Summer/ Winter schools, workshops, etc.			2		

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

1. Teaching learning methods/ approaches
2. Handling new curriculum One, symposium on Roman history, January, 2016

- | | | |
|----|--|--|
| 3. | Content/ knowledge management | Workshop on SPSS, 08.12.15 |
| 4. | Selection, development and use
enrichment materials | Workshop on the
requirements of CAS,
September, 2014 |
| 5. | Assessment | |
| 6. | Cross Cutting issues | |
| 7. | Audio Visual Aids/ multimedia | Training on Smart class room |
| 8. | OER's | |
| 9. | Teaching learning material
development, selection and use | |

c) Percentage of faculty

- | | | | |
|----|---|--|--------------------------|
| 1. | Invited as resource persons
in Workshop/ Seminars/
Conferences organized by
external professional
agencies | 2011-12
2012-13
2013-14
2014-15 | 12%
12%
12%
6% |
| 2. | Participated in external
Workshops/ Seminars/
Conferences recognized by
national/ international
professional bodies | 2011-12
2012-13
2013-14
2014-15 | 70%
47%
53%
40% |
| 3. | Presented papers in
Workshops/ Seminars/
Conferences conducted or
recognized by professional
agencies | 2011-12
2012-13
2013-14
2014-15 | 30%
24%
24%
24% |

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

The IQAC coordinator of the college, himself being a very active scholar always encourages his colleagues to undertake research oriented projects and publications. It is because of the encouragement of the IQAC and the justified decisions taken in the GB, our teachers are able to do the aforementioned professional development activities. For example, Dr. Arghya Bandyopadhyay was encouraged by the Governing Body when he was selected for a prestigious award by the UGC. The faculties are provided with study leaves for attending seminars and conferences in the international and national level and also for attending Orientation Programmes and Refresher courses. In fact, no teacher of this institution has been debarred from taking part in any professional development activities. The Governing body also encourages faculties for their

publication and since 2012 a literary journal is being published under the leadership of Subrata Rana, Assistant Professor in English.

2.4.5. Give the number of faculties 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.

Dr. Arghya Bandyopadhyay, Associate Professor in the Department of Mathematics has received the UGC Research Award for teachers 2014-16. The Governing Body of the College takes prompt and appropriate measures so that he can fulfil the requirements for receiving the award. The management assures positive support mechanism and provides such an administrative ambience for the teachers to attain such excellence.

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 teaching-learning process?

As already stated in 2.3.11 a feedback mechanism is running in the institution where some parameters are incorporated to judge the performance of the teachers by the students. There is no such mechanism for analysis and evaluation by external Peers or by the management. But the scope for introspection by the teacher himself is there, The Principal of the institution with the help of the management occasionally provide suggestions for the professional betterment of the faculties.

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?

Till the 2014-15 an evaluation process comprising annual test examination and class tests were in practice. The evaluation processes are notified through college notices long before the commencement of examinations, the class tests were held according to the verbal announcements made by the teachers in their respective departments.

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

The University pattern of three year degree examinations in three Parts is generally followed by the institution. However, under the guidance and support of the IQAC a new system of comprehensive and continuous assessment of the students of the Honours departments has been introduced by the institution since 2015-16 under which the overall assessment of the students comes under evaluation. All the details of the new system of evaluation have been circulated by notices to the students of the College.

The IQAC is thinking to introduce open book annual examination for the General course students to integrate the habit of reading text book amongst the students.

2.5.3. How does the institution ensure effective implementation of the evaluation reforms of the University and those initiated by the institution?

The overall assessment of the UG courses stands upon the three part examinations conducted by the University of Burdwan and the college trains its students keeping in view of that assessment. Modules, evaluation blue print, making the students accustomed with the patterns of questions have been drawn according to that assessment procedure. In the internal evaluation mechanism we essentially follow the model questions provided by the university and also the question pattern of previous years with obvious novelties as and when required. A few teachers of the institution are directly involved in paper setting, moderating and as chairman, while almost all of them including the Part-time teachers and the guest lecturers are functioning as examiners. This type of association helps us to execute the evaluation processes in adequate manner and with required up-gradation.

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

The achievement of a student can-not be judged by his or her performance in internal assessment as what matters most is his or her result in the University examinations and beyond. The primary objective of the College, particularly the Honours departments is to maintain a fairly high percentage of success rates in the Part -III final examination conducted by the University of Burdwan. The institution maintains records of results of each student and of each batch. Teachers Council is the statutory body where the academic indicators and outcomes of the students are analyzed and discussed. Analysis is done by the teachers of the Departments and there prevails a healthy competition among the departments in this matter. Moreover, our students from various honours departments are doing quite well in the PG level admission tests in the State universities and many of them are performing well in the higher studies which is quite pleasing.

In the previous years the students are assessed through frequent class tests and annual tests examination. But to augment the academic performance of the students in the honours level a comprehensive and continuous evaluation mechanism has been introduced. The students are making good progress in in-house-projects by which their own ability of writing is deemed to improve.

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

There is no scope for the college to specify graduate attributes. The parameters set by the University is a minimum 40% marks in Honours papers and a minimum

30% marks in general papers in each of the subjects. The Teachers Council keeps a close vigil and discuss about the results of the students.

2.5.7. What are the mechanism for redressal of grievances with reference to evaluation both at the college and the university level?

In the college level and for internal assessment the faculties show the answer scripts and discuss on the mistakes and ratification of them with the students concerned. There is no scope of grievance arising from this process. But there are a lot of grievances among the students regarding the marks they obtained in the final examination conducted by the University. The University provides three types of redressal mechanism – post publication scrutiny, post publication review and RTI measures. The latter one enables the students to obtain a photocopy of his or her evaluated answer scripts.

2.6: Student performance and learning outcome:

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

The primary responsibility of the college is to make its students equipped to achieve the goal; and that goal is to be a graduate, either Honours or General. This is obviously the primary learning outcome. At the very outset of each academic session students are communicated about the trends and possibilities regarding the learning outcome and about the prospects of further study.

There is a second objective that follows immediately with the first. The overall academic development of the student determines that objective. Here the challenge lies in the fact that the input determines the output. Many of our students being first generation learners are not sure about their goals or learning outcomes, the faculties try to make them aware of those outcomes. Lots of workshops are organized to convey the demands of the professional markets. For instance i) One day workshop on “Financial Knowledge Development” organized by ABP Private Ltd. on 18.01.13, ii) Workshop on “Career Launch” by CMC, Konnagar held on 21.09.13 are arranged by the College for the benefit of the students.

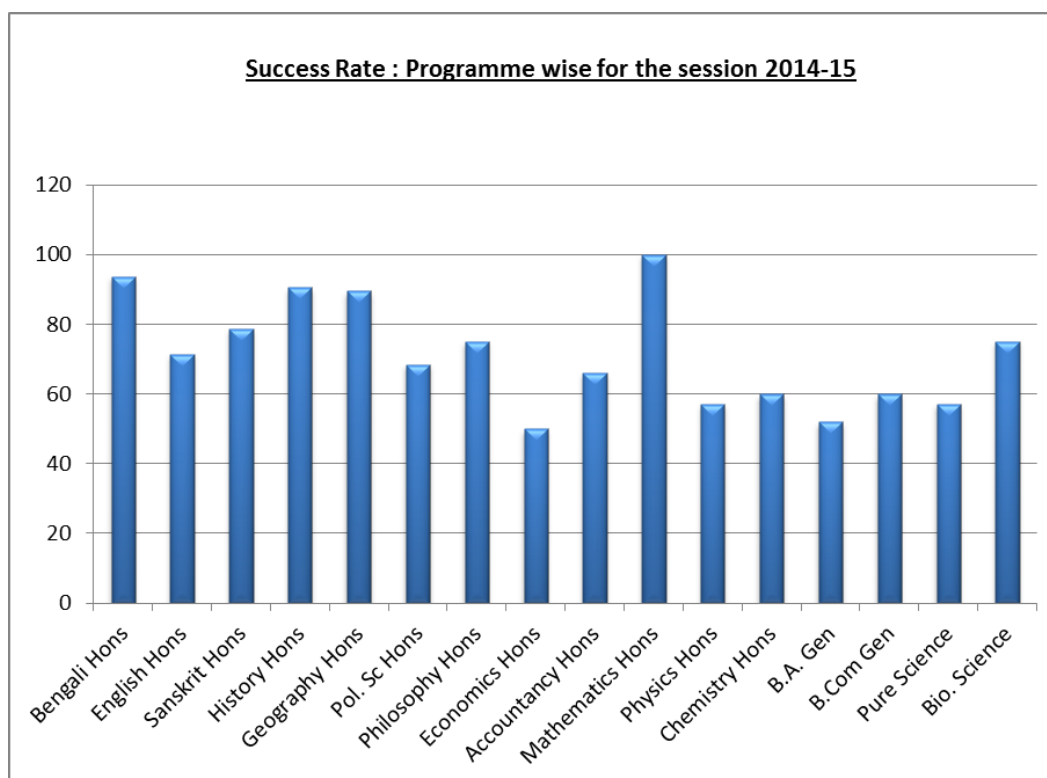
2.6.2. Enumerate on how the institution monitors and communicates the progress and performance through the duration of the course/ programme. Provide an analysis of the students’ results and achievements (Programme/ course wise for last four years) and explain the differences if any and patterns of achievement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

Till the session 2014-15, the faculties of various departments often ask questions and take class tests to monitor the progression of the students. Finally a Test examination is taken and the results of the students in the test examinations along with their attendance records are assessed by the Teachers Council. The students are shown their evaluated answer scripts and their performances are thus notified.

Many of the honours departments arrange guardians' meetings and communicate the results to the guardian. This internal assessment mechanism prepares the students for the final examination conducted by the University of Burdwan. Following is the data that briefs the university results of our students.

RESULT ANALYSIS FOR THE LAST THREE SESSIONS							
Sessions							
Subject	Year	2012		2013		2014	
		Appeared	Passed	Appeared	Passed	Appeared	Passed
Bengali	1st	45	38	49	39	56	49
	2nd	40	31	39	32	44	35
	3rd	33	31	37	32	32	30
English	1st	43	25	48	31	31	20
	2nd	35	23	38	27	31	22
	3rd	30	23	28	25	28	20
Sanskrit	1st	50	26	47	30	41	20
	2nd	36	25	37	27	33	23
	3rd	21	16	27	25	33	26
History	1st	55	43	52	21	31	20
	2nd	33	27	46	40	31	24
	3rd	38	26	29	26	42	36
Geography	1st	24	18	23	19	23	18
	2nd	17	14	18	16	21	19
	3rd	15	14	17	14	19	17
Political Science	1st	36	23	33	22	17	9
	2nd	42	23	38	19	29	18
	3rd	29	17	29	22	19	13
Philosophy	1st	28	14	32	17	17	3
	2nd	22	11	29	16	24	16
	3rd	7	4	18	15	16	12
Economics	1st	12	3	6	1	4	1
	2nd	6	1	4	0	3	1
	3rd	1	1	1	1	2	1
B.A. General	1st	595	253	627	170	871	209
	2nd	422	103	495	170	509	157
	3rd	220	125	192	125	258	130
Mathematics	1st	31	5	28	7	20	9
	2nd	20	5	20	7	13	6
	3rd	6	4	8	6	7	7
Physics	1st	12	4	11	5	8	2
	2nd	5	0	9	5	8	5
	3rd	0	0	2	0	7	3

Chemistry	1st	12	7	8	2	9	5
	2nd	3	1	9	3	9	7
	3rd	0	0	0	0	5	3
B.Sc. Pure	1st	12	3	12	5	15	6
	2nd	8	5	7	1	11	5
	3rd	3	2	5	2	7	4
Bio. Science	1st	17	7	12	1	10	2
	2nd	7	1	9	6	4	2
	3rd	3	0	4	4	4	3
Accountancy	1st	90	45	80	57	56	18
	2nd	69	32	59	34	64	26
	3rd	42	27	36	18	52	34
B.Com General	1st	109	36	147	30	140	47
	2nd	69	13	64	11	88	17
	3rd	26	14	29	14	20	12



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

The evaluation procedure of our institution is structured on the basis of and in adherence to the structure followed by the University of Burdwan. The faculties

keep the students updated with all the changes adopted by the University, especially the change in syllabus, question patterns, etc. by the means of timely notices and classroom interactions and directives. For example the test examination questions are set in manner that follows the university structure.

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

To secure good marks in the University examinations is the short term objective. The ultimate goal for the students is to pursue higher studies, research, and finally to get good job and becoming a good citizen. Throughout the process of study in the College the students are taught keeping the ultimate goal in mind. They are made acquainted with the demands in the fields of higher studies, they are encouraged to read text and reference books, motivated to do projects so that they can cope with the requirements of PG level and research.

To make the students aware about the demands of the job market, the institution organize Career Counselling programme, Coaching classes for entry in service and Workshops on job demand by the help of specialized institutions or agencies. The college is also initiating a few job centric certificate courses like basic computer training and communicative English in collaboration with the British Institute and a job market oriented training on Customer relation and sales and ITES BPO by Bandhan.

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

There is not much scope for the institution to create any mechanism of such data collection within the constitutional provisions. But the faculties do collect information about the students' performance in the PG stages and their placements with the help of the alumnus or the ex-students. Modern technology based social media like the face-book, WhatsApp are used for this purpose. After availing the information about the students' performance in the higher studies and research as well as placement, the teachers evaluate about their modus operandi of teaching learning.

The prospect of placement of a general or honours graduate students is getting gloomy day by day and keeping this adversity in view the College is initiating job based certificate courses to make the students more equipped. We have applied for the *Kaushal* project this year and faced the interface at UGC, New Delhi, but unfortunately we are not enlisted as qualifiers. But fingers crossed, we hope to introduce *Kaushal* in the next chance we get.

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

The internal mechanism for monitoring and ensuring the achievements of learning outcomes includes result analysis by the faculties and necessary and subsequent decisions taken by the statutory bodies like the Teachers' Council and the Governing Body. In recent years the Internal Quality Assurance Cell is engaged in assessing the learning outcome of the students. All decisions taken by those bodies evolve round the prime motive of the institution, i.e. to make our students academically competent so that they can achieve all success in life.

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

In the absence of any other parameters, the institution being an affiliated college has to use assessment/ evaluation outcomes as an indicator for evaluating students' performance. The faculties of various departments discuss with the students for the betterment of the score/ marks/ percentage they secure in the Part-I and Part-II examinations. The guardians are also informed about the importance of a respectable result in the final examinations and they are advised to give parental guidance to their wards. In the perspective of institution as a whole the teachers' council and the IQAC determine the planning in respect of the indications of the evaluation outcomes. For example, a new internal evaluation procedure has been introduced for the honours students and a proposal to introduce open book examination for the general students has been submitted to the IQAC.

Other relevant information regarding Teaching-Learning and Evaluation:

Though the College is maintaining relatively good performance in the Honours examinations in the University level and a very healthy students' progression to higher studies, there are certain areas of concern. Firstly, we are working with limited physical infrastructure and with more limited human resources. But the most important factor is our dependence on the State bodies and the affiliating Universities to make decisions to enhance the infrastructure and to augment the human resources. Repeated appeals and communications to appropriate authorities like the DPI yield little or no results.

Secondly, majority of the students of the College are first generation learner and are coming from a society which is relatively poor. Many of them have to earn their own bread by some sorts of earning activities. A mere Under Graduate degree of a University is not serving their purpose of getting a job. Current trend in the general courses shows a general apathy of the students in thorough learning by the means of reading text and reference books and above all to attend the classes. The management of the College is making repeated appeals to the students for their attendance and their serious involvement in the learning process.

But the fear is stringent steps in this direction can only aggravate the chance of drop out or even leaving the institution permanently. To encounter these types of emerging challenges the authority is making changes and amendments in the teaching learning mechanism. Initiating value based certificate courses, arranging workshops/ seminars to create awareness in job market orientation. We have made reforms in the evaluation and assessment processes, making arrangement of remedial classes and coaching classes for entry in services, using more technological devices in the process like creation of smart class room etc. These are some of the many examples which the College authority has already taken up in the last few years. The management is also successful in getting few grants from the Higher Educational Council and from the MPLAD to improve the physical infrastructural facilities. We hope we can do better in the teaching learning segment if more cooperation and support is offered by the concerned agencies.

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?

Our institution does not have any research centre of the affiliating University or any other agency or 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 recommendation made by the Committee for implementation and impact.

The institution has a Research Committee formed by the Teachers Council, comprising of senior teachers to monitor and address the issues of research. The committee provides information and logistic support for submission of research proposals to national agencies like UGC. The present Research Committee is as follows:-

- (i) Dr. Nepankar Hazra, Principal
- (ii) Dr. Amitabha De, Convenor
- (iii) Dr. Shyamal Paul
- (iv) Prof. Ajanta Chakrabarti
- (v) Prof. Gourab Sinha
- (vi) Prof. Subrata Kumar Rana
- (vii) Dr. Arghyadip Roy,

The above-mentioned Research Committee monitors and addresses issues related to research. It comprises of the Principal and senior teachers from different departments. The objective is to encourage subject-specific as well as inter-disciplinary research.

The committee has made the following recommendations:

- Inspire the spirit of research and fact-finding temperament amongst the faculty as well as the students by connecting curriculum to more practical oriented.
- Arrange informal discussion/ classroom seminar on research methodologies and to address current research issues more frequently.
- Collect information and inform the faculty and students about the institutions and agencies which provide funds to research projects for example UGC, CSIR etc.

- Give as far as possible support to the faculty and students for presenting papers in the seminar and to arrange provisions like duty leave to a research paper-presenter and partial financial support.

These recommendations have been duly accepted and welcomed by the staff. The steps definitely help to create an environment that encourages scientific temperament amongst teachers.

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

- **Autonomy to the principal investigator:**
- **Timely availability or release of resource**
- **Adequate infrastructure and human resources**
- **time-off, reduced teaching load, special leave etc. to teachers**
- **support in terms of technology and information needs**
- **facilitate timely auditing and submission of utilization certificate to the funding authorities**
- **any other**

Our college encourages and allows teachers to facilitate smooth progress and implementation of research schemes/projects:

- Notices about grants and research studies offered by Universities and UGC are displayed on the notice board and faculty members are encouraged to apply.
- All resources and funds coming from UGC or other agency to the faculty via college are released in a timely manner, as per regulations. The funds may be released in two or three instalments, upon submission of the complete project or progress reports or bills by the researcher.
- Teachers are also encouraged to apply for participating in conferences/ seminars/ workshops/ symposia. Many of the faculty members have attended state, national and international conferences and seminars in India and abroad.
- By arrangement of sanctioning study leave for doing M. Phil or Ph. D. under Faculty Improvement Programme (FIP) of UGC and also for doing post-doctoral research within the country and abroad. For example Dr. Arghya Bandyopadhyay was provided study leave to visit University of Santiago Spain for one month in a EU- Research Fellowship in 2014.
- Support in terms of an adequate infrastructure, technology and information, and timely auditing and submission of utilization certificate to the funding authorities like UGC, DST, CSIR etc. are done in an effort to develop a research culture in our college.

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

Our institution is an under-graduate college affiliated to Burdwan University. So there is no scope for enrolling Research Students in our Institution. However, some efforts are made in developing scientific temper and research culture and aptitude among students. These are:

- a) The Honours Departments arrange Departmental student seminar where students actively participate and deliver lecture for small duration in which students and teachers together remain as audience. This certainly generates a sense of confidence among students to prepare himself for larger seminars/conferences.
- b) In our new evaluation system we have introduced submission of mini projects for all honours students and presenting it in a class room seminar. Since this is included in the comprehensive curriculum and as each project is guided by departmental teachers so this helps in generating a sense of research temper among students.
- c) Geography Department of our college arranges survey work on a regular basis where they collect data related to the socio-economic issues and analyze those data systematically to interpret.

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.).

The institution is an undergraduate college affiliated to Burdwan University. While many of the faculties are engaged in active research and are associated with a number of minor research projects funded by UGC as investigators, the Coordinator, Dr. Arghya Bandyopadhyay is actively engaged in research activities. Dr. Bandyopadhyay was offered Summer Research Fellowship in 2011 by INSA. He visited Greece in 2012 as invited speaker in an international conference of highest repute organised by ISOPE. In 2012 September, Dr. Bandyopadhyay was invited to UTM, Malaysia to chair a session and to deliver an introductory speech in Asia-Pacific workshop in Marine Hydrodynamics. In 2014 “UGC Research Award for Teachers” was provided to Dr. Bandyopadhyay to carry his work further.

The following faculty members of our institution are directly involved in PhD supervision

- a) Dr. Nepankar Hazra, Principal, Department of Zoology
- b) Dr. Arghya Bandyopadhyay, Asso. Professor, Department of Mathematics
- c) Dr. Uday Krishna Mitra, Asst. Professor, Department of Commerce

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 imbining research culture among the staff and students.

Our institution arranged several Seminars, Workshops, training programmes, sensitization programmes etc to build up research atmosphere among the staff and students. The details are given:

Sl. No.	Name of Seminars, Workshops, training programmes, sensitization programmes	Organizing Date	Funding Authority
1	State Level Seminar on Climate Change and Economic Development	17 th January, 2012	UGC
2	National Level Seminar on Aesthetic Approach and Social Accountability of Literature: Oriental and Occidental Perspectives	10 th February, 2012	UGC
3	State Level Seminar on Biodiversity Depletion and Economic Crisis	17 th February, 2012	UGC
4	Workshop on CAS	20 th September, 2014	IQAC
5	One Day Workshop on SPSS	8 th December, 2015	IQAC

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

Every faculty has an expertise in his own discipline and below we enumerate prioritised research areas and expertise available with our faculties

- In Applied Science:
 - Parasite Biochemistry
 - X-Ray Crystallography
 - Dynamics of Ocean waves
 - Econometrics and environment economics
- In Social Science:
 - Socio-economic issues
 - Indian and Western Logic and Epistemology
- In Language:
 - Indian-English Literature
 - Bengali Short Stories

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

- The institution is an under graduate college where scope of research at the premise itself is limited but we invite eminent researchers, historians, literary persons, scholars in different subject in our institute to interact with students and teachers to motivate them in research. Here is a list, although not exhaustive, of speakers invited in the last few years at different point of time
 - Dr. Ambarish Mukherjee, Professor. Department of Botany, The University of Burdwan
 - Dr. Ranjan Kumar Basu, Professor Department of Geography, University of Calcutta
 - Dr. Sanat Kumar Guchait , Professor and Head of the Department of Geography, The University of Burdwan
 - Dr. Subrata Mondal, Principal, Sreegopal Banerjee College
 - Dr. Karuna Sindhu Mukherjee, former VC of Rabindra Bharati University
 - Dr. Sushil Kumar Sharma, Professor , Dept. of English, Allahabad University
 - Dr. Pradip Kr. De, Professor, Department of English, BU
 - Dr. Parthasarathi Mukherjee, Principal, Birbhum Mahavidyalaya
 - Dr. Samir Kr. Mukherjee, Asso. Prof. Department of English, Hooghly Mohosin College
 - Dr. Bishwanath Mukherjee, Department of Sanskrit, The University of Burdwan.
 - Dr. Pinakesh Sarkar, Prof. Department of Bengali, Jadavpur University
 - Prof. Arup Chatterjee, Dean Arts faculty, The University of Burdwan
 - Dr. Rabindranath Bhattacharya, Professor Dept of Economics, University of Calcutta
 - Subhas ch Santra, Coordinator. ENVIS Centre on Environmental Biotechnology, Dept. Envs Sc. University of Kalyani
 - Dr. Lakshminaryan Satpati, Department of Geography University of Calcutta
 - Prof. Tapan Kumar Chakraborty, Professor (retired) & Ex- Head of the Depat. Of Philosophy, Jadavpur University

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?

One Faculty member applied for sabbatical leave for research activity. Dr. Arghya Bandyopadhyay received UGC Research award for Teachers 2014-16 and he wanted a sabbatical leave for two years duration for this research work. The college authority provided him the leave within a very few days of time and all relevant papers submitted instantly to the office of the Directorate of Public Instructions (DPI) for necessary approval. However, he could not join the fellowship as the office of DPI delayed the process of granting him the leave to such an extent that the deadline of joining the fellowship passed away.

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

The research finding of the faculties of our institution and elsewhere are discussed through various activities of the departments and seminars/workshops held at the college. Two peer reviewed journals with ISSN numbers are published from our college where good quality papers submitted from all over India and these are:

- **Dialogic Space** [ISSN 2347-8195]; a bilingual literary journal of Khalisani Mahavidyalaya. The basic focus is The basic focus of the journal is the aesthetic approach and social accountability of literature
- **Polyphony** [ISSN 2319-6424]; this is a journal published in collaboration of the Association for Literary and Societal Interaction, a registered society, approved by the Govt. of West Bengal. It is the journal based on English Literature and language: Indian, Postcolonial, Canadian, Australian, British and Literary Theory and Criticism. There is also a separate section on creative writings and book Review.

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.

In its budget our college does not provide financial allocation to research. Grants received from the UGC and other agencies are utilised following guidelines. However, the college actively encourages teachers to apply to various funding agencies for research/travel grants. For example Dr. Arghya Bandyopadhyay received UGC travel grant twice, Summer Research Fellowship from INSA and

EU research fellowship. Previously Dr. Amitabha De also received Prestigious Travel grant and fellowship for his post-doctoral work at UK.

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?

As of now there is no provision in the college to provide seed money to the faculty for research. The grants which college receives are disbursed as per the guidelines of Burdwan University and UGC. The college is however actively looking for some institutional research fund to promote research activities among faculty.

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

There is no provision in the institute to provide financial help to support research projects by students. But sometimes for scientific excursion or for educational trip of students at places of historical importance department of History, Political Science, Bengali has received some financial help.

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

The various departments/units/staff of the institute interact in undertaking interdisciplinary research through Departmental seminars, national/international seminar or workshop. The success of such endeavour is visible in arranging interdisciplinary national/state level seminars, conferences and workshops. The Departments of Economics and Commerce, the Department of Geography and the Departments of Bengali, English and Sanskrit have organised three UGC Sponsored National level seminars. The IQAC of our institution also have arranged two workshops. The Papers presented in the State Level Seminar on Climate Change and Economic Development organised by the Departments of Economics and Commerce is published in a book with ISBN No. 81-901265-8-X.

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

The institution ensures optimal use of various equipment and research facilities of the institution by its staff and students:

- Sharing equal and consistent access to all equipment among staff and students for optimal level utilization of resources.
- Providing Wi-Fi internet facility to teachers engaged in Research works.
- Sharing the time of use of smart class room cum central computing Lab

by each department has yielded good result for us.

- Staffs in Lab are not only well trained in specific use of a particular instrument but also in its regular maintenance.
- An updated stock registers of equipment also help us to monitor use.
- The library and the Labs remain open till late hours and one can access books from Library and have access to lab equipments as per requirements

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

The institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facility. But some faculty members received grants to enhance their research activity. Recently UGC has provided some grant to Dr Arghya Bandyopadhyay. Previously Dr Amitabha De received grants for several agencies for his research.

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

Faculty members are encouraged to apply to UGC and other funding agencies for grants to conduct research. Some faculty members had received the grants for the minor Research Project and completed and submitted the final reports.

Nature of the Project	Duration Year From To	Title of the project/ Department	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects	2013-2014	History	UGC	1 lakh	99759/-	99759/-
	2009 -2010	Economics	UGC	1 lakh	99593/-	99593/-
	2008-2009	Mathematics	UGC	55000/-	37500/-	37500/-
Major projects						

Interdisciplinary projects						
Industry sponsored projects						
Students' Research projects						
Any other (specify)	2014-2016	UGC Research Award/ Mathematics	UGC	3 Lakhs		

3.3 Research Facilities

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

Our college, being an under graduate college emphasises on curriculum based teaching learning process but even within that ambit we try to provide some research orientation to our students. With the introduction of the new comprehensive and continuous evaluation process we made it mandatory for our students to submit projects which aim to orient them research-centric. The central computing Lab, A central Library with almost 25000 books, Departmental Libraries, online and offline journals, plenty of computers at the disposal for the students at different Labs are some of the facilities we try to provide.

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?

As part of institutional strategies these are the few steps that we plan to do:

- Purchase of more reference books, journals to facilitate readers to know immerging trends of research
- NISCAIR facility to be introduced shortly. We plan to do it in near future.
- To arrange many more interactive sessions/workshops at different department by researchers who works at the frontier level.
- We have good connectivity at our college premise through Wi-Fi but registering with many more online journal stores is an on-going process which will be done in a phase wise manner in the forthcoming years to facilitate information to the interested readers.
- More encouragement will be given to faculty members for inter

disciplinary research for this we are sincerely thinking of providing some seed funding to those who will be engaged in such research activity.

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.

No, the institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facilities.

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

Firstly no research scholar is enrolled with this college, in fact University do not give us any provision of enrolling research scholar. For our under graduate students we try to generate research temper which can be manifested with the science excursion, educational trip that are frequently organized by the respective departments. These outside campus tours facilitate research motivation among students and they submit good projects after this kind of excursion.

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

- The following specific facilities are available for the researchers at Library/information resource centres
 - At Library we have plenty of reference books, printed journals but if one is even not happy with those he/she can merrily surf his own journal or book in JSTOR, bookzz.org, **n-list**.inlibnet.ac.in, British Library, American Library or many others similar links with which our Library has online registration.
 - The Central Computing Lab which is at the first floor is well furnished and is loaded with many computing software like Mathematica, SPSS, Math Lab, GIS. Researchers can easily avail these facilities. The Computing Lab is Wi-Fi connected with 24 hours free internet and it remains open from 8 am to 8pm well beyond college hours.
 - All the departments are Laptop aided and internet connected, practical based departments have Labs which have their own small capsule computer Lab; these are also internet connected.

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.

College of its own is not in a position to create any collaborative research facility due to lack of financial support. But its faculty members have got opportunity in various occasions to participate in collaborative research for example

- At present Dr. Amitabha De, Dept of Physics is involved in two collaborative projects with Dr. Y. Kitajawa of Osaka University, Japan and with G. Biswas, Bishnupur Ramananda College, Bankura, West Bengal
- Dr. Arghya Bandyopadhyay, Department of Mathematics has published one collaborative work in March 2015, with Prof. M. Victoria, O.E of University de Santiago, Spain.

3.4 Research Publications and Awards

- Dr. Amitabha De, Asso. Prof. of Physics has received several awards and recognition for his research achievements which include a biography published in 'Leading Scientists of the world, 2008' by International Biographical centre, Cambridge, England
- Following are the awards received by Dr. Arghya Bandyopadhyay in last four years
 - Summer Research Fellowship 2011 provided by INSA
 - PEIN USC Programme 2014 provided by EU
 - Research Award for Teachers provided by UGC, India.
- The **list of Publication** of our faculty members is enlisted below:

PUBLISHED WORK OF THE FACULTY MEMBERS

- **Dr. Nepankar hazra, principal, dept. Of Zoology**
 1. **Roy,D.,Maity., C.R.,Sengupta,A., Hazra,N., & Ghosal, S.K.**-Effect of Exogenous Ethinyl Estradiol & DL-Norgestrel on the testicular cholesterol and ascorbic acid contents.*Ind. J.Physiol & Allied Sci.*35(1),30-33(1981)
 2. **Mandal, B., Hazra, N., and Maity, C.R.**- Metabolic and enzymatic Changes in rats following Mandalhigh doses of tetracycline, chloramphenicol and trimethoprim .*Ann Natl. Acda Med.Sci.(India).*18(4),146-156(1982).
 3. **Mandal, B., Hazra, N., Dey,C.D. and Maity,C.R.**-Toxic effects of high dose oral administration of trimethoprim on some blood and hepatic parameters.*Ind.J.Pharmac.*,15(4)269-277(1983)
 4. **Mandal, B., Hazra, N., Hui, A. & Maity, C.R.**-Effect of Trimethoprim Administration on Hepatic functions of albino rats.*Acta. Physiol.ET.Pharmacol .Blug.*10(1), 48-58(1984)

5. **Hazra, N., Mandal, B., Majumdar, G. & Maity, C.R.**-Effect of trimethoprim in Trichiniasis of albino rats. *Curr.Sci.*,53(5),262-263(1984)
6. **Hazra, N., Mandal, B., Majumdar, G. & Maity, C.R.** Phosphohexose isomerase & Aldolase activities of serum and muscle tissue in Trichinella-infected albino rats at different periods of Post-infection, *Curr.Scl.*,53(15), 810-811(1984)
7. **Hazra, N., Majumdar,G. Mandal, B., & Maity,C.R.**-Glycogen Contents & Phosphohexose isomerase & Aldolase activities in Trichinella –infected albino rats.*Proc.Indian natn.Sci.Acad.*,B50(3)-299-303(1984)
8. **Hazra , N., Maity, C.R, Dasgupta , S. and Majumdar . G.**-Biochemical studies on Glycogen, Phosphohexose –Isomerase & Aldolase of muscle in Trichinised and non-Trichinised albino rats .*Indian J.Heiminth .*,(1),30-37.(1984)
9. **Hazra, N., Majumdar, G. Maity, C.R , Mandal, B.,**-Aminotransferase and Alkaline Phosphatase activities of serum,Liver & Skeletal Muscle in albino rats Infected with Trichinella spirallis.,*Proc. Indian natn. Scl .Acad* B51 (1), 60-64(1985).
10. **Majumdar, G., Nandi, J., Samanta, S.,Saha, K., Dey, R., Goswami, B. Bose, M.,Hazra, N., & Sinha, J. N.**-Emission spectroscopic studies on the Inorganic Elements of three avian Filarids.,*proc.2nd Natn. Convn of Young Scientists*, 56-59 (1986).

Book Published

Madhyamik Jiban Bigyan for Class-IX and X Published from *United Book Agency* in the year 2004

• **DR. AMITABHA DE, ASSOCIATE PROFESSOR, DEPARTMENT OF PHYSICS**

1) **Amitabha De**, G. Biswas & H. Muhonen

The X-ray Crystal Structure of 2, 4-Bis (4-methoxyphenoxy) Pyrimidine - **Journal of Chemical Research** (2008), No. 3, 157-158.

2) **Amitabha De**

Structure of 5'-Chloro Spiro(1,3-Dioxolane-2,3'-Indolin)-2'-one: a Potential Anti convulsant. - **Acta. Crystallographica.** (2008), E64. o562.

3) R. Chinery, P.A. Bates, **Amitabha De** & P. S. Freemont

Characterization of the single copy trefoil peptides intestinal trefoil factor and pS2 and their ability to form covalent dimers. - **FEBS Letters** (1995), 357, 50 - 54.

4) **Amitabha De**, D. G. Brown, M. A. Gorman, M. Carr, M. R. Sanderson & P. S. Freemont
Crystal structure of a novel disulphide-linked 'Trefoil' motif found in a large family of putative growth factors. - **Proceedings of the National Academy of Sciences, U.S.A.** (1994), 91, 1084 - 1088.

5) **Amitabha De** & G. Funatsu
Crystallization and preliminary X-ray analysis of a plant Ribonuclease (RNase Mc) from the seeds of Bitter Gourd (*Momordica Charantia*). **Journal of Molecular Biology**, (1992), 228, 1271 - 1273.

6) M. A. Gorman, **Amitabha De** & P. S. Freemont
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7) **Amitabha De**
Structure of a Potential Anti convulsant: 5'-Bromospiro(1,3-Dioxolane-2,3'-Indolin)-2'-one. - **Acta. Crystallographica.** (1992), C48, 660 - 662.

8) **Amitabha De** & Y. Kitagawa
Structure of 3,3-Dimethoxyindolin-2-one. - **Acta. Crystallographica.** (1991), C47, 2384 - 2386.

9) **Amitabha De** & Y. Kitagawa
Structure of Spiro(1,3-dioxane-2,3'-Indolin)-2'-one.- **Acta. Crystallographica.** (1991), C47, 2179 - 2181.

10) **Amitabha De** & G. Biswas
Crystal Structure of a substituted pyranocarbazole alkaloid N-allyl Girinimbine. - **Zeitschrift fur Kristallographie.** (1991), 197, 51 - 57.

11) **Amitabha De** & M. Kusunoki
Crystal Structure and conformational analysis of Spiro(1,3-dithiolane-2,3'-Indolin)-2'-one: An anti convulsant analogue. - **Journal of Crystallographic and Spectroscopic Research.** (1991), Vol. 21, No. 1, 57 - 60.

12) S. Pain, G. Biswas, A. Banerjee, **Amitabha De**, A. Mathur, A. Bose & Y. Iitaka
Structure of a modified β -lactam antibiotic. - **Acta. Crystallographica.** (1991), C47, 360 - 362.

13) Amitabha De

Crystal Structure and Conformational aspects of an optically inactive bitter antibiotic Mesuol from Mesua Ferrea Linn.- **Journal of Crystallographic and Spectroscopic Research**. (1990), Vol. 21, No. 1, 97 - 103.

14) Amitabha De

Crystal structure of an Indole analogue : 3,5-Dichloro-3-methyl-2(3H)-indolone. -**Acta. Crystallographica**. (1990), C46, 1891 - 1893.

15) Amitabha De

Structure of [2,2'-(Ethylene)dibiguanide] manganese (III) Nitrate Monohydrate. -**Acta. Crystallographica**. (1990), C46, 1004 - 1006.

16) Amitabha De

Structural aspects and conformational analysis of 1,1-Dichloro-2,2-bis-[p-(N,N-Dimethylamino)phenyl]ethane. - **J. Chem. Soc. Perkin Trans. 2**. (1990), 985 - 987.

17) Amitabha De

Ethylenedibiguanide - a particularly interesting ligand in relation with the crystal structure of metal complexes. - **Journal of Crystallographic and Spectroscopic Research**. (1990), Vol. 20, No. 3, 281 - 286.

18) Amitabha De & H. Muhonen

Structure of 1,1-Dichloro-2,2-bis-(4-Dimethylaminophenyl)-Ethylene. - **Acta. Crystallographica**. (1989), C45, 1957 - 1959.

19) Amitabha De & P. Roychowdhury

Crystal and Molecular Structure of an isostere of purine ring system : 7-Benzylamino-2-methylmercapto thiazolo [5,4-d] Pyrimidine. - **Zeitschrift fur Kristallographie**. (1989), 188, 69 - 75.

20) Amitabha De, A. K. Basak & P. Roychowdhury

Crystallographic Studies of an Antineoplastic Antifolate compound Metoprime: [2,4-Diamino-5-(3',4'-dichlorophenyl)-6-methyl Pyrimidine]. - **Indian J. Phys.** (1989), 63A (6), 553 - 563.

21) Amitabha De, Y. Matsuura & M. Kusunoki

Crystal and Molecular Structure of Chloramphenicol Analog: 2-amino-4-methoxy-2,2'-dichloroacetophenone. - **Journal of Crystallographic and Spectroscopic Research**. (1989), Vol. 19, No. 2, 379 - 385.

22) Amitabha De, R. Ghosh, S. Roychowdhury & P. Roychowdhury

Structural Analysis of Picene, C₂₂H₁₈. - **Acta. Crystallographica.** (1985), C41, 907 - 909.

23) **Amitabha De**

Structure of 4'-Amino-2,2,3'-trichloro-acetophenone, C₈H₆Cl₃NO. - **Acta. Crystallographica.** (1984), C40, 1972 - 1974.

24) **Amitabha De, A. K. Basak, S. Chowdhury & G. Poddar**

Structure of -Dichloro-4'-nitroacetanilide, C₈H₆Cl₂N₂O₃. **Acta. Crystallographica.** (1984), C40, 2104 -2106.

25) **Amitabha De**

Structural studies and correlation between conformation and activity of potential anti convulsant analogues. - Acta Crystallographica. (1990) (Supplement), A46, C - 159.

26) **Amitabha De**

Structure of two Chloramphenicol analogues. - Acta Crystallographica. (1984)(Supplement), A40, C-73.

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27) K. Mukherjee, **Amitabha De**, P. Roychowdhury & H. Muhonen
Crystal and Molecular Structure of Titanium Salicylate.

28) **Amitabha De & Y. Kitagawa**

The X-ray Crystal Structure of Crystal structure of 1'-Methyl spiro(1,3-Dioxolane-2,3'-Indoline)-2'-One.

[Conference Abstracts](#)

1) **Amitabha De**, M. A. Gorman, D. G. Brown, M. R. Sanderson, M. Carr, A. N. Lane & P. S. Freemont

The Crystal Structure of Porcine Pancreatic Spasmolytic polypeptide; A member of a novel family of growth factors. - **XVI Congress and General Assembly, International Union of Crystallography, Beijing, China (1993).**

2) **Amitabha De**, M. A. Gorman, D. G. Brown, M. R. Sanderson, M. Carr, A. N. Lane & P. S. Freemont

Crystallographic Studies of Pancreatic Spasmolytic Polypeptide. - XVI Congress and General Assembly, International Union of Crystallography, Beijing, China (1993).

3) **Amitabha De**

Crystal structure and conformational study of 5'-Chloro spiro(1,3-Dioxolane-2,3'-Indoline)-2'-One - **XXVIII National Seminar on Crystallography, 24-26 September (1997) Kerala, India.**

4) **Amitabha De & P. Roychowdhury**
Structural Studies of a Plant Ribonuclease Rnase MC from the seeds of bitter gourd - **XXVIII National seminar on Crystallography, 24-26 September (1997) Kerala, India.**

5) **Amitabha De, G. Biswas & H. Muhonen**
Crystal Structure of 2,4-Bis-p-OMethoxy Phenoxy Pyrimidine - **XXIX National conference in Crystallography, 21-23 December (1998) Chennai, India.**

6) **Amitabha De, G. Biswas & Y. Kitagawa**
Crystal structure of 1'-Methyl spiro(1,3-Dioxolane-2,3'-Indoline)-2'-One – **37th National Seminar on Crystallography, 6-8 February (2008) Jadavpur, Kolkata, India.**

• **Dr. Shyamal Paul, Associate Professor, Department of Economics**

1. Bhattacharya, R. N. and **S. Paul** (2001): Sectoral Changes in Consumption and Intensity of Energy in India, *Indian Economic Review* (IER), Vol. xxxvi, No.2, Page 381- 392.
2. **Paul, S.** and R. N. Bhattacharya (2002-2003): Energy Intensity and Carbon Factor in CO₂ emission Intensity, *Journal of Environmental Systems (USA)*, Vol. 29(4), 269-278.
3. **Paul S.** and R. N. Bhattacharya (2003): Causality between Energy Consumption and Economic Growth in India Reconsidered, *Asian-African J. of Economics and Econometrics*, Vol. 3, No. 2, Page 171-186.
4. **Paul, S.** and R. N. Bhattacharya (2003): Energy Consumption and Economic growth in India: A Note, *Indian Development Review*, Vol. 1, No. 1, Page 65 - 76.
5. **Paul, S.** and R. N. Bhattacharya and K .D. Sarkar (2004) Domestic Consumption of Tea in India, *International Journal of Applied Economics and Econometrics*, Vol. XII, No. 2, Page 237-250.
6. **Paul, S.** and R. N. Bhattacharya (2004): Causality between Energy Consumption and Economic Growth in India: A Note on Conflicting Results, *Energy Economics*, Vol. 26, Page 977-983.

7. **Paul, S.** and R. N. Bhattacharya (2004): CO₂ Emission from Energy use in India: A Decomposition Analysis, *Energy Policy*, Vol. 32, Page 585-593.
8. Bhattacharya, R. N., K .D. Sarkar and **S. Paul** (2004): Production Behaviour of Tea in India: An Aggregative Analysis, *Productivity*, Vol. 45, No. 1, April – June, 2004, Page 135 – 139.
9. Bhattacharya, R. N., **S. Paul** and S. Sanyal (2005): Performance and Cost-Efficiencies of the General Insurance Corporation of India, *Indian J. of Economics*, Vol. LXXXV, No. 339, April 2005, Page 531-548.
10. Bhandari, A. K. and **S. Paul** (2007): Relationship between Wage and Productivity in Indian Organised Manufacturing Industries, *Labour and Development*, Vol. 12 (2) & Vol. 13(1), June, 2007.
11. Paul S., R.N. Bhattacharya and A. Bhandari (2009): Revisiting the Environmental Kuznets Curve-Evidence from Time Series Data for India, *Journal of Quantitative Economics*, Vol 7, Page 172-183.
12. **Paul S.** (2009): Willingness to pay for improved Quality of Drinking Water, *Environment and Ecology*, 27 (2A), Page 961-964.

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13. **Paul, S.** and R. N. Bhattacharya (2001): Energy Demand in India: An Econometric Analysis, in R. Acharyya and B. Moitra (eds.) *Effects of Globalization on Industry and Environment*, Lancer's Book, New Delhi, Page 229 - 392.
14. **Paul, S.** (2012): Indicators of Climate Change on Economy: An Empirical Analysis, in *Climate Change and Economic Development*, Page 36-43, ISBN No. -81-901265-8-X.

• **Prof. Ajanta Chakrabarti, Assistant Professor, Department of Bengali**

1. **Jiban Shilpi Maniker Katha Shilpa – Parshad Barta by WEBBSE 1999**
2. **Madhyayuger Bangle Sahitye Samajik satyasatya--Parshad Barta by WBBSE 2000**
3. **Jiban Jakhan Jantra Na (poetry) – Sharad Sankhya Bangabhumi 2001**

4. **Samaj Choitanyer Rupakar Sharatchandra** – Nababarsha Sankhya Bangabhumi 2001
 5. **Five Articles on Various Topics –Nana Nibandha** jointly with Dr. Asit Sinha 2001
 6. **Rabindra Kabya Prabaha – Sanchayita: Rabindranath** jointly with Dr. Asit sinha 2003
 7. **Tebhagar Aloy Bou** – International Journal from Department of Bengali, Chandannagar Govt. College, Hooghly 2007
 8. **Sahitye Adhunikata O Rabindranath -- Sharad Sankhya Bangabhumi 2010**
 9. **Pradushan O Rabindranath** – Proceedings of National Seminer, Department of Bengali, SriGopal Banerjee College, Hooghly 2011
 10. **Samajik daybadhota o sahityagune** – ‘Record’ a chapter in the journal Dialogic space with ISSN 2347-8195 in December 2012
 11. **Ekti Oitihasi Andolan : duti Chotogalpo – A book named Iitihis O Sahitya : Mukhomukhi Aaynay** with ISBN 978-93-81245-20-0 edited by Priyadarshi Chakraborty 2013
 12. **Adhunikamo ganamadhyam Internet** –A chapter in the book of Bengali language & literature published by Academic Staff College, University of Calcutta in March 2013
- **Prof. Debashis Dassharma, Assistant Professor, Department of Commerce**
- 1 **Performance of Public Sector and Private Sector Companies in Indian Life Insurance industry during the Post Liberalisation Era: A Comparative stud** , pp.224-233, AJHMC, Academic Journal of Hooghly Mohsin Govt. College, ISSN No.0973-6212, Volume-6, November,2011 by Department of Economics & Commerce.
 - 2 **Impact of Climate Change on Economy- A global crisis**, pp. 25-30, UGC sponsored State Level Seminar on “Climate Change and Economic Development “at KHMV, ISBN No. 81-901265-8-X, 17th Janauary,2012 Organised by the Department of Economics & Commerce

- 3 **Biodiversity, Depletion & Ecological Crisis--- A serious issue on the earth:** pp.71-74, (*Edited this Journal Also*), UGC sponsored State Level Seminar on “Biodiversity Depletion and Ecological Crisis” at KHMV, ISBN No. 01-901265-7-1, 17th February, 2012, Organised by the Department of Geography.
 - 4 **Women Empowerment: A contemporary Global issue,** pp.63-75, Dialogic Space, Bilingual literary Journal of KHMV, ISSN No. 2347-8195, Vol. II, Dec, 2013.
- **Dr. Arghya Bandyopadhyay, Associate Professor, Department of Mathematics**
 1. **Effects of viscosity on linear gravity waves due to surface disturbances in water of finite depth** ZAMM (Wiley-VCH, Berlin), 83, No.-3, 205-213(2003). DOI: 10.1002/zamm.200310020 Online ISSN No. 1521-4001
 2. **A study of the waves and boundary layers due to a surface pressure on a uniform stream of a slightly viscous liquid of finite depth.** – Journal of Appl. Mathematics Vol. 2006, Page. 1-24(Hindawi Publishing Corp.). DOI 10.1155/JAM/2006/53723, ISSN: 1110-757X (Print), ISSN: 1687-0042 (Online)
 3. **Long axisymmetrical waves in a viscous ocean around circular island- Conference Proceedings of AFM-2008: “Advances in Fluid Mechanics VII”,** Page: 467-476, WIT Press, UK. ISBN: 978-1-84564-109-2, ISSN(online): 1743-3533
 4. **Analytical solution of long waves generated by bottom motion on a beach with variable slope – Proceedings of International Congress of Mathematicians -2010, (ICM – 2010) section -18.** Page 592 – 593. Hindustan Book Agency Edited by Rajendra Bhatia et. Al
 5. **Analytical solution of Tsunami waves generated by bottom motion on a beach with variable slope – Published in the Proceedings of Heber’s International Conference on Applied Mathematics and Statistics (HICAMS – 2012) p.** 227-232 held at Bishop Heber College, Trichy, TN, India. ISBN 93-81361-71-1
 6. **Mathematical modeling of Tsunami waves generated by bottom motion on a non-uniformly sloping beach - Published in the Proceedings of twenty second (2012) ISOPE,** Vol. – 3, p. 68 – 71. ISBN 978-1-880653-94-4 (Set); ISSN 1098-6189 (Set)

7. **Transmission of energy to waves by periodic ground motion on a beach.** – **Proceedings of 6th Asia-Pacific Workshop on Marine Hydrodynamics (APHydro-2012)**, p. 1 – 6, published by Universiti Teknologi Malaysia (UTM).
8. **A note on the approximation of the wave- integral for small motion in a slightly viscous ocean of finite depth due to initial surface disturbances.-** **Applied Mathematical Sciences**, Vol. 7, 2013, no. 36, 1777 – 1783
9. **Identification of forerunners and transmission of energy to tsunami waves generated by instantaneous ground motion on a non-uniformly sloping beach** –**International Journal of Geosciences**. 2013, 4, 454-460, doi:10.4236/ijg.2013.42042, ISSN Print: 2156-8359, ISSN Online: 2156-8367
10. **Exact and Asymptotic analysis of waves generated by sea-floor disturbances on a sloping beach** – **Journal of Boundary Value Problems (Springer)**, March 2015, DOI 10.1186/s13661-015-0315-7.

Manuscript in Preparation

11. **Generation and Propagation of long waves due to travelling disturbances in a parabolic coast.** - In preparation.

- **Prof. Gourab Sinha, Assistant Professor, Department of History**

1. **Literary gleanings: Glimpses from ancient Indian history** , History In Literature – Literature As History *The Issue Revisited*, edited by Priyadarsee Chakraborty, ISBN:978-93-80663-50-0, Levant Books , *In collaboration with*, Kulti College, Burdwan, 11 and 12th January, 2012
2. **Dakshin Purba Asiae-er Chol-der Samudrik Abhijan:** sampratik Tathyer Alope, Samaj O Rajniti, Vol.-13. No. – 2, ISSN 2321-9947, 2014
3. Written **many important Units in the subject History of M.A. Part II course material** published and republished in the years 2008 – 2012 from the University of Burdwan.

- **Prof. Jyotsan Mallick, Assistant Professor, Department of Bengali**

1. **Apar Ganga Opar Ganga: Deshbhager Prekkhite**, Published in : Dialogic Space: Bilingual Literary journal of Khalisani Mahavidyalaya (ISSN 2347-8195) Vol: I, December, 2013.

Manuscript in Preparation

2. **Name of the Article: Dinabondhu Mitrer *Nil Darpan*:** Protibadi Chetoner Unmesh (Under Process)
 - **Prof. Priyaranjan Sarkar, Assistant Professor, Department of History**
1. **Swadeshi Yuge Swami Pranabananda** Published in: Dialogic Space: Bilingual Literary journal of Khalisani Mahavidyalaya (ISSN 2347-8195) Vol:II, December,2013
 - **Prof. Subrata Kumar Rana, Assistant Professor, Department of English**
2. **Jhumpa Lahiri's Interpreter of Maladies** Published in: *Burdwan University Anthology for Part-I (Hons), 2004*
3. **On Shaking Hands by A.G.Gardiner** Published in: *Burdwan University Anthology for Part-I (Pass), 2004*
4. **Politics of Identity: A Study of Chinua Achebe's *Things Fall Apart*** Published in: Polyphony: Journal of Association for Literary and Societal Interaction (ISSN 2319-6424) Vol:I, April,2012
5. **Aesthetic Approach and Social Accountability of Literature: Oriental and Occidental Perspectives** Published in: Dialogic Space: Bilingual Literary journal of Khalisani Mahavidyalaya (ISSN 2347-8195) Vol: I
6. **Praxis of Identity Politics in Mahasweta Devi's "Draupadi Published in: Asian Resonance (Vol-II, Issue-IV,ISSN No-0976-8602): A Peer-Reviewed Multidisciplinary International Research journal, October,2013**

Manuscript in preparation

7. **"In Custody": Deven's Alienation from Self.**
 - **Prof. Monalisa Mustafi, Assistant Professor, Department of Political Science**
1. **The Japani as a sign of difference: Seeing, Writing and Reading** Aparna Sen's the Japanese Wife, Page: 45 – 50, ISBN NO. 978-81-927259-0-1, by AAKAASH; Berhampore, 2013
2. **Bicultural Diversity in India: Problems and Prospects,** Page: 33 -38, ISBN NO. 01-901265-7-1, LASERTECH, Kolkata, 2012

3. **Policy Makers, Civil Society, And Sustainable Development: The Case of west Bengal**, page- 213-216, ISBN No. 978-81-925536-0-3, Principal; VCTC College.

- **Dr. Brajagopal Roy, Assistant Professor, Department of Philosophy**

1. **Decline of Human Values: Environmental Perspective** in the book “Loss Of Biodiversity and its Ethical Implication” edited by Dr.Arabinda Ghosh, Dr.Suraj Praksh Agarwala & Dr.Bibekananda Sau, P-162-165, ISBN-81-8282-179-7, Yr-2011, Publisher-Sadesh.
2. **Debate On The Status Of Smrti (memory)In Indian Philosophy** in the book “Memory Beyond” edited by Dr.Madhu Kapoor & Aditi Das, P-104-112,ISBN-978-81-87891-44-4,Yrl-2012,Publisher-Readers Service.
3. **Error in Idealistic View** in the book “Error in Epistemic and Pragmatic Sphere” edited by Dr. Madhu Kapoor & Aditi Das, P-64-74, ISBN-978-9381493-16-8, Yr-2012,Publisher-Citadel.
4. **Bharatiya Nitisashtrer Purba-Swikarya Satyagulir Bhumika** in a Journal “Dialogic Space” edited by the Editorial Board of Khalisani Mahavidyalaya,P-170-176, ISSN-2347-8195,Yr-2013,Publisher-Chandrardh,Amarpur,Sugandha-712102.
5. **Pramanya-Vada In Comparison with the Western View of Truth** in the book “Dimension of Truth” edited by Dr. Kakali Ghosh, Dr.Madhu Kapoor &Aditi das, P-71-86,ISBN-978-93-82549-26-0, Yr-2014, Publisher-Rachayita.
6. **Nature &Source of Prama** in the book “Knowledge –Source (Pramana) and its Logical Implication: A Gate way to Thought Process.” edited by Bibekananda Sau &Madhu kapoor, P-94- 107, ISBN-978-93-82549-25-3, Yr.-2015,Publisher-Rachayita.

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

- **Patent obtained and filled (process and product) NIL**
- **Original research contributing to product improvement NIL**
- **Research studies or surveys benefiting the community or improving**

the services

Research studies are mainly done by faculty members but survey works are done both by teachers as well as students. The surveys are done mainly to inform the concerned authorities so that appropriate action could be taken to improve better life and livelihood. We enlist here few of those works

- Survey on Transport communication, availability of civic facilities by the city dweller, usages of water.
- Survey on medical facilities, level of education, occupational structure,
- Survey on preparation of soil-type map helping of nature of firming, Agricultural production, Age-sex pyramid of a particular Mouja.
- Dr. Shyamal Paul, Department of Economics worked on a minor research project to highlight the willingness to pay for improved quality of drinking water.
- Prof. Gourab Sinha, Department of History worked on a Minor Research Project Arogya: Medical and Health Care System in Ancient India where he highlighted among many things the comparison of modern and ancient medical and health care system.

- **Research inputs contributing to new initiatives and social development**

As we have mentioned in the previous paragraphs many of our works both from teachers and students whether those are research activities or surveys it does aim at contributing social changes.

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?

- Two journals are published from our college where good quality articles submitted from all over India are published and the journals are:
 - **Dialogic Space** [ISSN 2347-8195] - bilingual literary journal published from Khalisani Mahavidyalaya.

Editorial Board:
 Subrata Kumar Rana, Editor-In-chief, Asst. Prof. of English, Khalisani Mahavidyalaya
 Suman Bhar, Asst. Prof. of English, Khalisani Mahavidyalaya
 Ajanta Chakrabarti, Asst. Prof. of Bengali, Khalisani Mahavidyalaya
 Jyotsna Mallick, Asst. Prof. of Bengali, Khalisani Mahavidyalaya

Editorial Policy: This is a journal published once in a year. Original research work is published through a rigorous peer review process. We seek barely

minimum publication cost from the author and the decision on review is communicated to the author within two months from the date of submission of the article.

- **Polyphony** [ISSN 2319-6424], is a journal published in collaboration with the Association for Literary and Societal Interaction, a registered society, approved by the Govt. of West Bengal.

Editorial Board:

Dr. Susanta Kumar Bardhan, Asso. Prof. Siuri Vidyasagar Mahavidyalaya
 Prof. Subrata Kumar Rana, Asst. Prof. Khalisani Mahavidyalaya
 Prof. Prasun Banerjee, Asst. Prof. Kabi Joydeb Mahavidyalaya

Editorial Policy: This is a journal published once in a year. Original research works including creative writings are published through a rigorous peer review process. We seek no publication cost from the author. The decision on review is communicated to the author within two months from the date of submission of the article. We encourage authors to become member of our collaborative partner ‘Association for Literary and Societal Interaction’.

3.4.3 Give details of publications by the faculty and students:

- A. Publication per faculty
- B. Number of papers published by faculty in peer reviewed journals (national / international)
- C. Number of publication listed in International database (for Ex. Web of science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directories, EBSCO host, etc.)
- D. Monographs
- E. Chapter in Books
- F. Books Edited
- G. Books with ISBN/ISSN numbers with details of publishers
- H. Citation Index
- I. SNIP
- J. SJR
- H. Impact factor
- K. h-index

Items (A – K) are provided in details in Annexure –I

Faculty	Department	A	B	C	D	E	F	G	H	I	J	K	L
			B 1	B 2									
Dr.Nepankar Hazra	Zoology	1 1	1 0	-	-	-	-	1	-	-	-	-	-

Dr. Amitabha De	Physics													
Prof. Arun Kumar Koley	Commerce	0	-	-	-	-	-	-	-	-	-	-	-	-
Prof. Suman Bhar	English	0	-	-	-	-	-	-	-	-	-	-	-	-
Dr. Shyamal Paul	Economics	10	5	3			1		1	-	1.939	2.58	2.708	-
Prof. Ajanta Chakrabarti	Bengali	9	4	-	-	-	4	-	1	-	-	-	-	-
Prof. Debashis Dassharma	Commerce	5	1	-	-	-	-	1	3	-	-	-	-	-
Dr. Arghya Bandyopadhyay	Mathematics	11	-	10	10	-	1	-	-	10	3.382	1.746	4.64	2
Prof. Gourab Sinha	History	10	-	-	-	-	7	1	2	-	-	-	-	-
Prof. Jayati Bhattacharya	Economics													
Dr. Uday Krishna Mitra	Commerce	2	-	-	-	-	-	-	2	-	-	-	-	-
Prof. Jyotsna Mallick	Bengali	2	-	-	-	-	-	-	2	-	-	-	-	-
Prof. Subrata Kumar Rana	English													
Prof. Priyaranjan Sarkar	History	1	1	-	-	-	-	-	-	-	-	-	-	-
Prof. Monalisa Mustafi	Political Science	4	-	-	-	-	-	-	4	-	-	-	-	-
Dr. Brajogopal Roy	Philosophy	6	1	-	-	-	5	-	-	-	-	-	-	-
Dr. Arghyadip Roy	Sanskrit	3	3	-	-	-	-	-	-	-	-	-	-	-
Prof. Madhabi Aich	Botany	0	-	-	-	-	-	-	-	-	-	-	-	-

**3.4.4 Provide details (if any) of
*Research awards received by the faculty**

Name	Faculty	University	Year
Dr. Nepankar Hazra	Zoology	Burdwan University	1986
Dr. Amitabha De	Physics	University of Calcutta	1988
Dr. Alope Kumar Roy (On Lien)	Mathematics	Kalyani University	1991
Dr. Shyamal Paul	Economics	University of Kalyani	2003
Dr. Arghya Bandyopadhyay	Mathematics	Jadavpur University	2003
Dr. Uday Krishna Mitra	Commerce	Burdwan University	2004
Dr. Brajagopal Roy	Philosophy	Visva-Bharati University	2012
Dr. Arghyadip Roy	Sanskrit	Jadavpur University	2015

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

- Biography of Dr. Amitabha De published in **“Leading Scientists of the world, 2008”** by International Biographical Centre, Cambridge, England.
- Invited as Track Chairman for **“Green Techniques for Medicinal Chemistry”** in 7th International Conference on Drug Discovery & Therapy to be held on February 15th – 18th, 2016 at DUBAI, UAE.
- Member of Board of Studies (U G) in Physics of the University of Burdwan
- Prof. Subrata Kumar Rana is the member of Association for Literary and Societal Interaction, a registered society, approved by the Govt. of West Bengal.
- Prof. Ajanata Chakrabarti is the life member of Bnagiya Sahitya Parishad
- Dr Alope Kumar Roy (On lien) is the member of Board of Studies (U G) in Mathematics of the University of Burdwan
- Prof. Arghya Bandyopadhyay is the member of Indian Statistical Institute.

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

No such incentive is provided.

3.5 Consultancy

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

We have not yet been able to establish any strategy for institute-industry interface

as such. But recently we have tied up with Bandhan Bank which has assured us with some employment opportunity for our students in the industry sectors for those who enroll themselves with the training program. This BPO training as proposed by Bandhan Bank has opened up some indirect interface with our institute and the industry.

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

The institution has no strict written/stated policy to promote consultancy but we provide positive support to any such initiatives that come to our way at any point of time and which can be resolved by using our expertise.

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

As mentioned above in the question (3.5.2), the college supports its faculties to give the expertise in their respective fields for example Prof. Ajanta Chakrabarti has written an article in a leading newspaper about examination phobia in general for the examinee who are appearing for the first board examination.

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

No such mentionable revenue generating consultancy is provided.

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?

No such policy has yet been adopted.

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?

Khalisani College takes pride in associating students in community service and Hooghly District Volunteer Blood Donors association was actually initiated from our college. We endorse, encourage and promote our students in community service. The newly revived NSS unit at our college has started to act in the same vigour and agility which was our trademark in the whole of Burdwan University.

The works with which we are engaged right now in community developments are as follows

- A neighbouring Village, Ruidaspara which is 3.5 km away from our college, has been adopted by the NSS Units of the college. Families in this village belong to scheduled caste/tribe and are economically backward.
- After the formal adoption, the student-volunteers of NSS Unit has tried, as a first step, to create a bond of affection and love with them and tried to understand the basic needs of these villagers. Education, health and habitat are the three primary areas where NSS wants to concentrate and improve upon.
- Students have realized that the joy involved in such benevolent service has a satisfaction of a new dimension and they are coming tens to hundred to join NSS. This we believe is the success of our effort. NSS volunteers are putting their best to bring smiles on the faces of these deprived people.
- The College has a practice to reach out the victims of natural calamities. Recently college has notified to all stakeholders to submit old but good quality dress material which would be send to flood affected area of Chennai through Bharat Sevasram Sangha.
- Approximately 2 km away from our college, at Bilkuli, we have our own property and a campus where Zila Parishad runs many job-oriented vocational training for the local community. Although we are keenly interested but college of its own cannot associate with these programmes directly due to lack of enough human resource. We are already suffering from acute short of teaching staff even to carry out primary responsibilities of teaching. But with the aid of rejuvenated NSS unit we plan to associate with these community network programmes in collaboration with Zila Parishad.
- Community Orientation activities are reflected through Blood Donation Camps.
- NSS students regularly arrange health and environment awareness camps.
- We are now propagating a campaign through our NSS volunteers the philosophy of 'Each one teaches one'. The Gender championship mission is also been attached with this.
- We have been running a successful coaching class for Entry in Services for SC/ST/OBC Students (Non-Creamy layer) since last few years now which is funded by UGC
- Remedial courses for SC/ST/OBC Minority(Non-Creamy layer) Students (UGC XI and XII Plans)
- Carrier Counseling courses for SC/ST/OBC/Minority(Non-Creamy layer) Students (UGC XI)

All these efforts are meant to promote a holistic development among students

which curriculum-oriented study perhaps fails to infuse.

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

NSS volunteers are basically involved in various social movements and there is a NSS program officer who monitors these programs. Along with that we have introduced from this year a UGC guided program Gender championship which also attracts student volunteers who are engaged in many social activities. The latter mentioned program has two nodal officers who also look after the activities quite closely to nominate the best male and female gender champions.

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 feedbacks from students, Parents, and Alumni.

- These feedbacks are analysed and discussed at the IQAC meeting and some rectification measures are recommended by the IQAC to the concerned authority.

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.

We enlist below some of the institution plan

- i) Socio-economic survey of adopted village by NSS unit is done.
- ii) Community sensitization programme like child health care, AIDS awareness, legal awareness and cleanliness of their surroundings, personal hygiene specifically for women living in slam areas, family planning programmes etc.
- iii) Blood donation camp is organized every year by Chatra Samsad
- iv) Free Health-Care camp and AIDS awareness camp are organized by the college authority.

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

Students are motivated to NSS by several seminars and workshops from University experts and also by NSS program officers. Rotary club and NGO like Susama mission have come forward to encourage students in extension activities.

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 section of society?

- The NSS of our college has done extensive survey of the adopted village Ruidas para on the socio-economic status of the villagers and addressed the problem area in an attempt for appropriate work to be done for uplifting the life and livelihood of the villagers.
- The Department of English has worked on two projects namely Child Labour: their problems and solution and also on Women Labour – its socio-economic background.
- Department of English has started the spade work to survey on the criminal psychology of the prisoners and related issues.

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.

The extension activities certainly discipline the students and prepare them to face real life crisis situation. All these values all together imbibed in the minds of the students ultimately help them to be attentive and sincere in the classroom and also in practical life.

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?

The NSS units always inspire the people at large to be actively involved with the student while conducting the special camp in their respective villages. The people in the adopted village 'Ruidaspara' come forward to help our NSS volunteers to face and familiarize with the real life situation.

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.'

Constructive relationship has developed with many institutions like Chandannagar Govt. College, Chandannagar; Kabi Sukanta Mahavidyalaya, Bhadreswar; B.K. Mahavidyalya, Balagarh; Sreegopal Banerjee College, Bagati; Raja Rammohan Roy College; Radhanagar, Arambagh with whom we jointly arranged **State-Level/National** seminars on different topics.

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.

No such award received

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.

Institution has arranged collaborative research seminars with other colleges and these are already mentioned in 3.6.9. This has helped to develop research orientation. Apart from this, faculty members in their individual capacity have done collaborative works with national and international scholars. As for example Dr. Amitabha De has worked at two prestigious international Labs at UK. And recently, Dr. Arghya Bandyopadhyay has worked with Dean of faculty of Mathematics, University de Santiago, Spain.

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.

Recently we have signed a MoU with Bandhan Bank in which some collaborative work will be initiated through which our students will get the benefit of job opportunity through Campus Interview. Bandhan Bank has extended their corporate social responsibility and we have reciprocated equivalently.

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.

An attempt has been made to provide placement service with the previously stated MoU with Bandhan Bank. The details of this MoU have been approved by the Governing Body. This is a pilot project; we keep our fingers crossed and hope its success will open up new opportunity of many such industry-institution-community interactions.

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.

This list is already provided in the answer of the question no. 3.1.7. We have nothing more to add in this list.

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:** Yes. One with British Institute
- b) **Internship/ On-the-job training:** Yes. One with Bandhan Bank
- c) **Summer placement:** N/A
- d) **Faculty exchange and professional development:** No.
- e) **Research:** No
- f) **Consultancy:** No
- g) **Extension:** No
- h) **Publication:** Yes. One with Association for Literary and Societal Interaction
- i) **Student Placement:** Yes. One with Bandhan Bank
- j) **Twinning programmes:** No
- k) **Introduction of new courses:** More than One. Some in Computer courses and other in BPO training course.
- l) **Student exchange:** No
- m) **Any other:** Nil

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

The College is ever-ready to make the systemic efforts in planning, establishing and implementing the initiatives of the linkages/collaborations. Some details are already mentioned here we have no other information to add.

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

Research:

The college research committee has a plan to initiate a heritage study centre to do inter-disciplinary works which can be performed through faculty members of different stream interested in it. This centre will soon be inaugurated at our

college campus, initially with a small set up and has a plan to publish a research journal under its aegis.

Consultancy:

Nothing substantial to add here at this stage.

Extension:

We would like to include about a new extension activity lined up which we have mentioned at the Criterion VII in detail. At this point we inform about it in nutshell.

- SEVA – A Mobile Medical Unit providing medical support to the poor in cheapest possible cost.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**4.1 PHYSICAL FACILITIES**

Items	Numbers of Rooms	Remarks
Class Rooms	16	
Laboratories	11	Physics-03(25x 20 sq. ft. each) Chemistry-03(25x 20 sq. ft. each) Mathematics-01(15x20 sq ft) Zoology & Botany-01(25x 20 sq. ft.) Geography-02(25x 20 sq. ft. each) Commerce-01(30x20 sq.ft)
Libraries	3	
Departmental Libraries	No separate room.	
Office	03	
Principal's Rooms	01	
Teachers' Rest Room	01	
Seminar Hall	01	
Canteen	01	
Students' Common Room	02	For Boys-01 For Girls-01
Toilets	First Floor – 07 Second Floor – 03 Annex Building - 02	No. Ladies Toilet – 03 (1 st Floor), No. Ladies Toilet – 01 (2 nd Floor), No. Ladies Toilet – 01 (Anx Build)
Common Ground	01	
Cycle Garage	01	
Generator Room	01	
Reprographic Room	01	
Server Room	01	Reprographic room doubles as Server Room

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

We are very keen to mobilize the State Government Grant and MP LAD and funds from other sources to augment the existing physical infrastructure. On the policy matters the college has submitted a detailed plan to the State Government for constructing a three-storied building. We have received Rs. 3400000 as a first instalment of that plan which is approved by the Govt. A first floor of the annex building is now constructed with the help of this govt. grant. This floor is now used as a conference room. Along with this we have also approached our honourable MP for MPLAD and have received a grant of Rs. 100000/- in 2013. This fund is utilized and two rooms are constructed at the 2nd floor with the help of this grant. The second phase of the grant from the Govt. is also in the offing. Apart from this very recently the College has taken initiative in purchasing land for horizontal expansion, the process has expedited through an advance payment. Principal has run pillar to post to collect more funds to purchase adjacent land so that a Hostel for girls' student can be build utilizing UGC resource in future. Installation of Green Boards in the class rooms and creation of smart class room are perhaps also steps in the direction of enhancing facility towards teaching-learning.

4.1.2 Detail the facilities available for

a) Curricular and Co-Curricular activities:

Our college is suffering from shortage of class-rooms not only for curricular but also for co-curricular activities but this weakness of us has been converted to opportunity. We use same room for different purposes and these are ear-marked hour-wise. Below we enlist details of number of rooms, different Labs and Library/ Reading rooms in our college.

Classrooms-16

Technology enabled learning spaces-03

Seminar Hall-01

Tutorial Spaces-01 (Library Reading Room is doubled as Tutorial Space)

Laboratories-11 (Physics-03(25x 20 sq. ft. each) Chemistry-03(25x 20 sq. ft. each) Mathematics-01(15x20 sq ft) Zoology & Botany-01(25x 20 sq. ft.)

Geography-02(25x 20 sq. ft. each) Commerce-01(30x20 sq.ft)

b) Extra-Curricular activities:

In spite of handful teachers and a huge academic burden resting upon them, our teachers encourage students in co-curriculum activities which are reflected in their performance at the University and/or state level championships.

Sports: Each year Annual Sports is held in which both students and staffs take part.

Outdoor: Kabadi, Kho-Kho, Cricket, Football and badminton are played and the students get good success in the University and state level championships.

Indoor Game: Each year Carrom and Table Tennis Tournament is held. Apart from that students are encouraged to play carrom and Table Tennis in their leisure time.

Auditorium: 01

NSS: One Unit.

Cultural Programme: Freshers' Welcome and Annual Cultural competition, Annual Cultural programme is conducted each year where eminent artists and band perform. Intra-College Quiz competition is organized every year and for the last few years we have been organising an Inter-college quiz competition in memory of Prof. Chapal Kanti Dharchoudhuri, who himself was an eminent quiz master apart from being a revered teacher. Our students have participated in different quiz competitions organized by other agencies also and have secured ranks there. Our students participated time after time in Youth Parliament and success in this event has become a habit for us. All these are done within the limits of available physical facilities by using them optimally.

Yoga: Attempts have been made to conduct Yoga camps.

Health and Hygiene: Blood Donation Camps have been organized each year and in this occasion health camps are also organized. College has given significant focus in hygiene by supplying purified water through four Water Purifiers.

4.1.3 How does the institution plan and ensure that the available infrastructure 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 plan expansions, if any).

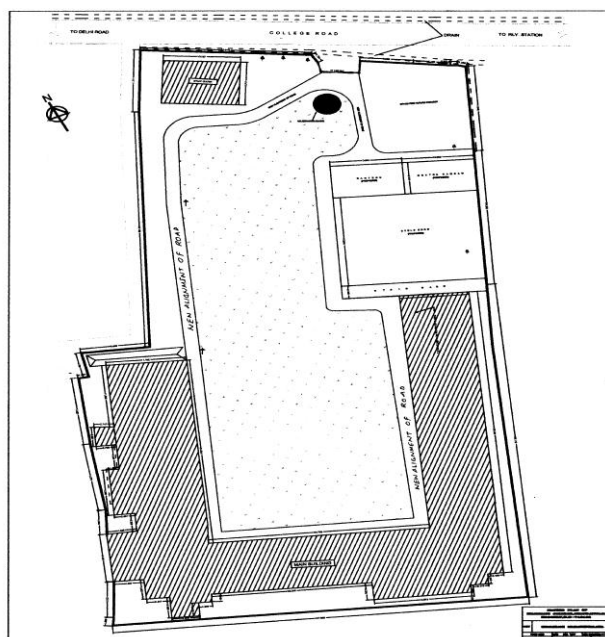
College has tried to fully utilize the UGC and state govt. grants with additional expanses taken from internal resource in developing infrastructure to make academic requirement fulfilled. As stated earlier, for optimum utilization of college rooms and other infrastructural facilities the classrooms and even the office rooms are earmarked hour wise throughout the working hours. We have constructed smart class rooms which also can be used for many necessary programmes introduced in recent past, for example, communicative English and job-oriented BPO training programmes can be held here. At this stage our seminar cum conference room incorporate audio-visual facility and the existing library is planned to be shifted to first floor of the annex building.

Lack of rooms in the college has prevented us from augmenting many programmes, for example we could not start gymnasium in the college. But that hindrance has provided us an opportunity to introduce yoga class.

Following table shows infrastructural facilities introduced in the last four years:

Sl. No.	Facilities added	Purpose
1.	Two class rooms in the second floor	To increase the number of class rooms
2.	More than 20 cottahs of land	To encounter the problem of physical horizontal development
3.	Server	For up gradation of LAN and office automation.
4.	Canon Photocopier	For reprographic facilities
5.	35 combined benches	For the new rooms
6.	Interactive tools	For smart class room
7.	Two DLP projectors	For projecting PPTs, movies, etc.

The master plan of the campus



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

Our institute believes in the equality of opportunity for all the students. Thus, we focus on different facilities be accessible even to differently able students for example we have constructed special railing and ramp to help them out.

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

The college has no residential facility for the students.

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?

Though the college does not have any permanent facilities in this regard but emergency is attended promptly by admitting the injured in a local hospital “Dishari” run by Chandannagar Municipal Corporation. However, facility of First Aid is provided by the office of the college.

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, Helath Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

College campus has rooms earmarked for IQAC, Canteen, Recreational spaces for staff and students. But lack of room and space deters us to allot dedicated space for facilities like Greivance Redressal Unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, etc. But it provides us an opportunity to utilise space optimally for these facilities. We have hour wise earmarked rooms for some of the common facilities. For example, the room for Grievance Redressal and Women’s Cell are same but are ear-marked hour-wise. In this way we have overcome the problem of space by using space optimally.

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, Library has an Advisory Committee.

It comprises of Principal as President (ex-officio), Librarian as Convenor (ex-officio), three faculties nominated by Teachers’ Council (statutory body) as member and other library staff as member of the Advisory Committee.

The Library Advisory Committee reviews all the processes and procedure so that library becomes student/user friendly. Moreover, it suggests taking feedback from the students and rectifies areas based on the feedbacks taken. To make students acquainted with the library resources and its usages steps are taken

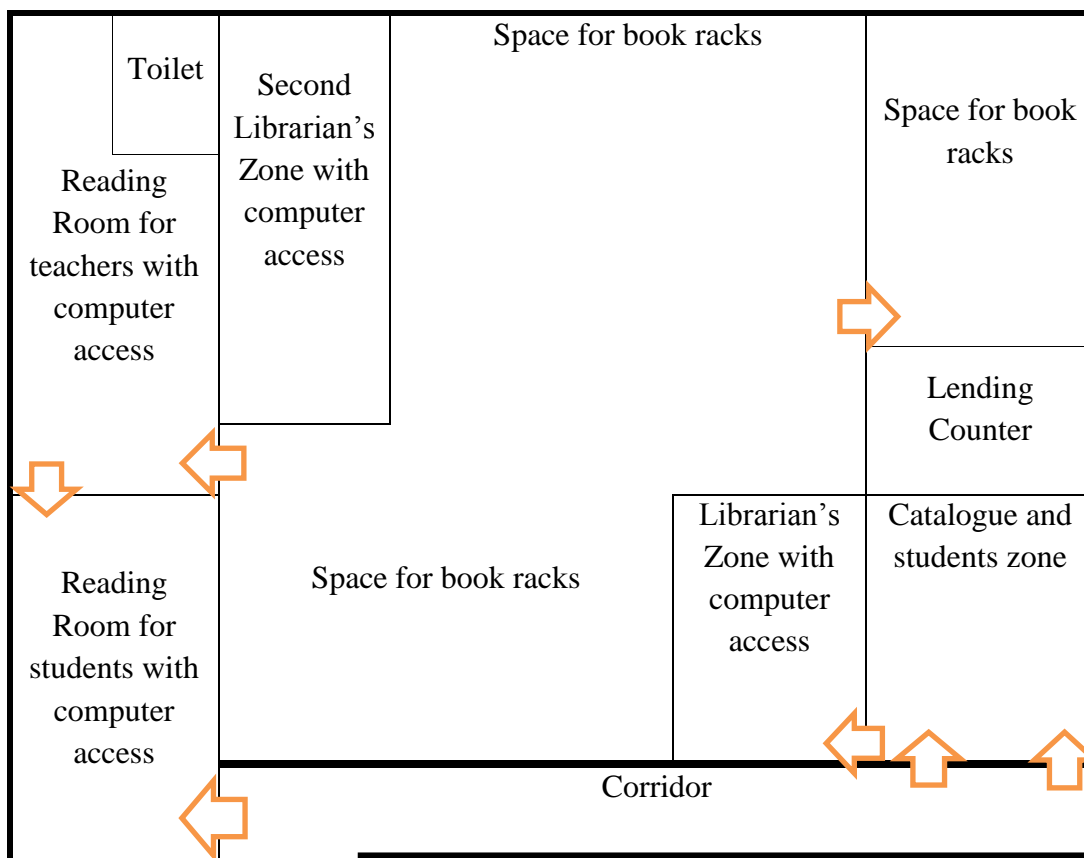
on a regular basis. The IQAC has suggested the library staff to arrange day-wise visits of the students in the Library with the departmental teachers. This has started to take place.

4.2.2 Provide details of the following:

- * **Total area of the library (in Sq. Mts.):** 183.5764 Sq. Mts.
- * **Total seating capacity:** 65 (for Students: 50, for Faculties 15)
- * **Working hours (on working days, on holidays, before examination days, during examination days, during vacation):** Library remains open from 10 a.m. to 4 p.m. on all working days. However, transaction remains limited to only staff of the college during examination. During summer recess the library remain open on usual basis.

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

LAYOUT OF THE CENTRAL LIBRARY



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.

Teachers are requested to submit list of books according to the demand of the respective departments and discussion take place on these submitted list at the Library committee which are then forwarded to the administration for purchase.

Library holdings*	Year 1	Year 2	Year 3	Year 4
	2014-2015	2013-2014	2012-2013	2011-2012
Text Books and Reference Books	No. of books Purchased – 759 Rs. 171295	No. of books Purchased– 366 Rs. 91957	No. of books Purchased – 12 Rs. 4400	No. of books Purchased– 340 Rs. 71413
Journals/ Periodicals	10 Rs. – 20000 (approx.)			
e-Resources	▪			
Any Other (specify)	•			

- Due to lack of space and financial constraints we are focussing on procuring e-resource more than from purchasing costly hard copies of the journal. However, we have begun this initiative very recently.
- Teachers from many departments keep the hard-copy of their class-notes and model questions in the Library and there are many CD's with loads of academic information.

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

- * OPAC: yes, we have OPAC through KOHA.
- * Electronic Resource Management package for e-journals: Yes the college manages Electronic Resource through Library Automation software.
- * Federated searching tools to search articles in multiple databases: The College has subscribed to JStor, NISCAIR in this regard.
- * Library Website: Library does not have a separate website. However, in our website there is a separate hyperlink facility serving information regarding library.

- * In-house/remote access to e-publications: Till date no remote access is to e-publication but plans are there to implement this facility to the student/teachers in near future.
- * Library automation: library automation software KOHA is in use.
- * Total number of computers for public access: 01
- * Total number of printers for public access: NIL
- * Internet band width/speed 2mbps, 10mbps, 1 gb
- * Institutional Repository
- * Content management system for e-learning:
- * Participation in Resource sharing networks/consortia (like Inflibnet): member through N-list

4.2.5 Provide details on the following items:

- Average number of walk-ins: 250 users/day
- Average number of books issued/returned: 190/day
- Ratio of library books to students enrolled: 13:1
- Average number of books added during last three years: 525
- Average number of login to OPAC: NIL
- Average number of login to e-resources: N/A
- Average number of e-resources downloaded/printed: N/A
- Number of information literacy trainings organized: 10
- Details of “weeding out” of books and other materials: Books and reading materials that are too old or out of syllabus, are withdrawn from circulation. These books are archived in the library separately.

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

- * Manuscripts: There is no provision of preserving manuscripts in the library.
- * Reference: Regularly, question papers of previous examinations are issued as reference material to students. Further, students can consult dictionaries and encyclopaedia of different subjects.
- * Reprography: Reprographic service is given to the users especially of reference books and materials.
- * ILL (Inter Library Loan Service): No
- * Information deployment and notification (Information Deployment and Notification)
- * Download:

- * Printing:
- * Reading list/ Bibliography compilation:
- * In-house/remote access to e-resources:
- * User Orientation and awareness: Regularly students are made aware of how to use library services efficiently.
- * Assistance in searching Databases: Assistance is always provided in searching databases.
- * INFLIBNET/IUC Facilities: Yes (through n-list)

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

Library staffs are always eager to help its users viz. students and faculties and other staff. They always extend their helping hand in finding specific books, suggesting books on any particular subject or topic. Library, in fact, is the central point of all educational activities of the whole institute.

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

Our college believes in creating equal opportunity to each and every student. In this line special care is imparted to visually/physically challenged persons so that they do not feel any hindrance in using the library. In fact IQAC has proposed in 2014-15 to acquire materials in Braille. We are in the process of procuring that to facilitate visually challenged persons. However, in the mean-time, library staffs are extra helpful to physically challenged persons so that they can use the library effortlessly.

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

Yes, library gets regular feedback regarding its service from its users both students and faculties and other staff in a specified format. These feedbacks has been analysed both statistically and by value. Steps have been taken to rectify its shortfalls.

4.3 I.T. Infrastructure:

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

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

Sl. No.	Configuration	No. of Computers	Remark
1.	Intel Core 2 Duo CPU 6300 @1.86 GHz, Ram: 2 GB, Windows XP, Service Pack 3, HDD; 150 GB	1	
2.	Intel Core 2 Duo CPU <u>4600@2.40</u> GHz, RAM: 2 GB, Windows XP Service Pack 2, HDD: 250 GB	1	
3.	Intel Core 2 Duo CPU <u>G2020T@2.50</u> GHz, RAM: 4 GB, Windows 7 (64 Bit), HDD: 500 GB	1	
4.	Intel Core 2 Duo CPU <u>G2020T@2.50</u> GHz, RAM: 2 GB, Windows 7 Ultimate, HDD: 500 GB	5	
5.	Intel Dual Core <u>G2030@3.60</u> GHz, RAM: 2 GB, Windows 7 Ultimate, HDD 500 GB	2	
6.	Intel I3 CPU <u>4160@3.60</u> GHz, RAM: 2 GB, Windows 7 Ultimate, HDD 500 GB	2	
7.	Intel Dual Core CPU G2030 <u>T@2.60</u> GHz, RAM: 2 GB, Windows 7 Ultimate, HDD: 500 GB	1	
8.	Intel i3 CPU <u>4130T@2.90</u> GHz, RAM: 4 GB, Windows 7 Ultimate, HDD: 500 GB	1	
9.	Intel i3 CPU 540 @ 3.07 GHz, RAM: 4 GB, Windows 7 Ultimate, HDD: 500 GB	5	
10.	Intel P4 CPU 2140 @1.60 GHz, RAM: 512 MB, Windows XP	2	

	(Service Pack 2), HDD: 250 GB		
11.	Intel P4 CPU 2140 @1.60 GHz, RAM 512 MB, Windows XP 2002, HDD: 160 GB	2	
12.	Intel P4 CPU J2900 @2.41 GHz, RAM: 2 GB, Windows & Ultimate, HDD: 500 GB	1	
13.	Intel i3 CPU 4170@3.70 GHz, RAM: 6 GB, Windows 8.1, HDD: 500 GB	1	
14.	AMD CPU A6 5200 APU Radeon HD Graphics 2 GHz, RAM: 2 GB, Windows 7 Ultimate, HDD: 500 GB	1	
15.	AMD Athlon CPU XP 2000@1.68 GHz, RAM: 512 MB, Windows XP Service Pack 2, HDD: 80 GB	14	
16.	Intel i3 CPU 2350 M@2.30 GHz, RAM: 2 GB, Windows 7 Ultimate, HDD: 500 GB	1	Laptop
17.	Intel i3 CPU M370@2.40 GHz, RAM: 2 GB, Windows 7 Ultimate/ Windows Home Basic, HDD: 500 GB	3	Laptop
18.	Intel E3 CPU 1220 V.3@3.10GHz Windows Server 2012 R2 Standard, RAM: 8 GB, HDD: 500 GB x 2 (RAID)	1	Server

Total Number of Computers: 44

- * Computer-student Ratio: 60:1
- * Stand Alone Facility: 2
- * LAN Facility: 42 computers are connected to LAN
- * Wi-Fi Facility: Whole campus is covered under Wi-Fi facility.
- * Licenced Software: Most of the computers have licenced operating system and licenced Antivirus software installed in them.
- * Number of Nodes/Computers with internet facility: All the 44 computers are connected to internet.

* Any Other: Geography Department has GPS eTrex 30 System

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

Our campus is covered under Wi-Fi, so the computers and laptops are connected through Wi-Fi to internet. Moreover, both faculties and students can connect to internet using their mobile devices through Wi-Fi.

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

Our college is well aware of the advances in field of IT. Need is often felt to upgrade the IT infrastructure and associated facilities to cope with the demands of the time. In this regard, an annual budget of significant amount is earmarked for up-gradation of IT infrastructure. We are planning to gradually upgrade classrooms to smart classes where online and offline facilities will be integrated seamlessly.

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):

In annual budget a significant amount is earmarked for procurement, up-gradation, deployment and maintenance of the computers and their accessories in the institution. Following table illustrates the point.

Financial Years	Allotment
2010-11	Rs. 1,00,000.00
2011-12	Rs. 2,00,000.00
2012-13	Rs. 2,50,000.00
2013-14	Rs. 3,00,000.00
2014-15	Rs. 3,50,000.00

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 institute possess two DLP projectors and few laptops and quite a few number of desktop for teaching-learning purpose. Primarily with the help of those, faculty often converts normal class-room into ICT enabled class room and through free Wi-Fi connectivity internet facility can also be availed if and when necessary. In

this way we use our resource optimally. Further a dedicated smart class room is set up to facilitate computer-aided teaching/learning process by its students as well as its teachers.

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.

Our college is very keen to use technology in classrooms. We also encourage our students to use technology to augment the teaching learning process. For example teachers often provide URLs of different websites in the class which can be used by the students. Moreover, students are encouraged to create presentation slides for their projects in the new comprehensive and continuous evaluation process introduced for the honours course. Thus, teachers render the role of a facilitator and place students at the centre of teaching-learning process.

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?

Our college is affiliated to The University of Burdwan which is connected directly to National Knowledge Network. It has a very effective websites of its own. Through it, the college is connected to National Knowledge Network.

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 detail of budget allocated during last four years)?

College ensures that infrastructure and equipment are maintained properly and timely. For this reason fund is earmarked in annual budget which is passed in Governing Body meeting to ensure optimal allocation and utilization of the available financial resources. Following is the budget of last four years which illustrates the point:

		2010-11	2011-12	2012-13	2013-14
a.	Building	3,00,000.00	4,00,000.00	5,00,000.00	5,50,000.00
b.	Furniture	1,00,000.00	1,50,000.00	2,00,000.00	2,50,000.00
c.	Equipment	5,00,000.00	5,25,000.00	5,75,000.00	6,25,000.00

d.	Computers	1,00,000.00	2,00,000.00	2,50,000.00	3,00,000.00
e.	Vehicle	Nil	Nil	Nil	Nil
f.	Any other	2,00,000.00	2,50,000.00	3,00,000.00	3,50,000.00

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

Governing Body of the college has constituted a Building Committee taking its members from different sectors of the stake holders which is always functional for creating new infrastructure, as well as, upkeep and maintenance of infrastructure. Most of the electrical and electronic equipment including computers are covered under Annual Maintenance Contract (AMC). Further, equipment are always checked and maintained.

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

Both faculty and support staffs of our college are vigilant enough to take up calibration and other precision measures for equipment/instruments. They take necessary measure as and when the need to calibration arises and it is done accordingly. However, calibration test of different equipment is carried out annually before the beginning of each new session.

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

Support staff of our college is very efficient in upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water, etc. In fact we have a casual staff Sri Srikanto Das dedicated for this purpose.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

We feel happy to utilise relatively small but all resources to its optimum. We have already mentioned that our college is a Wi-Fi campus but our approach in using ICT is rudimentary in many areas and we need to train us further to accept fruits of technology.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

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

Yes, the institution publishes its updated Prospectus annually. The following information is provided to students through these documents:

➤ **PROSPECTUS:**

The institution publishes its updated Prospectus annually where the Institution provides clear information to students about admission procedures, documents required for admission, the fee-structure and refund policies, financial aid and student-support services. Besides, it contains information like the composition of the Governing Body, history of the College, College Staff (Faculty and Non-teaching Staff), courses offered and subject combinations allowed, Registration rules, Attendance rules, rules for change of subject combinations, instructions for Examinations, rules regarding payment of fees, Library facilities and rules, Scholarships available, rules regarding concession of fees, Railway concessions available, Canteen facilities, excursions, medical facilities, co-curricular activities, Anti-Ragging Cell & Rules of conduct and discipline, details of fees structure, etc.

WEBSITE:

The Institution uploads its prospectus on its website *www.khalisanicollege.org* to provide relevant information to stakeholders.

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

The following table enumerates the details of scholarship provided:

Institutional Scholarships / Free ships			
Sessions	Type of scholarship or free-ship	Number of Students	Amount Disbursed on time/ not
2011-2012	College Merit cum means freeship	Full Free: 20 Half Free: 152	Yes
	State Govt. Merit Scholarships	46	Yes
	State Govt. Scheduled Caste	SC-341	Yes

	&Backward Class Scholarships	ST-26 OBC-03	
	Minority Scholarship	17	Yes
	Scholarship for Bidi workers	27	Yes
	Scholarship for Physically Challenged	01	Yes
	Labour Welfare Scholarship	05	Yes
2012-2013	College Merit cum means free-ship	Full Free:04 Half Free:266	Yes
	State Govt. Merit Scholarships	34	Yes
	State Govt. Scheduled Caste & Backward Class Scholarships	SC-396 ST-50 OBC-15	Yes
	Minority Scholarship	31	Yes
	Scholarship for Bidi workers	43	Yes
	Labour Welfare Scholarship	01	Yes
2013-2014	College Merit cum means free-ship	Full:00 Half Free: 254	Yes
	State Govt. Merit Scholarships	54	Yes
	State Govt. Scheduled Caste & Backward Class Scholarships	SC-419 ST-44 OBC-65	Yes
	Minority Scholarship	20	Yes
	Scholarship for Bidi workers	11	Yes
2014-2015	College Merit cum means Scholarship	Full Free:00 Half Free: 262	Yes
	State Govt. Merit Scholarships	78	Yes
	State Govt. Scheduled Caste & Backward Class Scholarships	SC-430 ST-55 OBC-103	Yes
	Minority Scholarship	43	Yes
	Scholarship for Bidi workers	39	Yes
	Scholarship for Physically Challenged	01	Yes

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

Approximately 20% of the students receive financial assistance from state government, central government and other national organizations.

5.1.4 What are the specific support services/ facilities available for Students from SC/ST, OBC and economically weaker sections?

- Scholarship is given by the state government
- Reservation in admission is provided
- Remedial coaching is provided
- Free coaching classes for Entry-in-Services like TET, SSC, PSC, BANK, RAILWAY, STAFF SELECTION AND W.B.C.S PRELIMINARY Examinations are provided to the students
- Peer learning is provided.
- Full free-ship and half free-ship in tuition fees are provided

Students with physical disabilities

- Students with physical disabilities are provided facilities as far as possible; One per cent of seats are reserved for them within the General quota.

Overseas students

- No Overseas students are admitted till date

Students to participate in various competitions / National and International

- Competitive books & magazines are provided and computer with internet facility is provided

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

- Medical aid is provided in the form of First-aid.
- In case of emergencies, the patient is taken to the nearby Dishari Hospital, Municipal General Hospital or Chandannagar Hospital or Local Nursing Homes according to the situation.
- Health Camps are organized for health check-ups for students.
- Blood Donation Camp is organized every year.
- In case of urgency blood donation cards are provided to the students

Organizing coaching classes for competitive exams.

- UGC Sponsored Coaching classes for Entry Level Examinations in different Government and Non-Government Services specially for the SC/ST/OBC (including non-creamy layer), Minorities and economically backward students
- Competitive books & magazines facility are provided.
- Regular classes on various subjects related to SSC, TET, PSC, BANK, RAILWAY, STAFF SELECTION and W.B.C.S PRELIMINARY are arranged by experts from various fields.
- Computer including internet facility is also provided as a source of learning

- Study materials are provided
- Information related to job in various fields is also displayed in the notice board.
- An UGC sponsored Career Counselling Cell organises many counselling workshops

Skill development (spoken English, computer literacy, etc.,)

- The college has a Central computer lab cum smart class room with multiple computers with LAN & Internet facility.
- College has collaborated with the British Institute to promote the communication skill of the students.

Support for “slow learners”

- Remedial classes & Tutorials are organized for slow learners
- Vernacular language is used, if necessary.
- Model question and answers are provided
- Personal, academic and social counselling

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

- Career Oriented workshops are organised.
- Interactive sessions with Chartered Accountants, Income Tax and Other professionals are organized to encourage students in new career opportunities.
- Job Training Programmes are organized by the Career Counselling Cell

Publication of student magazines

The College annually publishes a magazine titled *Batayan* for students. It is an ideal podium for students to excel their creative potential. Different departments publish/wall up magazines frequently which comprise articles of various taste and flavour.

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

The Institution encourages innovative, creative and entrepreneurial approach to ensure the development of skill amongst the students by Job Training Programmes, Career Oriented workshops etc.

Impact of these efforts

The change of mind-set in entrepreneurial skill development is a continuous process and we notice some changes in this direction. More and more students are seen to be self-employed now-a-days. Our efforts are perhaps start working, fingers crossed.

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.

In our previous NAAC visit cultural activities by our students was highly praised by the peer team members. We generally encourage students in extracurricular and co-curricular activities, quiz competition are organised at the intra and inter collegiate level. Cultural competitions comprising of debate, extempore, song, dance, 'sruti-natak' are year-wise regular event and students who perform well here are provided better platform at the annual cultural function. Students with excellence in sports are considered to take admission in our Mahavidyalya.

Additional academic support:

- Certification, felicitation, Special coaching classes and guidance, remedial coaching and providing of additional books for the deserving candidates.

Flexibility in examinations:

- Supplementary tests are taken for academically weaker students or students with poor results in the internal examinations.

Special dietary requirements:

- The College arranges for special meals during their practice and performance in cultural competitions.

Sports uniform and materials:

- Sports kit with uniform & Sports equipment for sports like Cricket, Table Tennis, Carom Board, football, Kabadi, Kho-Kho etc are provided.

Any other:

Various incentives and concessions such as free-ships, scholarships and special leaves are granted by the College authority to participate in competitions.

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

Every year some of our outgoing students appear for various Competitive examinations and qualify in PSC, SSC, Banking, Railway & other Govt. Services. The proper guidance and advice are provided to the students whenever they are in need.

The following table shows some required details of the qualified candidates in various competitive examinations:

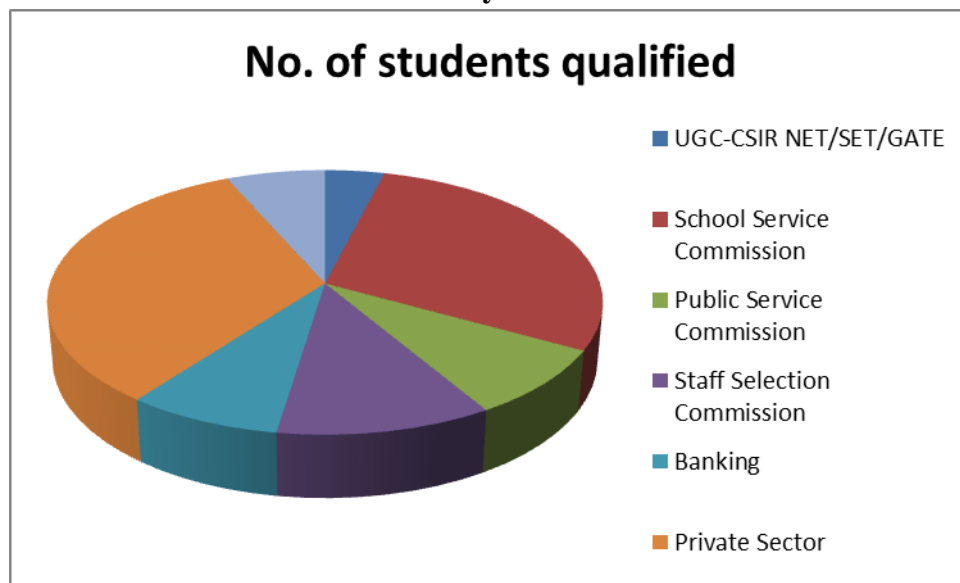
	B.A.	B.SC.	B.COM.
UGC/CSIR(NET) Examination	05	03	01
UGC-SLET			01
GATE			01
RATE			
INDIAN CIVIL SERVICE			
GRE			
TOEFL			
GMAT			
School Service Commission	36	30	
Public Service Commission	15	04	
Staff Selection Commission	25		
West Bengal Civil Service Exam.	00		
Banking Service	08		10
Private Sector	75		75
Self Employed			15

Under XIth and XIIth plan period college has successfully arranged coaching classes in entry-in-services, career counselling courses. The following graph/chart shows the details of these courses which further highlight the guidance provided to the students by our institution.

Graph Showing number of students benefitted from coaching classes in entry-in-services



Graph Showing number of students qualified in various examinations in last few years



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

Academic Counselling:

The Admission Committee conducts academic counselling at the time of entry into the College regarding the choice of stream and subjects.

Personal counselling:

Personal Counselling is received by the students through teachers. Principal and other Persons of the authority are available in their free time to listen to the various problems of students. Woman counselling cell “Suchetana” provides counselling to the girl-student who faces any problem.

Career counselling:

Career counselling is handled by the Career Counselling Cell funded by UGC through seminars, workshop and interaction with various entrepreneurs and professionals from different field. Besides this, teachers guide students directly or indirectly by disseminating information among students regarding career options in future life.

Psycho-social/Psychological counselling:

The members of Women Cell “Suchetana” provide psychological counselling to students whenever such requirement arises.

5.1.9 Does the institution have a structured mechanism for career 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 interview by different employers (list the employers and the programmes).

Presently we have no structured mechanism for Career guidance and Placement system. But we had arranged to Conduct Career counselling classes under UGC sponsored XI Plan Programme. Students were satisfied & benefited by this programme. Various organizations with multiple disciplines & job oriented Companies are allowed to meet the students for jobs and higher educational scope. A MoU has been signed between Bandhan Bank & college authority regarding Counselling & Placement of students.

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

Yes, the College has a “Grievance Redressal Cell” to redress the grievances of the students. They are lodging their grievance to the Cell regarding academic, library, financial, health services, and other student related matters.

The committee sorts out their problems promptly and judiciously. The committee also redresses the grievances of the stakeholders as and when required.

The composition of the students’ Grievance Redressal cell is as under:

- Principal – Chairman
- Teachers’ Council Secretary – Member
- Convener of the Women Cell – Member
- General Secretary of the Students’ Union-- Member
- A Teacher (Nominated) – Convener of the cell

Grievances redressed during the last four years of Students:

- New Class Rooms for Arts Departments.
- New Girls Common Room with proper facilities.
- Computer and Internet Access for students.
- More books according to new syllabus in the central library.
- To increase Budget allocation for student’s financial aid fund.
- Remedial Coaching Classes for financially & socially backward students.
- Career and Counseling for students.
- Canteen Renovations and improvement of canteen facilities.
- Improvement of toilet facilities for students
- Improvement of Drinking water facilities for students.
- Facilities for sports and indoor games.
- Generator for continuous power supply.
- Reprographic facility

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

The Governing Body of the College constituted the sexual harassment prevention Cell, in the year 2007 following the Bishakha guidelines, for addressing issues related to female staff, girl students & Gender Sensitization. The cell makes women students aware of the social responsibilities and gives them mental support to fight against sexual harassment. The Governing Body is also aware of the new Act of 2013 for the prevention and prohibition of sexual harassment of women at workplace. Following guidelines of UGC, college has recently started a Gender-championship program which also aims at creating a mind-set which prevents sexual harassment against women. An innovative training program of Self Defence for female students has also started and arranged at a regular interval.

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?

Ragging is strictly prohibited within the college premises. The College has adopted the UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009 & has constituted an Anti-Ragging Committee consisting of Teaching, Non-Teaching & Students' representative of the college. No instances of ragging have been reported during the last four years.

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

Yes, there is a provision for welfare schemes for students. Prominent among them are:

Academic:

- Remedial Teaching for slow learners.
- Career and Counselling.
- Training for Competitive Examinations.

Cultural

- Organization of cultural and sports events / activities.
- Exhibition of handmade showpieces made of wastage or used materials
- Encouragement for participation in intra & inter- college debates, sports etc.

Social, and Financial

- Ensuring Reservation during admission
- Scholarships and Free-ships.

- Railway concessions.
- Free UGC Sponsored Remedial Coaching classes, Coaching for Competitive Exams and Career Counselling to Join Services for SC/ ST/ OBC/ Minority students.
- Students' health home facility.
- Help to Poor & Meritorious students by Alumni

Infrastructure

- Students' canteen & food at subsidized rate.
- Safe Drinking Water (Aqua Guard Facilities).
- Indoor Games facilities.
- Dustbin in several places
- Badminton Court
- Common Room (Boys & Girls separately)
- Gents and Ladies Toilets for Students
- Cycle and Bike Stand.
- A field in nearby area is hired by the College when we arrange college-sports or even when we arranged Hooghly district Non-Govt. college athletic meet and football championship.
- A community hall for cultural programme.

Health

First Aid Kits are available in the College Office. Health check-up camp is organized occasionally. The Dishari hospital, run by the Chandannagar Municipal Corporation is used for emergency medical services.

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, to be registered shortly, which has produced alumni with whom we take pride in and they visit our college at the time of reunion and at the alumni meetings. Social & Cultural programmes are conducted by them.

- Contribution of alumni to the growth/development of the institution:-
Many Alumni work as Faculty or administrative staff of the college. The alumni also give their valuable inputs regarding the development of the college. Alumni are even involved in the extension activities of the institution. They are very generous in contributing to the cause of helping the disadvantaged.

The College is proud to have some of the distinguished alumni like:

Sl	Name	Field of eminence
	Mr. Ram Chakraborty	Mayor, Chandannagar Municipal Corporation, President of the G.B.
	Debashis Dassharma	Asst. Prof. of Commerce Stage-II, Khalisani Mahavidyalaya
	Kartik Das	Asst. Professor of Commerce, Hooghly Mohsin Govt.College
	Priya Das	Senior Resarch Scholar at IISER
	Partha Parui	Guest Lecturer Mathematics at Khalisani Mahavidyalaya
	Srikrishna Hazra	Guest Lecturer Mathematics at Khalisani Mahavidyalaya
	Subrata Das	High School Teacher
	Tarapada Mondal	High School Teacher
	Rintu Khamaru	High School Teacher
	Dilip Das	Accountant, Khalisani Mahavidyalaya
	Manas Majumder	Karmadhakya, Zilla Parishad, Hooghly
	Ananta Roy	Guard, Khalisani Mahavidyalaya
	Nilmoni Majhi	Peon cum Office Bearer, Khalisani Mahavidyalaya
	Anadinath Laha	Banking Service (P.N.B.)
	Sunil Das	Officer, LIC
	Aurobindo Biswas	Officer, Income-Tax Department, Kolkata
	Priyanka Biswas	Lawyer
	Subhajit Haldar	Asst. Teacher
	Surajit Das	School Teacher
	Sudip Kumar Tarafdar	Asst. Teacher
	Ujjal Khamaru	School Teacher
	Basudeb Koley	School Teacher
	Swati Gangopadhyay	Lawyer
	Tulsi Das	Accountant , Kabi Sukanta Mahavidyalaya, Hooghly
	Supai Besra (ST)	Employee of Finance Dept., Burdwan University.
	Swati Sadhu	Lawyer

The above list can be extended to cover few more pages of this SSR but we refrain to do that keeping in mind the space restriction.

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	40
PG to M. Phil.	0.05
PG to Ph.D.	0.01
Employed	
• Campus selection	
• Other than campus recruitment	10

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.

PASS PERCENTAGE OF THE SESSION 2011-12				
B.A. HONS.	APPEARED	1 ST CLASS	2 ND CLASS	PASS PERCENTAGE
Bengali	34	00	26+1	79.41
English	30	00	23+1	80.00
Sanskrit	23	02	14+1	73.91
History	38	00	29	76.31
Geography	15	01	13	93.33
Pol. Sc	24	00	16+1	70.83
Philosophy	16	00	6+1	43.75
Economics	02	-	01	50.00
Accountancy	42	01	24+3	66.67
Mathematics	06	01	03	66.67
B.A. Gen	220	00	08+106	51.81
B.Com Gen	26	-	1+10	42.30
B.Sc (Pure)	03	-	01+1	66.67
B.Sc.(Bio)	03	-	-	-

PASS PERCENTAGE OF THE SESSION 2012-13				
B.A. HONS.	APPEARED	1 ST CLASS	2 ND CLASS	PASS PERCENTAGE
Bengali	37	02	30	86.48
English	28	00	24+1	89.28
Sanskrit	27	02	20+3	92.59
History	29	00	20+6	89.65
Geography	17	00	14	82.35
Pol. Sc	29	01	21	75.86
Philosophy	18	01	14	83.33
Economics	01	-	01	100
Accountancy	36	00	12+6	50.00
Mathematics	08	0	05+1	75.00
Physics	02	00	-	-
B.A. Gen	193	00	05+120	64.76
B.Com Gen	29	-	00+14	48.27
B.Sc (Pure)	05	-	01+01	40.00
B.Sc.(Bio)	04	-	04	100
PASS PERCENTAGE OF THE SESSION 2013-14				
B.A. HONS.	APPEARED	1 ST CLASS	2 ND CLASS	PASS PERCENTAGE
Bengali	32	02	28	93.75
English	28	00	17+3	71.42
Sanskrit	33	02	16+8	78.78
History	42	00	32+6	90.47
Geography	19	00	15+2	89.47
Pol. Sc	19	00	11+2	68.42
Philosophy	16	00	09+03	75
Economics	02	-	01	50
Accountancy	53	02	22+11	66.03
Mathematics	07	01	05+1	100
Chemistry	05	-	02+01	60
Physics	07	00	04	57.14
B.A. Gen	258	00	12+122	51.93
B.Com Gen	20	-	01+11	60

B.Sc (Pure)	07	-	00+04	57.14
B.Sc.(Bio)	04	-01	02	75

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

The Institution supports and encourages Sustainable good practices, which effectively support the students and facilitate optimal progression. Personal Counselling by the faculty to help choose the right path has always been our aim. The institution has introduced UGC Sponsored Career Oriented Job Courses from 2007 to encourage innovative, reactive and entrepreneurial approach to ensure the development of skill amongst the students. Spreading and encouraging Female education is not only our academic responsibility but also our social responsibility, to say the least and we are at it. The Career and Counselling Cell is set up in order to lend a helping hand to the students so that they can cope better with the demands and pressures of increasingly competitive surroundings and prepare them for their future career. In this regard the cell organizes seminars frequently, if not regularly.

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

The following special support is provided to students who are at risk of failure and drop out

- Tutorials, discussions, interactions and remedial coaching.
- Personal, academic and social counselling is provided informally.
- We meet the parents of the students who are at the threat of dropout and try to provide apt counselling required even for the parents.

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.

Cultural and Extra-curricular activities:

- Fresher's Welcome: At the beginning of the Academic Session, the Students' Union organizes Fresher's Welcome for the newly admitted students.
- Cultural Activities: The students of this College are enthusiastic about active participation in cultural activities like theatre, dance, drama, singing competitions etc. The Students' Union actively participates in socio-

cultural uplift. A two-day cultural competition is a regular calendar event held in the month of September.

- The major attractions: Prize Distribution Ceremony is held in the month of December where prizes are distributed at a gala cultural function among the successful candidates who secure top position in University Examinations and also to the winners of Singing, Recitation, Debate, Extempore Speech and Quiz Competitions.
- Promotion of Performing Arts: As mentioned earlier, in our previous NAAC visit, we have been praised for the cultural milieu exhibited at the college campus. We tried to uphold that with the best of our efforts. Teachers consistently encourage and promote those who are gifted in the cultural domain.
- Success of our students in Mock parliaments, extempore competition, Inter- College Quiz competition has become a habit which perhaps need no extra mention.

Sports Facilities Available in the Institution and Sports Activities:

- Some indoor infrastructure facilities are available for indoor games.
- Indoor Games: The Boys' Common Room is equipped for Table Tennis and Carom.
- Outdoor Games: For the outdoor games we have to hire nearby playground and for that we take necessary permission from the authorities of Boubazar Central Club.
- Annual Sports: The College Annual Sports is held in the Boubazar Central Club Playground.
- Inter-class sports competitions are held every year to encourage budding sports talents among the students.
- The college distributes sports kits and makes all necessary arrangements for the students who participate in inter college or university level competitions.
- Incentive to Outstanding Sports Person. Special leaves are granted to enable them to participate in different competitions.

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 following is the chart of the participants during the last two years at the university; state, regional, national and international meets.

National		
Participants	Field of Games/ Sports	Year
Laba Ghara	Kabadi	2015
Sumanta Bag	Kabadi	2015
Rakhi Santra	Kabadi	2015
Suparna Pakre	Kabadi	2015
Sharmistha Gope	Kabadi	2015
Priyanka Das	Kabadi	2015
Shraboni Das	Kabadi	2015
Diparani Bhattacharya	Gymnastic	2015
Mithun Sarkar	Kabadi	2012
Moumita Das	Karate	2015
Puja Basu	Karate	2015
Dibyendu Das	Football	2015

- Priyanka Das have been taking part in the National Kabadi competition since 2010.

Level of Games	Participation of Students	Session	Outcome
University	Kabadi (Men)	2008-09	Champion
University	KhoKho (Men)	2008-09	Champion
University	Kabadi (Men)	2009-10	Champion
University	Kabadi (Men)	2010-11	Champion
University	KhoKho (Men)	2010-11	Champion
University	Volley Ball	2011-12	Quarter Final
University	Cricket	2011-212	Semi-Final
University	Kabadi (Men)	2011-12	Runners
University	KhoKho (Men)	2011-12	Champion
University	KhoKho (Women)	2011-12	Champion
University	Handball	2011-12	Ist Round
University	Non-Govt Foot Ball	2011-12	Semi-Final
University	Badminton	2011-12	1 st Round
University	Table Tennis	2011-12	Semi-Final
University	KhoKho (Women)	2012-13	Champion
University	KhoKho (Men)	2012-13	Champion
University	Cricket (Men)	2012-13	Runners

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

The institution has the following effective mechanism to seek and use data and feedback from its graduates and employers to improve the growth and development of the institution.

- The College hands out feedback proforma to the students regarding the course content as well as faculty evaluation. The feedback obtained is analyzed by the IQAC and the Principal takes necessary action to enhance the performance of teachers and quality of the institutional provisions.
- The institution also has regular interaction with employees and uses their feedback to improve upon its weaknesses and build upon its strengths.

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 institution involves and encourages students to publish materials like wall magazines, college magazine, and other materials in the following ways:

- A faculty member is given charge of guiding and supporting students in the publishing of a college magazine named *Batayan*, published annually. It gives opportunities to students to express their literary skills.
- Students are encouraged to write wall magazines and departmental magazines.

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

The College has a Students' Union consisting of President (ex-officio Principal), Vice President, General Secretary, Cultural Secretary, Game Secretary etc.

Constitution: The statute of the University of Burdwan lays down the objectives, role regarding the functions, election of its body and names and number of portfolios it should have, framed by the University's highest executive body

Major activities: The Students' Union is an active constructive body in the College and is managed democratically by the students themselves. They organize a spectrum of activities. A summary of the annual activities is given below:

Annual activities:

- Fresher's Welcome; Inter Class Cultural Competition; Inter Class Sports Competition; Annual Sports; Annual cultural festival; Publication of

College Magazine; Saraswati Puja; Organizing debates & quiz competition; Organizing Career Counselling; participation in all social and community services related activities, health camps and cultural activities organized by the NSS Unit of the college.

- Students Union maintains an atmosphere of unity and brotherhood and promotes an academic environment in the College campus. Bring forward the grievances of the students to the notice of the authorities. Create a link between administration & students; maintain discipline and cleanliness in the institution.

Funding: Most of the financial requirements of the students' union are met by the college. College funds are provided for the Annual activities of the students Union. Budgetary allocations are made for that at the beginning of each financial year.

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

As per statute of the University, General Secretary of the Students Union represents Students in the Governing Body. The representative raises different issues time to time in the Governing Body meeting related to the students' academic benefit and other developments of the college.

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

The institution networks and collaborates with former faculty and the Alumni through the Alumni Association, and Alumni Meets. The present day student of this College can boast of the splendour of its past alumni through these interactions. The importance and far-reaching effects of these formal and informal interactions with our alumni has a deep impact on the Socio-cultural aspects of the rural and the urban areas surrounding our College.

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

A very healthy and cordial relationship among the students, teachers and support staff is the backbone of the smooth functioning of our college.

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.

During the establishment of the College in the 1970, the primary mission was to impart higher education in an area which was predominantly rural in nature and where the light of higher education was not much visible. The establishment was possible because of the initiative taken by some pious and philanthropic persons. The early years witnessed the excellence of the College in National Service Scheme and in the establishment of Hooghly District Blood Donors Society.

With the dynamics of time and its requirements the institution has to change its vision, strategy and focus. Since the last two decades Khalisani Mahavidyalaya has expanded its horizon and introduced various subjects in both Honours and General courses in B.A., B.Com and B.Sc. streams. The College is now providing 12 Honours courses, apart from 4 courses in the general stream to almost 3000 students who come from a large feeder zone comprising of the urban settlements like Chandannagar, Chinsurah, Bandel, and the rural areas of Singur, Polba and beyond. It is where the urban and rural culture experiences a synthesis and hopefully positive outcome.

With a widening feeder zone acting as the social hinterland of the College, the institution is trying to cope with the emerging challenges; nurturing the student stakeholders to make them competent for the necessities of the job market, reaching and addressing the local society with the help of NSS and the Alumni and the value orientation of the institution. Integrating the students, amongst whom many are first generation college goers, with technology based learning, incorporating in them the values and awareness of environmental issues and making them responsible citizens of the country is one of the prime objectives of any educational institution - our College is thriving for that purpose. The members of the Khalisani Mahavidyalaya family comprising management, teaching and non-teaching staff consider the responsibility of providing services, academic and administrative to the stakeholders as their prime obligation.

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

The apex body for formulating policies of the College is the Governing Body. The Governing Body has to abide by the rules, regulations and directives issued by the Directorate of Public Instruction, Government of West Bengal; the University of Burdwan; the University Grants Commission and other relevant authorities for proper functioning of the institution. It is the statutory obligation of the Governing Body to monitor, analyze and execute all the academic and administrative endeavours of the College. In the mechanism of evaluation and implementation of the entire accomplishments it takes help from other statutory and conventional bodies like the Internal Quality Assurance Cell for overall quality management; the Finance Committee for dealing with financial matters, the Standing Committee for recruiting non-teaching staff, the Teachers' Council for monitoring and executing the academic issues; the Building development Committee for maintaining and enhancing physical infrastructure and so on. The Governing Body meets whenever it requires and draws resolutions concerning every aspect of the institutional management, such as recruitment of non-teaching staff, ensuring the professional needs of the teachers and staff, safeguarding the academic interests of the students, introduction of new courses, infrastructure development, last but not the least maintaining discipline in general at the College. The Principal, being the ex-officio Secretary of the Governing Body takes the leading part for execution of the Governing Body decisions. The faculties and staff adhere to the policies taken by the Governing Body and execute their duties accordingly.

6.1.3 What is the involvement of the leadership in ensuring:

The policy statements and action plans for fulfilment of the stated mission

The Governing Body being the guardian of the institution interacts with all teaching, non-teaching and students in the implementation and accomplishment of the stated mission. The apex body responds and reciprocates all the needs and adopts resolutions in accordance. The resolutions are implemented by the able leadership of the Principal with the help of the internal GB members and other stakeholders. For example the Governing Body communicates with the University of Burdwan on numerous occasions that resulted into the reviving of the NSS unit which in turn is enabling us to cater social services to the neighbouring community.

Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

The modus operandi of action plans is generally taken in the meetings of the Governing Body in consultation with the various segments of the institution; in this regard recommendation of IQAC is particularly taken care by the Governing

Body. Principal himself and other internal members of the Governing Body generally discuss with other committee or the concerned staff and then the strategies are planned in the meeting. One current example can be cited- the College is facing an acute problem of horizontal physical expansion because of the lack of land adjacent to the College. Principal in coordination with the President and others initiates the process of purchasing more than 20 cottahs (1/3 of an acre) of land outside the southern boundary wall of the College and with the approval of the Governing Body the land purchase process is under way.

Interaction with stakeholders:

There are stakeholders of various spheres with whom the management and the Principal have to interact. Interaction with the students is the prime motive and the Students' representative in the Governing Body advocates for the students' community at large. Being the General Secretary of the elected Students' Union it is he who beholds the academic and other interest of the College. The Alumni Association of the College acts as the medium of interaction with the ex-students, the Principal and other members always maintain a close contact with the alumni. It is because of the personal contacts and healthy relationship a few of our established former students took initiative to generate grants like MPLAD for the College. Communications are kept in regular basis with other institutions like the University of Burdwan and the office of the Hon'ble DPI, Govt. of West Bengal, the College Service Commission, local Panchayat and the Corporation. Principal and the President, who is also the Mayor of Chandannagar Municipal Corporation, and all other internal members of the Governing Body maintain close contact and relationship with the locality on the whole.

Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:

The Governing Body ensures all measures to provide apt support after analyzing the need of the stakeholders primarily of the students. Requirement for development of physical infrastructure like increasing number of rooms, augmentation of ICTs in the process of teaching learning and research, enhancement of library infrastructure and other library related issues, canteen facilities, drinking water, intake capacity, etc. are addressed after close analysis in the Governing Body. On the other hand, the finance committee assesses the financial needs of the college while the Teachers' Council deals with the academic requirements of the students. Decisions on policy framing are taken on the basis of requirements and recommendations of IQAC.

Reinforcing the culture of excellence:

The Internal Quality Assurance Cell of the College in coordination with the Governing Body, Teachers Council and other statutory bodies act as the

administering agency of quality assurance and thrive for excellence. Organizing workshops, seminars for orienting the teachers and the students, encouraging research and publications by the teachers, introducing new evaluation mechanism and value oriented certificate courses for the students, implementing outreach activities by NSS are some of the reinforcing elements to uplift cultural excellence.

Champion organizational change:

The entire organizational set-up goes through modification as and when required. The statutory and other bodies are reconstructed as per rule and in accordance with the formal and informal feedback. The energetic and willing stakeholders are attributed with greater responsibilities. For instance, the posts of Bursar, IQAC coordinator, coordinators of the UGC sponsored courses are bestowed upon persons with optimum potential and with the sense of responsibility. Thus leadership and participation, both are ensured.

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?

In the procedure of participative and democratic management mechanism the Governing Body coordinates with all other committee like IQAC, Finance Committee, Teachers' Council, and Standing Committee which monitor and evaluates the policies and plans on their respective fields. Necessary plans and proposals are communicated to the Governing Body for approval and implementation. Governing Body approves executions of procedures which seems beneficial for the stakeholders of the institution.

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

The Head of the Departments and the faculties are provided with adequate freedom and leadership by the top management. The faculties are always encouraged in organizing and attending seminars, workshops, Refresher and Orientation courses, managing the academic activities of the departments through departmental seminars, in-house projects, making book lists for purchase, use ICT's for research and teaching, making proposals in research projects, etc. For example, Dr. Arghya Bandyopadhyay was encouraged by the Governing Body when he was selected for a prestigious award by the UGC. Again, Dr. Alok Kumar Roy has been granted lien when he was selected for the post of Controller in the Kaji Najrul University, Asansol.

6.1.6 How does the college groom leadership at various levels?

The Governing Body involves the teachers in various activities like Admission, Election, Finance, Planning and thus inculcate the sense of responsibility and leadership among them. The college constitutes an Election Committee comprising teaching and non-teaching members to conduct students' election to form the Students' Union. The leadership quality of the students is ensured through their participation and representation in the Governing Body, Cultural Sub-Committee, Magazine Sub-Committee etc. The teachers of the institute help the students to develop the leadership by ensuring their active participation in the Annual Cultural Programme, Teachers' Day Celebration, Independence Day, Saraswati Puja, Fresher's Welcome, Blood Donation Camp, Inter College Quiz Competition etc. The newly initiated Self-Defence class instils self-confidence, self-reliance, prudence and courage in the girl students. Active participation of the students in the extension activities like NSS, the Youth Parliament Competition, Extempore Speech Competition, is encouraged for developing leadership quality and decision-making power.

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?

The Governing body of the institution, an apex body, delegate authority through a decentralized governance system. The respective departments enjoy autonomy with regard to formulation of policies for ensuring an effective teaching learning process and implementing the curriculum in a planned and scientific manner. The different committee like Admission Committee, Examination Committee, Election Committee, Library Committee, Cultural Committee etc., comprising of teachers and some non-teaching representatives function to execute the work delegated to them in particular and for the overall development of the college in general. The Teachers' Council comprising of all the permanent teachers and the Staff Committee comprising of the teaching and non-teaching members of the college provides a platform to discuss the problems and prospects of the overall functioning and the development of the college.

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

The college promotes a culture of participative management by ensuring active engagement of the teaching, non-teaching members for formulating strategic plans in respect of academic, administrative and financial matters. The Principal coordinates and implements the policies and decisions undertaken at the

Teachers' Meeting and Staff Council meeting for the academic improvement and infrastructural development of the institute. The different committees function by taking representatives from all sections which contribute towards a decentralized system of functioning. Moreover, the student representation at the Governing body of the college, the Alumni and stakeholders' representation in the IQAC, create an effective management system that addresses emerging issues and readily resolves them by reaching decisions. All these initiatives ultimately lead towards the development of the institute.

6.2 Strategy Development and Deployment:

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

The primary mission of the institution was to impart higher education in an area which was predominantly rural in nature. In this backdrop the students who come to the college are mostly first generation learners. The quality policy of the institution, therefore, is to strategically formulate a plan that incorporates proper orientation and guidance to illuminate, enlighten and empower the students. The "quality policy" of the institution is stated as follows:

- The college management ensures quality teaching through the implementation of a dynamic teaching learning process.
- The IQAC of the institute promote infrastructural development and facilitate research activities. The Cell also organizes seminars and workshops on the career advancement of teachers and implementation of software technology for the purpose of ensuring quality development of the institution.
- The Research Committee of the college endeavours to inspire teachers for pursuing research work in the form of attaining doctoral degrees, seeking MRP projects, publications in research journals, etc.
- The teaching and non-teaching members are always encouraged to organize and attend seminars/workshops/conferences both within and outside the college.
- Efforts are taken to invite professional institutions like British institute and Bandhan for developing communication skill and professional expertise of the students.
- The students belonging to the SCs, STs, OBCs, (non-creamy layer), Minority and Physically Challenged categories are imparted Remedial Coaching classes.

- The up-gradation of the laboratories, introduction of smart classroom, office and library automation are underway.
- The library is ICT enabled.
- Different wings of the college campus have been Wi-Fi enabled.
- The college Website is upgraded regularly for catering information.
- The Women's Cell, Anti-Ragging Cell functions effectively to provide a conducive and student friendly environment.
- The Cultural Committee work towards sustaining a cultural environment of the college.

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

The college initiates developmental strategies to ensure academic, administrative and infrastructural development. Besides, the Governing body, other statutory bodies like Standing Committee & Finance Committee facilitate and contribute towards the formulation of developmental policies. Academic enrichment of the faculty-members is encouraged by the Research Committee and the IQAC. Computer training programme is initiated time to time for the enrichment of the non- teaching staff, for example, very recently a computer literacy Programme was organized in the month of October, 2015 during Puja vacation. Different Committees are formed in the meetings of the Governing body to initiate Infrastructural development and to ensure generation and proper utilization of the funds from Government and non- governmental sources. The aspects considered for inclusion in the plan, includes:

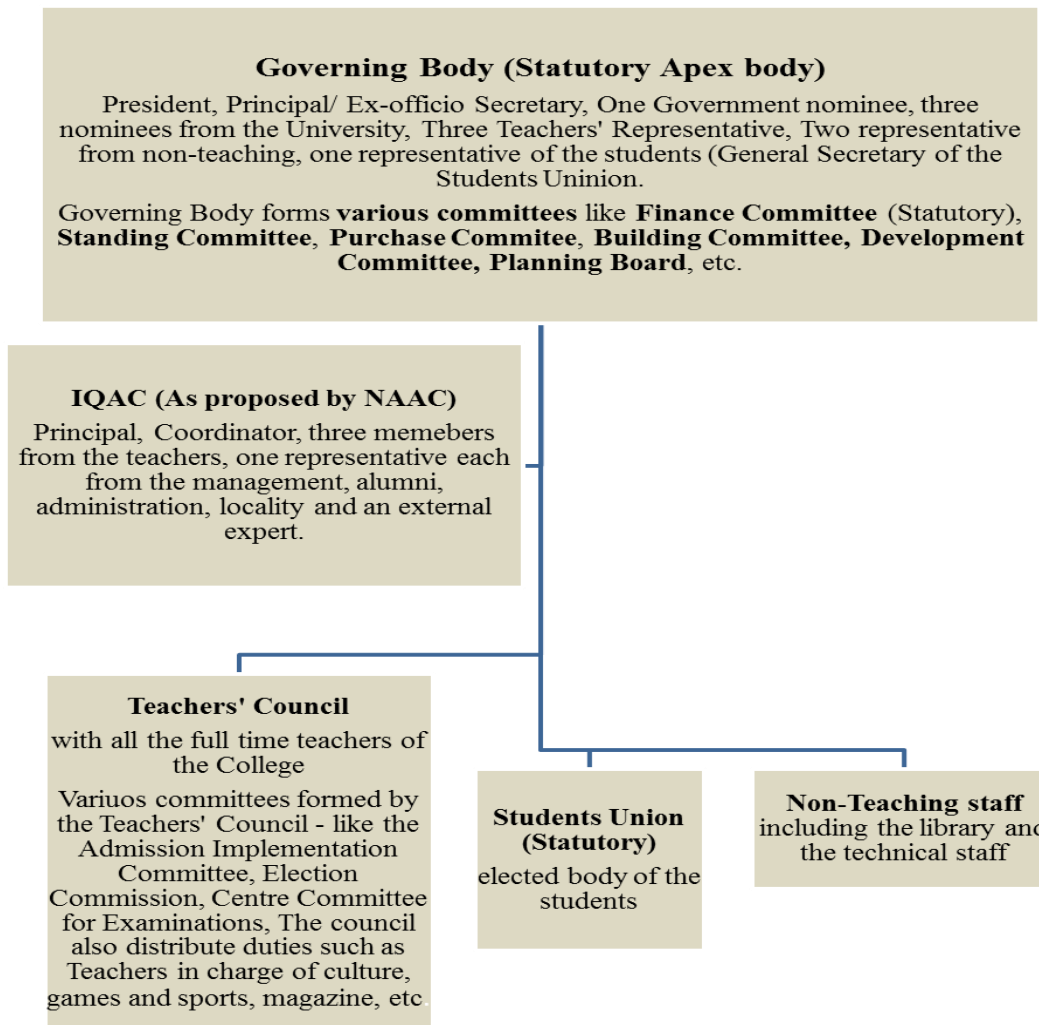
- To ensure all-round development of the students and to initiate professional outlook, the institution plans to initiate Professional training of the students under the guidance of Professional Institutes like ILEAP, BANDHAN etc.
- Spoken English classes for the students have been introduced to make them confident and proficient.
- To ensure proper functioning of many more smart class rooms, upgraded laboratories, Language labs.
- To strive for infrastructural development.
- To ensure the enhancement of extension activities through NSS, Women Cell etc. and to arouse social awareness through community development programmes in near future.
- To ensure the recruitment of the vacant posts of teaching and non-teaching staffs and to strive for the creation of new posts.

6.2.3 Describe the internal organizational structure and decision making process.

The Apex Body in our internal organization structure is Governing Body and under its aegis certain statutory bodies work and those is finance committee, standing committee along with these there are Purchase committee, Development committee (building) and a Planning Board as recommended by UGC.

Following suggestion of the previous NAAC peer team we formed IQAC which is concerned with the overall quality and development both academic and in administrative front. IQAC plays a pivotal role in assuring quality development in every aspect of our college. The Career advancement scheme of teachers is carefully done under its supervision.

ORGANIZATIONAL STRUCTURE OF KHALISANI MAHAVDYALAYA



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

Teaching and Learning:

Qualified teaching faculties with a number of Governments approved Part Time Teachers and Guest faculties, appointed according to UGC norms are engaged and dedicated to impart quality teaching. The IQAC of the College supervises and evaluates the teaching learning process at a regular basis. Central Library and the Departmental Libraries cater to the needs of the students. Remedial classes, Tutorial classes for the slow learners, Classes for Entry in Services are arranged for the students who belong to the disadvantaged groups. The evaluation system of the students are modified and reviewed regularly to prepare the students for ensuing University examinations. A revised internal evaluation system has been introduced recently to carry out a continuous evaluation process. Seminars and workshops are organized on regular basis for enriching students and teachers. Interdepartmental Seminars are arranged to ensure students' participation and enrichment.

Research and development:

The IQAC and the Research Committee guide the faculty members and students for the promotion of research activities. ICT enabled Library, with e-journals, books and internet connection facilitate research activities. Two research journals are published yearly from our college; these are peer-reviewed journals and reflect our endeavour in promoting research temper.

Community engagement:

Our college has a long standing tradition in community improvement service. The college took birth at the backdrop of this kind of selfless rendition to the community by some noble-hearted persons. The tradition has never left us in our journey. There are times where some ups and downs came along the way but works went on even with the absence of able leadership in the NSS unit. Subsequently, the NSS unit of the college is revitalized and reintroduced. Once top in the list of NSS units of the University of Burdwan has again started its activities with same vigour and enthusiasm. The adoption of a nearby village Ruidaspara by the NSS unit and various social awareness programmes under its aegis inculcate the feeling of community development and social awareness.

The Self Defence classes for girl students are an attempt to create self-reliant and confident citizens. Women Cell for safeguard the interest of the girl students and *Seva*, a mobile medical unit for the locality are some examples of community work initiated by the College.

Human resource management:

- The faculty members are always recruited as per regulations of the Government of West Bengal
- Faculty members are encouraged for the up-gradation of their knowledge by encouraging them to attend Seminars, Refresher courses, Orientation Programmes both at National and International levels.
- Optimum utilization of human resource ensures proper functioning of the College.
- Industry interaction
- In the recent times agreements are signed with AIDNI for on-line admission, British institute and Bandhan for certificate courses, etc.

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

The Head of the institution through its statutory and regulatory bodies like the Governing body of the college, the Teachers' Council, the Internal Quality Assurance Cell, the heads of different departments, the Convenors of different committees and sub-committees ensures a proper deployment of information for the top management and the stakeholders. Such information collected from feedbacks, meetings help the management to formulate new policies and actions.

Following are the methods for collecting feedback:

- Decisions adopted and feedback received from Governing body meetings and staff meetings
- Formal feedback from third year students of each department.
- Reports from various committees and sub-committees.
- Feedback from Head of the Departments and Units.
- Feedback from the departments on Parent Teacher meetings.
- Minutes of Teachers' Council meetings.
- Meeting the alumnae periodically.

6.2.6 Does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional process?

The staff, both teaching and non-teaching, are active participants in the development process of the institution. The teaching and non-teaching staffs have

representation in the Governing Body, the Internal Quality Assurance Cell, and various other statutory bodies, and their recommendation and active participation promotes academic excellence and infrastructural development of the college. The Teachers' Council formulates plans and constitute different Committees that function to promote the overall development of the college.

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

Date	Agendas and discussion on	Execution status
06.03.14	Savings account for Chhatra Samsad	Yes
	Separate Savings account for transaction with UGC	Yes
	Revalidation for recruitment to the post of typist	To be revalidated
	Govt. of West Bengal sanctioned fund for second phase of annex building.	Process of construction will begin soon
	Discussions regarding application for reaccreditation to NAAC	On process
	Teachers donated a LED TV in the Department of English	
	Proposal for financial assistance for a bilingual journal of the College	Proposal sanctioned
	Discussion and approval of 2012-13 audit report.	Approved and submitted
	The Governing Body approves the study leave for Dr. Arghya Bandyopadhyay, who has been selected as a research fellow from India in a research excellence program at the University of De Santiago Compostela (USC) Spain.	Participated
08.05.14	Discussion on creation of non-teaching posts.	Application submitted to DPI
	Discussion on the proposal of Burdwan University for the installation of Gymnasium and related matters.	Fund not received

	Discussion on the UGC XII plan grant related issues and construction of planning board.	Received
	Discussion regarding the placement promotion of Dr. Uday Krishna Mitra.	Done
	Discussion on the Introduction of NSS Unit.	Introduced and functioning
11.09.14	Discussion and approval of joining of Dr. Brajagopal Roy and Arghyadip Roy to the post of assistant professor in Philosophy and Sanskrit, respectively.	Appointed and confirmed
	Discussion on the appointment of Prof. K. Dattagupta as invitee lecturer in Geography.	Approved
	Discussion on the development of proposal for Sports infrastructure according to the UGC guideline.	Fund not received
	Discussion on the recommendation of screening comity relating to career advancement of Prof. Ajanta Chakravarty and Prof. Suman Bhar.	Screening done
	Discussion on the proposals of IQAC (reconstruction of the IQAC Cell)	IQAC functioning
28.11.14	Discussion regarding the placement promotion of Dr. Udaykrishna Mitra.	Done
	Approval of joining of Smt. Pushpa Mondal to the post of Librarian.	Approved
	Discussion on the Uploading of Data for “ <i>Kanya Shree Prakalpa</i> ” 2014-15 to be done by the institution.	Done
	Discussion on the expansion of college campus.	Expansion is in process
24.02.15	Discussion on the Ratification of resolution and joining of Madhabi Aich to the post of Assistant Professor in Zoology.	Approved
	Discussion on leave of Dr. Arghya Bandyopadhyay for UGC research award for 2014-15.	Approved
	Discussion on the proposal of TC for opening a Bank Account of TC.	Not done because of statutory

		complexities.
08.05.15	Discussion on the issue of signing the Mou for Kaushal .	Executed
	Discussion on On-Line Admission related matter (Opening Bank Account ect.)	done
	Choice base for the subjects extended.	extended
	Any eligible candidate may take Geography as an optional subject.	done
	Approval for opening NSS Unit.	done
	Discussion on opening a Bank A/c for NSS.	done
	Proposal for introducing Computer Science as a combination of Pure Science.	Final letter yet not received
10.09.15	Lien granted to Dr. Alok Kumar Roy for joining to the post of Controller in Kaji Najrul University	Granted lien
	Resolution taken for submitting papers regarding creation of Permanent Teaching Posts	Application submitted
	Confirmation of service of two teachers	confirmed
	Promotion and re designation of two teachers	done
	Screening Committee formation under the new CAS for six teachers	In process
	Approval of finance committee discussion regarding increase of the ground level of the College	done
	Discussion regarding enhancement of intake in B.A. General on the basis of applications submitted by a large number of aspirants of the locality.	done
	Resolution regarding appointment of Guest lecturers in various subjects; class wise remuneration of the Guest Lecturers increased from Rs 100 to Rs 125/-	done
	Discussion regarding poor attendance of students	notified
	Recruitment of casual staff in Office and the library	Recruitment done
Donation received for an award for best student of Accountancy	Yet to be done	
10.12.15	Promotion and re designation of one teacher	Done
	Approval for introduction of value added training	Approved

	courses	
	Approval for purchase of more than 20 cottahs of land adjacent to the College	Done
	Discussion on NAAC, progress of work and future plan	In process

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?

The college is affiliated to the University of Burdwan. The college has not yet sought autonomy.

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

The College has a Grievance Redressal Cell to address the grievances and problems of the students. Initiative is taken to collect the feedback of the students in a printed proforma every year .The faculty members maintain a cordial relationship with the students and thus address the grievances in informal manner also. The Women Cell of the college too plays an active role in recording and addressing the grievances. Almost all the Departments conduct Parent- teacher meetings to receive feedback from the stakeholders and sincere effort is made to address the problems. Teaching and non-teaching faculty directly approach the Principal or seek the Teachers’ Council Secretary’s help as and when required. The Head of the Institution plays a positive role and takes prompt and necessary actions.

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?

Not a single case has been filed.

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.

A well-defined mechanism for collecting and analyzing feedback from the students is in vogue to assess and analyze the academic standard and to formulate the strategic plan for improvement and betterment of the institution as a whole.

The feedbacks are collected regarding the teaching- learning process and overall infrastructure of the college by using the printed format from the out-going students of the institute. The Library Committee also collects feedback from the teachers and the students. The inputs are analyzed and the following are some instances of the steps taken for promoting the overall competency of the students and the betterment of the Institution.

- To revise the internal Evaluation method of the students.
- Overall infrastructural development.
- Wi-Fi enabled campus.

6.3 Faculty Empowerment Strategies:

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

The Governing Body of the College takes resolution and gives approval to the faculties for participation in Orientation Programmes, Refresher Courses, Summer and Winter Schools organized by the Human Resource Development Centres in the Universities. Teachers are also encouraged to do Short Term Courses. All necessary actions are taken to provide on duty leave to the Teachers for attending the courses. The non-teaching staffs are also provided with opportunities to attend workshops of various types related to administration. In the last two years our representatives from the support staff has attended workshops on COSA, Kanyashree, On-line registration and so on.

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?

In an institution human resources are extremely inadequate in relation to the volume of works to be performed taking strategies extravagant in nature is harmful. So strategies are taken in a pragmatic way. For example, Assistant Professor Priyaranjan Sarkar has been sent to attend the 7 days' Workshop on NSS when he has been attributed with the duty of Programme Coordinator. Again, the IQAC of the College has taken initiative to organize a Workshop on the requirements of CAS for the teachers when they required most. Dr. Tushar Kanti Ghara, ADPI, Govt. of West Bengal was invited as the resource person in that Workshop. The IQAC also organized a One Day Workshop on Statistical Programming for Social Sciences so that the Teachers from within and outside the institution can obtain proper training on that particular research oriented software from an external expert, Dr. Goutam Bandyopadhyay from NIT, Durgapur. The

office staffs are often provided with elementary and requisite computer knowledge by the faculties. Besides, a computer training programme has been conducted for the non-teaching staff during the Puja Vacation of 2015-16. And all these are done to make the faculties and staff more accustomed and equipped with technicalities of the responsibilities they undertake.

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 teachers of the institution have to undergo with an extensive Performance Based Appraisal System as devised by the UGC. The Annual PBAR is itself a multi-dimensional data capture and appraisal methodology with embedded provisions of appraisal and introspection. On the other hand, though there is no institutional system of Self-Appraisal for the non-teaching staff, their timely activities is to be solicited from the management. As a result of their responsible execution of the duties we are able to submit the DCF II in the AISHE, we can comply with the orders and directives of the University and the DPI within due time. All these activities require enormous data preservation and management which is meticulously done by the Office either manually or by making the use of technology.

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

The PBARs of the teachers are primarily evaluated by the IQAC and later passed to the GB for formation of Screening Committees by representatives of the Government and the Universities. After the approval and recommendation of the Screening Committees the issues of Placement and Promotion of the Teachers are vetted in the GB and communicated to the DPI for further formalities. This is a routine affair and in the last few years a lot of such decisions regarding performance appraisals and subsequent Career advancement have been drawn in the Governing Body.

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

There are some conventional welfare schemes available with the teachers and staff of the College. We can site the examples of GSLI, Salary Savings Scheme, Provident Fund and loan from it, etc. In the last year 29 teachers and staffs are

included in GSLI, 15 opened Salary Savings Scheme and 6 have taken loan from PF.

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

The institution is not financially rich but tries to do its best within the financial burdens. In recent years Dr. Mrinal Ghosh had taken classes in Physics, Associate Professor Krishna Duttagupta had rendered service after her retirement. They are all broad hearted persons and extended their support either voluntarily or on the basis of minimum honorarium. However some eminent teachers are invited under the scheme of UGC sponsored Remedial Course and Coaching for Entry in Services.

6.4 Financial Management and Resource Mobilization.

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

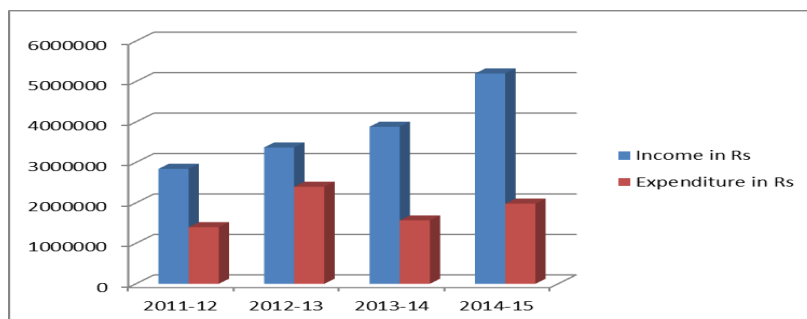
The Institution endeavours to monitor the available financial resources and to generate funds for the purpose of development. Besides the Governing body, which acts as the apex body, Statutory bodies like the Finance Committee, comprising of the Head of the institution, Bursar and other teaching and non-teaching members who work effectively for allocation and proper utilization of the financial resources. The Planning Board, Building Committee and the Purchase Committee play an effective role to recommend and effectively utilize the funds available. The recommendations are thoroughly reviewed and then ratified by the Governing body. The Principal, Bursar and the Accountant organize a collective endeavour to monitor the income and expenditure of the institution. Proper Quotations and Tenders are invited online and offline as per rules to compare and verify prices before purchasing any major items. To maintain transparency, regular Annual Audit is undertaken.

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.

To ensure transparency, the College makes every attempt to ensure regular internal audit of the college accounts. Internal Audit is conducted by an experienced senior person who is in expert in college accounts and he is regularly monitoring the books of accounts of the institution. As per the statute, External Audit is conducted by the Auditor nominated by the Higher Education Department, Government of West Bengal. The last Government Audit was

undertaken in the financial year 2014-2015, in the month of October, 2015 though we are yet to receive the Audit Report.

Graphic Statement of Income and Expenditure.



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

The major sources of institutional receipts are as following:

- The college receives grants from the UGC under different Planning heads.
- The Government of West Bengal disburses Pay & Allowances of Teaching & Non-Teaching Staff as Grants-in-aid.
- Tuition & other Fees are collected from the students. (As per circular of the Government of West Bengal 50% of the total Tuition Fees are to be deposited to the Government exchequer).
- Interests earned from the collection deposited in the bank.

Audited income & expenditure statement:

Year	Income Rs.	Expenditure Rs.	Deficit Rs.
2010-11	19283740	19953297	(-)669557
2011-12	23297731	22354794	(+)942937
2012-13	21189727	20030625	(+)1159102
2013-14	25903082	24472201	(+)1430881
2014-15	23517220	23703184	(-)185964

Govt. Audit during the financial year 2014-15 was successfully done on 7/10/15 but till date the report is pending.

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

For the infrastructural development, the college seeks to generate additional income. The significant efforts with regard to the generation of income and the expenditure in the last four years are noted below:

College received a fund amounting to Rs.10 lakhs from the MPLAD for the construction of class rooms in the second floor, eastern part of the Old Building. Two class rooms have been constructed in association with the Chandernagore Municipal Corporation in the year 2014 with the aid of this fund.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

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

An Internal Quality Assurance cell was formed as per the Governing body Resolution dated 30.9.2008, to look after overall quality of the institution. . The IQAC, the most significant advisory body of the Institution tries to achieve academic excellence. As a nodal agency, it formulates strategic plans, evolves new ideas and places some sort of dynamic proposals to the top management. The Cell comprises of the Principal, senior teaching faculty members, external members and non-teaching staff/student representative as per the UGC-NAAC guidelines. This Cell monitors the teaching, research and various departmental activities.

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

The following decisions of the IQAC has been approved by the management

- Introduction of comprehensive and continuous evaluation system
- Introduction of Smart Class room
- Introduction of Self Defence Course for girl students and many others
- Introduction for Yoga classes for students and interested teachers.

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

There are two external members in the IQAC of the college. These external experts are:

- Prof. Mrinal Kanti Ghosh, Educationist from the locality
- Dr. Banhi Baran Ghosh, expert from other college.

These distinguished personalities provide valuable suggestions for the development of the college. They provide necessary advices, and attend the

meetings of the IQAC. Their recommendations are endorsed with due importance which contributes to develop a dynamic academic and administrative approach.

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

Students of our college, being the primary stakeholders provide regular feedback, which is treated with utmost seriousness. Moreover students actively participate in different programmes organised under the aegis of IQAC. The Alumni member of the IQAC and other alumni provide constructive recommendations, and maintain a continuous vigil which creates an environment to carry out developmental activities. Their expertise is sought in various matters which contribute to the overall development of the Institution.

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

As per NAAC Guidelines, the IQAC of the institute has been constituted with the representatives of different sections of the stakeholders. Apart from the Principal, some senior teachers from different departments, non-teaching representative as well as a representative from the alumni are taken as constituent members of the IQAC. Through regular meetings and deliberations different constituents of the institution are made aware of the IQAC deliberations and proceedings. The IQAC seeks cooperation from students, teachers and non-teaching staff as and when required.

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 operationalization.

The IQAC held two or three annual meeting and pass over its decisions to the stakeholders. A representative of the management communicates the decision in the Governing Body meetings. For example Career Advancement Scheme, the proposal and introduction of new evaluation system and the decision on the ensuing NAAC have been conveyed to the Governing Body and it is approved.

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

The faculties those are trained in computer offer informal training for the staff. A formal staff training schedule has been arranged during the Puja vacation, 2015.

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?

The IQAC collects information through the interactive discussion with students and teachers which are subsequently analysed and processed. The IQAC visits different departments of the college separately to review their functioning and provide necessary suggestion. The faculty members are requested for the completion of the syllabus if any portion remains incomplete. The faculty members are encouraged to undertake Research Activities, Minor Research Projects etc. Special classes are organized for slow learners. The Principal supervises matters relating to attendance and academic results. The Teachers Council too addresses examination process, routine and other related issues.

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

The college has to abide by the rules and regulations of the DPI, the UGC, the University of Burdwan, MHRD and other external agencies. All directives are followed in accordance.

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?

The meetings of the Teachers’ Council, IQAC Cell, the Governing Body discusses on academic issues and decisions are taken in coordination. The Governing Body being the apex body approves all the decisions taken in Teachers’ Council and the IQAC. Following the statute of the University all the fulltime faculty members are the members of the Teachers’ Council. The Principal is its ex-officio president and one member is elected as Secretary for one year. IQAC is formed as per UGC and NAAC guidelines having 9 members. The Governing Body is formed as per the statutory guidelines of the University of Burdwan.

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

The institution narrates the decision by the means of notices in hard copy displaying in the notice board, letters, putting those in the official website, email and above all through verbal communication. College takes care so that all decision and communications get widely circulated.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

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

The Institute has implemented Green Audit Practice at the campus for the last few years. [We will show to the peer team this year's Green audit report with a CGPA score of 2.94]. The procedure we adopt is a tailor made one but keeping in pace with the ideas evolving towards a green environment. Various green initiatives relating to Environment Consciousness in the college campus has been taken. Attempts are made so that the very word "eco-friendly" doesn't remain restricted in words but implemented. The use of plastics bags is avoided in the campus and the authority has declared the entire campus as "No Plastic Zone". Under the NSS programs the students and staffs have planted saplings during tree plantation programs and all these trees are taken care of and maintained by the institution.

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

- * No plastic zone, no smoking zone
- * **Energy conservation** — To save energy, power saving electrical gadgets like CFL bulbs and five star electrical items has been installed within the college campus.
- * **Use of renewable energy** — As an alternative source of energy solar electricity is in vogue in our campus since last 10 years almost and now its use has been increased and probably we have been able to create an awareness among stakeholders for the importance of alternative energy in a changing world scenario. This awareness campaign was our main endeavour of using solar light at the campus.
- * **Rain Water harvesting** — A rain water harvesting plant was introduced at the campus years ago. But that system remained inactive for years. Then we refurbished it but things still remain in an unsatisfactory mode. We sincerely hope to bring it into the foray in a renewed and comprehensive way.
- * **Check dam construction** — No
- * **Efforts for Carbon neutrality** - The College at its own level has taken up certain preventive measure to neutralize the emission of carbon Dioxide. The college has flower gardens to make the campus green. The College has developed the system for outside visitors, students and staff to park their vehicles' on a

separate side adjoining to the entrance. The campus is a no-smoking zone and also a plastic free zone. The dead leaves and waste papers are not allowed to be put on fire rather we have developed an arrangement with Chadernagore Corporation and their vehicles visit regularly to collect dead-leaves and waste papers and garbage.

* **Plantation** — The NSS Unit functioning under the supervision of the Programme Officer often organizes tree-plantation & observes “Briksharopan” programme every year. These planted trees are also nursed carefully by the college authorities. Beyond the flower garden, the medicinal plants are properly identified with their scientific name on individual name plate by the Department of Botany.

* **Hazardous waste management** - For recycling the solid waste, a waste management has been setup only to create awareness among the students and outsiders.

* **e-waste management** - Proper system is yet to be implemented. At present the e-waste are kept safely in the college store-room, However, the authority is thinking of disposing them off either by selling them as scrap matters or as the IQAC has suggested, thinking to hand them over to an e-waste management dealer.

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.

- **Use of ICT in Teaching-learning:** Some of the departments of the college have been equipped with LCD projectors. Besides, the faculties have been provided Laptops as per necessity, the classroom of department of English has been bestowed with LED monitor. Our central computing lab has been converted into smart class room which facilitate ICT enabled teaching-learning. Due to the all-around Wi-Fi facility, the faculties and students can avail internet within the college campus. Needless to mention restrictions are placed at the router level on browsing websites that have harmful content.
- **Infrastructural Innovations:** Infrastructure is a problem; particularly there is a shortage of room for many activities apart from teaching. But we have tried to introduce optimal utilization even with these limited resources. Many rooms are used for different purposes at different college hours. This innovation has paid dividend and has enabled many statutory cells to work more effectively. Our library has always been our place of pride, it's fully equipped with learning resources and digitized with

KOHA software. Rare and valuable reference books apart from text book are available for the teachers and also for students for consultation at any time. An adequate numbers of computers with internet connectivity are available at Library for teachers and students to ensure proper utilization of their spare time.

- **Website:** The institution has launched its website quite some time back in the year 2007. Its dynamic and user friendly. The then Honourable Vice-chancellor of our University ascribed our site as an exemplary one which can be cited as model type for other colleges. Ten years down the line, the site has evolved a lot and has now become the biggest tool for accessing information online about our college. In the last four years the site gone changes meeting the demand of time.
- **Teacher-Student Interaction:** The college authority always encourages informal interaction between students and teachers. The Principal and teachers of departments interact with the students. Interactions not only centers around academic issues but for many other things which crop up as an off-shoot of conflicts in the society confusing a young mind at the threshold of maturity.
- **Computerization of the Administrative Work:** The college administrative work is computerized but we must agree that at the implementation level there is some lacuna. With even repeated attempt of basic computer literacy program to the administrative staffs we have failed to lift our administration to the desired level where the fruits of automation can be relished. Nonetheless, Implementation of COSA and e-billing system, on-line admission, on-line registration, on-line data upload in DCF II in the AIHSE portal are examples of the on-going process of e-administration. Complete office automation is in process in collaboration with Aidni infotech.
- **Computerization of Library:** Library of our college is computerized with KOHA software. The digitization is complete although there are some gray areas of online cataloguing where we have to give the library staff some more time. Honestly speaking, library is also suffering from paucity of staff.

Academic Innovations:

The College is trying its best to introduce some innovations to improve the academic as well as the moral excellence of the students. Such as -

- National Seminar, Departmental seminar, Invited talks by eminent recourse persons, Career counselling seminar etc. are frequently organized by various departments.
- Regular Field work is done by the Department of Geography. Educational tours by different departments are organized in a regular basis.
- On-line Admission Procedure is in practice in our college for the last 8 years and a seven phase admission process has taken from the session 2015-16 as per university norms on merit-basis.
- Laboratory up gradation for example, GIS system has been installed in Geography Lab and SPSS, MATHLAB, Mathematica software is installed in the Central Computing Lab.
- Coaching Classes are arranged particularly for SC/ST/OBC and financially weak students for the preparation for competitive examination to make an entry into Govt. and Non Govt. Services. For Research Promotion, IQAC coordinator encourages faculty members with regular updates of UGC, CSIR sites.

Other innovations:

- **Gender championship:** It is a joint initiative of Ministry of Women and Child development and MHRD which our college has implemented. Gender champions are envisaged as responsible leaders who will facilitate an enabling environment within the college where girls are treated with dignity and respect. They will strengthen the potential of young girls and boys to advocate for gender equality and monitor progress towards gender justice. For this we have set a broad objective following the guidelines as reflected in the UGC website and also set roles and responsibilities of gender champions. Prof. Ajanta Chakrabarti, Department of Bengali and Prof. Anuradha Dutta, Department of Political Science are assigned to function as nodal teachers to facilitate the activities of gender champions
- **Yoga class:** We decided to introduce open-air Yoga classes for both students and teachers together twice in a week. In ancient Greece a gymnasium was a place where people used to socialize for intellectual pursuits. Our endeavour is to replicate that idea synthesizing it with our culture of Yoga which is good both for mental as well as physical fitness. We aim at increase students' concentration, general health and overall robustness. It is quite a new innovation particularly so when well-furnished gym is considered to be only place of exercise. We tried to show some new avenue. We find teachers and students are participating in the program quite spontaneously.

- **Value education program:** To achieve a society where dignity of the individual and well-being of the entire human race can be assured it is necessary to develop younger generation who would be able to identify and practice the desired ethical values that would enrich human life. In order to build such a younger generation our college formally and informally arranges many programs. Our volunteers in NSS engage themselves in many programs where value education takes a centre stage. Adopting a village, creating awareness against dowry system may be few such programs which lead to value based education
- **Learn & teach program by NSS student outside of the campus –** Awareness campaign against discrimination between male and female child, awareness regarding health and hygiene among poor people at villages and to provide them free medical check-ups, AIDS awareness campaign, etc. may be cited as such program by NSS students.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98 which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Best Practice -1

1) Title of the Practice – Self- defence course for girl students

2) **Goal -** To generate self-confidence and awareness among our girl student.

It is a reality that crime against women has gone up over the years. It's high time that we have to initiate some new mechanism to help our girls to be more self-reliant. With this in view IQAC of our college has decided to implement a self defense course for our girl students.

3) **The Context -**The context of this course can be summarized as below:-

- Self-defence is a set of awareness, assertiveness, safety strategies, and physical techniques that enable someone to successfully escape, resist, and survive violent attacks.
- A girl student's decision to survive the best way she can must be respected. Self-defence classes will teach her how to do that effectively.
- Women do not ask for, cause, invite, or deserve to be assaulted or physically manhandled and if such a situation arises where verbal communication yields no result a woman in order to defend her dignity

has to learn some martial art in whatever form she feels best suited. This is an option to save our girl students from all possible violence.

4) The Practice - There are many format for such training. Here at our institution we have taken opinion from experts and lastly decided that we will give “taekwondo” training to our girl students once in a week. But before taking such training we did some statutory practices for example we have taken consent both from the girl students and also from her guardian. As a further precaution, we have also taken a fit certificate from the expert before one pursues the training.

5) Evidences of Success -The training has just started so the evidence of success cannot be judged right now but the enthusiasm with which girl students have enrolled for this course is heartening to see and perhaps indicate that success is not far away.

6) Problems encountered and resources required -Our instructor is a male, perhaps a female instructor may be an advantage particularly if she has similar experiences surviving as a woman. But on the other hand the quality does not depend on gender rather on knowledge, philosophy and strength of the instructor. Some students are seen to be little reluctant having seen a male instructor although there are female support staff. But after few months of commencement of this course we realize that to create an environment so that feeling safe and building trust comes before learning is very important. And that, we understand, is a bigger challenge than to mere introduction of such a course.

Best Practice -2

1) Title of the Practice – SEVA – A Mobile Medical Unit providing medical support to the poor in cheapest possible cost

2) Goal – In a nation where the reach of the public health facilities is dismal and where private health care is truly expensive, the poorest of the poor faces enormous difficulty in accessing any kind of medical attention. In addition to this is the problem of near absence of medical facility in the remote corner of a village is hard reality. The goal of this program is to reach and serve this section of people with minimum medical support.

3) The Context - In the western part of our college there are villages which are inaccessible in regard to medical facilities and the villagers are deprived of minimum curative health. There poverty adds insult to injury. At this backdrop we watched the following facts:

- Distance of the villages from the public health units.
- Lack of medicine, equipment and manpower even for minimum health care support

- Lack of awareness and health consciousness in the community, particularly people who are socio-economically backward.

The context necessitates us to think about providing some medical facility to this section of the people. NSS unit consisting of 100 volunteers are consulted and it was decided we can start a mobile medical support system to these remote areas with a medical support staff and with some volunteers. At the beginning it was decided students with NSS coordinator and the support team would visit villages once in a month.

4) The Practice – To implement the whole idea we decided to hire a vehicle for this purpose and use a SEVA logo specially designed by one of our student volunteer. The vehicle will have team of doctor, para-medical staff and volunteers. The vehicle will carry some basic drug, medicine, first-aid box etc as suggested by doctor. The coordinator and few more volunteers follow the car on their two-wheelers. The mobile unit addressed three basic areas

- Curative part – in this part medical unit will work on early detection of TB, Malaria, Leprosy, Kala-Azar, and other locally endemic communicable diseases and non-communicable diseases such as hypertension, diabetes.
- Reproductive & Child Health Services: - Ante-natal check- up and related services e.g. injection - tetanus toxoid, iron and folic acid tablets, basic laboratory tests such as haemoglobin, urine for sugar and albumin and referral for other tests as required; Referral for complicated pregnancies; and Promotion of institutional delivery;
- Family Planning Services: Counselling for permanent method; Distribution of contraceptives, and to spread the consciousness of family planning.

5) Evidences of Success – Villagers were initially a bit curious to find a vehicle carrying health support and were reluctant to interact with us. We have overcome this with our second, third visits. In the mean time we adopted a village for our NSS work. This has spread a message across many villages that Khalisani College is extending support in many forms to the villagers. It goes without saying that the program has generated huge positive response among villagers and more than mentioning about our success we talk about the blessings we received and continuously receiving from the poorest of the poor villagers which is perhaps wealth for our life.

6) Problems encountered and resources required - The College does not have enough funds to extend this program further. Although Rotary Club has extended support free of cost but the purchase of medicine, the rent of vehicle and some

obvious miscellaneous expenses has to be made. For each trip we scuffle for fund. We love to have our own vehicle for this purpose. We are having talks on this with various agencies including local public representatives, some assurances has poured in, we are hopeful that in near future this program of us would have a telling effect on local society as a whole.

**EVALUATIVE REPORT OF
THE DEPARTMENTS**

EVALUATIVE REPORT OF THE DEPARTMENT OF BENGALI

1. **Name of the Department:** Bengali
2. **Year of establishment:** General Course: 1970, Honours: 2000
3. **Names of Programmes/
Courses offered:** Under graduate Honours and General
(combination subject in B.A. General)
4. **Names of Interdisciplinary
courses and the departments/
units involved** NIL
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual
three part examination system; However
in the internal assessment procedure in
Honours a continuous evaluation method
is followed.
6. **Participation of the
department in the courses
offered by the other
departments:** For Honours course
a) Part III- Environmental Sc.
b) Part I- English as Compulsory
language
c) Part I & II- Pol.Sc, Economics
Geography, Sanskrit as combination
subject
For General course
a) Part I & II- Bengali as
combination subject for other
Honours subject
For Honours & general course
a) Part I- Bengali as compulsory
language for each stream
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0

Associate Professors	1	0
Assistant Professors	1	2

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Ajanta Chakrabarti	M.A. M.Phil	Asst. Prof.	Short Story	16 years +	Nil
Jyotsna Mallick	M.A. B.Edn	Asst. Prof.	19 th century (Bankim Literature)	8years +	Nil
Sarmistha Chakraborty	M.A.	Part time Lecturer	Drama	9years +	Nil
Pradip Ghosh	M.A.	Guest Lecturer	Middle Age of Bengali literature	More than 1 year	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Honours: 8.82%
General: 2.94%
Compulsory : 33.33%
13. Student-Teacher Ratio (programme wise) Honours: 48:01
General: 83:01
Compulsory : 245:01
(excluding the Guest Lecturers)
14. Number of academic support staff (technical) and administrative staff; sanctioned Not applicable; all the administrative staff in the office are the support staff of the institution as whole

and filled:

- | | | |
|-----|--|---|
| 15. | Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG | PG = 04, M.Phil=01 |
| 16. | Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: | NIL |
| 17. | Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: | Nil |
| 18. | Research Centre / facility recognized by University | Nil |
| 19. | Publications | |
| | <ul style="list-style-type: none"> • Publication per faculty | AjantaChakrabarti – 09
Jyotsna Mallick – 02
Pradip Ghosh - 02 |
| | <ul style="list-style-type: none"> • Number of papers published in peer reviewed journals (national/ international) by faculty and students | AjantaChakrabarti – 05
Jyotsna Mallick – 02
Pradip Ghosh - 02 |
| | <ul style="list-style-type: none"> • Number of publications listed in International Database | Nil |
| | <ul style="list-style-type: none"> • Monographs | Nil |
| | <ul style="list-style-type: none"> • Chapter in books | 1. 04 chapters in different books by Ajanta Chakrabarti |
| | <ul style="list-style-type: none"> • Books edited | |
| | <ul style="list-style-type: none"> • Books with ISBN/ISSN numbers and details of publishers | Ajanta Chakrabarti - 1 ISSN Journal
2347-8195, <i>Dialogic Space</i> ,
Khalisani Mahavidyalaya
1 ISBN book
978-93-81245-20-0, <i>Itihas o Sahitya</i> , Ashadwip Publications |

Jyotsna Mallick - 1. ISSN Journal ;
Name of the Article: Epar Ganga
Opar Ganga: Deshbhager Prekkhite,
Published in : Dialogic Space:
Bilingual Literary journal of
Khalisani Mahavidyalaya (ISSN
2347-8195)Vol:I, December,2013.

2. ISBN book; Name of the Article:
Dinabondhu Mitrer Nil Darpan:
Protibadi Chetoner Unmesh (Under
Process)

	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	Nil
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Life time membership of Bangiya Sahitya Parishad
22.	Student projects 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/	In the 2015-16 session all the Honours students of first and second year have to do in house projects; the project is assessed and the marks are recorded in the evaluation blue print Nil

other agencies

23. Awards/ Recognitions received by faculty and students Nil
24. List of eminent academicians and scientists/ visitors to the Department Dr. Pinakesh Sarkar, Jadabpur University
25. Seminar/ Conferences/ Workshops organized & the source of funding
 Three class seminars organized by the teachers of the department, participated by the students on syllabus oriented topics.
- a) National
 An interdisciplinary seminar organized by the Departments of Bengali, English & Sanskrit named “Aesthetic approach and social accountability of literature : oriental and occidental perspective on 10/02/2012
- b) International Nil
26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
2012-13	620	54	18	36	93.93%
2013-14	Data not available	53	15	38	86.48%
2014-15	515	60	10	50	93.75%
2015-16	899	55	15	40	NA

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.A. Honours in Bengali	100%	NIL	NIL
B.A. General with Bengali as combination subject	100%	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Three Students passed SLET and NET

Some ex-students are working in Schools, college, Eastern Railways, Banking Service, Leading newspaper, Kolkata Police and some private companies after qualifying the respective entrance tests.

29. Student Progression

Student Progression	Against % enrolled
UG to PG	40% in regular courses, more than 50% in PCP
PG to M. Phil	A few students like Smita dutta, Dipankar Ghosh, Dibyendu Bhattacharjee(2008 pass out), Pallabita Pal, Moumita Dutta(2009 pass out)
PG to Ph.D.	One- Dibyendu Bhattacharjee(JRF), Vidyasagar University
Ph.D. to Post-Doctoral	N.A.
Employed ➤ Campus selection ➤ Other than campus recruitment	N.A. More than 40% (based on available sources)
Entrepreneurship/ Self-employment	Data not available

30. **Details of Infrastructural facilities**

- a) Library Other than the Central library, there is Departmental library with more than 250 titles/ books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Computer lab with Wi-Fi, one common smart class and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories Nil (not a laboratory based subject)

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Half studentship provided by the College	14	04	00	18
Kanyashree by the State Govt.				
SC/ ST scholarship	46	35	22	103
Other agencies				

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**

Our department was the collaborating partner for the national & state level seminars held at Chandannagar Govt. College & B.K. Mahavidyalaya, Balagarh where our teachers and students participated actively.

33. **Teaching methods adopted to improve student learning:**

Generally classroom teaching is done by interactive lecture method. Teachers often use technology based methods and show power point presentations. One or two relevant cinemas are also screened. Model answers or study materials are also provided. The students are

encouraged to do in-house projects, publish wall magazines, present seminar on their projects and participate in syllabus oriented quiz and debates. Occasional study tours are arranged.

34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**

The students of our department actively participate in the annual blood donation camp, cultural competition and in the National Service Scheme. Moreover, they spontaneously join the campus cleaning programme and do their best to keep the campus clean and green.

35. **SWOC analysis of the Department and future plans**

Strengths

- Sound academic environment
- Obedient, sincere and academically enthusiastic students
- Teamwork of the departmental teachers and students
- Excellent student-teacher rapport
- Consistent good academic result
- Availability and accessibility of books both at institutional and departmental library
- Participation of students in cultural activities, seminar, magazine, excursion and special day celebration

Weakness

- Abnormal ratio of teacher and student especially in the general course
- Lack of sufficient infrastructure i.e. inadequate number of classroom, ICT facilities.
- Hardly any linkage or collaborative academic and research activities
- Lack of funds for procuring sufficient books, journals and periodicals

Opportunities

- Praiseworthy positive attitude of stakeholders
- Opportunity to serve the non-creamy layer students and first generation learners from surroundings of the college

Challenges

- To make the syllabus interesting within our limitations with the help of more audio-visual programme

- Awareness about higher study among the students and their guardians
- To reduce the dependence on private tuition
- To encourage the students to utilize the library resources at its optimum.
- To encourage for creative writing

Future plan

- Create teaching post to reduce student teacher ratio
- Enhancement of departmental library and ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminars and workshops by eminent scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.
- Some extension programmes regarding minimum knowledge about Bengali literature for the surrounding people by the students

EVALUATIVE REPORT OF THE DEPARTMENT OF ENGLISH

1. **Name of the Department:** English
2. **Year of establishment:** General Course: 1970, Honours: 2002
3. **Names of Programmes/
Courses offered:** Under graduate Honours and General
(combination subject in B.A. General)

Compulsory English for both Honours
and General.
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil.
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual
three part examination system (I+I+I);
However in the internal assessment
procedure in Honours a continuous
evaluation method has been followed.
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities, Industries,
Foreign Institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	1	0
Assistant Professors	1	2

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Suman Bhar	M.A., B.Ed.	Asst. Prof. Stage:III	a. Comparative Literature, Poetry b. Linguistics c. ELT	16 years +	Nil
Subrata Kumar Rana	M.A. B.Ed. M.Phil.	Asst. Prof. Stage:I	a. Indian English Literature b. Post-Colonial Literature c. Literary Theory and Criticism d. Australian Literature e. Comparative & Contrastive literature.	7 years +	Nil
Santona Moshel	M.A., B.Ed.	Guest Lecturer	a. Indian English b. Old English Early Renaissance	5 months +	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Honours: 08%
General: 30%
13. Student-Teacher Ratio (programme wise) Honours: 48:1
General: 83:1
Compulsory: 300:1

(excluding the Guest Lecturers)

- | | | |
|-----|--|---|
| 14. | Number of academic support staff (technical) and administrative staff; sanctioned and filled: | Not applicable; all the administrative staff in the office are the support staff of the institution as whole |
| 15. | Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG | PG = 03, M.Phil=01 |
| 16. | Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: | Nil |
| 17. | Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: | Nil |
| 18. | Research Centre / facility recognized by University | Nil |
| 19. | Publications | |
| | <ul style="list-style-type: none"> • Publication per faculty | <ol style="list-style-type: none"> 1. 02 Contribution to Burdwan University Anthology by Subrata Kumar Rana 2. 02 in National Journal by Subrata Kumar Rana 3. 01 in International Journal by Subrata Kumar Rana 4. 04 Edited Journal (Polyphony) by Subrata Kumar Rana 5. 03 Edited Journal (Dialogic Space) by Subrata Kumar Rana |
| | <ul style="list-style-type: none"> • Number of papers published in peer reviewed journals | <p>03 (02 National & Peer Reviewed and 01 International & Peer Reviewed) by Subrata Kumar Rana</p> |

	(national/ international) by faculty and students	
	• Number of publications listed in International Database	Nil
	• Monographs	Nil
	• Chapter in books	Nil
	• Books edited	Journal Edited-08 by Subrata Kumar Rana
	• Books with ISBN/ISSN numbers and details of publishers	<p>Journals Edited by Subrata Kumar Rana</p> <p>01. Polyphony published by Association for Literary and Societal Interaction (ISSN 2319-6424) Vol:I, April,2012, Vol:II April,2013 Vol:III, April,2014, Vol:IV, April,2015</p> <p>02. Dialogic Space: Bilingual Literary Journal of Khalisani Mahavidyalaya Published by Khalisani Mahavidyalaya (ISSN 2347-8195) Vol:I, December,2012, Vol:II, December,2013, Vol:III, December,2014</p>
	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	Nil
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c)	a. Founder Member of a Registered Association: Association for Literary and Societal Interaction

	Editorial Boards	(Subrata Kumar Rana)
		b. Editorial Board: (Subrata Kumar Rana)
		i. <i>Polyphony</i> (ISSN 2319-6424)
		ii. <i>Dialogic Space</i> (ISSN 2347-8195)
22.	Student projects	
	a) Percentage of students who have done in-house projects including inter departmental / programme	In the session 2015-16 all the Honours students of first, second and third year have to do in house projects; the projects are assessed and the marks are recorded in the evaluation blue print
	b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies	Nil
23.	Awards/ Recognitions received by faculty and students	Nil
24.	List of eminent academicians and scientists/ visitors to the Department	Prof. Dr. Susheel Kumar Sharma (Allahabad University), Dr. Parthasarathi Mukhopadhyaya (Principal, Bolpur College), Dr. Samir Mukherjee (Associate Prof., Hooghly Mohsin College), Dr. Susanta Kumar Bardhan (Associate Prof., Seuri Vidyasagar College)
25.	Seminar/ Conferences/ Workshops organized & the source of funding	UGC Sponsored National Seminar on “Aesthetic Approach and Social Accountability of Literature: Oriental and Occidental Perspectives” organised by Khalisani Mahavidyalaya in

collaboration with Hooghly Women's College

c) National 01

d) International Nil

26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage*
			M	F	
Honours 1 st year 2012-13	449	43	12	31	80
Honours 1 st year 2013-14	Data not Available (Centrally organized)	37	10	27	89.28
Honours 1 st year- 2014-15	406	43	08	35	71.42
Honours 1 st year- 2015-16	451	48	14	34	Exam Yet to be held

*Part-III results of the corresponding year

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
English (H+G)	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Arunita De: NET (Library Science)

Pranab Roy: NET (Library Science)

Tuhin Mal: Defense Service
Ashim Sil: Steno GR II
Jayashree Mitra: Asst. Teacher
Nirup Roy: Asst. Teacher
Debjani Das: Judge's P.A.
Koustav Patra: Banking Service
Buddhadeb Bhattacharya: Banking Service
Saurav Banerjee.: Judge's P.A.
Arup Hembram: Asst. Teacher
Sourav Routh: Postal Department
Nasim Ali Mondal: Judge's P.A.
Ankur Bose: Banking Service
Mousumi Dutta: Asst. Teacher
Rajdeep Banerjee: Banking Service
Suman Sen: CESE, Kolkata
Subhasih Chatterjee: Income Tax Dept.
Debakana Chatterjee: Asst. Teacher
Animesh Das: TCS
Dipayan Dutta: Software Development
Subhajit Banerjee: Banking Service
Abhijit Das: SSC, Postal Dept.
Bijoy Das: Postal Dept.
Arpita Bhattacharya: Asst. Teacher

Kankan Chottopadhyay: Asst. Teacher

Satyabrata Dutta: System Analyst.

Surajeet Dutta: Peshkar in the Civil Court.

29. **Student Progression**

Student Progression	Against % enrolled
UG to PG	20% in regular courses, more than 50% in PCP
PG to M. Phil	0.5%
PG to Ph.D.	N.A.
Ph.D. to Post-Doctoral	N.A.
Employed	50
➤ Campus selection	N.A.
➤ Other than campus recruitment	More than 40% (based on available sources)
Entrepreneurship/ Self-employment	Data not available

30. **Details of Infrastructural facilities**

- | | |
|---|---|
| a) Library | Other than the Central library, there is Departmental library with more than 200 titles/ books |
| b) Internet facilities for Staff and Students | Computers are provided in the library and in the Central Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department. |
| c) Class rooms with ICT | Departmental LED Monitor for power point presentation and audio-visual teaching. |
| d) Laboratories | Nil (not a laboratory based subject) |

31. Number of students receiving financial assistance from College, University, Government, other agencies:

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	-	05	03	08
Kanyashree by the State Govt.	-	06	02	08
SC/ ST scholarship	-	04	03	07
Other agencies	-	-	-	-

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

UGC Sponsored National Seminar on “Aesthetic Approach and Social Accountability of Literature: Oriental and Occidental Perspectives” organised by Khalisani Mahavidyalaya in collaboration with Hooghly Women’s College

33. Teaching methods adopted to improve student learning:

Generally classroom teaching is done by interactive lecture method. Teachers often use technology based methods and show power point presentations. Several relevant cinemas are also screened. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines, present seminar on their projects. Departmental Quiz on the topic of syllabus is also arranged. Several Class tests are also successively arranged by the teachers for the quality assessment of the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

The students of our department participate the annual blood donation camp and actively participate in the National Service Scheme. Moreover, they spontaneously join the campus cleaning programme and do their best to keep the campus neat clean.

35. SWOC analysis of the Department and future plans

The basic **strength** of the department is its students, particularly the students of Honours course. They are obedient to the teachers and

always try to do their best according to their potentials. On the other side of the coin are the dedicated teachers who are always in touch with their students. The healthy relationship of the two is reflected in the quite steady results in the Part-III final examination conducted by the University of Burdwan. In recent years many of our students are doing quite well in the PG entrance tests conducted by the Universities like Calcutta, Burdwan and others who are coming out with good academic performance.

We have so many weaknesses.

- We have been working with pupils most of whom are first generation learners and thus require better academic mentoring.
- In this regard insufficiency of permanent teachers is a crisis.
- A well- equipped Departmental library and infrastructure in terms of class rooms can make the teaching learning enthusiastic.
- Our future plan rests on the opportunities we are exploring. In the post NAAC period, a bit of financial backing and energetic enterprise will hopefully fulfill the following course of action..
- Arrangement of seminars and workshops by eminent scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is also in our mind.

EVALUATIVE REPORT OF THE DEPARTMENT OF SANSKRIT

1. Name of the Department: Sanskrit
2. Year of establishment: General Course:1974-75, Honours: 2004-05
3. Names of Programmes/ Courses offered: Under graduate Honours and General (combination subject in B.A. General)
4. Names of Interdisciplinary courses and the departments/ units involved Nil.
5. Annual/ semester/ choice based credit system (programme wise) The University system follows Annual three part examination system; However in the internal assessment procedure in Honours, a continuous evaluation method is followed.
6. Participation of the department in the courses offered by the other departments: Nil
7. Courses in collaboration with other Universities industries, foreign institutions: Nil
8. Details of courses/ programmes discontinued (if any with reasons) Nil
9. Number of Teaching posts:

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	1

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Dr. Arghyadip Roy	M.A., Ph.D.	Asst. Prof.	Indian Philosophy	1 year +	Nil
Sarbari Ghosal	M.A., B.Lib, Dip. In German, Hindi	Part Time Prof.	Dharmashastra	13 years +	Nil
Achintya Kumar Das	M.A., B.Edn.	Guest Lecturer	Vedic Study	5 years +	Nil
Tamasha Singha Ghosal	Acharya	Guest Lecturer	Sahitya	3 years +	Nil
Sufal Modak	M.A., B.Edn.	Guest Lecturer	Vyakarana	2 years +	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:
Honours: 40%
General: 40%
13. Student-Teacher Ratio (programme wise)
Honours: 60:1
General: 300:1
(excluding the Guest Lecturers)

14.	Number of academic support staff (technical) and administrative staff; sanctioned and filled:	Not applicable; all the administrative staff in the office are the support staff of the institution as whole
15.	Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG	PG = 04, Ph.D.= 01
16.	Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received:	Nil
17.	Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:	Nil
18.	Research Centre / facility recognized by University	Nil
19.	Publications	
	<ul style="list-style-type: none"> • Publication per faculty 	Arghyadip Roy = 03.
	<ul style="list-style-type: none"> • Number of papers published in peer reviewed journals (national/ international) by faculty and students 	Arghyadip Roy = 01.
	<ul style="list-style-type: none"> • Number of publications listed in International Database 	
	<ul style="list-style-type: none"> • Monographs 	
	<ul style="list-style-type: none"> • Chapter in books 	
	<ul style="list-style-type: none"> • Books edited 	
	<ul style="list-style-type: none"> • Books with ISBN/ISSN numbers and details of publishers 	Nil
	<ul style="list-style-type: none"> • Citation Index 	Nil

	<ul style="list-style-type: none"> • SNIP • SJR • Impact factor • h-index 	<p>Sarbari Ghosal (Mukhopadhyay), Editing of Book “Hooghly Jelar Itihas”.</p> <p>Nil</p> <p>Nil</p>
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Nil
22.	Student projects 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	<p>In the 2015-16 session all the Honours students of first, second and third year have done in house projects; the projects have been assessed and the marks recorded in the evaluation blue print.</p> <p>Nil</p>
23.	Awards/ Recognitions received by faculty and students	Prof. Gourinath Shastri Memorial Gold Medal of Jadavpur University in the year 2006 by Arghyadip Roy.
24.	List of eminent academicians and scientists/ visitors to the Department	Prof. Karuna Sindhu Das, VC, Rabindrabharati University. Prof. Dr. Bisvanath Mukhopadhyay, Burdwan University.
25.	Seminar/ Conferences/ Workshops organized & the source of funding	

e) National Nil

f) International Nil

26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Honours 1st year 2013	University Central Online admission	34	10	24	60%
Honours 1st year 2014	274	45	16	29	Result Pending
Honours 1st year 2015					

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100%	0	0
B.A. General	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services :

Nil

29. Student Progression

Student Progression	Against % enrolled
UG to PG	More than 50% in regular course.

PG to M. Phil	<i>Data not available</i>
PG to Ph.D.	<i>N.A.</i>
Ph.D. to Post-Doctoral	<i>N.A.</i>
Employed ➤ Campus selection ➤ Other than campus recruitment	<i>N.A.</i> <i>More than 40% (based on available sources)*</i>
Entrepreneurship/ Self-employment	<i>Data not available</i>

* Sufal Modak (2009) is employed as guest faculty in this college, Tulika Mondal (2013) in Freyaship service 2 Year & recent RMP Bearing as a back of Executive Communications, Nitai Biswas (2009) School Teacher, Nilima Sarkar (2013) Guest Lecturer, Prasun Adhikari (2012) Guest Teacher.

30. Details of Infrastructural facilities

- a) Library Other than the Central library, there is Departmental library with more than 160 titles/ books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Computer lab with Wi-Fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories NA

31. Number of students receiving financial assistance from College, University, Government, other agencies:				
Nature of financial assistance	1st yr	2nd yr	3rd yr	Total
Free studentship provided by the College	Yet not received any financial	3	4	7
Kanyashree by the State Govt.		7	2	9

SC/ ST scholarship	assistance	5	3	8
Other agencies			1	1

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

Nil

33. Teaching methods adopted to improve student learning:

Interactive lecture method is generally used in classroom teaching. Teachers often use technology based methods and show power point presentations. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present student seminar on their projects. Occasional study tours are arranged and projects on the sites are made. Last year the department had arranged a tour to Shantiniketan and this year the students and the teachers have visited the historic places of Bishnupur. Some of the wall magazines displayed by the students are on Contribution of Bengali Scholars in the field of Sanskrit Literature in twentieth century, Environmental consciousness in Sanskrit Literature etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

The students of our department actively participate in the annual blood donation camp and in the National Service Scheme. Moreover, the students spontaneously join the campus cleaning programme and do their best to keep the campus clean and green. They also feel joy in making the badminton courts, in planting trees, decorating the classroom with paintings and writings and in participating in awareness programmes. etc.

35. SWOC analysis of the Department and future plans

The basic strength of the department is its students. The students of the department of Sanskrit are obedient to the teachers and always try to do their best according to their potentials. Again the dedicated teachers who are always in touch with their students contribute their best to the teaching procedure of the department which reflects in the quite steady results in the final examinations conducted by the University. Many of

our students are doing quite well in the PG entrance tests in the Universities of Calcutta and Burdwan and coming out with good performance in the PG level.

Our future plan rests on the opportunities we are exploring. In the post NAAC period, a bit of financial backing and energetic enterprise will hopefully fulfill the following course of action

- Enhancement of departmental library and ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminars and workshops by eminent scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.
- Our most important goal is to create some professionally competent and honest future citizens of our beloved country with the true sense of the past, with the cultural values and traditions and who will generate the same in the time to come.

Weaknesses:

- Lack of adequate minimum full-time teachers in the department.
- Even with our repeated attempts students are reluctant to consult reference book from library although the number of reference books are adequate.

Opportunities:

- The Number of books at the departmental library needs to be enhanced.
- We have not been able to arrange seminars and workshops by experts /scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.
- Our most important goal is to create a literary orientation among our students who ultimately become a good citizen of our country.

EVALUATIVE REPORT OF THE DEPARTMENT OF GEOGRAPHY

1. **Name of the Department:** GEOGRAPHY
2. **Year of establishment:** General Course:1984-85, Honours: 2003-04
3. **Names of Programmes/ Courses offered:** Under graduate Honours and General (combination subject in B.A. General)
4. **Names of Interdisciplinary courses and the departments/ units involved** Nil.
5. **Annual/ semester/ choice based credit system (programme wise)** The University system follows Annual three part examination system; However in the internal assessment procedure in Honours a continuous evaluation method is followed.
6. **Participation of the department in the courses offered by the other departments:** Nil
7. **Courses in collaboration with other Universities industries, foreign institutions:** Nil
8. **Details of courses/ programmes discontinued (if any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	0

10. **Faculty Profile with name, qualification, designation, specialization,**

(D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Ajanta Ray Chaudhuri	M.A., B.Ed	Part time teacher	Agriculture	07years +	Nil
Ipsita Chatterjee	M.A.	Guest Lecturer	Applied Geography and Planning	05years +	Nil
Rajkumar Mondal	M.A., B.Ed,M.Ed	Guest Lecturer	Advanced Geomorphology	04years +	Nil
Sanjoy Kumar Sadhukhan	M.Sc. B.Ed	Guest Lecturer	Tourism Geography	04years+	Nil
Ayan Banerjee	M.A. B.Ed	Guest Lecturer	Pedology	1year 4 months+	Nil
Piyali Das	M.Sc. B.Ed, M.Ed	Guest Lecturer	Soil Geography and Landuse	4 months+	Nil
Ananya Acherjee	M.A,B.Ed	Guest Lecturer	Advanced Geomorphology	4 months+	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:
 - Honours: lecture in Theory:57.14%
 - lecture in Practical:42.86%
 - General: : lecture in Theory:28.57%
 - lecture in Practical:71.43%
13. Student-Teacher Ratio (programme wise)
 - Honours: 59:01
 - General: 83:01
 - (Including the Guest Lecturers)

14.	Number of academic support staff (technical) and administrative staff; sanctioned and filled:	Not applicable; all the administrative staff in the office are the support staff of the institution as whole
15.	Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG	PG = 07
16.	Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received:	Nil
17.	Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:	Nil
18.	Research Centre / facility recognized by University	Nil
19.	Publications	
	<ul style="list-style-type: none"> • Publication per faculty 	Ipsita Chatterjee=03, Sanjoy Kumar Sadhukhan= 01, Ananya Acherjee=01 ,
	<ul style="list-style-type: none"> • Number of papers published in peer reviewed journals (national/ international) by faculty and students 	Nil
	<ul style="list-style-type: none"> • Number of publications listed in International Database 	Nil
	<ul style="list-style-type: none"> • Monographs 	Nil
	<ul style="list-style-type: none"> • Chapter in books 	Nil
	<ul style="list-style-type: none"> • Books edited 	Nil
	<ul style="list-style-type: none"> • Books with ISBN/ISSN numbers and details of publishers 	Nil

	<ul style="list-style-type: none"> • Citation Index • SNIP • SJR • Impact factor • h-index 	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Nil
22.	Student projects 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	<p>In the 2015-16 session all the Honours students of First and Second year prepared projects; the project are assessed and the marks are recorded in the evaluation blue print.</p> <p>Nil</p>
23.	Awards/ Recognitions received by faculty and students	<p>One Student emerged First Class Second In Geography Hons. in Burdwan University in 2011</p> <p>One Student emerged First Class First In Geography Hons. in Burdwan University in 2014.</p>
24.	List of eminent academicians and scientists/ visitors to the Department	Nil

25. Seminar/ Conferences/ Workshops organized & the source of funding UGC Sponsored State Level Seminar on “Biodiversity Depletion and Ecological Crisis” held on 17th February, 2012
- g) National Nil
- h) International Nil

26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Honours 1 st year 2013	Centrally Arranged	23	4	19	82.35
Honours 1 st year 2014	616	22	6	16	89.47
Honours 1 st year 2015	382	23	3	20	Not yet appeared

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100%	0	0
B.A. General	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services
Sanu Dalui, Swarup Kumar passed the UGC NET Examination.
29. Student Progression

Student Progression	Against % enrolled
UG to PG	20% in regular courses, more than 60% in Distance education
PG to M. Phil	Data not available
PG to Ph.D.	Data not available
Ph.D. to Post-Doctoral	N.A.
Employed	More Than 10%
➤ Campus selection	N.A.
➤ Other Than Campus Recruitment	
Entrepreneurship/ Self-employment	Data not available

* Pintu kabiraj and Suman Patro are working as research scholars. Swarup Kumar is working in a B Ed college, Ayan Banerjee has joined as guest lecturer, Sayan Ray and Piu Shee has joined in secondary school. Debjyoti Modak is a central govt. employee.

30. **Details of Infrastructural facilities**

- a) Library Other than the Central library, there is Departmental library with more than 162 books
- b) Internet facilities for Staff and Students Computers are provided in the Computer lab with internet and LAN connectivity for the use of the students and faculty also.
- c) Class rooms with ICT One smart class of college for the use of all departments
- d) Laboratories 02

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	Not yet received	03	00	03
Kanyashree by the State Govt.		02	01	03
SC/ ST scholarship		02	04	04
Other agencies		-	-	-

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**
- One day workshop on GIS and REMOTE SENSING organized by WEBEL OPSIS GEOMATICS ACADEMY.
33. **Teaching methods adopted to improve student learning:**
- Generally the classroom teaching is done by interactive lecture method. Teachers often use technology based methods for both the practical and theory classes. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines. They eagerly participate in departmental seminar also. Study tours are arranged and projects on the sites are made. 'URBI' a wall magazine is published by the students and different relevant topics like environmental disaster, global warming, pollution etc have been discussed through it.
34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**
- The students of our department participate in the annual blood donation camp. The students spontaneously join the campus cleaning programme and do their best to keep the campus clean and green. They also feel joy in planting trees, and in participating in awareness programmes etc.
35. **SWOC analysis of the Department and future plans**
- The basic **strength** of the department is its students. The students are obedient and always eager to join in the departmental programmes. They are very cooperative also. They always try to do their best according to their potentials. There are the dedicated teachers also who are always in touch with their students – the healthy relationship of the two is reflected in the quite steady results in the Part-III final examination conducted by the University of Burdwan. In recent years our students are doing quite well in the PG entrance tests also in the Universities of Calcutta and Burdwan. This is because of our innovative teaching learning process and evaluation model.
- Weaknesses** are many; we are working with pupils among whom

many are first generation college comers; those students require better academic mentoring and better exposure which help them to give better result. In this regard insufficiency of permanent teachers is a crisis. A better equipped computer laboratory with more computers having LAN facility and internet connection will be very helpful for the students. A better equipped Departmental library, more physical infrastructure in terms of class rooms and dedicated technological devices can make the teaching learning process more attractive to the students. For the easy and attractive practical sessions(soil testing, cartography etc) more accessories and equipments are required.

Our future plan rests on the opportunities we are exploring. In the post NAAC period, a bit of financial backing and energetic enterprise will hopefully fulfill the following course of action

- Enhancement of departmental library and ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminars and workshops by eminent scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments.
- Arrangement of better equipped computer laboratory to make all the students more technology friendly and more easy with their syllabus (mainly for GIS and REMOTE SENSING).
- Our most important goal is to create some professionally competent and honest future citizens of our beloved country with values and traditions and who will generate the same in the time to come.

EVALUATIVE REPORT OF THE DEPARTMENT OF HISTORY

1. **Name of the Department:** History
2. **Year of establishment:** General Course: 1970, Honours: 1996
3. **Names of Programmes/
Courses offered:** Under graduate Honours and General
(combination subject in B.A. General)
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil.
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual
three part examination system; However
in the internal assessment procedure in
Honours a continuous evaluation
method is followed.
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	2

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Gourab Sinha	M.A., B.Edn.	Asst. Prof.	Ancient Indian History and Culture	13 years +	Nil
Priyaranjan Sarkar	M.A. M.Phil.	Asst. Prof.	History of America	7 years +	Nil
Sandipan Sarkar*	M.A., B.Edn.	Guest Lecturer	Modern India	3 years +	Nil
Tamal Krishna Saha	M.A., B.Edn.	Guest Lecturer	European historiography and Indian Archaeology	Less than 1 year	Nil

* Second year in M.Phil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Honours: 24%
General: 16.66%
13. Student-Teacher Ratio (programme wise) Honours: 53:1
B.A. General: 83:1
(excluding the Guest Lecturers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable; all the administrative staff in the office are the support staff of the institution as whole
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG = 03, M.Phil=01

16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: Gourab Sinha has just completed a minor research project titled *Arogya: Medical and Health Care System in Ancient India* granted (Rs 1 lakh) and released on 05.02.13 [letter no F PHW-23/12-13 (ERO)] submitted on 22.09.2014 after completion of the Project. The Eastern Regional Office, UGC settled the matter by sanctioning the Final installment (Rs. 29759/-) through letter no. PHW23/12-13 dated 01-Jul-15.
17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre / facility recognized by University Nil
19. Publications
- Publication per faculty Gourab Sinha=10, Priyaranjan Sarkara = 01, Sandipan Sarkar =02 , Tamal Krishna Saha =02.
 - Number of papers published in peer reviewed journals (national/ international) by faculty and students Gourab Sinha=0
Priyaranjan Sarkara = 01
Sandipan Sarkar =02
Tamal Krishna Saha =02
 - Number of publications listed in International Database Nil
 - Monographs Nil
 - Chapter in books 1. 07 chapters in different books by Gourab Sinha
 - Books edited
 - Books with ISBN/ISSN numbers and details of publishers 1. Gourab Sinha
Co-authored "*Ekadas Itihas Topper*" published by United Book Agency in 2015, ISBN: 978-93-82539-20-9

	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	Nil
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Nil
22.	Student projects 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	In the 2015-16 session all the Honours students of first and second year have to do in house projects; the project is assessed and the marks are recorded in the evaluation blue print. Nil
23.	Awards/ Recognitions received by faculty and students	Nil
24.	List of eminent academicians and scientists/ visitors to the Department	Arup Biswas, Associate Professor in History, Ramakrishna Mission Ashrama Narendrapur.
25.	Seminar/ Conferences/ Workshops organized & the source of funding a) National	Nil

b) **International** Nil

26. **Student Profile programme/ course wise:**

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage*
			M	F	
Honours 1 st year 2012	332	49	29	20	64.51%
Honours 1 st year 2013	Data not available	27	16	11	77.41
Honours 1 st year 2014	219	49	37	17	85.71
Honours 1 st year 2015	221	53	26	27	Yet to be published

*corresponding Part –III results of that year

27. **Diversity of students:**

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100%	0	0
B.A. General	100%	0	0

28. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence Services**

Sandipan Sarkar passed both SLET and NET in the year 2014

Some ex-students are working in Calcutta Police, Border Security Force after qualifying the respective entrance tests.

29. **Student Progression**

Student Progression	Against % enrolled
UG to PG	20% in regular courses, more than 50% in

	PCP
PG to M. Phil	Data not available
PG to Ph.D.	N.A.
Ph.D. to Post-Doctoral	N.A.
Employed ➤ Campus selection ➤ Other than campus recruitment	N.A. More than 40% (based on available sources)*
Entrepreneurship/ Self-employment	Data not available

* Pradyut Maity, Surojit Ghosh are working in Secondary Schools, Supriya Bhawal, Pinki Saha are in Primary teaching, Rakhi is head of anganwari Kendra, Pritam Adak is working with Kolkata Police, Suman Mukherjee is in Times of India. Sandipan, Tamal and Jahidoor are in colleges as guest faculties or Part-time.

30. **Details of Infrastructural facilities**

- a) Library Other than the Central library, there is Departmental library with more than 180 titles/ books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories Nil (not a laboratory based subject)

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	Yet not received	5	1	6
Kanyashree by the State Govt.	any financial assistance	7	2	9
SC/ ST scholarship		4	7	11

Other agencies			1	1
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32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**
- Symposium on Roman History** after its inclusion in the syllabus, by Arup Biswas, Associate Professor in History, Ramakrishna Mission Ashrama Narendrapur
33. **Teaching methods adopted to improve student learning:**
- Generally classroom teaching is done by interactive lecture method. Teachers often use technology based methods and show power point presentations. One or two relevant cinemas are also screened. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present student seminar on their projects. Occasional study tours are arranged and projects on the sites are made. *Itibritta* departmental wall magazine displayed by the students on themes like Bipan Chandra, Science and Technology in Ancient Period, Refugee crisis in Europe, Renaissance in Europe, Asoka, Coins of India, etc.
34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**
- The students of our department in the annual blood donation camp and actively participate in the National Service Scheme where departmental faculty Priyaranjan Sarkar is the coordinator. Moreover, the students spontaneously join the campus cleaning programme and do their best to keep the campus clean and green. They also feel joy in making the badminton courts, in planting trees, and in participating in awareness programmes. etc.
35. **SWOC analysis of the Department and future plans**
- The basic **strength** of the department is its students, particularly the students of Honours course. They are obedient to the teachers and always try to do their best according to their potentials. On the other side of the coin are the dedicated teachers who are always in touch with their students – the healthy relationship of the two is reflected in the quite steady results in the Part-III final examination conducted by the University of Burdwan. In recent years many of our students are doing quite well in the PG entrance tests in the Universities of Calcutta

and Burdwan coming out with good performance in the PG level. And this is because of our innovative teaching learning and evaluation model where the students are acquainted with the art of writing articles or projects on their own.

Weaknesses are manifold; we are working with pupils among whom many are first generation college comers; those students require better academic mentoring and better exposure to the recent developments which in course can result into much better results and progression of the students. In this regard insufficiency of permanent teachers is a crisis. A better equipped Departmental library, more physical infrastructure in terms of class rooms and dedicated technological devices can make the teaching learning process more attractive to the students. Unfortunately we could not arrange a national level seminar after applying to the UGC because of some pending settlements. Lack of funding and the intricacies of the Governmental policies acts as barriers or **challenges** in the process of overcoming the weaknesses.

Our future plan rests on the opportunities we are exploring. In the post NAAC period, a bit of financial backing and energetic enterprise will hopefully fulfil the following course of action

- Enhancement of departmental library and ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminars and workshops by eminent scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.
- Our most important goal is to create some professionally competent and honest future citizens of our beloved country with the true sense of the past, with the cultural values and traditions and who will generate the same in the time to come.

EVALUATIVE REPORT OF THE DEPARTMENT OF POLITICAL SCIENCE

1. **Name of the Department:** POLITICAL SCIENCE
2. **Year of establishment:** General Course: 1970-71, Honours: 1990-91
3. **Names of Programmes/ Courses offered:** Under graduate Honours and General (combination subject in B.A. General)
4. **Names of Interdisciplinary courses and the departments/ units involved** Nil.
5. **Annual/ semester/ choice based credit system (programme wise)** The University system follows Annual three part examination system; However in the internal assessment procedure in Honours a continuous evaluation method is followed.
6. **Participation of the department in the courses offered by the other departments:** Nil
7. **Courses in collaboration with other Universities industries, foreign institutions:** Nil
8. **Details of courses/ programmes discontinued (if any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	1

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Prof Monalisa Mustafi	M.A.	Asst. Prof.	International Relations (South Asia)	5years+	Nil
Prof. Anuradha Dutta	M.A.	Part-time Teacher	Rural Sociology	23 years	Nil
Prof. Arup Kumar Sur	M.A.,	Part-time Teacher	Sociology	22 years	Nil
Prof. Mousumi Chattopadhyay	M.A.	Part-time Teacher	Public Administration	15 years	Nil

* Second year in M.Phil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Honours: 50%
General:62.66%
13. Student-Teacher Ratio (programme wise) Honours: 15:1
General: 83:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable; all the administrative staff in the office are the support staff of the institution as whole
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG = 04

16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received:	NIL
17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:	Nil
18. Research Centre / facility recognized by University	Nil
19. Publications	
<ul style="list-style-type: none"> • Publication per faculty • Number of papers published in peer reviewed journals (national/international) by faculty and students • Number of publications listed in International Database • Monographs • Chapter in books 	<p>Monalisa Mustafi-04</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>04</p> <p>By Prof Monalisa Mustafi</p> <ol style="list-style-type: none"> 1. ISBN NO. 01-901265-7-1, Laser Tech (Kolkata) 2. ISBN NO. -81-901265-8-X, Laser Tech (Kolkata) 3. ISBN NO. 978-81-927259-0-1, Akash Berhampore 4. ISBN NO. 978-81-925536-0-3, Principal, UCTC College
<ul style="list-style-type: none"> • Books edited • Books with ISBN/ISSN numbers and details of publishers • Citation Index • SNIP 	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>

- **SJR** Nil
 - **Impact factor** Nil
 - **h-index** Nil
20. **Areas of consultancy and income generated** Nil
21. **Faculty as members in** Nil
a) National Committees, b) International Committees, c) Editorial Boards
22. **Student projects**
a) Percentage of students who have done in-house projects including inter departmental / programme In the 2015-16 session all the Honours students of first and second year have to do in house projects; the project is assessed and the marks are recorded in the evaluation blue print.
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies Nil
23. **Awards/ Recognitions received by faculty and students**

Name of the student	Year	Award
Arijit Hazra	2010-2011	Best Chief Minister in the District Level Youth Parliament Competition
Tanmoy Bhadra	2010-2011	Best Secretary in the District Level YPC.
Panchanan Das	2010-2011	Best Speaker in the District Level YPC

Saurav Koley	2010-2011	Best Leader of Opposition in the District Level YPC
Binoy Das	2010-2011	Best Marshall in the District Level YPC
Jhantu Bairagi	2012-2013	Best Member of Parliament in the District Level YPC

24. List of eminent academicians and scientists/ visitors to the Department Nil

25. Seminar/ Conferences/ Workshops organized & the source of funding

c) National

Extended our collaboration to Chandernagore Govt. college to organize a UGC sponsored National level Seminar on Non-traditional Security: Problems and Prospects.

d) International

Nil

26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Honours 1 st year 2013	Central online admission	17	5	12	75.86
Honours 1 st year 2014	66	22	10	12	68.42
Honours 1 st year 2015	301	53	30	23	Yet to be published

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100%	0	0
B.A. General	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Some ex-students are working in West Bengal Police, in Higher Secondary Schools etc after qualifying the respective entrance tests.

29. Student Progression

Student Progression	Against % enrolled
UG to PG	30% in regular courses
PG to M. Phil	Exact Data not available (Ex-students Like Minakshi Bairi, Banashree Bag, Debashis Ghanti are undergoing M. Phil under University Of Burdwan)
PG to Ph.D.	N.A.
Ph.D. to Post-Doctoral	N.A.
Employed ➤ Campus selection ➤ Other than campus recruitment	N.A. More than 40% (based on available sources)*
Entrepreneurship/ Self-employment	Data not available

*, Santanu Kundu is working in Higher Secondary School (Ramkrishna Mission, Mahesh), Sujit Naga is working with West Bengal Police, Priangbada Dey has completed her LLB and is practicing in Chandernagore Court, Prosenjit Saha is working in ABP PVT. LTD., Chandan Das is a Technical Staff of Akash Bangla(a leading News Channel) and many others.

30. Details of Infrastructural facilities

- a) Library Other than the Central library, there is Departmental library with more than 130 titles/ books

- b) Internet facilities for Staff and Students Computers are provided in the library and in the Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories Nil (not a laboratory based subject)

31. Number of students receiving financial assistance from College, University, Government, other agencies:

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	Yet not received	6	3	9
Kanyashree by the State Govt.	any financial assistance	7	2	9
SC/ ST scholarship		4	7	11
Other agencies			1	1

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

For the assurance of students’ enrichment, Students’ Seminars, Group Discussions are organized from time to time and the students are also assigned with the Project Works on the topics of the curriculum.

33. Teaching methods adopted to improve student learning:

Classroom teaching is done by interactive lecture method. Teachers often use ICT enabled facilities for making the teaching learning process effective. One or two relevant cinemas are also screened. Model answers and study materials are provided. The students are encouraged to do in-house projects, publish wall magazines, present student seminar on the allotted projects. Occasional study tours are arranged and projects on the sites are made. Some of the wall magazines displayed by the students are on Indian Political Thinkers, Swami Vivekananda, etc.

34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**

- Involvement of the departmental faculty members and students with the NSS and their active participation in the different programmes.
- Students actively participate in the blood donation camp and cultural programmes organized by the college every year.
- Girl students actively participate in the Self Defense course organized by the college.
- Faculty members of the department organize study tour every year to places like Shantiniketan, Bishnupur etc.
- Departmental students represent the college in the District Level Youth Parliament Competition organized by the Department of Parliamentary Affairs, Government of West Bengal. The faculty members play active role in training the students. (The YPC Team of the college stood second in the year 2011 and 2015)
- The Department convenes Guardians’ Meeting every year to make a healthy channel of communication with the outside stakeholders and to strengthen the feedback mechanism for academic progression.

35. **SWOC analysis of the Department and future plans**

Major traits of Strengths, Weaknesses, Opportunities and Challenges towards the Department:

Strengths	Weaknesses
<ul style="list-style-type: none"> ○ Conducive and student-friendly academic environment. ○ Obedient, hard-working and academically enthusiastic students. ○ A consistent record of good results in the different university examinations. ○ Meaningful interest of students on the seminars, workshops, 	<ul style="list-style-type: none"> ○ Inadequate number of full-time teaching faculty. ○ Dependence of the students on the private tutors. ○ In-sufficient number of text books in the Departmental library. ○ In-sufficient ICT enabled facilities.

<p>exhibitions, etc.</p> <ul style="list-style-type: none"> ○ Scope of more classes as emphasis is always given for the creation of more teaching days throughout the year by arranging Special Classes. 	
<p>Opportunities</p>	<p>Challenges</p>
<ul style="list-style-type: none"> ○ Praiseworthy positive attitude of the outside stakeholders about the college. ○ Scope for bringing about research projects and carrying out consistent research works. ○ Motivating students to perform well at the UG level and to be well equipped for the higher studies. ○ Motivating students to be ambitious about the competitive examinations like NET, SET, SSC, etc. ○ Adequate scope for inviting the external experts to deliver special lectures and lectures on the curriculum. 	<ul style="list-style-type: none"> ○ To boost up the students to ensure hard work for the promotion of scholastic capacities through a positive motive force. ○ To introduce more ICT enabled facilities in the college and their proper utilization. ○ To keep up the reputation of the records of good results of the department. ○ To motivate the students to be value-based and practical.

Future Plans:

- To encourage the faculty members to be more research oriented.
- To discover the potentialities of the students and to guide them in their own ways.
- To conduct survey-based research study by the students under proper supervision of the faculty members.
- To organize more departmental functional seminars on the curriculum-based topics with the external invited experts.
- To organize Seminars and Conferences on relevant topics to motivate the students.

EVALUATIVE REPORT OF THE DEPARTMENT OF PHILOSOPHY

1. **Name of the Department:** Philosophy
2. **Year of establishment:** General Course: 1970, Honours: 2002
3. **Names of Programmes/ Courses offered:** Under graduate Honours and General (combination subject in B.A. General)
4. **Names of Interdisciplinary courses and the departments/ units involved** Nil.
5. **Annual/ semester/ choice based credit system (programme wise)** The University system follows Annual three part examination system; However, the internal assessment procedure in Honours, a continuous evaluation method is followed.
6. **Participation of the department in the courses offered by the other departments:** Nil
7. **Courses in collaboration with other Universities industries, foreign institutions:** Nil
8. **Details of courses/ programmes discontinued (if any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	1

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Dr. Brajagopal Roy	M.A., B.Ed., Ph.D.	Asst. Prof.	Advanced Logic (M.A.), Indian & Western Epistemology, (Ph.D.)	9years+(PTL*) 2years+(GL**) of or PG course 1year+(Asst.Prof).	Nil
Kajali Ghosh	M.A.	Part-time Lecturer.	Logic	13 years +	Nil
Jaydeep Singha	M.A., M.Phil. Research Fellow	Guest Lecturer	Social & Political Philosophy	5 years +	Nil
Shrabani Biswas	M.A. B.Ed. Research Fellow	Guest Lecturer	Social & Political Philosophy	3 year+	Nil
Aktar Hossain	M.A. Research Fellow	Guest Lecturer	Logic	5 years +	Nil
Soma Biswas	M.A. B.Ed.	Guest Lecturer	Naya-Vaiseshika	3 year+	Nil

*PTL-Part-time Lecturer, **GL-Guest Lecturer.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Honours: 30%
General: 14%

13.	Student-Teacher Ratio (programme wise)	Honours: 24:1 General: 83:1 (B.A general) (excluding the Guest Lecturers)
14.	Number of academic support staff (technical) and administrative staff; sanctioned and filled:	Not applicable; all the administrative staff in the office are the support staff of the institution as a whole
15.	Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG	PG = 06, M.Phil=01, Ph.D.=01.
16.	Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received:	Nil
17.	Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:	Nil
18.	Research Centre / facility recognized by University	Nil
19.	Publications	
	• Publication per faculty	Dr.Brajagopal Roy-06, Jaydeep Singha- 01, Aktar Hossain-04.
	• Number of papers published in peer reviewed journals (national/ international) by faculty and students	Dr.Brajagopal Roy-01
	• Number of publications listed in International Database	Nil
	• Monographs	Nil
	• Chapter in books	1. Dr.Brajagopal Roy-05, Jaydeep Singha-01, Aktar Hussain-04.
	• Books edited	Nil
	• Books with ISBN/ISSN numbers and details of	Nil

	publishers	
	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	Nil
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Nil
22.	Student projects 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	In the 2015-16 session all the Honours students have to do in house projects; the project is assessed and the marks are recorded in the evaluation blue print. Nil
23.	Awards/ Recognitions received by faculty and students	Nil
24.	List of eminent academicians and scientists/ visitors to the Department	Prof. Tapan kumar Chakraborty,Rtd. Professor &Ex Head, Department of Philosophy,Jadavpur University.
25.	Seminar/ Conferences/ Workshops organized & the source of funding e) National	Nil

f) International Nil

26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
2013	by B.U.	10	6	4	83.33%
2014	81	20	6	14	75%
2015	235	32	9	23	52.38%

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100%	0	0
B.A. General	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

nil

29. Student Progression

Student Progression	Against % enrolled
UG to PG	25% in regular courses, more than 40% in PCP
PG to M. Phil	Data not available
PG to Ph.D.	N.A.
Ph.D. to Post-Doctoral	N.A.
Employed	
➤ Campus selection	Nil.
➤ Other than campus	More than 40% (based on available

recruitment	sources)*
Entrepreneurship/ Self-employment	Data not available

*Soma Dutta ,a Guest Lecturer of our department, was a student of this department.

30. **Details of Infrastructural facilities**

- a) Library Besides the Central library, there is Departmental library with more than 130 titles/ books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories Nil (not a laboratory based subject)

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	Yet not received any financial assistance	Data kept on institutional basis	Data kept on institutional basis	Data kept on institutional basis
Kanyashree by the State Govt.				
SC/ ST scholarship				
Other agencies				

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**

Special lecture on Vedantasara & Tarkasamgraha by Prof. Tapan kumar Chakraborty, Rtd. Professor &Ex Head, Department of Philosophy, Jadavpur University.

33. Teaching methods adopted to improve student learning:

Generally Inductive method of teaching is followed by teachers. Teachers often use technology based methods and show power point presentations. Besides syllabus teachers often try to present importance of philosophy in society through the life and work of great philosophers and saints. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present students' seminar on their projects. Occasional study tours are arranged and projects on the sites are made. In a nutshell it can be said that Department of Philosophy as a whole is in effort to make the students' all –round development and to philosophize their mind in the present socio-economic context.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

The students of our department actively participate in the annual blood donation camp and in the National Service Scheme. Moreover, the students spontaneously join the campus cleaning programme and do their best to keep the campus clean and green. They also feel joy in making the badminton courts, in planting trees, and in participating in awareness programmes. etc.

35. SWOC analysis of the Department and future plans

The basic **strength** of the department is its students, particularly the students of Honours course. They are obedient to the teachers and always try to do their best according to their potentials. On the other side of the coin are the dedicated teachers who are always in touch with their students – the healthy relationship of the two is reflected in the quite steady results in the Part-III final examination conducted by the University of Burdwan. In recent years many of our students are doing quite well in the PG entrance tests in the Universities of Burdwan and in other Universities, and in previous years some of our students come out with good performance in the PG level. And this is because of our innovative teaching learning and evaluation model where the students are acquainted with the art of writing articles or projects on their own.

Weaknesses are manifold; we are working with pupils among whom many are first generation college comers; those students require better academic mentoring and better exposure to the recent developments which in course can resulted into much better results and progression

of the students. In this regard insufficiency of permanent teachers is a crisis. A better equipped Departmental library, more physical infrastructure in terms of class rooms and dedicated technological devices can make the teaching learning process more attractive to the students. Lack of funding and the intricacies of the Governmental policies act as barriers or **challenges** in the process of overcoming the weaknesses.

Our future plan rests on the opportunities we are exploring. In the post NAAC period, a bit of financial backing and energetic enterprise will hopefully fulfil the following course of action

- Enhancement of departmental library and ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminars and workshops by eminent scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.

EVALUATIVE REPORT OF THE DEPARTMENT OF ECONOMICS

1. **Name of the Department:** **Economics**
2. **Year of establishment:** General Course: 1970, Honours: 2002
3. **Names of Programmes/
Courses offered:** UG
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil
5. **Annual/ semester/ choice
based credit system
(programme wise)** Annual
6. **Participation of the
department in the courses
offered by the other
departments:** Economics Honours students are to study two other combination subjects and other subjects having Political Science, History, Sanskrit as Honours may opt Economics as combination subject, a compulsory accountability in completion of syllabi. Other than that faculty members of our department take classes on one Honours and one pass paper in the Department of Commerce.
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors		01
Assistant Professors	02	01

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Shyamal Paul	MA, Ph.D. in Economics	Associate Professor	Econometrics and Environmental Economics	16 Years	Nil
Jayati Bhattacharya (Ghosh)	MA, M Phil in Economics	Assistant Professor	Econometrics and Statistics	9 Years	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nil
13. Student-Teacher Ratio (programme wise) Honours- 4:1; General- 35:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG Ph. D. = 01, M.Phil.=01
16. Number of faculty with on-going projects from a) National, b) International funding agencies and grants received: One. Shyamal Paul MRP funding by UGC
17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, Nil

	etc. and total grants received:	
18.	Research Centre / facility recognized by University	Nil
19.	Publications	
	<ul style="list-style-type: none"> • Publication per faculty • Number of papers published in peer reviewed journals (national/ international) by faculty and students • Number of publications listed in International Database • Monographs • Chapter in books • Books edited • Books with ISBN/ISSN numbers and details of publishers • Citation Index • SNIP • SJR • Impact factor • h-index 	<p>Number of publication of Dr. Shyamal Paul is 02 International + 08 National, i.e. 10 in all.</p> <p>01</p> <p>1.939</p> <p>2.58</p> <p>2.708</p>
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in	Nil
	a) National Committees, b) International Committees, c) Editorial Boards	

22. **Student projects**
- a) Percentage of students who have done in-house projects including inter departmental / programme
 In the 2015-16 session all the Honours students of first and second year have done in house projects; the project is assessed and the marks are recorded in the evaluation blue print
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies
 Nil
23. **Awards/ Recognitions received by faculty and students**
 Nil
24. **List of eminent academicians and scientists/ visitors to the Department**
 Nil
25. **Seminar/ Conferences/ Workshops organized & the source of funding**
- g) **National**
 UGC sponsored State Level Seminar on Climate Change and Economic Development held on 17th January, 2012.
- h) **International**
 Nil
26. **Student Profile programme/ course wise:**

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
2012-13	34	9	8	5	100
2013-14	NA	3	3	0	100
2014-15	40	8	5	3	50
2015-16	31	11	3	8	NA

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100	0	0
General	100	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Nil

29. Student Progression

Student Progression	Against % enrolled
UG to PG	100%
PG to M. Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed ➤ Campus selection ➤ Other than campus recruitment	Nil
Entrepreneurship/ Self-employment	Data Not available

30. Details of Infrastructural facilities

- a) Library Other than the Central library, there is Departmental library with more than **150** titles/ books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Departmental Computer lab with Wi-Fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.

- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories NA

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College				
Kanyashree by the State Govt.		1	1	2
SC/ ST scholarship				
Other agencies				

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**

Nil

33. **Teaching methods adopted to improve student learning:**

Generally Chalk and board method is used. We put emphasis on class room teaching, based on one to one interactions. Regular occurrence of Tutorial classes and class tests help the students grasping the topics well ahead of final examinations . Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present seminar on their projects. Occasional study tours are arranged.

34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**

The students of our department in the annual blood donation camp and actively participate in the National Service Scheme. Moreover, they spontaneously join the campus cleaning programme and do their best to keep the campus clean and green.

35. **SWOC analysis of the Department and future plans**

Strengths:

- Department provides strong academic and other co-curricular activities for the students.
- Teachers meet regularly with the parents for solving individual problems.
- Strong research back ground among the faculties.

Weaknesses:

- Economics Honours is a vast mathematics related subject. The students who admitted this course without any basic knowledge of mathematics. As a result, the number of drop out students in Economics Honours is our weakness.
- Lack of awareness among the students on different academic and non-academic issues.
- Students fail to make use of the utilization of the existing infrastructure.

Opportunities:

- Students can involve actively in Govt. surveys regularly conducted by the District Authorities.
- Sufficient scope for inter-departmental collaborations.
- The Number of books at the departmental library needs to be enhanced.
- To encourage the students for use of the library more

Challenges

- Students enrolment are decline in every year
- Students are diverting from the academic field and the core subject is neglected.

Future Plans:

- Enhancement of departmental library and ICT based teaching learning process to make the students more knowledge enriched and successful
- Orient the on-going students for competitive examinations.

EVALUATIVE REPORT OF THE DEPARTMENT OF COMMERCE

1. **Name of the Department:** Commerce
2. **Year of establishment:** General- 1970; Honours-1983
3. **Names of Programmes/
Courses offered:** Under Graduate Honours and General
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual three part examination system; However in the internal assessment procedure in Honours a continuous evaluation method is followed.
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors		
Associate Professors		01
Assistant Professors	04	02

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Arun Kumar Koley	M.Com, M.Phil	Associate Professor	Accounting & Control	18 Years	NA
Debashis Dassharma	M.Com, ICWAI	Assistant Professor	Accounting & Finance	15 Years 8 Months	NA
Dr. Uday Krishna Mittra	M.Com, LLB, PhD	Assistant Professor	Farm Management	16 Years	02
Sarada Ghosh	M.Com, M.Phil	Guest Lecturer	Accounting & Finance	05 Years	NA

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 12 Classes per week out of 84 classes = 15%
13. Student-Teacher Ratio (programme wise) Honours: 46:1 General-94:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG-02; M. Phil- 01, Ph. D. -01
16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: Nil
17. Departmental Projects funded Nil

	DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:	
18.	Research Centre / facility recognized by University	Nil
19.	Publications	04
	• Publication per faculty	4 Publications by Debashis Dasshrama
	• Number of papers published in peer reviewed journals (national/ international) by faculty and students	1 (ISBN: 01-901265-7-1) 3
	• Number of publications listed in International Database	Nil
	• Monographs	Nil
	• Chapter in books	Nil
	• Books edited	Nil
	• Books with ISBN/ISSN numbers and details of publishers	Nil
	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	Nil
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c)	Nil

Editorial Boards

22. **Student projects** Nil
- a) Percentage of students who have done in-house projects including inter departmental / programme In the 2015-16 session all the Honours students of first and second year have to do in house projects; the project is assessed and the marks are recorded in the evaluation blue print.
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies Nil
23. **Awards/ Recognitions received by faculty and students** Nil
24. **List of eminent academicians and scientists/ visitors to the Department** Nil
25. **Seminar/ Conferences/ Workshops organized & the source of funding** One UGC sponsored with collaboration of Economics Department on 17th January, 2012
- a) **National** Nil
- b) **International** Nil
26. **Student Profile programme/ course wise:**

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Honours 1 st year (2013-14)	NA	41	28	13	50%
Honours 1 st year (2014-15)	107	36	32	04	66.03%
Honours 1 st year (2015-16)	172	70	55	15	Not yet published

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
UG Honours	100%	0	0
UG General	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Net/Slet-02; Civil Services-01

29. Student Progression

Student Progression	Against % enrolled
UG to PG	8.57%
PG to M. Phil	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed ➤ Campus selection ➤ Other than campus recruitment	NA
Entrepreneurship/ Self-employment	NA

30. Details of Infrastructural facilities

- a) Library Departmental Library containing 140 books
- b) Internet facilities for Staff and Students Yes
- c) Class rooms with ICT Yes
- d) Laboratories One computer lab.

31. Number of students receiving financial assistance from College, University, Government, other agencies:

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College		4	1	05
Kanyashree by the State Govt.		1	0	01
SC/ ST scholarship		3	3	06
Other agencies				

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

Nil

33. Teaching methods adopted to improve student learning:

- (i) Tutorial Lectures.
- (ii) Special Lectures for Honours classes during puja vacation.
- (iii) Organizing Industry Visit to make the curriculum more attractive.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

Some students involved in NSS Extension activities.

35. SWOC analysis of the Department and future plans

Strengths:

- Highly qualified (PhD, M.Phil, ICWAI), well competent teaching staff.
- Department contains a well- stocked seminar library and computer facilities.
- The student- professor relationship is extremely cordial.

Weakness:

- The intake of students is increasing year-wise but the quality of

inputs is decreasing.

- Class room accommodation is inadequate.
- Shortage of full time teaching staff.
- Campus interviews are not organized.

Opportunities:

- Accounting, Finance, Taxation, Computer Application as a subject provides opportunities to the students to get employment in various fields like Banking, Financial Institutions, Income Tax & Sales Tax Department, Stock markets and other business organizations.
- Students can get employment if regular campus interviews can be arranged.

Challenges:

- Infrastructure and maintenance of the College is dependent on Government aid and UGC fund.
- Most of students come from weak economic background and they involve in agriculture and family business, as a result some students are irregular in classes.

Future Plan:

- Organizing Workshop, State Level & National Level Seminar.
- Introduction carrier oriented courses for self-employment like income-tax consultant, VAT/GST preparation etc.
- Setting up well-equipped computer laboratory for short term courses & e-classes.

EVALUATIVE REPORT OF THE DEPARTMENT OF MATHEMATICS

1. **Name of the Department:** Mathematics
2. **Year of establishment:** General Course: 1986, Honours: 2002
3. **Names of Programmes/
Courses offered:** Under graduate Honours and General
(combination subject in B.Sc. General)
4. **Names of Interdisciplinary
courses and the departments/
units involved** Mathematics is a interdisciplinary course
of commerce department.
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual
three part examination system; However
in the internal assessment procedure in
Honours a continuous evaluation method
is followed.
6. **Participation of the
department in the courses
offered by the other
departments:** For Honours course
a) Part I- English & Bengali as
Compulsory language
b) Part I & II- Physics, Chemistry as
combination subject

For General course
Part I & II- Mathematics as combination
subject for other Honours subject

For Honours & General course
a) Part III- Environmental Sc.
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	2	2

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Aloke Kumar Roy	M.Sc., PhD	Asso. Prof. (On Lien)	Real Analysis and Functional Analysis	30 years +	Nil
Arghya Bandyopadhyay	M.Sc., PhD	Asso. Prof.	Fluid Dynamics including Dynamic Oceanography	15 years +	One PhD student is registered under Jadavpur University in 2015
Asim Kumar Chandra	M.Sc., B.Ed.	Part Time Lecturer	Functional Analysis and Operator Theory	12 years +	
Partha Parui	M.Sc.	Guest Lecturer	Fluid Dynamics and Classical Mechanics	Less than a year	
Sanchari Guin	M.Sc.	Guest	Advanced Topology and	Less than a	

		Lecturer	Advanced Functional Analysis	year	
Sanghita Mandal	M.Sc., B.Ed	Guest Lecturer	Real Analysis and Abstract Algebra	Less than a year	
Sreekrishna Hazra	M.Sc.	Guest Lecturer	Dyn. Met. & Oceanography, MHD	Less than a year	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Honours: 37%
General: 20%
13. Student-Teacher Ratio (programme wise) Honours: 15:1
General: 44:1
(excluding the Guest Lecturers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG = 05, PhD. = 02
16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: One.
Arghya Bandyopadhyay
MRP funding by UGC
17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre / facility recognized by University Nil
19. Publications

- Publication per faculty
 - Number of papers published in peer reviewed journals (national/ international) by faculty and students
 - Number of publications listed in International Database
 - Monographs
 - Chapter in books
 - Books edited
 - Books with ISBN/ISSN numbers and details of publishers
 - Citation Index
 - SNIP
 - SJR
 - Impact factor
 - h-index
- Number of publication of Dr. Arghya Bandyopadhyay is 10 International + 01 National, i.e. 11 in all.
- 10 of Dr. Arghya Bandyopadhyay
- Nil
- 01 in Advances in Fluid Mechanics published of Dr. Arghya Bandyopadhyay from Wessex Institute of Technology, U.K.
- 10 of Dr. Arghya Bandyopadhyay
- ZAMM 1.122
- JAM 0.481
- BVP 0.926
- AMS 0.853
- ZAMM 0.54
- JAM 0.295
- BVP 0.576
- AMS 0.335
- 4.64 of Dr. Arghya Bandyopadhyay
- 2 of Dr. Arghya Bandyopadhyay

20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Dr. Arghya Bandyopadhyay is a member of the Editorial Board of JAFM.
22.	Student projects 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	 In the 2015-16 session all the Honours students of first and second year have done in house projects; the project is assessed and the marks are recorded in the evaluation blue print Nil
23.	Awards/ Recognitions received by faculty and students	Following are the awards received by Dr. Arghya Bandyopadhyay i) Summer Research Fellowship 2011 provided by INSA ii) PEIN USC Programme 2014 provided by EU iii) Research Award for Teachers provided by UGC, India
24.	List of eminent academicians and scientists/ visitors to the Department	Nil
25.	Seminar/ Conferences/ Workshops organized & the source of funding c) National d) International	 Nil Nil
26.	Student Profile programme/ course wise:	

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
2012-13	65	19	19	0	66.67
2013-14	Not Available	11	10	01	75
2014-15	61	16	10	06	100
2015-16	132	21	-	-	NA

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Honours	100	0	0
General	100	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

1. Priya Das passed NET.
2. Partha Parui passed GATE in the year 2015

29. Student Progression

Student Progression	Against % enrolled
UG to PG	20% in regular courses, more than 50% in PCP
PG to M. Phil	-
PG to Ph.D.	10%
Ph.D. to Post-Doctoral	-
Employed	
➤ Campus selection	N.A.
➤ Other than campus	More than 40% (based on available sources)

recruitment	
Entrepreneurship/ Self-employment	Data not available

30. **Details of Infrastructural facilities**

- a) Library Other than the Central library, there is Departmental library with more than **200** titles/ books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Departmental Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories One Mathematics computing lab

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	-	Half Free:01	00	01
Kanyashree by the State Govt.	-	00	00	00
SC/ ST scholarship	-	01	01	02
Other agencies	-	00	00	00

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**

Nil

33. **Teaching methods adopted to improve student learning:**

Generally classroom teaching is done by interactive lecture method. Teachers often use technology based methods and show power point

presentations. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present seminar on their projects. Occasional study tours are arranged.

34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**

The students of our department in the annual blood donation camp and actively participate in the National Service Scheme. Moreover, they spontaneously join the campus cleaning programme and do their best to keep the campus clean and green.

35. **SWOC analysis of the Department and future plans**

Strengths:

- Even with the first generation learners at our disposal result of our department is good to say the least in comparison with the average University result.
- Semi-urban students and rural students engaged in a class conflict which essentially enhances healthy academic competition.
- A small yet well-furnished computer lab is obviously one of our strength
- Students engage themselves in different mathematics related co-curriculum aspects which is enterprising.

Weaknesses:

- Lack of adequate minimum full-time teachers in the department.
- The number of drop out students in mathematics Honours is our weakness.
- Even with our repeated attempts students are reluctant to consult reference book from library although the number of reference books are adequate.

Opportunities:

- The Number of books at the departmental library needs to be

enhanced.

- We have not been able to arrange seminars and workshops by experts /scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.
- Our most important goal is to create a mathematical mindset among our students who ultimately become a good citizen of our students

Challenges:

- The need of basic science study is so essential for research and development and this facet of understanding is getting opaque day by day which push us at some different corner especially with teaching-learning of Mathematics as a core subject.
- Good students are not getting much of attraction in Mathematics study although things are not so shabby which was there at least in the last five years back

EVALUATIVE REPORT OF THE DEPARTMENT OF PHYSICS

1. **Name of the Department:** Physics
2. **Year of establishment:** General Course: 1986, Honours:2010
3. **Names of Programmes/
Courses offered:** B.Sc. (General) 3 yrs; B.Sc (Honours) 3 Yrs.
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil
5. **Annual/ semester/ choice
based credit system
(programme wise)**
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** At present two collaborative projects are going on, one with Dr. Y. Kitagawa of Osaka University, Japan in the structure determination of Anticonvulsant compound, and other with Dr. G. Biswas of Bishnupur Ramananda college, Bankura, West Bengal in the structure determination of Pyrimidine analogue.
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:** 1

	Sanctioned	Filled
Professors	0	0
Associate Professors	1	1
Assistant Professors	0	0

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Dr. Amitabha De	M.Sc., Ph.D	Associate Professor	X-Rays & Crystallography	29 Yrs.	Nil
Ms. Sanchita Das	M.Sc	Guest Lecturer		6 months	Nil

11. List of senior visiting faculty:

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 20%

13. Student-Teacher Ratio (programme wise) 30:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Sri Nilmadhab Bandyopadhyay

15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG
Dr. Amitabha De has done Ph.D
Sm. Sanchita Das has done M.Sc

16. Number of faculty with ongoing projects from a) At present two collaborative projects

National, b) International funding agencies and grants received:

are going on, one with Dr. Y. Kitagawa of Osaka University, Japan in the structure determination of Anticonvulsant compound, and other with Dr. G. Biswas of Bishnupur Ramananda college, Bankura, West Bengal in the structure determination of Pyrimidine analogue. The faculty involvd in this project is Dr. Amitabha De.

17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:

Completed an U. G. C. Sponsored Minor Research Project entitled “Crystallographic studies on chemically different Antiepileptic compounds as the basis for Anticonvulsant activity” as principal Investigator in March, 2006.

Presently engaged in Crystallization and Structure Determination of some Anti-convulsant compounds and in the Structure determination of a Plant Rnase from Momordica Charantia.

18. Research Centre / facility recognized by University

Nil

19. Publications

- Publication per faculty

1) **Amitabha De**, G. Biswas & H. Muhonen
The X-ray Crystal Structure of 2, 4-Bis (4-methoxyphenoxy) Pyrimidine - **Journal of Chemical Research** (2008), No. 3, 157-158.

- 2) **Amitabha De**
Structure of 5'-Chloro Spiro(1,3-Dioxolane-2,3'-Indolin)-2'-one: a Potential Anti convulsant. - **Acta. Crystallographica.** (2008), E64. o562.
- 3) R. Chinery, P.A. Bates, **Amitabha De** & P. S. Freemont
Characterization of the single copy trefoil peptides intestinal trefoil factor and pS2 and their ability to form covalent dimers. - **FEBS Letters** (1995), 357, 50 - 54.
- 4) **Amitabha De**, D. G. Brown, M. A. Gorman, M. Carr, M. R. Sanderson & P. S. Freemont
Crystal structure of a novel disulphide-linked 'Trefoil' motif found in a large family of putative growth factors. - **Proceedings of the National Academy of Sciences, U.S.A.** (1994), 91, 1084 - 1088.
- 5) **Amitabha De** & G. Funatsu
Crystallization and preliminary X-ray analysis of a plant Ribonuclease (RNase Mc) from the seeds of Bitter Gourd (Momordica Charantia). **Journal of Molecular Biology**, (1992), 228, 1271 - 1273.
- 6) M. A. Gorman, **Amitabha De** & P. S. Freemont
Crystallization and preliminary X-ray diffraction study of pancreatic spasmolytic polypeptide. **Journal of Molecular Biology**, (1992), 228, 991 - 994.
- 7) **Amitabha De**
Structure of a Potential Anti convulsant: 5'-Bromospiro(1,3-Dioxolane-2,3'-Indolin)-2'-one. - **Acta. Crystallographica.** (1992), C48, 660 - 662.
- 8) **Amitabha De** & Y. Kitagawa
Structure of 3,3-Dimethoxyindolin-2-one.

- **Acta. Crystallographica.** (1991), C47, 2384 - 2386.

9) **Amitabha De & Y. Kitagawa**
Structure of Spiro(1,3-dioxane-2,3'-Indolin)-2'-one.- **Acta. Crystallographica.** (1991), C47, 2179 - 2181.

10) **Amitabha De & G. Biswas**
Crystal Structure of a substituted pyranocarbazole alkaloid N-allyl Girinimbine. - **Zeitschrift fur Kristallographie.** (1991), 197, 51 - 57.

11) **Amitabha De & M. Kusunoki**
Crystal Structure and conformational analysis of Spiro(1,3-dithiolane-2,3'-Indolin)-2'-one: An anti convulsant analogue. - **Journal of Crystallographic and Spectroscopic Research.** (1991), Vol. 21, No. 1, 57 - 60.

12) S. Pain, G. Biswas, A. Banerjee, **Amitabha De**, A. Mathur, A. Bose & Y. Itaka
Structure of a modified β -lactam antibiotic. - **Acta. Crystallographica.** (1991), C47, 360 - 362.

13) **Amitabha De**
Crystal Structure and Conformational aspects of an optically inactive bitter antibiotic Mesuol from Mesua Ferrea Linn.- **Journal of Crystallographic and Spectroscopic Research.** (1990), Vol. 21, No. 1, 97 - 103.

14) **Amitabha De**
Crystal structure of an Indole analogue : 3,5-Dichloro-3-methyl-2(3H)-indolone. - **Acta. Crystallographica.** (1990), C46, 1891 - 1893.

15) **Amitabha De**
Structure of [2,2'-(Ethylene)dibiguanide] manganese (III) Nitrate Monohydrate. - **Acta. Crystallographica.** (1990), C46,

1004 - 1006.

16) **Amitabha De**

Structural aspects and conformational analysis of 1,1-Dichloro-2,2-bis-[p-(N,N-Dimethylamino)phenyl]ethane. - **J. Chem. Soc. Perkin Trans. 2.** (1990), 985 - 987.

17) **Amitabha De**

Ethylenedibiguanide - a particularly interesting ligand in relation with the crystal structure of metal complexes. - **Journal of Crystallographic and Spectroscopic Research.** (1990), Vol. 20, No. 3, 281 - 286.

18) **Amitabha De & H. Muhonen**

Structure of 1,1-Dichloro-2,2-bis-(4-Dimethylaminophenyl)-Ethylene. - **Acta Crystallographica.** (1989), C45, 1957 - 1959.

19) **Amitabha De & P. Roychowdhury**

Crystal and Molecular Structure of an isostere of purine ring system : 7-Benzylamino-2-methylmercapto thiazolo [5,4-d] Pyrimidine. - **Zeitschrift fur Kristallographie.** (1989), 188, 69 - 75.

20) **Amitabha De, A. K. Basak & P. Roychowdhury**

Crystallographic Studies of an Antineoplastic Antifolate compound Metoprime: [2,4-Diamino-5-(3',4'-dichlorophenyl)-6-methyl Pyrimidine]. - **Indian J. Phys.** (1989), 63A (6), 553 - 563.

21) **Amitabha De, Y. Matsuura & M. Kusunoki**

Crystal and Molecular Structure of Chloramphenicol Analog: 2-amino-4-methoxy-2,2'-dichloroacetophenone. - **Journal of Crystallographic and Spectroscopic Research.** (1989), Vol. 19, No. 2, 379 - 385.

22) **Amitabha De**, R. Ghosh, S. Roychowdhury & P. Roychowdhury
Structural Analysis of Picene, C₂₂H₁₈. - **Acta. Crystallographica**. (1985), C41, 907 - 909.

23) **Amitabha De**
Structure of 4'-Amino-2,2,3'-trichloroacetophenone, C₈H₆Cl₃NO. - **Acta. Crystallographica**. (1984), C40, 1972 - 1974.

24) **Amitabha De**, A. K. Basak, S. Chowdhury & G. Poddar
Structure of -Dichloro-4'-nitroacetanilide, C₈H₆Cl₂N₂O₃. **Acta. Crystallographica**. (1984), C40, 2104 - 2106.

25) **Amitabha De**
Structural studies and correlation between conformation and activity of potential anti convulsant analogues. - **Acta Crystallographica**. (1990) (Supplement), A46, C - 159.

26) **Amitabha De**
Structure of two Chloramphenicol analogues. - **Acta Crystallographica**. (1984)(Supplement), A40, C-73.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Number of papers published in peer reviewed journals (national/ international) by faculty and students | All 26 papers mentioned above are published in peer reviewed journals. |
| <ul style="list-style-type: none"> • Number of publications listed in International Database | All 26 papers mentioned above are listed in International Database. |
| <ul style="list-style-type: none"> • Monographs | Nil |
| <ul style="list-style-type: none"> • Chapter in books | Nil |

	<ul style="list-style-type: none"> • Books edited • Books with ISBN/ISSN numbers and details of publishers • Citation Index • SNIP • SJR • Impact factor • h-index 	Nil
20.	Areas of consultancy and income generated	Nil
21.	<p>Faculty as members in</p> <p>a) National Committees, b) International Committees, c) Editorial Boards</p>	<ol style="list-style-type: none"> 1) Member of American Crystallographic Association (A. C. A) from 1990 to 1997. 2) Member of Board of Studies (U G) in Physics of the University of Burdwan. 3) Member of the Syllabus Committee of Rabindra Mukta Open Schooling, W. B. 4) Member of the Governing Body of Vivekananda Mahavidyalaya, Haripal, Hooghly. 5) Acted as Coordinator in W. B. School Service Commission (Eastern Region) Examination for recruiting teachers in school. 6) Acted as expert in Physics in West Bengal Regional School Service Commission (ER), Burdwan.

		7) Paper setter and Moderator of different Institutions.
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	N/A
23.	Awards/ Recognitions received by faculty and students	<p>(1) National Scholarship in the Higher Secondary Examination – 1974. Rank -59</p> <p>(2) October 1981 - October 1984. University Grants Commission (U.G.C.) Research Scholarship</p> <p>(3) April, 1989. Sir Rashbehari Ghosh Fellowship from the University of Calcutta.</p> <p>(4) Visiting Scientist (1990-1991) MRC Laboratory of Molecular Biology, Hills Road, Cambridge, England.</p> <p>(5) Research Fellow (1991-1994) Protein Structure Laboratory, Imperial Cancer Research Fund, 44, Lincoln’s Inn Fields, London</p> <p>(6) Biography published in “</p>

Leading Scientists of the world, 2008”
By International Biographical Centre, **Cambridge**, England.

(7) Invited as Track Chairman for “**Green Techniques for Medicinal Chemistry**” in 7th International Conference on Drug Discovery & Therapy to be held on February 15th – 18th, 2016 at DUBAI, UAE.

24. List of eminent academicians and scientists/ visitors to the Department Nil
25. Seminar/ Conferences/ Workshops organized & the source of funding
- e) National Nil
- f) International Nil
26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
2012-2013	123	10	9	1	Not Applicable
2013-2014	Data Not Available	06	4	2	0

2014-2015	87	11	8	3	45
2015-2016	150				

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.Sc (Honours)	100%	0%	0%
B.Sc (General)	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Not known

29. Student Progression

Student Progression	Against % enrolled
UG to PG	20%
PG to M. Phil	
PG to Ph.D.	
Ph.D. to Post-Doctoral	

<p>Employed</p> <ul style="list-style-type: none"> ➤ Campus selection ➤ Other than campus recruitment 	
<p>Entrepreneurship/ Self-employment</p>	

30. **Details of Infrastructural facilities**

- a) Library
- The departmental library has about 70 books of different branches of Physics. The students of the Physics Department are free to use the Departmental Library as and when required for references within the college hours and is also allowed to take one book twice a week from the Departmental Library. The Departmental Library used to subscribe a very popular science journal “**Resonance**” and a research journal “**Current Science**” apart from journals subscribed by the central Library such as “**Gyan Bigyan**”, “**Proceedings of the Indian National Science Academy**” etc. In our Departmental Library, we also have some CD’s like “**Encyclopedia Britannica**” and some multimedia based teaching materials.
- b) Internet facilities for Staff and Students
- Internet facility is available for both staff and students in the department.
- c) Class rooms with ICT
- Nil.
- d) Laboratories
- There are 3 spacious laboratories for Honours and General course experiments. The laboratories cover most of the experiments (more than

95%) prescribed in the Honours and General syllabus of Burdwan University.

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	0	0	0	0
Kanyashree by the State Govt.	0	0	0	0
SC/ ST scholarship	1	0	1	02
Other agencies	1	1	1	03

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**

Nil

33. **Teaching methods adopted to improve student learning:**

Intuitive teaching method is adopted. Theoretical classes are supported by extensive practical classes.

34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**

Students are involved in different Social works through NSS programme.

35. **SWOC analysis of the Department and future plans**

- Although the department has a well-equipped laboratory pertaining to both Honours and General courses, we wish to enrich it further with additional experimental set-ups to demonstrate both fundamental and contemporary aspects of Physics, which will enable our students to develop deep into the subject and redefine their aim in life, motivate themselves to be with Physics in the future. Every effort will be made to run post-graduate course in Physics in near future.
- We have plans to arrange science seminar, model based exhibition, quiz contest in every coming year in collaboration with competent institutions and learned faculty members from different universities and institutes. This will immensely help to promote the students of this locality to understand the basic principles and applications of Physics and make Physics friendly and enjoyable to them. Efforts are on to run short time project to train H. S. students of our locality by hands-on experiments showcasing fundamentals of Physics.

EVALUATIVE REPORT OF THE DEPARTMENT OF CHEMISTRY

1. **Name of the Department:** Chemistry
2. **Year of establishment:** General Course:1986; Honours:2010
3. **Names of Programmes/
Courses offered:** Under graduate Honours and General
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual three part examination system; However in the internal assessment procedure in Honours a continuous evaluation method is followed.
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	1	0

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Saptadeepa Biswas	M.Sc.	Guest Lecturer	Inorganic	1 year	Nil
Riya Das	M.Sc.	Guest Lecturer	Organic	1 year	Nil
Puja Mondal	M.Sc.	Guest Lecturer	Organic	1 year	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nil
13. Student-Teacher Ratio (programme wise) 19:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG-03
16. Number of faculty with on-going projects from a) National, b) International funding agencies and grants received: Nil

17.	Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received:	Nil
18.	Research Centre / facility recognized by University	Nil
19.	Publications	Nil
	• Publication per faculty	Nil
	• Number of papers published in peer reviewed journals (national/ international) by faculty and students	Nil
	• Number of publications listed in International Database	Nil
	• Monographs	Nil
	• Chapter in books	Nil
	• Books edited	Nil
	• Books with ISBN/ISSN numbers and details of publishers	Nil
	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	Nil
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b)	Nil

- International Committees, c)
Editorial Boards
22. Student projects Nil
- a) Percentage of students who have done in-house projects including inter departmental / programme In the 2015-16 session all the Honours students of first and second year have done in house projects; the project is assessed and the marks are recorded in the evaluation blue print.
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies Nil
23. Awards/ Recognitions received by faculty and students Nil
24. List of eminent academicians and scientists/ visitors to the Department Nil
25. Seminar/ Conferences/ Workshops organized & the source of funding Nil
- a) National Nil
- b) International Nil
26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
2013-14	Central on line admission	7	7	0	Non appeared
2014-15	99	11	6	5	60%
2015-16	150	17	8	9	Yet not appeared

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
Under Graduate Honours & General	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Nil

29. Student Progression

Student Progression	Against % enrolled
UG to PG	Data not available
PG to M. Phil	Data not available
PG to Ph.D.	Data not available
Ph.D. to Post-Doctoral	Data not available
Employed ➤ Campus selection ➤ Other than campus recruitment	Data not available
Entrepreneurship/ Self-employment	Data not available

30. Details of Infrastructural facilities

- a) Library Other than the Central library, there is Departmental library with some titles/books
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Departmental Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.

- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories Two Rooms

31. **Number of students receiving financial assistance from College, University, Government, other agencies:**

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College				
Kanyashree by the State Govt.				
SC/ ST scholarship				
Other agencies				

Data not maintained on Departmental basis.

32. **Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:**

Nil

33. **Teaching methods adopted to improve student learning:**

Generally classroom teaching is done by interactive lecture method. Teachers often use technology based methods and show power point presentations. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present seminar on their projects. Occasional study tours are arranged.

34. **Participation in Institutional Social Responsibility (ISR) and Extension Activities:**

The students of our department in the annual blood donation camp and actively participate in the National Service Scheme. Moreover, they spontaneously join the campus cleaning programme and do their best to keep the campus clean and green.

35. **SWOC analysis of the Department and future plans**

Strengths:

- Even with the first generation learners at our disposal result of our department is good to say the least in comparison with the average University result.
- Semi-urban students and rural students engaged in a class conflict which essentially enhances healthy academic competition.
- A small yet well-furnished computer lab is obviously one of our strength
- Students engage themselves in different science related co-curriculum aspects which is enterprising.

Weaknesses:

- Lack of adequate minimum full-time teachers in the department.
- The number of drop out students in Chemistry Honours is our weakness.
- Even with our repeated attempts students are reluctant to consult reference book from library although the number of reference books are adequate.

Opportunities:

- The Number of books at the departmental library needs to be enhanced.
- We have not been able to arrange seminars and workshops by experts /scholars from other institutions and organizing National level seminar to provide the students with more exposure on recent developments. An informal faculty interchange is in our mind.
- Our most important goal is to create a scientific mindset among our students who ultimately become a good citizen of our students

Challenges:

- The need of basic science study is so essential for research and development and this facet of understanding is getting opaque day by day which push us at some different corner especially

with teaching-learning of Chemistry as a core subject.

- Good students are not getting much of attraction in Chemistry study although things are not so shabby which was there at least in the last five years back

EVALUATIVE REPORT OF THE DEPARTMENT OF ZOOLOGY

1. **Name of the Department:** Zoology
2. **Year of establishment:** General Course: 2007 Honours: NA
3. **Names of Programmes/
Courses offered:** Under graduate: B.Sc. Zoology (Gen).
4. **Names of Interdisciplinary
courses and the departments/
units involved** Bengali and English as compulsory
additional in part-I ; Environmental
Science(compulsory subject in part-III) ;
Botany and Chemistry(as subject
combination).
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual
three part examination system (part –I,
Part-II, and part-III).
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	1	1

10. Faculty Profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Madhabi Aich(Sarkar)	M.Sc.(C.U.), B.Edn.	Asst. Prof.	Endocrinology	Less than one years	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Nil
13. Student-Teacher Ratio (programme wise) General: 14:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable; all the administrative staff in the office are the support staff of the institution as whole.
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG-1
16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: Nil
17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre / facility Nil

recognized by University

19. Publications
- Publication per faculty Nil
 - Number of papers published in peer reviewed journals (national/ international) by faculty and students Nil
 - Number of publications listed in International Database Nil
 - Monographs Nil
 - Chapter in books Nil
 - Books edited
 - Books with ISBN/ISSN numbers and details of publishers Nil
 - Citation Index Nil
 - SNIP Nil
 - SJR Nil
 - Impact factor Nil
 - h-index Nil
20. Areas of consultancy and income generated Nil
21. Faculty as members in Nil
- a) National Committees, b) International Committees, c) Editorial Boards
22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental / programme In the 2015-16 session all the General students of first year are assigned project works.
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies Nil
23. Awards/ Recognitions received by faculty and students Nil
24. List of eminent academicians and scientists/ visitors to the Department Nil
25. Seminar/ Conferences/ Workshops organized & the source of funding
- c) National Nil
- d) International Nil
26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
General 1 st year 2013	85	21	13	8	100
General 1 st year 2014	83	22	13	9	75
General 1 st year 2015	42	14	8	6	Not Applicable

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.Sc. General (Zoology)	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Nil

29. Student Progression

Student Progression	Against % enrolled
UG to PG	Nil
PG to M. Phil	N.A.
PG to Ph.D.	N.A.
Ph.D. to Post-Doctoral	N.A.
Employed	
➤ Campus selection	N.A.
➤ Other than campus recruitment	Data not available
Entrepreneurship/ Self-employment	Data not available

30. Details of Infrastructural facilities

- a) Library
Other than the Central library, the Department has its own library with approximately 38 books.
- b) Internet facilities for Staff and Students
Computers are provided in the library and in the Computer lab with Wi-Fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT
One smart class for the use of all departments.
- d) Laboratories
The department has single laboratory cum class room. The laboratory has the minimum infrastructure to cover up the general practical syllabus of the university.

31. Number of students receiving financial assistance from College, University, Government, other agencies:

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	Nil	Nil	Nil	N/A
Kanyashree by the State Govt.	Nil	Nil	Nil	N/A
SC/ ST scholarship	2	2	6	10
Other agencies	Nil	Nil	Nil	N/A

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

Nil

33. Teaching methods adopted to improve student learning:

Generally classroom teaching is done by interactive lecture method and demonstration method. Study materials are also provided from time to time. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present student seminar on their projects.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

The students spontaneously join the departmental laboratory and campus cleaning programme and do their best to keep the campus clean and green. They also actively participate in planting trees, and in awareness programmes. etc.

35. SWOC analysis of the Department and future plans

Strength

- The department has obedient, hard-working and academically enthusiastic students. They always try to do their best according to their potentials.
- The academic environment is student friendly with good

student- teacher relationship.

Weaknesses

- We have no separate space for classroom and laboratory.
- The department has no ICT enabled facilities for the betterment of teaching learning process.
- Insufficient number of text books in the departmental library.
- Laboratory infrastructure is not sufficient.

Opportunities

- We have central library containing more books and place for reading.

Challenges

- To introduce honours course in Zoology.
- To create permanent teaching post in zoology.

Future plan

- Introduction of ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminar by invited experts on the curriculum based topics for the benefits of the students.
- To encourage faculty member to be more research oriented.
- To increase the number of reference books and journals in the departmental library.
- Encouraging the students for project based learning.
- To develop the laboratory infrastructure to optimum level.
- To provide computer with internet facilities to increase student interest.
- We will strive hard to inculcate scientific awareness among local people. We should focus on spreading the knowledge of preserving bio-diversity.

EVALUATIVE REPORT OF THE DEPARTMENT OF BOTANY

1. **Name of the Department:** Botany
2. **Year of establishment:** General Course: 2007 , Honours: NA
3. **Names of Programmes/
Courses offered:** Under Graduate General Course
(Combination Subject in B.Sc.(Bio)
General)
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University System follows Annual
Three Parts Examination system
6. **Participation of the
department in the courses
offered by the other
departments:** In Part-III: Environmental Science
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	1	0

10. **Faculty Profile with name, qualification, designation, specialization,
(D.Sc./ D.Litt./ Ph.D./ M.Phil. etc.)**

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Jayashree Acharaya	M. Sc.	Part-time Lecturer	Taxonomy & Bio-Systematic	7 years	Nil
Ankana Khan	M. Sc.	Guest Lecturer	Mycology & Plant Pathology	1 Year	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 45%
13. Student-Teacher Ratio (programme wise) 14:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG-02
16. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: Nil
17. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre / facility recognized by University Nil
19. Publications Nil

	• Publication per faculty	Nil
	• Number of papers published in peer reviewed journals (national/ international) by faculty and students	Nil
	• Number of publications listed in International Database	Nil
	• Monographs	Nil
	• Chapter in books	Nil
	• Books edited	Nil
	• Books with ISBN/ISSN numbers and details of publishers	Nil
	• Citation Index	Nil
	• SNIP	Nil
	• SJR	Nil
	• Impact factor	Nil
	• h-index	
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees, c) Editorial Boards	Nil
22.	Student projects a) Percentage of students who have done in-house projects including inter departmental /	Nil

programme

- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies Nil
23. Awards/ Recognitions received by faculty and students Nil
24. List of eminent academicians and scientists/ visitors to the Department Nil
25. Seminar/ Conferences/ Workshops organized & the source of funding Nil
- e) National Nil
- f) International Nil
26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
Bio Science General 2012	118	21	13	8	None appeared
Bio Science General 2013	85	22	19	3	100
Bio Science General 2014	83	21	14	7	75
Bio Science General 2015	42	14	8	6	Yet to be published

27. Diversity of students:

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.Sc. Bio General	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

Nil

29. Student Progression

Student Progression	Against % enrolled
UG to PG	Nil
PG to M. Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed ➤ Campus selection ➤ Other than campus recruitment	Nil
Entrepreneurship/ Self-employment	Nil

30. Details of Infrastructural facilities

- a) Library Uses books from College library
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Departmental Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.
- c) Class rooms with ICT One smart class for the use of all departments

d) Laboratories One

31. Number of students receiving financial assistance from College, University, Government, other agencies:

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College				
Kanyashree by the State Govt.				
SC/ ST scholarship				
Other agencies				

Data not available in departmental basis.

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

Nil

33. Teaching methods adopted to improve student learning:

Generally classroom teaching is done by interactive lecture method. Teachers often use technology based methods and show power point presentations. Model answers or study materials are also provided. The students are encouraged to do in-house projects, publish wall magazines and teaching aids, present seminar on their projects. Occasional study tours are arranged.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

35. SWOC analysis of the Department and future plans

Strength

- The department has obedient, hardworking and academically enthusiastic students. They always try to do their best according to their potentials.

- The academic environment is student friendly with good student- teacher relationship.

Weaknesses

- We have no separate space for classroom and laboratory.
- The department has no ICT enabled facilities for the betterment of teaching learning process.
- No departmental library.
- Laboratory infrastructure is not sufficient.

Opportunities

- We have central library containing more books and place for reading.

Challenges

- To introduce honours course in Botany.
- To create permanent teaching post in Botany.

Future plan

- To develop the laboratory infrastructure to optimum level.
- Introduction of ICT based teaching learning process to make the students more knowledge enriched and successful.
- Arrangement of seminar by invited experts on the curriculum based topics for the benefits of the students.
- To encourage faculty member to be more research oriented.
- To introduce more reference books and journals in the departmental library.
- Encouraging the students for project based learning.
- To provide computer with internet facilities to increase student interest.
- Our most important goal is to create some professionally competent and honest future citizens with scientific knowledge.

EVALUATIVE REPORT OF THE DEPARTMENT OF EDUCATION

1. **Name of the Department:** **Education**
2. **Year of establishment:** General Course: 2014, Honours: NA
3. **Names of Programmes/
Courses offered:** Under graduate General (combination subject in B.A. General)
4. **Names of Interdisciplinary
courses and the departments/
units involved** Nil.
5. **Annual/ semester/ choice
based credit system
(programme wise)** The University system follows Annual three part examination system;
6. **Participation of the
department in the courses
offered by the other
departments:** Nil
7. **Courses in collaboration with
other Universities industries,
foreign institutions:** Nil
8. **Details of courses/
programmes discontinued (if
any with reasons)** Nil
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Assistant Professors	0	0

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. students guided for the last five years
Ayana Ghosh	M.A.	Guest Lecturer	Educational Technology	1 year +	Nil
Sudip Roy	M.A. B.Edn	Guest Lecturer	Educational Technology, Teacher Education	Less than 6 months	Nil

10. List of senior visiting faculty: Nil
11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: General: 100%
12. Student-Teacher Ratio (programme wise) Nil (excluding the Guest Lecturers)
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable; all the administrative staff in the office are the support staff of the institution as whole
14. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil./PG PG = 02
15. Number of faculty with ongoing projects from a) National, b) International funding agencies and grants received: Nil
16. Departmental Projects funded DST-FIST, UGC, DBT, ICSSR, etc. and total grants received: Nil
17. Research Centre / facility Nil

	recognized by University	
18.	Publications	Nil
	<ul style="list-style-type: none"> • Publication per faculty • Number of papers published in peer reviewed journals (national/international) by faculty and students • Number of publications listed in International Database • Monographs • Chapter in books • Books edited • Books with ISBN/ISSN numbers and details of publishers • Citation Index • SNIP • SJR • Impact factor • h-index 	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>
20.	Areas of consultancy and income generated	Nil
21.	Faculty as members in a) National Committees, b) International Committees,	Nil

- c) Editorial Boards
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 Nil
23. Awards/ Recognitions received by faculty and students Nil
24. List of eminent academicians and scientists/ visitors to the Department Nil
25. Seminar/ Conferences/ Workshops organized & the source of funding
- g) National Nil
- h) International Nil
26. Student Profile programme/ course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
B.A General in Education	No earmarked departmental selection	215	102	113	N.A.

27. Diversity of students:			
Name of the course	% of students from the same state	% of students from other state	% of students from abroad
2015 B.A. General 1 st year	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services

NA

29. Student Progression

Student Progression	Against % enrolled
UG to PG	NA
PG to M. Phil	NA
PG to Ph.D.	NA.
Ph.D. to Post-Doctoral	NA.
Employed ➤ Campus selection ➤ Other than campus recruitment	NA.
Entrepreneurship/ Self-employment	NA

30. Details of Infrastructural facilities

- a) Library This is a newly introduced course, departmental library is yet to be introduced. But the Central library caters the student as their requirements.
- b) Internet facilities for Staff and Students Computers are provided in the library and in the Computer lab with w-fi and LAN connectivity for the use of the faculties and the students, No earmarked facility for the Department.

- c) Class rooms with ICT One smart class for the use of all departments
- d) Laboratories Nil (not a laboratory based subject)

31. Number of students receiving financial assistance from College, University, Government, other agencies:

Nature of financial assistance	1 st yr	2 nd yr	3 rd yr	Total
Free studentship provided by the College	Data kept on institutional basis.			
Kanyashree by the State Govt.				
SC/ ST scholarship				
Other agencies				

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

NIL

33. Teaching methods adopted to improve student learning:

Generally classroom teaching is done by interactive lecture method. Model answers or study materials are also provided.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

The students of our department actively participate in the annual blood donation camp and in the National Service Scheme. Moreover, they spontaneously join the campus cleaning programme and do their best to keep the campus clean and green.

35. SWOC analysis of the Department and future plans

Strengths

- Sound academic Environment
- Obedient, sincere and academically enthusiastic student
- Excellent student teacher rapport

Weakness

- Abnormal ratio of teacher and student
- Lack of sufficient infrastructure i.e. inadequate number of classroom
- Lack of fund for procuring sufficient books and journals

Opportunities

- To serve the non-creamy layer students and first generation learners from surroundings of the college

Challenges

- To reduce the dependence on private tuition

Future plan

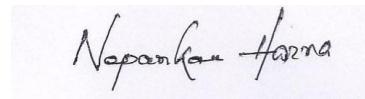
- Create permanent teaching post to reduce student teacher ratio
- Introduce Honours Course
- Introduce departmental library

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussion, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the Peer team visit.



Dr. Napankar Hazra
Principal
Khalisani Mahavidyalaya

Khalisani, Chandannagar, Hooghly, WB,
Dated: 30.12.2015

ANNEXURE

The University of Burdwan
Department of Inspector of Colleges
Rajbati, Burdwan- 713104
West Bengal



Tel. Nos. -91-0342-2634975 (EPABX)
Telegraphic Code : BURDSITY
Fax : +91-0342-2530452
E-mail : icburumv@gmail.com
Website : http://www.buruniv.ac.in

Dated: 07.01.2016

TO WHOM IT MAY CONCERN

This is to certify that Khalisani Mahavidyalaya, P.O. Khalisani, District-Hooghly, Pin-712138, West Bengal, is affiliated to the University of Burdwan since 1970 and recognized by the University Grants Commission, New Delhi.

The following Courses/ Subjects are taught in the said College

Sl. No.	Name of the course(s) and duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1	Three year B.A Honours Course(s) in Bengali, English, History, Political Science, Geography, Sanskrit, Philosophy and Economics	Permanent		2015-16
2	Three year B.A General Course(s) in Bengali, English, History, Political Science, Sanskrit, Geography, Philosophy, Education and Economics	Permanent		2015-16
3	Three year B.Sc. Honours Course(s) in Physics, Mathematics and Chemistry	Permanent		2015-16
4	Three year B.Sc General Course(s) in Physics, Mathematics, Chemistry, Zoology, Botany and Computer Science	Permanent		2015-16
5	Three year B.Com. Honours Course(s) in Accountancy	Permanent		2015-16
6	Three year B.Com. General Course(s) in Accountancy	Permanent		2015-16

authentic

Registrar
Dr. Deb Kumar Panja

REGISTRAR
THE UNIVERSITY OF BURDWAN
BURDWAN - 713104

ATTESTED

Napanjee Hossain
Principal 07.01.2016
KHALISANI MAHAVIDYALAYA
Khalisani, Chandannagar,
Hooghly, W.B., Pin:712138

IS/26/2016/Att

