# Self Study Report - 2015

## Kandi Raj College

**KANDI, MURSHIDABAD – 742137**

KRC-SSR-2015

# Self Study Report - 2015

## Kandi Raj College

Established : 1950

Affiliated to : University of Kalyani

Website : www.kandirajcollege.com

Telephone : (03484)-255230

**Submitted to : -** **National Assessment & Accreditation Council (NAAC)**
        **BANGALORE – 560072**
        **December, 2015**

# A. PREFACE

Kandi Raj College is hereby submitting the "Self Study Report" for assessment and accreditation for the first cycle. The college is registered under 2f & 12B of UGC act and is affiliated to University of Kalyani.

The report is prepared using the prescribed format in NAAC manual : A. Preface, B. Executive Summary, C. Profile of the Institution, D. Criteria-wise analysis, E. Evaluative reports from the Departments, Declaration of the Head of the Institution and certificates from UGC and University of Kalyani and Appendix.

During the preparation of this report individual, departmental and institutional data was collected and the eagerness and zeal shown by all the stakeholders in this collective process is highly appreciated.

As our institution is located in under-privileged district and surrounded by remote villages with highly poor and socio-economically marginalized minority population, we do confess that there are so many drawbacks and insufficiency in our works. In spite of that we are, no doubt, giving our best endeavor to make it better in future.

All great journeys begin with a small step. Ours is a modest but significant one as this gives us an opportunity to look into the mirror and assess our own strengths and weaknesses. This more than anything else is probably the greatest benefit of accreditation.


Published by : Prof. Dwarakeswar Datta
                 Teacher – in – Charge
                 Kandi  Raj  College, Kandi, Murshidabad


Prepared by : Internal Quality Assurance Cell, Kandi Raj College

# CONTENTS

# B. EXECUTIVE SUMMARY

The college had a very humble beginning. It started its journey on 4th September, 1950, with just sixty one students and occupying only five rooms of adjacent Kandi Raj High School. Today it has its own building complex with more than fifty rooms and a student strength in excess of two thousand.

## Curricular Aspects

College offers eleven honours courses and three general courses - B.A., B.Sc (Pure Science) and B.Sc. (Bio Science) at UG level.

- ➢ College follows the curricula designed by University of Kalyani. A number of faculty members of the college are in the Board of Studies of the university taking part in framing and modifying curricula as and when necessary.
- ➢ Academic calendar of the parent university is strictly adhered to.
- ➢ It is a Day-college that caters to the need of both boys and girls.
- ➢ The college offers Six honours courses in Humanities group and Five honours courses in Science group.
- ➢ The college offers Five self-finance courses – honours courses in Sanskrit and Geography, Education, Physical Education and Geography as general subjects in B.A. general course.
- ➢ In 2013 two new subjects were introduced in general degree course – Arabic and Education – based on student feedback.
- ➢ Honours course in Geography was also introduced in 2013.
- ➢ In future more Honours courses at the UG level as well as PG courses in some select subjects may be opened if the demand for such is there.
- ➢ Formal steps to open study-centres of Open Universities has already been taken.
- ➢ Departmental teachers participate in the workshops and seminars organised by the university and research bodies. Teachers also participate in UGC sponsored career oriented courses to enrich themselves.
- ➢ Although "Content Development" is beyond the purview of an affiliated college, it puts utmost importance to "Content Delivery".

## Teaching – Learning & Evaluation

Constant efforts are made to maintain high standards in this most critical aspect of college education system despite obvious challenges.

- ➤ Absolute transparency is observed in all affairs relating to admission procedure – starting from this year it is done online.
- ➤ Any grievance with regard to the admission procedure is dealt with great care by the duly constituted admission committee.
- ➤ Admission guidelines from the parent university (university of Kalyani) is strictly followed.
- ➤ Government guidelines with regard to reservations for different sections of society (SC, ST, OBC, minority etc.) is also strictly adhered to.
- ➤ Needs of the differently abled students are catered to.
- ➤ Departmental libraries were started to serve the needs of the students.
- ➤ Three departmental rooms are equipped with LCD projectors that promotes technology induced education. More modernized methods of teaching will be incorporated in the coming years.
- ➤ Institution tries to make the "Teaching – Learning" process individualistic and student – centric which is further fine-tuned using feedback mechanism.
- ➤ College has a highly competent teaching faculty with thirty full time teachers and ten govt. approved part time teachers. The deficit in teaching strength is made up by employing qualified guest teachers.
- ➤ Teaching staff is constantly encouraged to undergo Orientation and Refresher courses and also to participate in various seminars and workshops.
- ➤ College has its own evaluation system (Test examination etc.) in addition to following the university evaluative procedures (Annual university examinations).
- ➤ Evaluative process is a combination of Formative (Class test etc.) and Summative (Test and Final University Examination.
- ➤ Performance of the students in the university examination over the years is above average considering their socio-economic background.

## Research, Consultancy & Evaluation

Although the primary aim of the College is to impart quality education, the institution has a broader vision to promote research culture among the teachers and the students.

- ➤ There is a dedicated research committee that provides encouragement to both teachers and students.
- ➤ The committee provides support to avail financial grant from the funding agencies.
- ➤ One member of the faculty is acting as a supervisor of a Ph.D. student.
- ➤ Altogether seven Minor Research Projects have been undertaken by the faculty members in the last four years.
- ➤ More than 45% of the Full-time teaching staff have already completed their Ph.D.
- ➤ A good number of teachers are currently pursuing M.Phil. and Ph.D. work.
- ➤ Latest equipment are made available to the teachers and students.
- ➤ College library is being revamped to meet the needs of the researchers.
- ➤ Apart from research projects, teachers are actively involved in pre- and post-doctoral research activities.
- ➤ Departments of the College organize Seminars from time to time, which provide a platform for inviting eminent scholars and scientists from other Institutes and interacting with them.

- The Research Committee encourages teachers to participate in Seminars, Symposiums, Summer and Winter Schools etc.
- Teachers are regularly publishing their research work in journals, edited books, seminar proceedings etc.
- Teachers are also engaged individually in collaborative research work with other institutes.
- The college is yet to introduce consultancy activities.
- Extension activities of the college is mainly organized by the NSS unit.
- Programmes to create social awareness is regularly organized.
- Extension programmes like Blood-donation and Cleanliness drive are hugely appreciated by the local community.

## Infrastructure & Learning Resource

Scope for development being infinite, the creation and maintenance of infrastructure and learning resources is an ongoing process of progression.

- The college has 2 seminar halls with modern amenities, 1 audio-visual conference hall, 1 open-air auditorium, well-stocked library with internet connectivity and photocopy facility.
- The college library is further being renovated to modern standards.
- There is a separate Library sub-committee to look into the library related matters.
- With a total campus area of 4.2 acres, the college has 27 class-rooms, 14 departmental rooms, 6 administrative rooms and 18 laboratories for different departments, central library and departmental libraries for honours departments.
- There are a total of 32 Desktop PCs, 5 laptop computers and 5 LCD projectors in the college.
- A large generator of 15KVA capacity and 2 smaller ones both with 5KVA capacity serves the need of back-up power supply for the entire campus.
- Purified and safe drinking water is provided to the students and the staff.
- Separate boys' and girls' common room are there.
- The college playground is located outside the campus area.
- There is a Principal's quarter, 4 teachers' quarter and a boys' hostel (currently under renovation).
- Separate space is provided for IQAC and NSS unit of the college.
- The laboratories are equipped with modern instruments and facilities.
- A modern CCTV setup is installed for enhanced security.
- The introduction of new courses might be severely constrained by the lack of space for expansion in the campus.

## Student Support & Progression

The College comprises students from diverse geo-political, social and economic backgrounds. As the college is located in a backward district of the state, the biggest

challenge it faces is to provide support to a vast majority of socially and economically disadvantaged students to prevent them from "dropping-out" of the educational frame-work.

➢ Updated prospectus is published before the commencement of every academic session and also uploaded in the college website.
➢ Different types of financial assistance are provided to the students enabling them to continue with their studies by the State Govt., Central Govt. and a few other agencies.
➢ College also provides free-ships to the students belonging to economically weaker sections.
➢ More than 25% of the total students receive some form of financial assistance.
➢ Facilities such as ramps and wheel-chairs are provided to the physically disabled students.
➢ Medical assistance is provided in conjunction with the Kandi Sub-divisional hospital and the Students' Health Home.
➢ UGC sponsored "Equal Opportunity Centre" arranges remedial coaching for slow learners.
➢ Students' magazine "Shatadal" is published annually.
➢ The college has an active Anti-ragging Cell to prevent any untoward incidents in college premises.
➢ There is a dedicated Women's Cell and Grievance Cell.
➢ There is a Students' Union which is formed as per statute of the University of Kalyani.
➢ Apart from informal interactions between the faculty and ex-students, there is no formal or structured mechanism to track students' progression to higher education or employment.

## Governance, Leadership & Management

An educational institution which has clearly-identified vision and mission and is ably led by clear sighted leaders is bound to achieve excellence.

➢ The vision of the college is to spread the lights of education to the distant corners of this "backward" district.
➢ Its mission is to provide adequate opportunities to the aspiring students to achieve success.
➢ Its objective is to provide a peaceful and learner-friendly environment within the college premises.
➢ The "Governing Body" is the apex body of the college, whose responsibility it is to formulate policies within the ambit of the statute of the University of Kalyani, rules/ orders/ circulars of the Higher Education Department, Govt. of West Bengal/ Director of Public Instructions, West Bengal.
➢ The composition of the Governing Body ensures that all stakeholders have a say in the affairs of the college.
➢ The Teacher-in-Charge, being the secretary of the Governing Body, is entrusted with the execution of the policies framed by the Governing Body.
➢ The college maintains feedback based planning mechanism involving all the stakeholders.
➢ It makes use of the college website as an organ for information sharing and dissemination.

- The college is providing necessary support and training to its staff, both teaching and non-teaching, to match the requirements of time.
- The college encourages the growth of leadership qualities by entrusting the right person with the right assignment.
- The college has modest resources based primarily on fees collected from the students.
- For its developmental and expansion activities it depends on external sources like UGC, MLALAD etc.
- The college has Internal Quality Assurance Cell which is constantly making attempts to ensure qualitative improvement of the college.
- Suggestions for the various initiative taken by the college in the last few years have actually come from the IQAC.

## Innovations & Best Practices

A number of innovative practices have been introduced throughout the years.

- College has not conducted "Green Audit" by any external agencies.
- Monitoring of environmental balance inside the campus is done through the NSS unit of the college.
- To conserve energy, use of electrical devices is minimized through different measures.
- "Rain-water Harvesting" method is used.
- Students and staff are encouraged to use bi-cycles which are much more environment-friendly.
- NSS unit of the college undertakes tree plantation programme every year.
- Re-use of electronic devices is practiced to reduce e-waste.
- College has been declared as a "No-Plastic" zone.
- College website has been developed to promote interaction between the college and its various stakeholders.
- On-line admission has started to ensure transparency in the admission process.

# SWOC ANALYSIS

**STRENGTH**

- A congenial environment prevails in the campus with no internal or external disturbance.
- There is proper organizational structure in the administrative and academic domain.
- A committed and efficient staff is one of the greatest assets of the College.
- Cordial relationship exists between all stakeholders.
- Teachers and staff are easily accessible to the students, creating a homely atmosphere in the campus.
- There is a strong focus on extra-curricular activities and community work.
- Finally one of the institution's greatest strengths is its aspirational students, who, despite their poor socio-economic background, desire to scale new heights in academic and social spheres.

**WEAKNESS**

- College does not have a full time Principal to manage its affairs.
- The Head-Clerk position is lying vacant for almost eight years now.
- Number of staff both in the teaching and administrative category is grossly inadequate for the number of students the college has to accommodate.
- Students with poor socio-economic background constitute a large portion of enrolment, posing difficulties for the teachers in class teaching. Many of the students are "First Generation Learners".
- New posts have not been created to meet the ever-expanding needs of the College.
- The College faces financial constraints to recruit enough staff to meet its needs.
- Scarcity of teaching days, because of lengthy examination schedule and other unavoidable situations, is a genuine problem.
- Lack of open space in the campus poses a huge threat to the expansion plans of the college.
- Paucity of funds is also a major hindrance in creating new infrastructural facilities.

**OPPORTUNITIES**

- The college offers 11 honours courses and many more subjects at the degree course level and is the largest college of the sub-division. By offering a great number of subject combinations it ensures horizontal mobility of students.
- It offers good infrastructural facility with a well-enriched central library and individual departmental libraries.
- It is the only college in its sub-division that offers honours courses in Science stream.
- It was one of the first colleges in the district to offer Physical Education as a degree level subject.
- It is still one of the very few colleges in the district to have a Computer Science department.
- It offers financial help to students from poor economic background.

> ➤ It offers highly equipped laboratories and modernized teaching aids to facilitate the "Teaching-Learning" process.

## CHALLENGES

> ➤ High student demand and scarcity of colleges in the sub-division makes it difficult for the college to impose limits to admission, particularly in general courses.
> ➤ First-generation learners need to be motivated to overcome social barriers.
> ➤ The academic performance of the students of the college, considering their background, is by and large good, yet there remains further scope for improvement.
> ➤ To generate funds to support its ambitious expansion and modernization plan is a constant challenge.

# C. Profile of the College

1. *Name & Address of the College :*

| Name : | Kandi Raj College | |
|---|---|---|
| Address : | P.O. & P.S. – Kandi | Pin – 742137 |
| City – Kandi | Dist. – Murshidabad | State – West Bengal |
| Website : | www.kandirajcollege.com | |

2. *For communication :*

| Designation | Name | Phone no. (with STD code) | Mobile/ Fax | e-mail id |
|---|---|---|---|---|
| Teacher-in-Charge | Prof. Dwarakeswar Datta | (03484) 255230 | 9800187426 | principalkrc.krc@gmail.com |
| IQAC Co-ordinator | Prof. Ila Biswas Guha Roy | (03484) 255230 | 9475628668 | ---------- |
| NAAC Steering Committee Co-ordinator | Prof. Dr. Sandip Kr. Basak | (03484) 255230 | 9434353556 | sandipbasak9592@gmail.com |

3. *Status of the institution :*

| Affiliated College | √ |
|---|---|
| Constituent College | |
| Any other (specify) | |

4.  *Type of institution :*

| [a] by Gender | | [b] by Shift | |
|---|---|---|---|
| (i)   for Men | | (i)   Regular | |
| (ii)  for Women | | (ii)  Day | √ |
| (iii) Co-education | √ | (iii) Evening | |

5.  *Is it a recognized minority institution?*

| Yes | |
|---|---|
| No | √ |

6.  *Source of funding :*

| Government | |
|---|---|
| Grant – in –aid | √ |
| Self – financing | √ |
| Any other | |

7.  *(a) Date of establishment of the college :*   4ᵗʰ September, 1950

*(b) University to which the college is affiliated :*   University of Kalyani

*(c) Details of UGC recognition :*

| Under Section | Date, Month & Year (dd-mm-yyyy) | Remarks (if any) |
|---|---|---|
| (i)  2(f) | NA | Certificate Attached |
| (ii)  12(B) | NA | Certificate Attached |

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

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

Yes ☐          No ☑

9. *Is the college recognized*
*(a) by UGC as a College with Potential for Excellence (CPE)?*  Yes ☐          No ☑

*(b) for its performance by any other governmental agency?*      Yes ☐          No ☑

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

| Location* | Campus area in sq. mts. | Built up area in sq. mts. |
|---|---|---|
| Semi-urban (Backward and Highly Minority Populated dist.) | 16,800 | 3,970 |

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

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

*(a) Auditorium / Seminar complex with infrastructural facilities*

(i) College has a large seminar hall (150 seats, Non AC) with features such as public address system, lighting, Over-head LCD projector and proper ventilation.
(ii) An Open-air Stage has been constructed with good visibility.
(iii) One Audio Visual Seminar Hall having a seating capacity of 70 with Interactive Board, LCD projector, pulpit, microphone etc. and another seminar hall with LCD projector having a seating capacity of 70.

*(b) Sports facilities*
Play ground
(i) Ground for outdoor games such as football, volleyball etc..
(ii) Indoor games: students have TT boards, caroms boards and chess boards
Swimming pool- Not available
Gymnasium – A well-furnished fully functional gymnasium facility is there.
*(c) Hostel*

(i) Boys' hostel - Number of hostels- 01 with capacity **60** [under renovation]
(ii) Girls' hostel - Nil (Proposed, yet to be constructed due to lack of funding)

*(d) Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise)*

(i) Principal's quarter- Vacant
(ii) Four Staff quarters

*(e) Health centre*

Students get facilities from Students' Health Home, which has an office just outside the college premises. Health services are provided to the students in alliance with the Government Hospital which is just 500 mts. away.

*(f) Facilities like banking, post office, book shops*

Not within the college campus as they are available nearby.

*(g) Transport facilities to cater to the needs of students and staff*

No such facilities exist as of yet as the college is situated at the heart of Kandi town. Could be considered in the future if demand for such is there.

*(h) Animal house-* Not available

*(i) Biological waste disposal*

No such facilities exist as of yet.

*(j) Generator or other facility for management/regulation of electricity and voltage*

The college has the following facilities to manage power supply:

(i) One 15 KVA capacity diesel generator
(ii) Two 5 KVA Capacity generators for the Physics and Chemistry laboratory
(iii) Departments are supported by UPS backup for Computers
(iv) Administrative Office is supported by UPS for each Computer

*(k) Cafeteria*

The college has a well-furnished canteen that caters to students as well as teaching, non-teaching staff.

*(l) Solid waste management facility*

The campus is a plastic free zone.

*(m) Waste water management*

With the help of proper sewage and drainage system the waste water is channeled to municipal drainage system.

*(n) Water harvesting*
The rain water from the roof tops of college buildings is channelized for further use.

12. *Details of programmes offered by the college (Give data for current academic year-2013-14):*

| Name of the course | Subject | Duration | Entry qualification | Medium of instruction | Approved strength | No. of students admitted |
|---|---|---|---|---|---|---|
| UG (Hon.) | Physics | 3 yrs. | ** | English/ Bengali | 43 | 53* |
| | Chemistry | 3 yrs. | ** | English/ Bengali | 43 | 46* |
| | Mathematics | 3 yrs. | ** | English/ Bengali | 72 | 88* |
| | Bengali | 3 yrs. | ** | Bengali | 111 | 113* |
| | English | 3 yrs. | ** | English | 111 | 82 |
| | Sanskrit | 3 yrs. | ** | Sanskrit/ Bengali | 43 | 42 |
| | History | 3 yrs. | ** | English/ Bengali | 111 | 21 |
| | Political Science | 3 yrs. | ** | English/ Bengali | 96 | 18 |
| | Philosophy | 3 yrs. | ** | English/ Bengali | 111 | 37 |
| | Economics | 3 yrs. | ** | English/ Bengali | 43 | 2 |
| | Geography | 3 yrs. | ** | English/ Bengali | 20 | 22* |
| | | | | | | |
| | | | | | | |

| UG<br>(Gen.) | B.A. | 3 yrs. | | Depends on subject combination | 631 | 669* |
|---|---|---|---|---|---|---|
| | B.Sc. | 3 yrs. | | | 412 | 239 |

\* Due to high demand for these subjects college agreed to admit more than its approved strength after communicating it with the university.

\*\* Entry qualification is as per Kalyani university rules and is given as follows :
A minimum of 45% marks in aggregate and 55% marks in the Honours subject or related subject at the previous qualifying examination, OR
A minimum of 50% marks in aggregate and 45% marks in the Honours subject or related subject at the previous qualifying examination, OR
A minimum of 55% marks in aggregate when the candidate has not studied the subject or any related subject in his/ her previous qualifying examination.
Relaxations :- Candidates belonging to the scheduled caste or scheduled tribe community
      Enjoy a 5% relaxation in marks in each of the above cases.

13. *Does the college offer Self-financed Programmes?*

Yes | √ |    No | |

If "Yes", then how many | 05 |

| Programme | No. of courses |
|---|---|
| B.A./ B.Sc. honours course in Geography | 01 |
| B.A. honours course in Sanskrit | 01 |
| B.A. general course with Geography | 01 |
| B.A. general course with Physical Education | 01 |
| B.A. general course with Education | 01 |

14. *New programmes/courses introduced in the college during the last five years if any?*
  At the under-graduate level honours course in Geography was introduced in the academic session 2012-13.

Also in that same session two new subjects – Arabic and Education – were introduced at the general level.

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

| Discipline | Departments | UG | |
|---|---|---|---|
| | | HONS. | GEN. |
| SCIENCE | Physics | √ | √ |
| | Chemistry | √ | √ |
| | Mathematics | √ | √ |
| | Economics | √ | √ |
| | Geography | √ | √ |
| | Computer Science | | √ |
| | Botany | | √ |
| | Zoology | | √ |
| | Physiology | | √ |
| ARTS | Bengali | √ | √ |
| | English | √ | √ |
| | Sanskrit | √ | √ |
| | History | √ | √ |
| | Political Science | √ | √ |
| | Philosophy | √ | √ |
| | Arabic | | √ |
| | Education | | √ |
| | Physical Education | | √ |

16. *Number of Programmes offered under*

    a.      Annual system             13     All Hons. courses and B.A. & B.Sc. gen.

    b.      Semester system         Nil

    c.      Trimester system       Nil

17. *Number of Programmes with*

    a.      Choice Based Credit System        NA

    b.      Inter/Multidisciplinary Approach    NA

    c.      Any Other              NA

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

    Yes [   ]      No [ √ ]

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

    Yes [ √ ]      No [   ]

    If yes,

    a. Year of Introduction of the programme(s) <u>1998</u>

       and number of batches that completed the programme [ 15 ]

    b. NCTE recognition details (if applicable) : NA

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

       Yes [   ]      No [ √ ]

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

| Positions | Teaching Staff | | | | | | | | | | Non-teaching Staff | | Technical Staff | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor/ Principal | | Associate Professor | | Assistant Professor | | Part Time Teacher | | Guest teacher | | | | | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| Sanctioned by the State Government | 01 | | 46 | | | | 10 | | NA | | 37 | | 00 | |
| Recruited | 00 | 00 | 05 | 03 | 22 | 03 | 05 | 05 | 15 | 07 | 14+14* | 3+1* | 00 | 00 |
| Yet to recruit | 01 | | 13 | | | | 00 | | NA | | 20 | | 00 | |

* THIS DENOTES THE NUMBER OF CASUAL NON-TEACHING STAFF

21. *Qualifications of the teaching staff:*

| Highest Qualification | Permanent Teachers | | | | State Govt. approved Part-time Teachers | | Self-financed Guest Teachers | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Associate Professor | | Assistant Professor | | | | | | |
| | M | F | M | F | M | F | M | F | |
| D.Sc./D.Litt. | | | | | | | | | 00 |
| Ph.D. | 02 | 01 | 10 | 02 | | | | | 15 |
| M.Phil. | 01 | 01 | 03 | | | | | | 05 |
| PG | 02 | 01 | 09 | 01 | 05 | 05 | 13 | 09 | 45 |

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

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

|  | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---|---|---|---|---|---|---|---|---|
|  | M | F | M | F | M | F | M | F |
| SC | 144 | 62 | 96 | 34 | 99 | 44 | 95 | 47 |
| ST | 04 | 01 | 06 | 03 | 01 | 00 | 01 | 02 |
| OBC* | 109 | 41 | 116 | 60 | 200 | 56 | 177(A) | 67(A) |
|  |  |  |  |  |  |  | 96(B) | 30(B) |
| GENERAL | 351 | 206 | 423 | 265 | 263 | 175 | 436 | 249 |
| MINORITY | 220 | 115 | 232 | 113 | 136 | 59 | 169 | 63 |

\* The category of OBC is bifurcated into OBC A and OBC B from the session 2015-16 as per order of Govt. of West Bengal.

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

| Type of students | Students from the same state where the college is located | Students from other states of India | NRI students | Foreign students |
|---|---|---|---|---|
| UG | 1432 | Nil | Nil | Nil |

College only offers UG courses as of yet

25. *Dropout rate in UG and PG (average of the last two batches)* : - 44.4%

26. *Unit Cost of Education*

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

*enrolled)*

(a) Including the salary component : Rs. 28893.09/-

(b) Excluding the salary component : Rs. 1863.72/-

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

Yes ☐   No ☑

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

| Sl. | Programme level | Name of the programme/ course | No. of teachers* | No. of students | Teacher – student ratio |
|---|---|---|---|---|---|
| 1. | B.A. Honours | Bengali | 05 | 157 | 1:31 |
| | | English | 04 | 130 | 1:32 |
| | | Sanskrit | 04 | 65 | 1:16 |
| | | History | 04 | 60 | 1:15 |
| | | Philosophy | 05 | 16 | 1:3 |
| | | Political Science | 03 | 08 | 1:3 |
| 2. | B.Sc. Honours | Physics | 06 | 50 | 1:8 |
| | | Chemistry | 06 | 59 | 1:10 |
| | | Mathematics | 04 | 119 | 1:30 |
| | | Economics | 04** | 03 | 1:0.75 |
| | | Geography | 05 | 47 | 1:9 |
| 3. | B.A. General | | 30 | 929 | 1:31 |
| 4. | B.Sc. General | | 31 | 214 | 1:7 |

*  No. of teachers include Full Time Teachers, Part Time Teachers and Guest Teachers

** Includes Two teachers – one is "On Lien" and another is the present Teacher-in-charge

29. *Is the college applying for Accreditation* :
    *(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)*

Cycle 1 | √ |      Cycle 2 | |      Cycle 3 | |      Cycle 4 | |

Re-assessment | |

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

    The college is applying for accreditation for the first time.

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

    261

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

    176

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

33. *Date of establishment of Internal Quality Assurance Cell (IQAC):*
    IQAC in this college was established on  **5th March, 2014**.

34. *Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC:*
    Not Applicable as the college is applying for Accreditation for the First Cycle.

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

    None.

# D. Criteria-wise

# Analytical Report

# Criteria – I : Curricular Aspects

## 1.1 Curriculum Planning and Implementation

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

Vision :

Being a historical one, founded by the contribution of the "Raj-Paribar" of Kandi specially through the great endeavour of Late Kumar Arun Chandra Sinha, Late Kumar Bimal Chandra Sinha, Late Kumar Brindaban Chandra Sinha, Late Kumar Jagadish Chandra Sinha, Late Atish Chandra Sinha and others, Kandi Raj College has its own saga. Dr. Bikash Sinha, one of the more illustrious and proud descendent of the Raj-family and an eminent scientist in the present world and the present President of the Governing Body of the college, is bearing that candle of knowledge which was lit in 1950 with the establishment of this institution.

The vision of the college is encapsulated by its logo which if translated literally means "Enlightenment". At the time of its inception back in 1950, this was the only college in Kandi subdivision and even today after sixty five years this college is still the beacon of hope for a vast majority of students, specially for the huge number of minority youths who are coming to be educated in their first generation in this area, who doesn't have the necessary financial infrastructure to enroll themselves in colleges in major cities of the state. The college takes great pride in extending quality education to a large section of people that will hopefully lead to the overall development of the society.

Mission & Objectives :

In accordance with the vision to create a better society through the spread of education, our mission is

- ➢ To create an ambience that promotes academic activities
- ➢ To provide effective guidance to students in fulfilling their inner potential
- ➢ To promote social justice by reaching out to the weaker sections of the society that includes scheduled castes, scheduled tribes and religious minorities
- ➢ To create necessary infrastructure and learning resources that facilitates higher education

- ➢ To introduce new subjects and courses in commensurate with the need of the society and the capacity of the institution
- ➢ To help a student in not only achieving academic excellence but to become a better person as a whole
- ➢ To orchestrate the interests and aspirations of all the different stakeholders into a cohesive policy and to devise methods to overcome all possible obstacles in the way of implementing it
- ➢ To create environmental and social awareness amongst students and thereby in larger society
- ➢ To empower students with relevant competence and creativity to face global challenges
- ➢ To mobilize resources from various funding agencies and to utilize those resources to increase capacity so as to extend educational services to an even larger section of the society

The vision and mission of the college is communicated to the students, teachers, staff and other stakeholders through prospectus, college website, college magazine, awareness programmes and through other different interactions with the larger society at various forums but most importantly it is manifested through the functioning of the college at all levels.

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).*

Each year University of Kalyani, the parent university, provides the college with an academic calendar specifying the dates for important events, such as starting of classes for that academic session, dates of university examination etc. The college strictly adheres to the time frame mentioned in that academic calendar. Before the start of an academic year a master routine is prepared keeping in mind the needs and convenience of each and every department. Based on that each department then draws up their own departmental routine which is then displayed on the departmental notice board for the convenience of the students. Departmental meeting is held at the beginning of each session where classes are allotted according to the portion of the syllabi which an individual teacher has to teach for that particular session. Mid-session review of this arrangement is done at the departmental level and corrective action if needed is taken. At the end of each session "Test" examination is held across all departments to examine the extent of curriculum implementation.

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

The university at the time of framing the curriculum consults its affiliate colleges and

also organizes seminars and workshops to explain the details of the curriculum and teachers of the college attend those to familiarize with the operational parts of the syllabi.

After the formation of the IQAC, through its resolutions and proposals submitted to the college authority has also taken an active role in supporting the departments to implement the syllabi in a proper and timely manner.

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

The college implements and administers the curriculum provided by the parent university diligently and sincerely. At the beginning of the session the IQAC meets and directs the departments to chalk out their own framework for the efficient delivery of the curriculum. On the basis of the suggestions provided by the IQAC the college provides teaching staff as well as the students with the photocopy of the syllabi. It also provides a well-stocked library and modern teaching-aids like LCD projectors to the departments for the efficient implementation of the curriculum. It also monitors the progress of students through individual departments by collecting feedbacks from all the stakeholders and suggests remedial measures if needed.

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?*

Although the college does not have any mechanism to interact with the industry, students of the college especially from science faculties are sometimes taken to other research institutes to enrich them and to make them familiar with modern trends. If there arises any problem with regard to the syllabus of any department, the college interacts closely with the parent university and discusses the matter  with the members of the Board of Studies of the concerned subject and thus resolves the problem.

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

The college is fortunate to have a number of its teaching staff on different Boards of Studies of the University of Kalyani who by dint of their position play an important role in the process of framing of the syllabus as well as its subsequent rectification (if needed).

College also, on its website, has a section that asks from its stakeholders specific

suggestions for improvement of its operational capability.

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

Departmental meetings are regularly held to assess the progress of students, and after meeting and counseling the students some of them are suggested to join remedial classes which the college also offers. At the end of the academic year "Test" examination is conducted. Also after the results of the university examination is out, it is discussed at the departmental level to see the effectiveness of the teaching process and suggest further remedial measures to be taken in future.

## 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.*

Although the college does not offer any such courses at the moment, looking at the global scenario, it is seriously, in the interest of the students specially keeping in mind their future employability, considering proposals to offer diploma/ certificate/ basic courses as follows :

(a) To start a unit to provide Basic course in "Computer Literacy" under the department of Computer Science of the college.

(b) To open a study centre of distance education under Open University to scatter higher education among the mass people of surroundings specially for those who have somehow compelled to discontinue their studies

(c) To open an NCC unit in the college so that the students can avail a favourable consideration in the defense services after completion of their studies.

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

There is no such provision under the present statute of University of Kalyani.

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.*

College has shown great flexibility in offering the range of option in connection with "Core" and "Elective" subjects as granted by the university itself, with minor modifications in order to frame a compact time schedule. The entire range of options are given below:

(a) A candidate taking up B.A. (Gen.) must study three elective subjects taking one from each group below:

| Group A | Group B | Group C |
|---|---|---|
| **Bengali** | Philosophy | Political Science |
| **English** | Geography | History |
| **Sanskrit** | Physical Education | Economics |

(b) A candidate taking up B.A. (Hons.) must study apart from the honours subject, two elective subjects taking one from each group below:

| *Honours Subject* | Elective Subjects | |
|---|---|---|
| | Group 1 | Group 2 |
| *Bengali* | Philosophy/ Geography, Sanskrit/ Arabic, Physical Education/ Education | Political Science, Economics, History |
| *English* | Bengali, Philosophy/ Geography, History | Political Science, Economics, Education/ Arabic |
| *Sanskrit* | Bengali, Physical Education/ Education, History | Philosophy, Political Science, Arabic |
| *Political Science* | Physical Education/ Education, Arabic, Philosophy/ Geography | Economics, History, Bengali |
| *Philosophy* | Bengali, Sanskrit/ Arabic, English | Political Science, Economics, Physical Education/ Education |
| *History* | Philosophy/ Geography, English, Bengali, Sanskrit/ Arabic | Political Science, Economics, Education |
| *Geography* | Bengali, Sanskrit/ Arabic, English | History, Political Science/ Education |
| *Economics* | Bengali, Sanskrit/ Arabic, History | Political Science, Philosophy, Education |

(c) A candidate taking up B.Sc. (Gen.) course must study one of the Three groups mentioned below:

| 1st Group Pure Science Group | 2nd Group Social Science Group | 3rd Group Bio-Science Group |
|---|---|---|
| **Physics** | Economics | Botany |
| **Chemistry/ Computer Science** | Mathematics | Zoology |
| **Mathematics** | Computer Science/ Geography | Physiology |

(d) A candidate taking up B.Sc. (Hons.) must study apart from the honours subject, two elective subjects from the list below:

| Honours Subject | Elective Subjects | |
|---|---|---|
| Physics | Mathematics | Chemistry/ Computer Science |
| Chemistry | Mathematics | Physics |
| Mathematics | Physics/ Economics | Chemistry/ Computer Science |
| Economics | Mathematics/ Geography | Computer Science/ Political Science |
| Geography | Economics/ Computer Science | Political Science/ Mathematics |

As a result students are able to choose elective subjects as per their interests.

It be noted here that considering the socio-economic background of the surrounding areas, specially keeping in mind of the poor livelihood of the people belonged to the minorities who used to go abroad in the Middle-East countries for their earnings, the college authority recently has provided a course in Arabic as their optional subject so that it may be helpful in their future lives.

Apart from this the institution has little scope to offer further provisions with regard to academic flexibility as it is an affiliated college.

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

The college does offer the following self-finance courses :

- B.A./ B.Sc. Hons. Course in Geography
- B.A. Hons. Course in Sanskrit
- B.A. General Course with Geography
- B.A. General course with Physical Education
- B.A. General course with Education

All the above programmes follow the curriculum and other norms offered and set by the University and UGC regarding criteria of admission to the programmes, process of evaluation, awarding of degree and qualification of the teaching staff etc. Only the fee–Structure for such programmes are fixed by the Governing Body of the college keeping in mind the socio-economic background of the surrounding students.

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.*

Coaching classes of "Entry into Services" for different competitive examinations have started utilizing the grant received from UGC. In this connection the college made a convenience and collaboration with the local employment exchange and arranged

several programmes so that the students may be guided and encouraged for employment in future. Moreover, the college has a future plan to start Coaching classes for NET/ SET examination.

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?*

There is no provision for combining regular and distance modes of education under the present guidelines provided by the University of Kalyani.

## 1.3  **Curriculum Enrichment**

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

Within the ambit of the curriculum set by the university, the college tries its best to infuse in the minds of its students its own visions and objectives through various discussions and lectures with the students, specially in the annual "Nabin-Baran" and "College-Social" programmes where the college gets an opportunity of mass-gathering of teaching, non-teaching staff and students as well.

In addition to that the college organizes several Blood Donation Camps, Seminars and Talks on various sensitive issues such as "Gender inequality", "Killing of female foetus" etc. to ensure holistic development not only of the students but also of the society as a whole.

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

As an affiliate, curriculum modification is beyond the purview of this institution. However a number of its teachers are members of the Boards of Studies of different subjects under University of Kalyani and as such they play an important role to modify and develop the curriculum.

On the other hand, regarding implementation of such curriculum, focus is given mainly on "Teaching Methodologies" in order to make the entire experience of "Teaching-Learning Process" more palatable for the students. To ensure and fulfil this purpose the college provides modern technology such as LCD projectors, computers,

internet etc. to different departments specially for the Science departments. This partakes a very important and enthusiastic role to enrich and inspire the students in this concern.

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?*

It has already been stated that curriculum design is beyond the scope of this institution.

But fortunately University of Kalyani, the parent university, has already introduced "Environmental Studies" as a part of its undergraduate syllabi. As a result every student who enrolls himself/ herself in the first year of the college has to study "Environmental Studies" (ENVS) as part of the curriculum since it is a compulsory paper with a full of hundred marks. As a necessary part of this programme a student also has to submit a project paper on a socially or environmentally relevant issue through field works in surrounding villages. This gives them much needed exposure to important environmental issues.

In addition to that as per syllabi teachers of different departments deliver lectures in the classroom regarding "Gender Discrimination", "Human Rights", "Environmental Ethics", "Euthanasia" etc. to make awareness of the relevant subjects.

Besides, the college also organizes seminars to highlight different social causes in association with social organizations, which also helps to create awareness amongst the students.

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

*Moral and ethical values:* There are no specific value-added courses. The value-education, however, is imparted as part of the teaching process of different subjects. As per syllabi teachers of different departments deliver lectures in the classroom regarding ethical and moral values. In addition to that teachers make close contact with the students and discusses on some contemporary issues such as "Gender Discrimination", "Human Rights", "Environmental Ethics", "Euthanasia" etc. to make awareness of the relevant subjects so that they may be able to make a better society in future.

*Employable and life skills:* Occasional lectures on health related issues are held and every year some blood-donation camps are organized in the college campus in collaboration with both teachers and students. Not only this, in such programmes

teachers often tries to motivate and inspire the students to involve themselves in other such benevolent and philanthropic organizations for the well-being of the society.

*Better career options:* Occasionally the college authority organizes lectures delivered by officers of the Sub-divisional Employment Exchange and members from the industry to create awareness amongst students about various kinds of jobs and career opportunities. Sometimes the college authority itself gives information to the students, even department-wise, through posters and notices about various kinds of opportunities for employment so that they may prepare themselves and take the chances for the same.

*Community orientation:* NSS programmes are aimed at community orientation through pertaining in different social activities, specially at present taking part in "Cleaning Mission" for the betterment of the society.

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

Feedback from the students is an integral part of curriculum enrichment. Teachers of different departments constantly interact with the students to get their perspective on the curriculum, especially the implementation part of it. Guardian/ parents are also welcomed to extend their valuable opinions with regard to the curriculum enrichment. For the purpose the college has provided some "Suggestion Box" in which they may give their valuable suggestions in writing. Moreover, the college has also created a special section in its website that invites all stakeholders to suggest possible ways of improvement. Consequently, all these views and suggestions are analyzed for future consideration.

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

Departmental teachers are vigilant to the need of the students. The Teacher-in-Charge supervises and coordinates different enrichment programmes. The IQAC with feedbacks from the faculty helps the Teacher-in-Charge in monitoring the quality of different enrichment programmes.

## 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?*

Many teachers being members of the Under Graduate Boards of Studies in different subjects gives concrete and valuable suggestions on designing and development of the curriculum. Participation of teachers in different Syllabus and Curriculum related workshops contributes to the development of the curriculum prepared by the University. Sometimes teachers of different departments of the college gives their thoughtful suggestions on their respective subjects to the concerned department of the university for consideration in developing and updating 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 programmes?*

There is a student feedback system in place in which students provide feedback on curriculum and its implementation. Feedback is also invited from all stakeholders in a dedicated section of the website of the college. Data from the feedback is made available to the management for future course of action.

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?*

Honours course in Geography was introduced in 2013. On that same year Education and Arabic have been introduced as General subjects. All these have been done keeping in mind the needs of the students, demands of the local people and the requirements in the employment market.

It be noted here that considering the socio-economic background of the surrounding areas, specially keeping in mind of the poor livelihood of the people belonged to the minorities who used to go abroad in the Middle-East countries for their earnings, the college authority has provided the Arabic course as their optional subject so that it may be helpful in communication and getting jobs abroad.

In the prevalent materialistic and hedonistic society the value, true meaning and real purpose of education as well as the human life itself is gradually decreasing and loosing its goal. As a result the moral and ethical values of society is ceaselessly deteriorating and consequently, the society is going far from its responsibility and accountability to other members of itself. The sense of moral value can only be restored or revived through proper education. Unless and until the "Tabula Rasa" or the untouched and clean minds of the teens could be moulded up with true education and moral value and true meaning of human life, the society as a whole can never be rejuvenated with its proper value and morals, lack of which no society or nation can develop itself and can never reach its mission. Considering its vision and a bright picture of society the college authority realizes that to enlighten the hearts of the

youths with the true flame of knowledge, a subject concerning education itself should be introduced in every education system. And therefore, the college has introduced Education as a subject so that it as well as the society may gradually be able to approach towards its mission.

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

Due to increase in the volume of students and the scarcity of colleges in this backward district of West Bengal, there is a constant demand on the college to introduce new subjects both at honours and general level, specially some subjects that has more practical utility at present time such as Nutrition, Psychology, Film-Studies etc. The college at present is in the process of finalizing the proposal to introduce the aforesaid subjects at general level and some honours courses in the subject like Botany, Arabic, Education etc. Moreover, looking at the increasing demand for personnel with sound computer knowledge a proposal to start a B.C.A. programme is also under consideration.

# Criteria – II : Teaching-Learning & Evaluation

## 2.1 Student Enrolment And Profile

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

The college ensures publicity in the admission process and its transparency in the following way:

a) As per Government and University instruction and guideline the college has introduced the "On-Line Admission Process" in the college through which the whole admission and student enrolment process is done accordingly under the strict observation of the admission committee formed for the purpose in order to maintain transparency properly in the whole process.

b) The college authority through several notices give a brief information about the admission procedure beforehand.

c) The institute publishes the annual prospectus which contains detailed information about the courses, academic calendar including process of admission and facilities provided by the college. The academic, administrative and financial aspects regarding the admission process is clearly mentioned in the prospectus.

d) The prospectus and related rules and regulations are uploaded to the college website: *www.kandirajcollege.com.* And thus detailed information regarding the admission process are informed to the concerned students. The admission form is also given in the website and the candidates are also asked to submit the same form on-line after duly filled in. And accordingly after having all the duly filled in forms a merit list of each different subjects of both honours and general courses are made and published on-line and also displayed in college notice board in due time. Besides this the date of counselling is also notified through website and college notice-board and thereafter students are admitted in accordance with the published merit-list after counselling. It has already mentioned that this whole process is completed under strict observation of the duly formed admission committee of the college.

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

The students are selected for admission to different programmes of the college based on previous academic records. The merit list is strictly prepared as per

Kalyani University guidelines and reservation policy of the Government of West Bengal for SC/ST/OBC and other category of students.

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 maximum and minimum percentage of marks for admission at entry level are given below:

| Subject | Maximum Percentage | Minimum Percentage |
|---|---|---|
| **Physics** | 88.83% | 56.00% |
| **Chemistry** | 87.00% | 50.17% |
| **Mathematics** | 88.00% | 53.00% |
| **Bengali** | 84.50% | 51.00% |
| **English** | 87.33% | 53.67% |
| **Sanskrit** | 84.00% | 52.17% |
| **History** | 79.50% | 49.67% |
| **Political Science** | 74.40% | 50.50% |
| **Philosophy** | 77.67% | 47.17% |
| **Economics** | 81.33% | 60.83% |
| **Geography** | 82.83% | 64.83% |
| **B. A. (Gen)** | 84.60% | 30.00% |
| **B. Sc. (Gen) Bio. Sc.** | 88.80% | 40.40% |
| **B. Sc. (Gen) Pure Sc.** | 78.60% | 41.40% |

A comparison with other colleges is not possible as relevant data is unavailable.

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

There is no such mechanism.

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

*demonstrate/reflect the National commitment to diversity and inclusion*

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

The college strictly follows the government's reservation policy for SC/ST/OBC and Differently-abled candidates and adheres to the government norms and pay a careful attention to the facilities of girl students.

SC/ST: The reservation policy of the Government of West Bengal is followed with respect to admission of SC and ST category which is 22% and 6% respectively. SC applicants get the opportunity of admission in the college if they, for some reason or other, seek admission after the scheduled date of counselling provided that seats reserved for the category still lying vacant. But due to the lack of SC applicants, some seats reserved for them remain vacant.

OBC: As per government norms college provides 10% and 7% of seats reserved for OBC-A and OBC-B respectively.

Women: The College was actually established for the higher education of the girl students of this area. So the college always gives special attention for them.

Differently-abled students: The College gives opportunity to disabled students as per reservation policy of 3% seats in each category of General, SC, ST, and OBC seats.

Economically weaker section: The College provides information regarding various scholarships of the Government of West Bengal such as Kanyasree, Merit-cum-Means scholarships from state government etc. to the students and makes them aware of such stipends. Various private and corporate house scholarships are also given to needy but meritorious students. In addition to that, there are provisions for the regular and studious students to get concession of tuition fees.

Minority community: The College regularly makes all information and guidance available for various Governments Funds/ stipends to the students of the minority community.

| ENROLMENT DATA FOR DIFFERENT CATEGORIES | | | | |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| SC | 206 | 130 | 143 | 142 |
| ST | 05 | 9 | 1 | 3 |
| OBC | 150 | 176 | 256 | 370 |
| MINORITY | 335 | 345 | 195 | 232 |
| GENERAL | 557 | 688 | 438 | 685 |
| TOTAL | 1253 | 1348 | 1033 | 1432 |

The graph below illustrates enrolment figures for dfferent categories over the last four academic sessions
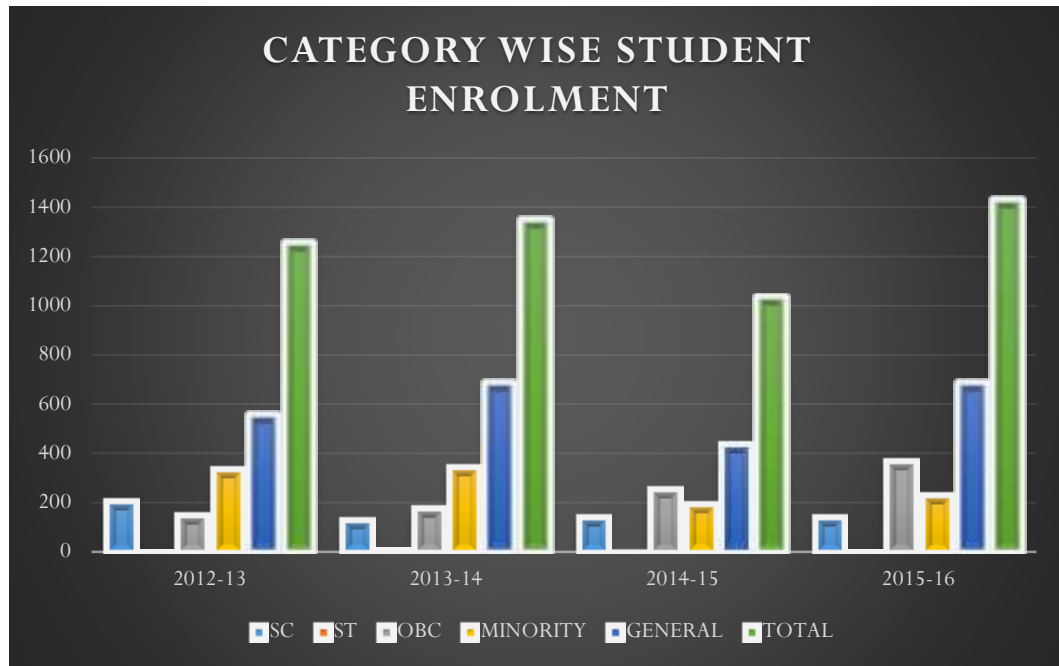


The graph illustrates the fact that there is a sizable minority students in the college. Also it shows that the number of ST students admitted to the college is negligible which may be contributed to the fact that there is very low concentration of people belonging to that community in the area.

**DISTRIBUTION OF STUDENTS GENDER-WISE :**

## GENDER DISTRIBUTION OF STUDENTS

|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|
| ■ MALE | 828 | 873 | 699 | 974 |
| ■ FEMALE | 425 | 475 | 334 | 458 |
| ■ TOTAL | 1253 | 1348 | 1033 | 1432 |

■ MALE   ■ FEMALE   ■ TOTAL
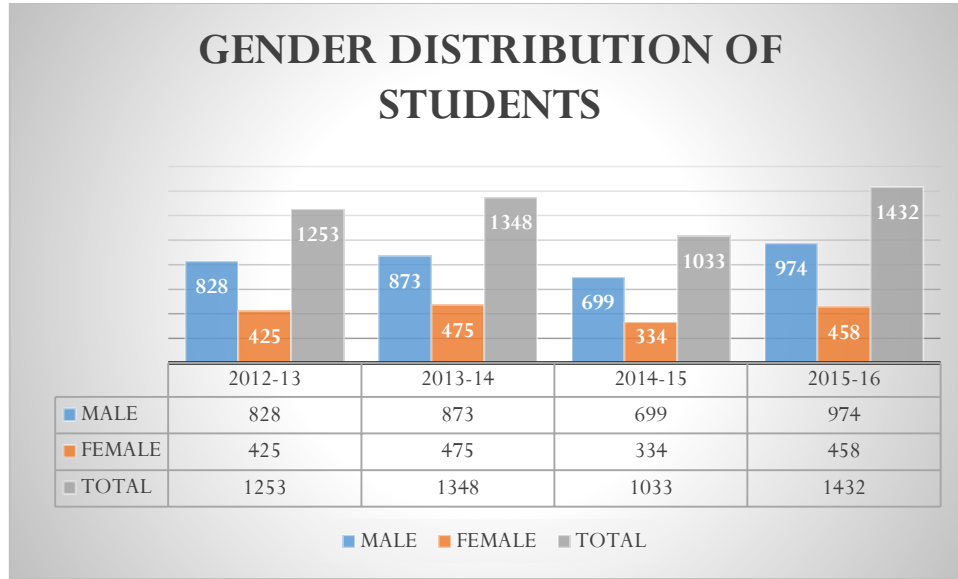
The graph above clearly illustrates the fact that there is a healthy male-female ratio among the students of the college which is indicative of the college policy of inclusive growth.

College Resevation Policy

## RESERVATION OF SEATS

- SC — 22%
- ST — 6%
- PD — 3%
- OBC-A — 10%
- OBC-B — 7%
- GEN — 52%
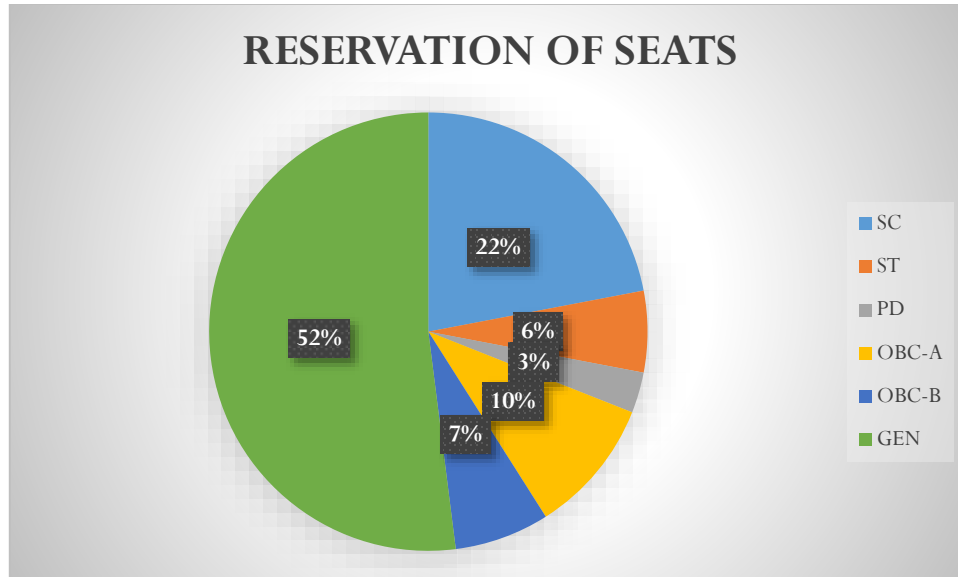
Reservation of seats reflect the Government policy in this regard.

One seat in the general category is reserved as "Sports Quota" for each honours subject.

*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.*

Session 2012-13

Programme UG Level

| Departments | Number of applications | Number of students admitted | Demand ratio |
|---|---|---|---|
| **Hons. Subjects** | | | |
| Physics | 185 | 39 | 4.7:1 |
| Chemistry | 245 | 41 | 6.0:1 |
| Mathematics | 240 | 54 | 4.4:1 |
| Bengali | 238 | 82 | 2.9:1 |
| English | 278 | 81 | 3.4:1 |
| Sanskrit | 141 | 37 | 3.8:1 |
| History | 90 | 61 | 1.5:1 |
| Political Science | 40 | 11 | 3.6:1 |
| Philosophy | 57 | 25 | 2.3:1 |
| Economics | 05 | 3 | 1.7:1 |
| Geography | 57 | 16 | 3.6:1 |
| **General** | | | |
| B. A.(G) | 734 | 665 | 1.1:1 |
| B. Sc.(G) | 312 | 138 | 2.3:1 |

The chart and the graph below clearly shows that the demand for Science stream is clearly higher than that of the arts stream. Although the demand-ratio is somewhat misleading for subjects like Economics, Political Science etc. as the number of students admitted is very low.

The demand for science subjects is relatively higher than the demand for the arts subjects. Same trend could be seen in other years as well.

## Demand Ratio for 2012-13

| Department | Demand Ratio |
|---|---|
| B. SC.(G) | 2.3 |
| B. A.(G) | 1.1 |
| GEOGRAPHY | 3.6 |
| ECONOMICS | 1.7 |
| PHILOSOPHY | 2.3 |
| POLITICAL SCIENCE | 3.6 |
| HISTORY | 1.5 |
| SANSKRIT | 3.8 |
| ENGLISH | 3.4 |
| BENGALI | 2.9 |
| MATHEMATICS | 4.4 |
| CHEMISTRY | 6 |
| PHYSICS | 4.7 |
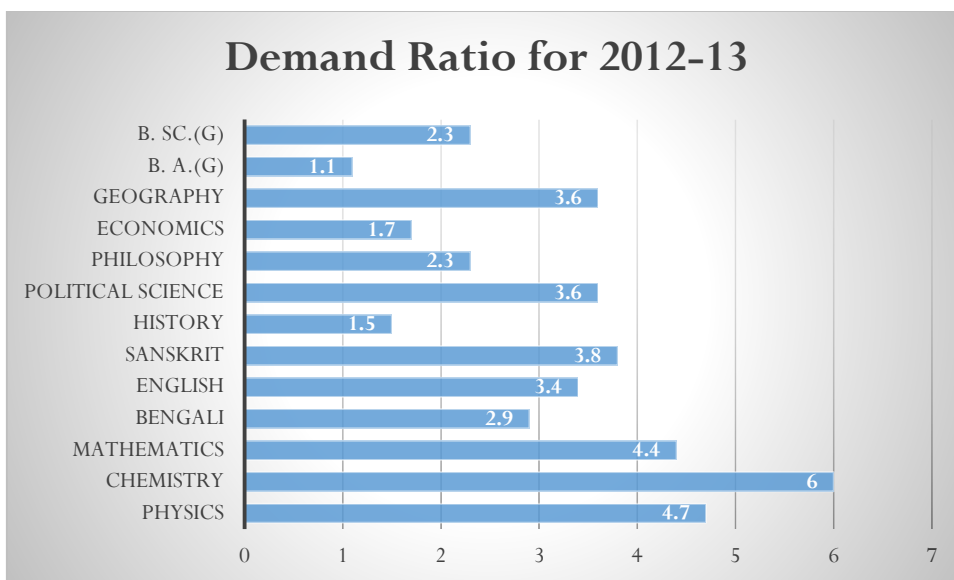
Session 2013-14

Programme UG Level

| Departments | Number of applications | Number of students admitted | Demand ratio |
|---|---|---|---|
| Hons. Subjects | | | |
| Physics | 166 | 30 | 5.5:1 |
| Chemistry | 196 | 23 | 8.5:1 |
| Mathematics | 239 | 45 | 5.3:1 |
| Bengali | 224 | 74 | 3.0:1 |
| English | 218 | 86 | 2.5:1 |
| Sanskrit | 93 | 25 | 3.7:1 |
| History | 97 | 20 | 4.8:1 |
| Political Science | 92 | 04 | 23:1 |
| Philosophy | 110 | 16 | 6.9:1 |
| Economics | 41 | 1 | 41:1 |
| Geography | 181 | 16 | 11.3:1 |
| General | | | |
| B. A. | 1113 | 738 | 1.5:1 |
| B. Sc. | 290 | 270 | 1.1:1 |

## Demand Ratio for 2013-14



Demand Ratio for 2013-14 (horizontal bar chart)

- B. SC.(G): 1
- B. A.(G): 1
- GEOGRAPHY: 11.3
- ECONOMICS: 41
- PHILOSOPHY: 6.9
- POLITICAL SCIENCE: 23
- HISTORY: 4.8
- SANSKRIT: 3.7
- ENGLISH: 2.1
- BENGALI: 3
- MATHEMATICS: 5.3
- CHEMISTRY: 8.5
- PHYSICS: 5.5
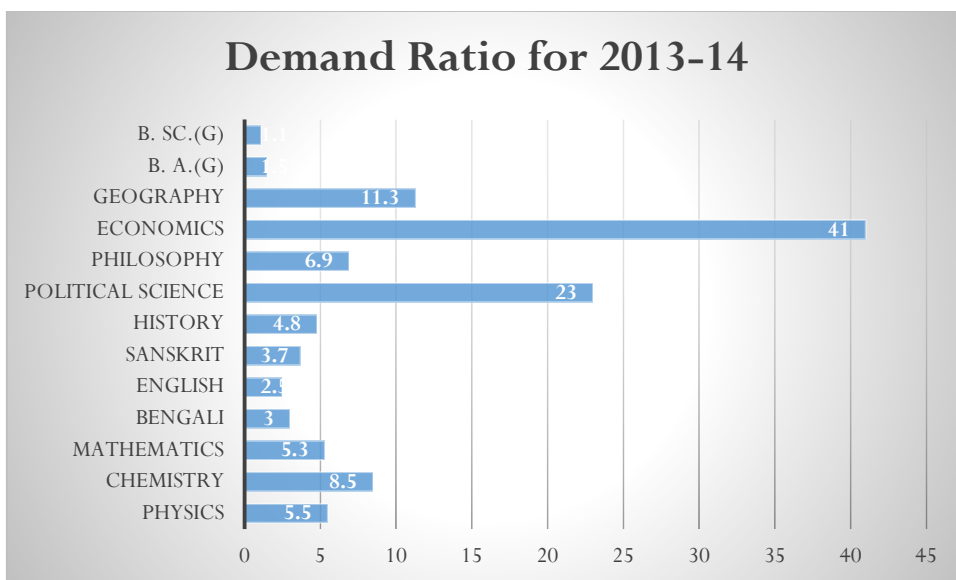
Session 2014-15

Programme UG Level

| Departments | Number of applications | Number of students admitted | Demand ratio |
|---|---|---|---|
| **Hons. Subjects** | | | |
| Physics | 253 | 35 | 7.2:1 |
| Chemistry | 198 | 33 | 6:1 |
| Mathematics | 189 | 65 | 2.9:1 |
| Bengali | 189 | 74 | 2.6:1 |
| English | 216 | 61 | 3.5:1 |
| Sanskrit | 93 | 24 | 3.9:1 |
| History | 190 | 17 | 11.2:1 |
| Political Science | 151 | 02 | 75.5:1 |
| Philosophy | 209 | 08 | 26.1:1 |
| Economics | 75 | 1 | 75:1 |
| Geography | 219 | 28 | 7.8:1 |
| **General** | | | |
| B. A. | 857 | 563 | 1.5:1 |
| B. Sc. | 326 | 122 | 2.7:1 |

**Demand Ratio for 2014-15**
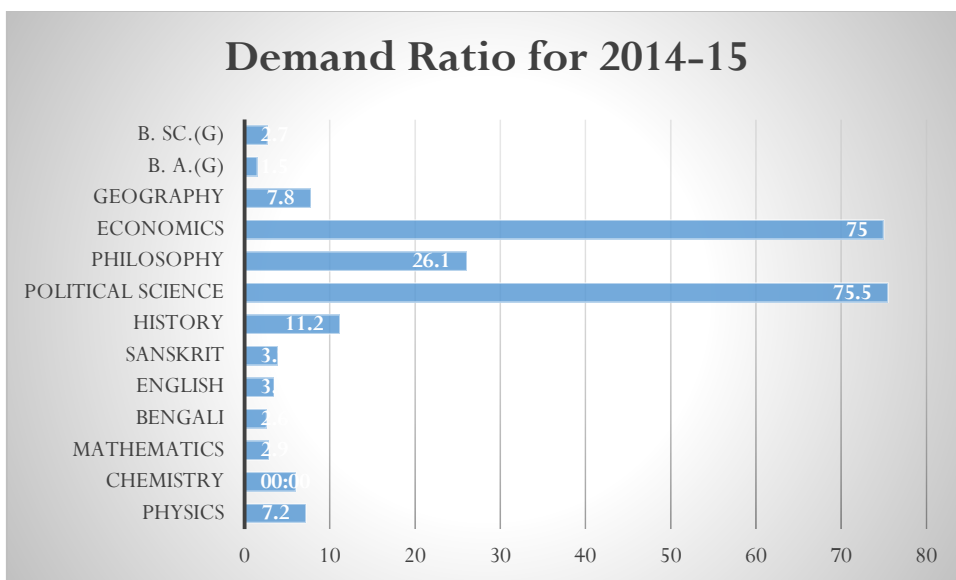
Session 2015-16

Programme UG Level

| Departments | Number of applications | Number of students admitted | Demand ratio |
|---|---|---|---|
| Hons. Subjects | | | |
| Physics | 335 | 53 | 6.3:1 |
| Chemistry | 201 | 46 | 4.4:1 |
| Mathematics | 417 | 88 | 4.7:1 |
| Bengali | 577 | 113 | 5.1:1 |
| English | 342 | 82 | 4.2:1 |
| Sanskrit | 255 | 42 | 6.1:1 |
| History | 80 | 21 | 3.8:1 |
| Political Science | 67 | 18 | 3.7:1 |
| Philosophy | 118 | 37 | 3.2:1 |
| Economics | 11 | 02 | 5.5:1 |
| Geography | 198 | 22 | 9.1:1 |
| General | | | |
| B. A. | 1617 | 669 | 2.4:1 |
| B. Sc. | 303 | 239 | 1.3:1 |

**Demand Ratio for 2015–16**

- B. SC.(G): 1.3
- B. A.(G): 2.4
- GEOGRAPHY: 9.1
- ECONOMICS: 5.5
- PHILOSOPHY: 3.2
- POLITICAL SCIENCE: 3.7
- HISTORY: 3.8
- SANSKRIT: 6.1
- ENGLISH: 4.2
- BENGALI: 5.1
- MATHEMATICS: 4.7
- CHEMISTRY: 4.4
- PHYSICS: 6.3
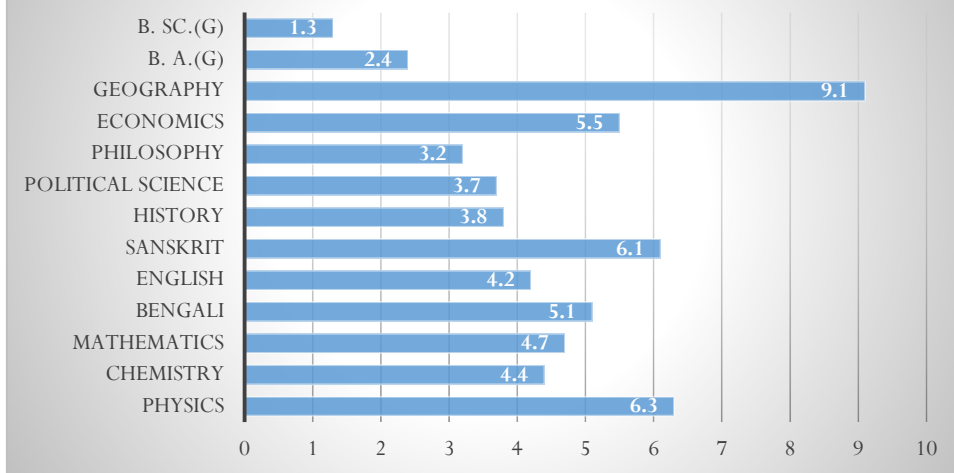
## 2.2 Catering to Diverse Needs of Students

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

There are many class rooms (R-1, R-2, NH, S-5, S-6,) on the ground floor where the disabled students can easily participate in the concerned classes in our College. The class routine has been arranged in such a way that they can attend the classes on ground floor. In addition to that for the disabled students who are unable to walk, the college has constructed two ramps so that they can easily reach the rooms on the ground floor. Furthermore, the college has provided at least one wheel-chair for the purpose.

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

In the beginning of the academic session Teachers of different departments meet their respective students and discuss regarding their needs and interests so that they may take necessary steps later on the basis of gathered information.

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

At this level, the Teachers of the concerned Department present an initial discussion about the subject and try to realize their difficulties so that measure can be taken to solve their problems by taking tutorial classes and arranging remedial classes.

Consequently for the purpose, remedial classes are taken to enable the students to perform better in their chosen subject.

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

> (a) No discrimination of gender is committed in our College. The students regardless of their gender enjoy the equality of dignity. Besides this College does never entertain any bias against any students in respect of their religion, caste, regionalism, language and social status.

> (b) In the admission process, caste reservation system (SC, ST, OBC-A, B etc.) according to the principles and directions of West Bengal Government is strictly maintained in our College.

> (c) The IQAC of the college discusses various education-related matters and give suggestions so that problems related to gender, environment, ethnicity etc. does not arise.

> (d) College's NSS unit conducts their various programmes, talks and discussions all the year round with the students and staffs of the college to make the college premises completely clean from any kind of wastage and could be freed from any kind of plastic materials. As a result the ever-green trees enrich our College campus with their gracious presence.

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

All times, class evaluation test is conducted to identify the highest meritorious students and if needed extra classes are also provided to the students. Thus by identifying the better sincere students teachers of the concerned departments takes special care of them by helping and suggesting them regarding how they can improve in their advanced learning, often it is done for individual students personally.

2.2.6 *How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?*

Firstly the college collect the data and information of the students of disadvantaged sections of society, physically challenged, economically weaker sections etc. from the records of the admitted students. Then after analyzing the information the college takes effective measures so that they can continue their studies and the risk of drop-out could be minimized. For this purpose the college provides them concession of tuition fees, financial aids and also make arrangements so that they can get financial support from Government and other organizations. Not only this, the college even has arranged wheel-chairs for the physically-challenged students so that they can attend their classes more easily and comfortably.

Secondly, the College gives special encouragement to the poor learners in the following ways:

> (a) We follow the repetition of discussion of the lesson for providing the poor learners an easy accessibility to the subject matter.
> (b) We pay attention to the question-answer method during the discussion of the topic so that we can arouse their interest in the learning process.
> (c) We convert the difficult and lengthy matter in a simple one and then present it to them in most simple terms so that they can easily assimilate it.
> (d) Teaching-learning aid such as projector is used for the science students.

Thirdly, for the same purpose the college often organizes different seminars or talks.

## 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.)*

> (a) Our College follows the academic calendar published by the University of Kalyani. The calendar contains the list of holidays, admission dates, class starting date, and dates for the evaluation test.
> (b) At the beginning of every academic year, departmental meetings are held to discuss the concerned syllabus in detail and chalk out a study-plan regarding distribution of the syllabi among the faculty teachers, class routine, total number of lectures of individual teacher, total number of working days etc.
> (c) Thereafter, the Teachers of every Department give the students a complete outline of the teaching –learning plan of the year.
> (d) In our College evaluation is done mainly in two ways- (1) class test and (2)

test exam.

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

IQAC of the college monitors the education-related activities to improve the teaching-learning process from time to time in the following ways :

a.     IQAC suggests the teachers of every department to make compact routine for their respective departments so that maximum number of classes could be allotted to every teachers in commensurate with the master routine of the college.

b.     It suggests the teachers to discuss first among themselves the future study-plan for the academic year and then to communicate it to the students in detail.

c.     It suggests the teachers of the science departments to emphasize on their practical classes and to take care of every individual student.

d.     It suggests the teachers to pay special attention to the physically challenged students and slow learners.

e.     It gives proposals to the college authority to enrich the central and departmental libraries so that maximum number of students can get their needed books.

f.     It also suggests the teachers to take class tests from time to time to evaluate the students.

g.     IQAC monitors the whole process from time to time and take necessary steps accordingly.

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

A good relationship between Teacher and student develops through the mutual participation of both in various teaching-learning activities. In our College this relationship is maintained through interactive learning, tutorial classes, educational tours and publishing Departmental magazine.

     The college also has a conference class room and a smart class room.

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?*

In this regard many educational plans have been accepted.

    (a) Different subject- based seminars sponsored by U. G. C. are organised in our College.

    (b) The students are encouraged to participate in inter College youth parliament

debate, competition etc.

(c) Projects are mandatory in Environmental studies.

(d) Moreover various cultural programmes are organized around the year where students not only participate but are actively involved in organizing and handling programmes as "Freshers' Welcome", Teachers day celebration, annual social programme, Rabindra Jayanti, "Bhasa Divas" etc.

(e) Annual College magazine entitled 'Satadal' is published by the students where they can express their creativity through their writings.

(f) The college organizes educational tours to different historical places and scientific research institutes.

2.3.5 *What are the technologies and facilities available and used by the faculty members 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.*

The teaching-learning technologies and facilities available and used by the faculty for effective teaching are:

(a) Smart class room for interactive teaching.
(b) Projector facility for the science students.
(c) Internet facility for accessing updated information.

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

The students and faculty are exposed to advanced level of knowledge and skills through:

i) The college provides internet facilities to students and teachers for acquiring advanced knowledge and skill.

ii) Blended learning.

iii) Expert lectures, seminars, workshops. See 3.1.4 for details.

iv) The college conducts seminars and workshops and encourages the students to participate actively.

v) Faculty members are encouraged to complete higher studies for acquiring

knowledge and skill by attending the required number of orientation programme and refreshers courses from UGC-ASC, NET, SET, PhD within due time, to participate and present research papers in state/national/ international seminars/ workshops, etc.

vi) Teachers attend seminars/ workshops organized by other institutions.

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

Faculty of the college are always available to provide all sorts of counselling to the students to the best of their capacity both within and outside classroom. College has a dedicated grievance cell that provides support as well. Besides College organizes expert lectures to boost the morale of the students, to create confidence among them. Starting from last year college, with sponsorship from UGC, has also started "Remedial" and "Entry into Services" courses which has benefitted a number of students. Details are as follows:

| Year | Name of the course | Activities | Beneficiaries |
|------|---------------------|------------|---------------|
| **2014–15** | Remedial Coaching | Special classes are arranged beyond and above the regular classes for the "slow learners" | 36 |
| **2014–15** | Entry into Services | Coaching classes for various examinations of Public Service Commission, SSC, WBCS, TET etc. | 40 |

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

*student learning?*

Innovative teaching approaches/ methods adopted by the faculty are:
Interactive learning in which students are encouraged to ask questions during lectures. Teachers are also available outside class-hours to assist students.

Computer assisted audio-visual learning.

Field trips & Educational trips are also in practice

Project- based learning.

Use of web resources.
Focus on student centred learning

Efforts made by the institution to encourage the faculty to adopt new and innovative approaches are :
Arranging well equipped laboratories.

Many departments have PCs with internet connectivity
Faculty and staff are made aware of the benefit of using web resources

Purchasing text and reference books in the Central and Departmental libraries.

Motivating faculty members to participate in Refresher Courses, Orientation Programmes, Seminars, Workshops and Conferences.

Motivating faculty members in research work and publication

Providing ICT enabled teaching-learning tools for faculty members such as LCD, Laptop, microphone etc. to engage learners

Introducing new programmes and innovation in curriculum.

The impact of such innovative practices is that it has made teaching and learning more contemporary and meaningful. They have enhanced the delivery of content as well as the manner through which it is delivered and in the process created heightened enthusiasm among students about the curriculum and the learning process in general.

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

The college has a well-equipped central library housing more than 10,000 books and periodicals. The students can access books, newspapers, university question papers of previous years, journals and magazines from the library, and if required can photocopy the required materials. Besides the departments have their own seminar libraries that offer students of the concerned department additional open access to reference books relevant to their subject.
In order to serve the faculty and the students in a more meaningful way, the college

has recently initiated a move to extend and automate the central library.

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

The college strictly adheres to the University Academic Calendar. College records for the last four years show that the number of teaching days per academic year is anywhere between 175 to 185 days, which is close t the UGC recommended figure, and as such faces little difficulty in completing the syllabi in general. If however due to unavoidable circumstances (Natural calamities like flood, requisition of college by the Election Commission for holding elections etc.) number of teaching days are reduced significantly, the faculty does their best to mitigate the same by taking extra classes as far as possible.

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

The institution monitors and evaluates the quality of teaching-learning through:
- ❖ Monitoring the performance of teachers,
- ❖ Monitoring of students' attendance,
- ❖ Through the feedback mechanism which is in place
- ❖ Maintenance of academic diary by faculty members
- ❖ Through the results of its students in college and university examinations

The IQAC of the college functions as the main nodal agency and plays the pivotal role in this process.

## 2.4  **Teacher Quality**

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

The college authority does not have any discretion with regard to recruitment, appointment and retention of teachers. The faculty members of the college are recruited by the West Bengal College Service Commission as per the norms framed by UGC and the Government of West Bengal. However temporary and guest faculties are appointed by the college on need basis maintaining required

qualifications. Teachers are also regularly updating themselves by attending refresher courses, orientation programmes, staff/ faculty development programmes, workshops, seminars etc.

2.4.2 *How does the institution cope with the growing demand/ scarcity of qualified senior faculty members 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.*

The college always encourages the existing faculty members to update themselves through orientation and refresher courses in order to cope with the changes occurring in the syllabi from time to time. Moreover, new faculties are recruited as guest lecturers whenever any new course is introduced in the college.

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

The college always encourages its faculty and staff to attain faculty and staff development programmes organized by the university. It also encourages teachers to organize and participate in seminars, workshops, etc. Teachers of the college are participating in Orientation and Refresher courses regularly. Interested faculties are always encourages to pursue M.Phil. and Ph. D work as per their choice. The number of teachers attended in different staff/ faculty development programme in the last 4 years has shown in the following table:

| Teacher/Faculty Development Programme | Number of Faculties Attended/ Participated |
|---|---|
| i) Refresher Course | 13 |
| ii) Orientation Programme | 14 |
| iii) Workshops, etc. | 04 |
| TOTAL | 31 |

Some other Initiatives College adopted in this regard are -
  i)   Encouraging different departments to organize National/State level and regional seminars,
  ii)  Publication of Conference proceedings accordingly,
  iii) Teachers and students are encouraged to access information from Library and web resources.

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.)*

- Teachers are encouraged to participate in International / National / State level seminars - which help them to enhance their professional development.
- Teachers are also encouraged to organize seminar in their respective departments **(In the last 5 years, 5 State/National level seminars were organized by different departments funded by UGC)**.
- Faculties are encouraged to apply for Minor/Major Research Projects **(In the last 5 years – Five UGC-MRPs have been completed successfully under the supervision of different faculties)**.
- Teachers are also encouraged to pursue M. Phil and Ph. D work **(In the last 5 years – 3 faculties were awarded Ph. D degree, and 5 faculties have already registered themselves for Ph. D work).**
- A number of faculty members have published their work in reputed journals and books.

Furthermore, Teachers are also encouraged to participate in

1) Orientation Programmes
2) Refresher Courses
3) Retraining Programme
4) Short Term Courses
5) Summer/ Winter School

2.4.5 *Give the number of faculty members 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 members.*

No such awards were received by the faculty members as of yet. However, the institution emphasizes on the effort to develop excellence in teaching by taking various measures and methods adopted from time to time to inspire and motivate the teachers to achieve the best in their domain.

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

The institution mainly follows and relies on the feedback from the principal and internal peers. Although there is no direct mechanism to assess the teachers' performance by the students, feedback received from the students in relation to the teaching-learning process provide an indirect feedback on the performance of the teachers. However, recently the college has planned to introduce a web-based feedback system where the students can directly give their feedback about their

teachers. Besides, the Institution has plans to introduce a self-appraisal score of the teachers based on a structured questionnaire. Also, the IQAC is thinking of taking an initiative of evaluation of teachers by the external peers.

## 2.5 Evaluation Process and Reforms

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

Students are kept well informed about the process of evaluation well in advance before the university examination and class tests. Notice is issued to the students through college and departmental notice-boards stating the date of examination, the scheme of evaluation and the question pattern. Model questions are also made available to the student. The students are also informed of the dates of curriculum revision, change of question pattern and they are also advised of the dos and don'ts during practical examinations.

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 institution has fully adopted the major evaluation reform of the university. The university has introduced annual (1+1+1) evaluation system to the UG programme from the year 2008. The college has fully implemented the same in lieu of the previous (2+1) system. Another reform adopted by the university is the introduction of the Home Centre for honours and general practical examinations as well as for the compulsory subjects like environmental studies (ENVS) etc. The college has introduced the same. Another major reform is the introduction of a uniform question pattern for all subjects ( questions can only be set with marks [1],[2],[6] and [10] ).The institution followed the same and informed the students about this new question pattern . The institution, being an affiliate body, has no other reform system of its own.

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

The institution is affiliated to the University of Kalyani and being an affiliated college it strictly adhere to the rules and regulations regarding reform of evaluation and strictly implement the same. The college has its own examination committee from among the teaching and non-teaching staff headed by the Teacher-in-Charge of the college to ensure smooth implementation of the evaluation reforms.

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

The formative evaluation approach of the institution consists of conducting regular class tests and these help the students to be acquainted with the question pattern as well as their own strengths and weaknesses. It also helps the teachers to distinguish between the slow and advanced learners as well as to determine the effectiveness of their teaching methods. Occasionally special classes are held to clear doubts regarding syllabus, question paper and subject matter. Consequently the students are boldly prepared to appear at the university exam. For practical exam. Sufficient practical classes are conducted by department concerned. It is helpful to the students to perform well during university practical exam.

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

As stated before unit tests are held in the departments as part of the formative assessment of the students which are conducted with seriousness and rigor and the outcome is discussed with the students in the class to ensure transparency. In this internal assessment process weightage is given to independent thinking but since it is a written examination based on the curriculum it is not possible to give due weightage to behavioral aspects and communication skills.

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

There is no such attributes specified by the parent university. The graduates attributes as envisaged by the college for building the students' personality are
a) Independent thinking in analysing a problem and devise methods to solve it;
b) Ethical and moral values
c) Awareness of social and environmental issues
d) Individual and team work
 The attainment of these attributes is facilitated by  (a) use of Lecture-Discussion method as part of the teaching-learning process; (b) organization of academic seminars; (c) campus activities such as cultural programmes, Annual Sports; (d) environmental project work; (e) organization of Blood-Donation camps, Mock Parliaments, Cleanliness Drives etc .

2.5.7 *What are the mechanisms for redressal of grievances with reference to evaluation both at the*

*college and University level?*

As stated before there is an examination committee in the college and as such any complain regarding evaluation in the college examination or internal assessment can be submitted to the committee for redressal of their complain. Regarding grievances with regard to evaluation in the university examination, the parent university has adopted a review process in which a student can directly apply to the university for redressal after publication of the university result.

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

By adopting the Lecture-Discussion methodology and by conducting regular class tests as part of its formative approach towards teaching and learning, the college continuously monitors the progress of individual students. This helps the students to be aware of their weakness and gives them the chance for improvement.

## 2.6  Student Performance and Learning Outcomes

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

The College has a clearly stated learning outcomes stated in its vision and mission statement. By grooming young students into well equipped, confident, competent, socially and morally responsible persons, the College seeks to translate the desired learning outcome into reality. Students and staff are made aware of the Learning Outcomes through the Prospectus. They are expressed in the introductory meeting with the students at the departmental level and are also discussed during the progress of the curriculum.

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

The institution monitors the progress and performance through the duration of the course in the following manner –

i)      Monitoring the performance of the students through classroom interaction

ii)     Conducting periodical class tests

iii)    Identifying advanced and backward students

iv)     Counselling different category of students in a class.

The performance of students in the class tests are communicated to them individually and in the class itself where teachers also analyze their performance. University results are displayed on the college notice board as well as on the web-site of the college.

The results below shows a good and consistent performance of the students in the university examination, although in one or two subjects the result is below the desired level of satisfaction. This should be further looked into and tallied with the results of other institutes to determine its cause.

**Result Analysis from 2012 to 2015**

| | *2012* | | | *2013* | | | *2014* | | | *2015* | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Hons.* | APP | PASS | PER | APP | PASS | PER | APP | PASS | PER | APP | PASS | PER |
| *Physics* | 15 | 10 | 66.7 | 12 | 10 | 83.3 | 22 | 9 | 40.9 | 31 | 10 | 32.3 |
| *Chemistry* | 20 | 13 | 65 | 18 | 10 | 55.6 | 12 | 3 | 25 | 23 | 14 | 60.9 |
| *Maths.* | 25 | 19 | 76 | 25 | 08 | 32 | 54 | 27 | 50 | 51 | 34 | 66.7 |
| *Bengali* | 50 | 50 | 100 | 55 | 54 | 98.2 | 59 | 45 | 76.3 | 61 | 39 | 63.9 |
| *English* | 21 | 21 | 100 | 37 | 31 | 83.8 | 44 | 20 | 45.4 | 39 | 21 | 53.9 |
| *Sanskrit* | 22 | 18 | 81.8 | 22 | 17 | 77.3 | 24 | 19 | 79.2 | 25 | 18 | 72 |
| *History* | 29 | 29 | 100 | 33 | 33 | 100 | 26 | 17 | 65.4 | 40 | 23 | 57.5 |
| *Political Science* | 01 | 0 | 0 | 3 | 2 | 66.7 | 5 | 3 | 60 | 3 | 1 | 33.3 |
| *Philosophy* | 23 | 23 | 100 | 14 | 13 | 92.9 | 8 | 5 | 62.5 | 7 | 0 | 0 |
| *Economics* | 0 | 0 | NA | 0 | 0 | NA | 1 | 0 | 0 | 0 | 0 | NA |
| *Geography* | NA | NA | NA | NA | NA | NA | NA | NA | NA | 12 | 9 | 75 |
| | | | | | | | | | | | | |
| *B.A.(G)* | 364 | 182 | 50 | 329 | 223 | 67.8 | 206 | 77 | 37.4 | 238 | 84 | 35.3 |
| *B.Sc.(G)* | 25 | 15 | 60 | 22 | 12 | 54.5 | 13 | 13 | 100 | 34 | 23 | 67.6 |

Percentage of Students Passed in University Examination, 2012-2015
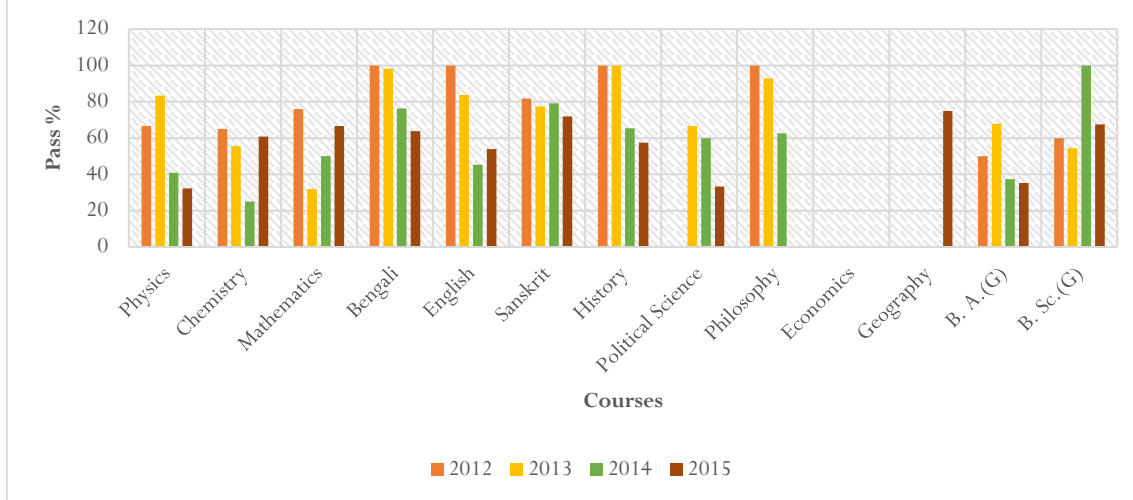
**2.6.3** *How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?*

The teaching learning and assessment strategies of the institution are structured in such a way that the students can easily grasp it. As part of teaching learning strategy the institution provides the students internet access, photocopy facility of important subject matters at a minimum cost, library reading facility, individual counseling and assessment strategy includes periodic class tests to evaluate the progress of the students.

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

The programmes, the courses and curriculum offered by the institute has some social and economic relevance. In the library, the students are provided with various carrier magazines which enable them to have a better understanding of the current trends in the job market. The college also displays PSC/UPSC/SSC and other job notification in the notice board so that the students can be aware of the vacancies and apply in time. It also organizes job related seminars and talks for the benefit of the students.

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

The Institution collects data on students' learning mainly on the basis of results in the class tests and the university examinations. The college analyses the result of the

students and identify the backward and advanced students. For the backward students special academic guidance is provided.

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

Monitoring of learning outcomes is done through elaborate class-discussions, periodic class tests and the annual "Test" examination. Based on their results, students are regularly counseled and encouraged for the achievement of the learning outcomes.

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

Yes. The institution as a whole and the individual teachers of the respective departments arrange for assessment/ evaluation of the students performance. This includes class test, periodical test, etc. The department prepares result sheet on the performance of the student. Based on the performances of the students, future plans are chalked out for the improvement of the teaching-learning process.

2.6.8 *Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.*

a) The college has introduced two new subjects – Arabic and Education at the general courses.
b) The college will soon apply for introducing P.G programme in Bengali and English for which there is much demand.
c) The present library will be renovated and automated to serve the students in a more meaningful way.

# Criteria – III   : Research, Consultancy & 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?*

No. However a good number of teachers of this College are actively engaged   either individually or jointly in various research activities carried out in this institute or other institutes/universities which will be reflected in the points to follow.

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

Yes.  The College has a Research Committee (RC) formed by the teachers of both Humanities and Science Departments whose composition is as follows:

1.  Prof. Dwarakeswar Datta, Principal/ Teacher-in-Charge
2.  Prof. Ila Biswas Guha Roy, Associate Professor Department of English,
3.  Dr. Shila Bhattacharya, Associate Professor, Department of Bengali,
4.  Dr. Sandip Kumar Basak, Associate Professor, Department of Botany,
5.  Prof. Jayanta Basu, Assistant Professor, Department of Mathematics,
6.  Dr. Jaharlal Pratihar, Assistant Professor, Department of Chemistry,
7.   Dr. Avijit Bramhachari, Assistant Professor, Department of Economics.

We produce below some of the recommendations made by the RC and their impact.

1.  Eminent researchers may be invited to visit the college with an aim to promote research culture.

Impact: Prof. Bikash Sinha, Eminent Nuclear Scientist, being the President of the Governing Body of the College, visits the College frequently and has delivered popular lectures on Physics in College level seminars a good number of times, among which his lecture on "God Particle" is worth mentioning after the announcement of the Noble Prize in Physics, in the year 2013.

2.  The RC recommends or even intervenes in suitably arranging the classes of any teacher so that the students are not hampered for the leave of a teacher for any type of research activities outside the institute.

Impact: Several instances of class arrangements were done successfully after the recommendations of RC.

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

Measures taken by the institute in regard of the above mentioned directions are the following:

1. Autonomy of the principal investigator is assured.
2. Funds acquired from the sponsoring agencies are released timely.
3. The institute unleashes the infrastructural facilities it possesses to the faculty members engaged in research work with constant up-gradation whenever needed.
4. The institute takes utmost care for speedy submission of the utilization certificates of the approved research work to the sponsoring agencies.

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

Remembering that most of the students of this College come from remote villages where up-to-date educational information are yet to reach, the RC has proposed the College to cater the students with the most informative national and international research activities , research opportunities within and outside the country, news about summer schools, workshops etc. with the help of magazines(for example *Resonance*, published by the Indian Academy of Sciences ), arranging College Level Colloquium, where the teachers of the College may explain their research activities, as well as research activities outside in a very lucid manner comprehensible to Under Graduate learners. The aim of this effort is to present in front of the students the research scenario of the present day so that they may imbibe research culture and feel interested to pursue a career in research in future.

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 College places special emphasis on research activities strategically geared towards the needs of the students and the community at large. As part of this policy, several socially relevant research projects, individual and collaborative, have been undertaken by the faculty members.

**Research Guidance and Collaborative Research Activities by Faculty Members:**

1. Dr. Jahar Lal Pratihar, Assistant Professor of Chemistry is guiding a scholar , registered in the Department of Chemistry, University of Kalyani, as a Joint Supervisor for Ph.D. The research work is being carried out in the College laboratory of Chemistry Department.

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

The College has not conducted any such workshop/training programmes etc. till date. The research committee of the college is trying its best to arrange for the same in the near future. However, it has already arranged "Talks" by eminent scholars in order to imbibe a research culture amongst the students.

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

| Department | Name of Teaching Staff | Areas of Interest |
|---|---|---|
| Bengali | Dr. Shila Bhattachary | Tagore Literature |
| | Prof. Susmita Thakur | Novel and Short Story |
| | Dr. Tapas Bandyopadhyay | Modern Bengali Poetry and Social Anthropology |
| | Dr. Arun Sarkar | Drama |
| | Prof. Makar Murmu | Bengali Literary Works on Tribals Ousted from Their Own Land |
| English | Prof. Ila Biswas Guha Roy | American Literature |
| | Prof. Mousumi Das | Literary Theory |
| | Prof. Sanjib Kumar Kar | Indian English Literature |
| | Prof. Dipak Sarkar | American Literature |
| Philosophy | Prof. Rabiul Haque | Advanced Logic |
| | Prof. Suprbhat Chaudhury | Advanced Logic |
| | Dr. Nasiruddin Mondal | Vedanta |
| | Prof. Srimanta Mandal | Advanced Logic |

| Department | Name of Teaching Staff | Areas of Interest |
|---|---|---|
| History | Prof. Nepal Biswas | Modern India |
| | Prof. Sachin Chakraborty | From Mughal Rule to Colonialism, 17th and 8th Century India |
| | Prof. Rajesh Biswas | Economic History of Modern India |
| Political Science | Prof. Abdul Jaman Naser | Political Administration and Local Government |
| Economics | Prof. Dwarakeswar Datta | Micro Finance |
| | Dr. Abhijit Das(on Lien from 2014) | Micro Economics, Macro Economics, Econometrics, Statistics, Environmental Economics |
| | Dr. Avijit Bramhachari | Economics of Population |
| | Dr. Anindita Neogi | Some Aspects of Life Insurance Business in India |
| Mathematics | Dr. Bandhu Prasad | Coding Theory, Applied Mathematics |
| | Dr. Arindam Sarkar | Complex Analysis |
| Physics | Dr. Shyamal Karmakar (Joined another College in 2014 ) | Nuclear Physics, Atomic Spectroscopy |
| | Dr. Debabrata Pal | Condensed Matter Physics |
| | Prof. Sujay Kr. Sinha | Condensed Matter Physics |
| | Dr. Joydip Roy | Particle Physics |

| Department | Name of Teaching Staff | Areas of Interest |
|---|---|---|
| Chemistry | Dr. Jahar Lal Pratihar | Coordination and Organomettalic Chemistry |
| | Dr. Rangana Sinha | Solution Chemistry, DNA/RNA Chemistry and Drug-DNA Interaction |
| | Dr. Niladri Sarkar | Organic Chemistry : Synthesis of Cyclic Compounds with Potential Biological Activity |
| | Prof. Sourav Majumder | Organic Chemistry |
| Botany | Dr. Sandip Kumar Basak | Plant Systematic and Ecology |

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

Senior and prominent faculty members of Universities and other institutions are invited by various departments to deliver guest lectures and interact with the students and the teachers in the various academic programs.  Departments also organize such programs on a regular basis. Seminars are organized from time to time.

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?*

The faculty members are encouraged to avail and utilize sabbatical leave for research as per UGC guideline.  Though none of the faculty members has availed such leave till date.

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 Institution creates awareness and effects transfer of the findings of its research by making the publications of the faculty available to the students and interested scholars. Copies of research publications and seminar proceedings are kept in the library.

## 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.*

Research activities are funded by mainly agencies like UGC, CRIR, DST. College has not allocated any budget for this during the last four years.

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?*

No such provision exists in the College.

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

There is no PG course available in the College. Moreover the College has to waive the tuition fees for a large number of students who are coming from financially handicapped families. Thus the present situation does not allow the College to provide funds for the above mentioned purpose.

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

No interdisciplinary research is being done by the College faculty members during this period.

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

- ✓ Latest equipment and instruments are made available to the students
- ✓ under the supervision of the faculty.
- ✓ Latest instruments are regularly purchased.
- ✓ The students are divided into small groups for analysing effective learning of technical skills as required for operating various sophisticated equipment.
- ✓ Computer and Internet facilities are made available to the students in an organized and systematic manner.

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.*

No, the Institute does not receive any special grants or finances from any industry or other beneficiary agency for developing research facility.

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 on-going and completed projects and grants received during the last four years.*

- ✓ The Teacher -in-Charge continuously encourages faculty members to apply for research projects.
- ✓ The Research Committee intimates the teachers about various Research schemes and Fellowships, and motivates them in applying for the same.

## The following table gives the list of MRPs in the last 4 years :

| Sl. No. | Name of the Investigator | Duration | | Project title | Funding agency | Amount Granted (in Rs.) | Amount received (in Rs.) |
|---|---|---|---|---|---|---|---|
| | | from | to | | | | |
| 1. | Dr. Tapas Bandyopadhyay, Associate Professor , Department of Bengali | 2009 | 2011 | Some studies on the dialects of the Muslim community of Murshidabad district | UGC (ERO) | 125000 | 125000 |
| 2. | Dr. Jahar Lal Pratihar, Assistant Professor , Department of Chemistry | 2011 | 2013 | Studies on new bi-and poly nuclear transition metal complexes incorporating newly synthesized suitably designed delocalized ligands | UGC (ERO) | 199000 | 199000 |

| 3. | Dr. Debabrata Pal, Assistant Professor, Department of Physics. | 2012 | 2013 | Study of Inverse magnetocaloric effect in NiMn-based ferromagnetic Heusleralloys | UGC (ERO) | 30000 | 30000 |
|----|----|----|----|----|----|----|----|
| 4. | Dr. Shyamal Karmakar, Associate Professor , Department of Physics** | 2012 | | Optical Spectroscopy of Ion-Atom /Molecule/Solid Collisions relevant to Astrophysics | DST (Project Carried out in the Saha Institute of Nuclear Physics) | | |
| 5. | Dr. Avijit Bramhachari, Assistant Professor, Department of Economics | 2013 | 2015 | The Role of Information and Communication Technology to Promote Microfinance in Rural Areas and Financial Inclusion of the Poors | UGC (ERO) | 147000 | 147000 |
| 6. | Dr. Sandip Kr. Basak,Associate Professor, Department of Biological Science** [Project being carried out in the Department Botany, West Bengal State University] | 2013 | | Biorestoration of degraded mangrove forest along the embankment of the river Ramganga and related molecular study for the loss of mangrove ecosystem homeostasis | Department of Biotechnology, Govt. of India | 6825600 | |
| 7. | Dr. Sandip Kr. Basak, Associate Professor, Department of Biological Science | 2011 | 2013 | A taxonomic survey of halophytic grasses of Sunderban areas, West Bengal with an aim for | UGC (ERO) | 197000 | 188500 |

| | | | | utilization of selected germplasms for developing salt tolerant rice | | | |
|---|---|---|---|---|---|---|---|

*** Worked as Co-investigator*

## 3.3 **Research Facilities**

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

A well-stocked and up to date library, internet and computing facilities are the key facilities made available to students and faculty members.

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?*

Up gradation of infrastructure for research in emerging areas is a priority.
The RC is considering to subscribe some journals containing research articles in the emerging areas of social sciences.

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.

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

Presently, the College is not in the condition to provide such facilities.

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

Although the college library is meant mainly for Under Graduate studies, it is continually being upgraded with new titles. Efforts are on to subscribe to research

journals in the near future as well. College is trying hard to revamp the library so that it can meet the needs of the researchers (who are mainly the teachers of the College) to a large extent.

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.*

No such collaboration exists.

## 3.4  **Research Publications and Awards**

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

* Patents obtained and filed (process and product)

* Original research contributing to product improvement

* Research studies or surveys benefiting the community or improving the services

* Research inputs contributing to new initiatives and social development

a)
Dr. Abhijit Das, Assistant Professor of Economics received the Certificate of excellence in 18th Science and Technology congress organized by Department of Science and Technology DST), Government of West Bengal and Narendrapur Ramkrishna Mission (Residential) held on 28th February to 1st March , 2012 at Kolkata for presenting our paper on "Arsenic Pollution- Socio-Economic Impact and the Limitations of the Mitigation Measures undertaken in the Katlamari-1 Gram Panchayet of Raninagar-2 block, Murshidabad ,West Bengal, India- A Case Study"
* Dr. Das also presented paper "Essentials in a Technology for Development: ASWAS Model" in EPFL, Lausanne, Switzerland, an International Conference organized by UNESCO on 3-4/06/2014.

b)

Dr. Arindam Sarkar, Assistant Professor of Mathematics was invited to present his paper in the international conference "Complex Analysis and Related Topics" held at the Ivan Franko National University of Liviv, Ukraine in 2013. His visit to the University was supported by the UGC's Travel Grant Scheme.

Dr. Sarkar was also awarded the Summer Research Fellowship by the Indian Academy of Sciences in 2014, but it was not availed.

c)

Dr Sandip Kumar Basak, Associate Professor of Botany, was invited to present his paper "Establishing a degraded mangrove biorestoration technology in Indian Sundarban and associated study for the loss of mangrove ecosystem homeostasis", in the International symposium "TURNING THE TIDE ON MANGROVE LOSS :a focus on the state of mangroves in Asia" organized by  IUCN SSC MANGROVE SPECIALIST GROUP, Xiamen, China & College of the Environment & Ecology, Xiamen University; IUCN Mangrove Specialist Group; &  The Zoological Society of London, UK  in November 2015 held at Xiamen, China.

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?*

No.

3.4.3 *Give details of publications by the faculty and students:*
*a. Publication per faculty*
*b. Number of papers published by faculty and students in peer reviewed journals (b1: national / b2: international)*
*c. Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)*
*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*
*k. Impact factor*
*l. h-index*

### List of Publications by Faculty Members During Last Four Years

### Department of Physics

**Dr. Shyamal Karmakar**

1. T. Nandi, Mumtaz Oswal, Sunil Kumar, Akhil Jhingen, S. R. Abhilas, S. Karmakar,  A new excitation process of beam-foil interaction, J. Quant. Spectrosc.& Rad. Transfer 113(2012)783.

2. S.Karmakar, "Solar Energy Harvesting by Nano-Materials", Proceedings of the UGC Seminar on " Nanoscience and Nanotechnology: Present & Future", pagr-61, ISBN:81-7276-365-4(2014).

**Dr. Debabrata Pal**

1. Debabrata Pal, Large inverse magnetocaloric effect and magnetoresstance in nickel rich Heusler alloy, J. Magn.Magn. Matter, Vol. 360(2014), page183-187.

## Department of Chemistry

**Dr. Rangana Sinha**

1. **Sinha, R.,** Saha, I. and Suresh Kumar, G. **(2011) Protoberberine alkaloids** berberine, palmatine, and coralyne binding to poly(dT)**.**poly(dA)∗poly(dT) : Comparative structural aspects and energetics of the interaction. *Chemistry and Biodiversity* 8,1512-1528.

**Dr. Jahar Lal Pratihar**

1. **J. L.Pratihar**, P.Pattanayak, D.Patra, R.Rathore, S.Chattopadhyay, Reactions of 2-(arylazo)aniline with iridium trichloride: Synthesis, characterization and structure of new cyclometallated complexes of iridium(III) ,
2. *Inorg.Chim.Acta*, **2011**, *367,* 182. (**ISSN: 0020-1693)**

3. **J. L. Pratihar*,** Diazoketiminato complexes of $d^8$-triad: A comparative study on molecular and electronic structure, electronic spectra and electron transfer properties
4. *J. Indian Chem. Soc., 2011, 88, 335.* (**ISSN:** 0019 4522**)**

5. **J. L. Pratihar,** P. Pattanayak, D. Patra, C.-H. Lin, S. Chattopadhyay, Synthesis, Characterization and structure of new diazoketiminato chelates of palladium(II): Potential    catalyst for C-C coupling reactions*Polyhedron, 2012, 33, 67-73.* (**ISSN: 0277-5387)**

6. D. Patra, P. Pattanayak, **J. L. Pratihar**, S. Chattopadhyay, Activation of ortho C-H bond by Nickel(II) acetate or Sodium tetrachloropalladate(II) in Naphthylimino derivatives of azobenzene, *Polyhedron*, **2013,** 51, 46 (**ISSN: 0277-5387)**

7. P. Pattanayak, **J. L. Pratihar,** D. Patra, A. Burrows, M. F. Mahon, S. Chattopadhyay,            Osmium and cobalt complexes incorporating facially coordinated N,N,O donor azo-     imine ligands: Redox and catalytic properties, *J.*

*Chem. Sci.*, **2013,** 125, 51 (**ISSN: 1747-5198)**

8. P. Pattanayak, **J. L. Pratihar**, D. Patra, C.-H. Lin, S. Chattopadhyay, Tetranuclear assembly of palladium(II): Catalyst for C–C coupling reactions *Polyhedron*, **2013**, 63, 133-138 (**ISSN: 0277-5387)**

9. P. Pattanayak, **J. L. Pratihar**, D. Patra, P. Brandão, V. Felix, S. Chattopadhyay, Synthesis, characterizations and structure of orthometallatedPt(II) and Pt(IV) complexes: Oxidative addition to C,N,N,O coordinated Pt(II) complexes, *Polyhedron*, **2014**, 70, 1 (**ISSN: 0277-5387)**

*10.* P. Pattanayak, **J. L. Pratihar**, D. Patra, P. Brandão, V. Felix, S. Chattopadhyay, Synthesis, characterization, structure and properties of copper and palladium complexes incorporating azo-amide ligands, *Polyhedron*, **2014***, 79*, 43 (**ISSN: 0277-5387)**

11. P. Parua, P. Pattanayak, **J. L. Pratihar**, P. Dey, S. Chattopadhyay, Alkanolparticipated conversion of aldimines into α-amino ether: Formation of cobalt (III) complexes incorporating hemiaminal-azo ligand, J. Chem. Sci., 2014, (In Press), doi.: 0.1007/s12039-014-0637-5 (**ISSN: 1747-5198)**

12. P. Pattanayak, D. Patra, C.-H. Lin, **J. L. Pratihar[*],** Synthesis and characterization of copper(II) complex with bidentate (N,S) chelate incorporating two axially coordinated perchlorate, *J. Chem. Res., 2012,* 1, 1 (**ISSN: 1747-5198)**

13. P. Pattanayak, **J. L. Pratihar,[*]** D. Patra, C.-H. Lin, S. Paul, K. Chakraborty, Synthesis, characterization, structure, redox property, antibacterial and catalytic activity of tridentate Schiff base Cobalt(III), Nickel(II) and Palladium(II) complexes, *Polyhedron,* **2013,**51, 275 (**ISSN: 0277-5387)**

14. P. Pattanayak, **J. L. Pratihar**,* D. Patra, P. Brandão, D. Mal, V. Felix, Synthesis, crystal structure, spectral properties and catalytic activity of a binuclear copper(II) complex containing a Schiff base ligand, *Polyhedron*, **2013**, 59, 23 (**ISSN: 0277-5387)**

15. P. Pattanayak, **J. L. Pratihar**, D. Patra, P. Brandão, V. Felix , Synthesis, crystal structure, spectral properties and catalytic activity of binuclear copper(II), mononuclear nickel(II) and cobalt(III) complexes containing Schiff base ligand, *Inorg.Chim.Acta*, **2014**, 418, 171 (**ISSN: 0020-1693)**

16. P. Mandal, C.-H. Lin, P. Brandão, D. Mal, V. Felix, J. L. Pratihar,[*], Synthesis, characterization, structure and catalytic activity of (NNN) tridentate azo-imine nickel(II), palladium(II) and platinum(II) complexes, *Polyhedron*, **2015**, (in press) (**ISSN: 0277-5387)**

## Department of Mathematics

**Dr. Arindam Sarkar**

1. **Arindam Sarkar** and Paulomi Chattopadhyay, Results on meromorphic functions sharing two  sets with reduced cardinality and weight, Acta Universitatis Apulensis, No.**32**(2012) 133-147.(ISSN: 1582-5329)

2.  **Arindam Sarkar** and Paulomi Chattopadhyay, Further result on unique range set of meromorphic functions with deficient poles, Facta   Universitatis   (Nis), Ser. Math.

   Inform. Vol .**28(3)**(2013) 229-240.(ISSN: 0352-9665)

3. **Arindam Sarkar** and Paulomi Chattopadhyay, Uniqueness of meromorphic functions   sharing three values, Kragujevac  J. Math. **38(1)** (2014)105-123.(ISSN: 11450-9628)

4. **Arindam Sarkar** , Some results on uniqueness of meromorphic functions sharing sets,   Matematychni Studii**, 41(1)**(2014) 53-61.(ISSN: 1027-4634)

5. **Arindam Sarkar** and Paulomi Chattopadhyay,  Meromorphic functions sharing two Sets, Annal. Univ. Oradea, Fasc. Math.  Issue No.2 (2015) Tom XXII, 43-50(ISSN: 1221-1265)


## Dr.  Bandhu Prasad

1.  Manjusri Basu, Bandhu Prasad   Coding  theory  on  h(x)  Fibonacci  p-numbers polynomials - Discrete Mathematics Algorithms and Applications  2012

2.  Bandhu Prasad Coding theory on (h(x), g(y)) extension of Fibonacci p-numbers polynomials - Universal Journal of Computational Mathematics 2014

3. Bandhu Prasad    Fibonacci  matrices  and  hybrid  matrix  cryptography  -  Discrete Mathematics Algorithms and Applications 2014

4.  Bandhu  Prasad     High  rates  of  Fibonacci  polynomials  coding  theory  -  Discrete Mathematics Algorithms and Applications 2014

5.  Bandhu Prasad    Coding  theory  on  h(x)  extension  of  m  sequences  for  Fibonacci numbers - Discrete Mathematics Algorithms and Applications 2015


## Department of Economics

## Dr. Abhijit Das

1.  Das, A 2011: Use of Arsenic Safe Alternative Water Options in Rural West Bengal-A Field Level Experience. AUREOLE,Volume 3, Number 1 (June 2011), pp 13-23,

ISSN 0976-9625.

2. Gadgil A., Roy J.,Addy S.,**Das A**.,Miller S.,Dutta A.,Desarkar A 2012: Addressing Arsenic Poisoning in South Asia. *Solutions. 3*(5), September-October, pp 40-45, available online at www.thesolutionsjournal.com.

3. Chakraborti, S and **Das, A** 2013: Anth Prerna: An Example of Women Led Safe Water Delivery System in Arsenic Prone Area of West Bengal. International Journal of Entrepreneurship and Business Environment Perspectives, Volume 2, Number 1 (January-March, 2013), pp 298-305, e-ISSN: 2279-0926, p-ISSN: 2279-0918, available online at www. Pezzottaitejournals.net.

4. **Das, A** and Chakraborti S 2013: The Price of Life. International Journal of Humanities and Social Science Invention, Volume 2, Issue 2 (February, 2013), pp 22-27.e-ISSN2319-7722, p-ISSN: 2319-7714 (available online: www.ijhssi.org).

5. **Das, A**; Das B; Mukherjee S. C; Pati S; Dutta R N; Saha K C; Quamrujjaman Q, Rahaman M.M; Chowdhury T R; Chakraborti, D 2013: Groundwater Arsenic Contamination, Encyclopedia of Environment Management. Taylor and Francis: New York, Published online: 01 May, 2013: 1262-1280.

6. **Das, A** 2013: Socio-economic and Gender aspects of Arsenicosis- A Case Study in Rural West Bengal. IOSR Journal of Humanities and Social Science, Volume 13, Issue 1(July-August, 2013), pp 74-83. e-ISSN: 2279-0837, p-ISSN: 2279-0845, available online: www.iosrjournals.org.

7. **Das, A** and Roy, J 2013: Socio-Economic Fallout of Arsenicosis in West Bengal: A Case Study in Murshidabad District. Journal of the Indian Society of Agricultural Statistics, 67(2), pp 267-278, available online at www.isas.org.in/jisas. [Finally accepted 11 August, 2013]

8. Das, A 2013: Groundwater Arsenic Pollution Problem in West Bengal: A Review. The Way, volume 3, pp 37-47, ISSN 2278-6961.

9. Das, A 2014: Correlation between Arsenicosis and the Socio-economic Factors- A Household Level Analysis in Rural West Bengal. Published in the book 'Current Perspectives in Natural Resource Management edited by Chhatradhar Das. ISBN No. 978-81-8064-207-4.

10. Susan E. Amrose , Siva R.S. Bandaru, Caroline Delaire, Case M. van Genuchten, A

Dutta, A Deb Sarkar, C Orr, J Roy, **A Das**, A J. Gadgil, **2014**: 'Electro-chemical arsenic remediation: Field trials in West Bengal'. *Science of the Total Environment* 488–489, 539–546

11    . Das, A 2015: Arsenicosis and the Nature of Adaptive Behaviour of the Inhabitants of the Jalangi Block-One of the Severely Arsenic Affected Blocks in Rural West Bengal. In Mukherjee and Chatterjee edited book 'Danger of Groundwater Arsenic Contamination'. Publisher Review Publication, Kolkata. ISBN No.978-81921749-6-9.

**Dr. Avijit Bramhachari**

1.    A. Bramhachari, For a better world: livelihood security measurement of the SHG members, Chapter in a Book from Springer India 2014, ISBN: 98-81-322-1283-6.

2.    A. Bramhachari, Basic security and domestic violence in West Bengal: An Exploratory Study(UGC Sponsored Conference Proceedings 2014)ISBN: 81-7276-365-3.

3.    A. Bramhachari, Managerial Economics-Geetika(2/e)(Book Review)Tata Mcgrawhill, 2011, ISSN: 978—0-07-107803.

**Dr. Anindita Neogi**

1.  A. Neogi , Rural development and women empowerment: Indian Sc.- Kandi Raj College Seminar Proceedings, 2012,  ISBN- 87-7276-365-3.

2.  A. Neogi, Rural development and women empowerment: Indian Sc.-Berhampore Girls College Seminar Proceedings, 2013, ISBN- 978-81-927259-1-8.

**Department of History**

**Sachin Chakraborty**

1.    Sachin Chakraborty, Prabartak sangha and Matilal Roy: In the light of political activities, Proceedings of the Indian History Congress, 74th Session, Cuttak, 2013, ISSN NO. 2249-1037.

2.    Sachin Chakraborty, The ideological and Spiritual Impact of Swami Vivekananda on freedom struggle, Educational Thought of Swami Vivekananda(UGC sponsored Conference Proceedings, 2015)ISBN: 97881-922902-8-7.

3.    Sachin Chakraborty, Women Empowerment : The vision of Swami Vivekananda, Sahitya Samaj o Darshan Bhababna Bankim Chandra O Vivekananda(UGC sponsored Conference Proceedings, 2015)ISBN: 97893-8350-76-6.

4. Sachin Chakraborty, The concept of philosophy of violence: with special reference to Gandhian thought, Philosophy of Violence(UGC sponsored Conference Proceedings, 2014)ISBN: 817276-365-5.

**Nepal Biswas**

1. Philosophy of Violence, UGC Sponsored State Level Seminar, Vinnarupe Gandhiji, Expression Journal, 2014, Kolkata, ISBN:81-7276-365-5
2. Itihas Anusandhan-28, pachimbanga Itihas sangsad, Bangle Dalit Sahityer Gotiprakriti, Kolkata, 2014, ISBN:978-81-910874-4-4, page-923
3. Itihas Anusandhan-29, pachimbanga Itihas sangsad, Itihas Anusandhanir Dristite Adhunik Bangla Sahitya o Dalit sahitya, Kolkata, 2015, ISBN:978-81-910874-5-1, page-733
4. Rural Development and Women Empowerment, UGC Sponsored State Level Seminar—Hindu Samaje Narir Abastan, Expressio Journal, 2014, Kolkata, ISBN:81-7276-365-6
5. Binodaner Bibartan Ambanglay-Gram Banglay—UGC Sponsored State Laval Seminar, Unabingsha Shataker Bangla Natak O Bratta Sangskriti : Ekti Sangkhipta Ruprekha, Banjanbarna, Kolkata, 2014, ISBN-978-93-84729-10-3

**Rajesh Biswas**

Struggle And Existence of the Refugees in West Bengal, Expression journal, Kolkata 700012 in association with Dept. of Philosophy, Kandi Raj College,Kandi, Murshidabad. W.B. 2014, ISBN No. 81-7276-365-5.

**Department of Philosophy**

**Dr. Nasiruddin Mondal**

1. Women Empowerment And Islam: A Critical Study In The Post Modernism Context, A Contemporary study on Rural Development And Women Empowerment, 2014, ISBN: 81-7276-365-3.
2. Philosophy of Violence: A Critical Study in The Context Of 21st Century, Philosophy of Violence, 2014, ISBN: 81-7276-365-5.
3. Banglar Binodoner Sekal O Ekal (In Bengali), Binodoner Biborton; Aam Banglai Gram Banglai, 2014, ISBN: 978-93-84729-10-3.
4. Edited Book-`Philosophy of Violence', Kolkata 700012in association with Dept. of Philosophy, Expression journal, Kandi Raj College,Kandi, Murshidabad. W.B. 2014, ISBN No. 81-7276-365-5.

**SRIMONTA MONDAL**

1. Vidyamandira Pratrika, A Multidisciplinary Journal, Ramkrishna Mission Vidyamandira, Belur Math, Howrah, W.B, 2013, ISSN No. 2321-9076.
2. Article in the Book-`Philosophy of Violence', Expression journal, Kolkata 700012 in association with Dept. of Philosophy, Kandi Raj College,Kandi, Murshidabad.

W.B. 2014, ISBN No. 81-7276-365-5.
3. Edited Book-`Philosophy of Violence', Kolkata 700012in association with Dept. of Philosophy, Expression journal, Kandi Raj College,Kandi, Murshidabad. W.B. 2014, ISBN No. 81-7276-365-5.
4. U.G.C Sponsored State Level Workshop, Chandrapur College, Chandrapur, Burdwan, W.B, 2015

**Department of Bengali**

**Dr. Shila Bhattacharyya**

1. Mahabiswer Rahasya Sandhani Rabindranath, Edited by Dr. Shila Bhattacharyya, New Pragati Press, Kandi. ISBN No. 978-81-924432-06
2. Dakghar: Manchayane Sangeet (Dakghar Ananta Jeeban Beeksha- Edited by D. Biswas, A. Biswas; Pragyabikash. Kol. ISBN No. 978-93-83016-14-3
3. Rabindra Bhubane Chabi o Gaan (Sardha Sata Barse Rabindra Smaran, Edited by Nurul Mortoja, Jangipur College). ISBN No. 978-81-921883-0-0
4. Nobel Prize: Rabindranath (Deshkal: The Mirror of Time, an international yearly bilingual literary magazine. Editor – Partha Banerjee.) ISSN No. 2320-012

*It may be pertinently noted here that the total volume of research publications by all the faculties is large and could not be included here. The same can however be accessed easily form the college website [www.kandirajcollege.com](www.kandirajcollege.com), in the faculty profile section.*

3.4.4 *Provide details (if any) of*

\* research awards received by the faculty

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

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

As mentioned in Article 3.4.1.

## 3.5 **Consultancy**

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

No such system exists.

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

No such policy exists.

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

No such mechanism exists.

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

Nil.

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?*

There is no independent policy to promote consultancy in the College.

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?*

We list below some of the College's effort toward community network and student engagement in social activities.

- The Kandi subdivision, as well as the hole Murshidabad district can boast of rich historical heritage. Nearby Karnasubarna, the Capital of the Great King Sasanka,
old buildings, temples, Palaces of the Nababs, burial grounds of the Royal family, which are spread on the both sides of the river Ganges attract visitors through out the year. The College runs a cell under the supervision of the Department of History, consisting of the students of the institution, which organize camps in the places of historical attractions to promote awareness for the proper preservation of the heritage and against the popular trend to use these historical spots as picnic spots inflicting ruthless damages to the nature and the historical remnants.
- The College has an NSS cell which organize camps in the Kandi Sub Divisional Hospital, other public places like Bus stand, Post Office etc. advocating cleanliness, health awareness and use of bio-degradable products as far as

possible.

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

*The following bodies are responsible for tracking student's involvement in various social movements / activities which promote citizenship roles –*
  - ➢ *NSS*
  - ➢ *Students' Union*

Besides teachers from the departments also play a significant role in the matter.

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

There is a feedback mechanism in place where data is collected from the students on different academic and administrative aspects. Suggestion boxes are also placed in the campus where anyone can provide fruitful suggestions. Besides, there is a dedicated section of the college website where stakeholders can give their valuable suggestions.

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

The College organized a number of extension and outreach activities related to social, cultural and community services by involving NSS, Students Union and faculty. Though there is no budgetary provision for these, expenses in this regard are borne by the college .

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?*

There is an NSS cell in the College. It regularly conducts blood donation camps, promote awareness on cleanliness and arrange tree plantation programmes in the campus and the locality.

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

No such survey has been conducted by the College. The major extension activities of the college include organization of annual blood-donation camps and its "Clean and

Green" mission in which it undertakes to make the college and its surroundings cleaner and much more environment-friendly. The "Clean & Green" mission has been so successful that the local municipality has come forward to provide the logistics to extend it to other parts of the town.

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.*

Extension activities always enrich academic learning experience, value and skill not only in students but the faculty too. These activities refresh the environment of the college. The vision of this institution is to ensure holistic development of students to make them enlightened citizens of the future. The students who have been a part of this process have been spreading awareness in the institution and motivating other students to take part in these Programs. Academic lessons, be it in Humanities group or Science group through the topics taught often introduce students to lofty and noble values that should be practiced in everyday life. Extension activities through their practical applications corroborate and confirm these views and help the students to become more socially conscious human beings.

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?*

Students of the College arrange blood donation camps in which not only the students and staff of the college participate but the larger community also take part to make it a success.
Likewise the "Cleanliness Drive" taken up by the college is also well supported by the community at large.

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.*

Students of the of the College arrange camps in the local Higher Secondary/ Secondary/ Primary schools regarding Environmental Awareness and various Scientific and Literary Activities. Also after the success of the "Clean & Green" mission taken up by the college, other institutions of the locality and especially the local municipality have shown keen interest in collaborating with the college in extending it to other parts of the town.

3.6.10 *Give details of awards received by the institution for extension activities and/contributions to*

*the social / community development during the last four years.*

The College has not received any such award during the last four years.

## 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.*

- Dr. Shyamal Karmakar, Associate Professor of Physics has completed a DST Project in collaboration with the Saha Institute of Nuclear Physics.
- Dr. Abhijit Das, Assistant Professor of Economics, has been teaching in the Rabindra Bharati University in its Environmental Science Department .
- Dr. Sandip Kumar Basak, Associate Professor of Bio-Science Department, is in collaboration with the Department of Biotechnology, Govt. of . India, to run a project in the Department of Botany, West Bengal State University.

- Dr. Arindam Sarkar, Assistant Professor of Mathematics, is in collaboration with Prof. Abhijit Banerjee, Department of Mathematics, University of Kalyani, to run a CSIR funded project entitled " Some Uniqueness Properties of Entire and Meromorphic Function and Related Topics" to be carried out in the Department of Mathematics, University of Kalyani .

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.*

No such effort was exerted by the College in the above mentioned direction.

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

- The College facilitates the visits of experts from different corporate sectors and industries in order to interact with the students and inform them about placement opportunities.
- The College is planning to introduce coaching classes for students from OBC\SC\ST community who want to appear in the NET\SET exams.

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.*

**Seminars organized by different departments in the last four years:**

| Sl. No. | Year/Date | Title | Speakers; Eminent Researchers | Funding Agency | Level | Organized by |
|---------|-----------|-------|-------------------------------|----------------|-------|--------------|
| 1. | 9th January- 10th January, 2012. | Mahabiswer Rahasya Sandhani Rabindranath | 1.Prof. Bikash Sinha, Chair Professor, Variable Energy cyclotron Centre, Kolkata; <br><br> 2.Dr. Manabendra Mukhapadhyay, Assistant Professor, Department of Bengali, Visva Bharati; <br><br> 3.Dr. Anirban Bhattacharya, Associate Professor of Bengali, Barrackpore Mahadebananda | UGC | State Level | Department of Bengali |

| | | | Mahavidyalaya;<br><br>4.Dr. Krishnagopal Roy,<br><br>Principal, Chapra College,Nadia; | | | |
|---|---|---|---|---|---|---|
| **2.** | 10th January to 11th January | Access of safe water: Socio Economic & Technical Challenges in Arsenic Affected Areas of Murshidabad | 1.Prof. Dipak Chakraborty, Director, School of Environmental Studies, Jadavpur University,<br><br>2.Prof. Joyashree Roy, Co-coordinator, Global Change Programme, Jadavpur University,<br><br>3.Prof. Subash Santra, School of Environmental Studies, University of Kalyani;<br><br>4.Dr. S.P. Sinha Roy, Chairman, Fluoride Task Force, Member Arsenic Task Force, Govt. of West Bengal; | UGC | State Level | Department of Economics |
| **3.** | 12th January- 13th January | Nanoscience | 1.Prof.Kalyan Mandal, Dept. of | UGC | State | Department |

| | 2012 | and Nanotechnology : Present and Future | Matherial Science, S.N.Bose National Centre for Basic Sciences, Kolkata; <br><br> 2.Prof. Subodh Kumar De, Dept. of Material Science, Indian Association of Cultivation of Science, Kolkata; <br><br> 3.Prof. Amitabha De, Chemical Science Division, Saha Institute of Nuclear Physics, Kolkata; <br><br> 4.Prof. Tapas Pal Majumder, Dept. of Physics, University of Kalyani | | Level | of Physics |
|---|---|---|---|---|---|---|
| 4. | 13th -14th January, 2012 | Rural Development & Women Empowerment | 1.Prof. Sumit Mukherjee, Dept. of Political Science, University of Kalyani; <br><br> 2.Prof.Prabir Kumar Dey, Dept. of Political | UGC | State Level | Dept. of Political Science |

| | | | Science, University of Kalyani; 3.Prof. Ranendra Kumar Bhattacharyya, Ex-Prof. and Head, Dept. Of Social Welfare, IISWBM, University of Calcutta. | | | |
|---|---|---|---|---|---|---|
| **5.** | 16th -!7th January, 2012 | Philosophy of Violence | 1.Prof.Naba Kumar Nandi, Ex-Reader , Deptt. of Philosophy, Presidency College; 2.Prof.Dilip Kumar Mahanta, Deptt. of Philosophy, University of Kolkata; 3. Prof. Kumar Mitra, DEptt. of philosophy, Rabindrabharati University, Kolkata; 4.Prof. Raghunath Ghosh, Deptt. of Philosophy, North Bengal University; 5.Prof.Prodyut Kumar Ghosh, | UGC | State Level | Department of Philosophy |

| | | | Deptt. of Philosophy, University of Burdwan. | | | |
|---|---|---|---|---|---|---|
| **6.** | 2013 | God Particle | Dr. Bikash Sinha | College Funding | College Level | Organized by the RC of the College. |

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 -*

There have been no such linkages/collaborations.

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

Not applicable in light of article 3.7.5.

3.7.7  *Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.*
The College was founded with the noble vision of providing higher education in the post-independence era in the Kandi Sub Division. At that time it was the only College in the subdivision. Since then the College has been trying to satisfy the needs of higher education of the surrounding people by gradually improving its infrastructure, increasing its human resource.
With a view to strengthening the wings of research and extension, the College intends to approach the higher authority for special grants for the purpose under reference.

# Criteria – IV : Infrastructure & Learning Resources

## 4.1 **Physical Facilities**

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

The college authority is fully aware of the need for adequate infrastructure facilities, like classroom, laboratories, library, separate reading rooms for teachers and students, toilets, separate common rooms for boys and girls etc. to facilitate effective teaching and learning. There is always a constant pressure on the college to accommodate an increasing number of students and also to introduce newer subjects and courses which means that there is always a need for capacity building. In view of the limited resources of the institution, every efforts are made to make the optimum use of it. The college has also approached different funding agencies in order to augment their existing infrastructure.

The infrastructure of the institution is continuously enhanced with a view to accommodate more students into its fold. We already have

❖ Two Modern Audio Visual Seminar Hall
❖ One audio Visual Conference Hall
❖ Internet facility
❖ One Boys Hostel (seat= 60) [Currently under renovation]
❖ Library with internet connectivity
❖ Open Air Auditorium

4.1.2   *Detail the facilities available for*

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

➢ No. of Class Room = 27
➢ No. of Departmental Room = 14
➢ No. of Administrative room = 6
➢ No. of Laboratories = 18

➢ No. of Libraries = 1

**Details of Facilities :**

**1. Administrative Section :**

| Name | Facilities | Remarks |
|------|-----------|---------|
| Principal's Chamber | Desktop Computer = 1 No. | |
| | Printer = 1 No. | |
| | UPS = 1 No. | |
| | Laptop = 1No. | |
| | Broadband Connection | |
| | Telephone | |
| College Office | Desktop Computer = 5 No. | |
| | Printer-02 No. | |
| | 625 VA UPS = 05 No. | |
| | Scanner-1 No. | |
| | Printer with photocopy facility = 01 No. | |
| | Broadband Connection | |
| | Telephone | |
| | Photocopy machine = 1 No. | |

**2. Technology Enabled Class Room = 02**

| S.L No. | Facility | Remarks |
|---------|----------|---------|
| 1. | LCD Projector | |
| 2. | Sound System | |
| 3. | White boards | |

**3. Departmental Laboratory Facilities/ Instruments:**

| Sl. No | Facilities/Instruments | Sl. No | Facilities/Instruments |
|---|---|---|---|
| 1. | Chainometric Balance=15 | 16. | Colorimeter/ Photometer=02 |
|  | Rider Balance=10 |  |  |
|  | Electronic Balance -0.001-120g =01 |  | Computer - HP |
| 2. | Electronic Balance – 0.01-200g=02 | 17. | Core i -3 with original Windows 7.=01 |
|  | Electronic Balance – 0.01-600g=01 |  |  |
|  | Water Distillation Apparatus=01 |  |  |
| 3. | Aquation TBD ( Deionized Water Prepn. Plant)=01 | 18. | BSNL Broadband=01 |
| 4. | Centrifuge Machine=02 | 19. | Scanner (HP Scanjet 2410)=01 |
| 5. | Heating Mantle/ Hot Plate=12 | 20. | Printer HP Laserjet P1007=01 |
| 6. | Hot Air Oven02 | 21. | UPS ( Microtek)=01 |
| 7. | Freeze=02 | 22. | Overhead Projector System = 01 |
| 8. | Melting Point Apparatus=06 |  | Vacuum Pump=03 |
|  | Melting Point digital=01 | 23. |  |
| 9. | Gas Burner=24 | 24. | Magnetic Stirrer=02 |
| 10. | Gas Cylinder ( Commercial)=02 | 25. | Shaker Machine=01 |
|  | Gas Cylinder (Small)=02 |  |  |
| 11. | Viscometer=15 | 26. | Abbe Refractometer=01 |
| 12. | Stalagometer=15 | 27. | Water Bath=01 |
| 13. | Potentiometer=02 | 28. | Fire Extinguisher=02 |
| 14. | pH Meter=02 | 29. | Pipette Controller=01 |
| 15. | Conductometer=02 | 30. | Polarimeter=01 |

C H E M I S T R Y

*Facilities / Instruments*

**A) General Properties of matter**

Young's modulus Apparatus;

Verification of Stoke's Law though a highly viscous medium

Kater's Pendulum, Conductivity Apparatus (Lees method),

Surface tension Apparatus,

Rigidity Modulus - Statical, dynamical Apparatus,

Moment of Inertia Apparatus,

**B) Optics**

Spectrometer, Polarimeter

Grating, Single Slit, Double Slit, Newton's Ring,

Fresnel Biprism, Traveling microscope, Optical Bench

**C) Electrical**

Magnetic Moment Apparatus

Determination of Galvanometer constant Apparatus

Potentiometer, Meter Bridge, Carry Foster bridge

Table Galvanometer etc, Ballistic Galvanometer
IH, BH Curve Apparatus
Anderson Bridge, AC Milli voltmeter

Setup for investigation of AC through L-R, C-R, LCR Circuit

Set up for measurement of high resistance by leakage method

**D) Electronics**

PN diode, Zener diode, Transistor,
OPAMP, Oscillator,
Function Generator,
CE, CC amplifier,

Wien Bridge Apparatus,

Digital storage oscilloscope, Analog CRO

Vacuum diode setup

*P*

*H*

*Y*

*S*

*I*

*C*

*S*

| M | Facilities/Instruments |
|---|---|
| **A** | 1. LCD Projector = 01 |
| **T** | 2. Scientific Calculator = 08 |
| **H** | 3. Laptop = 01 |
| **S.** | 4. Printer = 01 |
| | 5. Desktop = 03 |
| | 6. UPS = 02 |

| B | Facilities/Instruments | Facilities/Instruments |
|---|---|---|
| **O** | 1. Compound Microscope = 37 | 10. Pan Balance = 03 |
| **T** | 2. Simple Microscope = 18 | 11. Ph meter = 01 |
| | 3. Double demonstration eye pipe = 02 | 12. Analytical Balance = 02 |
| **A** | | 13. Laminar air flow = 01 |
| **N** | 4. Water Bath = 01 | 14. Hot plate = 01 |
| | 5. Autoclave = 02 | 15. Refrigerator = 01 |
| **Y** | 6. Centrifuge = 01 | 16. Photo projector = 01 |
| | 7. Distillation Plant = 01 | 17. Incubator |
| | 8. Digital Balance = 01 | |
| | 9. Colorimeter = 01 | |

| P | Facilities/Instruments | Facilities/Instruments |
|---|---|---|
| **H** | 1. Compound Microscope = 09 | 12. Weigh balance = 02 |
| **Y** | 2. Electron Microscope = 02 | 13. Centrifuge = 02 |
| **S** | 3. Kymograph set = 06 | 14. Anthropometric measurement set = 02 |
| **I** | 4. Pneumograph set = 02 | 15. Glucometer = 01 |
| | 5. Haemometer = 05 | 16. Titration set = 07 |
| **O** | 6. Haemocytometer = 02 | 17. Permanent slide = 70 |
| **L** | 7. Sphygmomanometer with stethoscope = 04 | 18. Refrigerator = 01 |
| | 8. Metronome = 02 | 19. Weight machine = 02 |
| **O** | 9. Projector = 01 | 20. Subject related chart = 03 |
| **G** | 10. Digital stop watch = 02 | 21. Human skeleton |
| **Y** | 11. Distilled water plant = 01 | |

| Z | Facilities/Instruments | |
|---|---|---|
| **O** **O** **L** **O** **G** **Y** | 1. Compound Microscope =09<br>2. Incubator = 01<br>3. ESR Stand = 02<br>4. Heamometer = 03<br>5. Microtome = 01<br>6. Hot Plate = 01<br>7. Heater = 01 | 8. Weight balance = 01<br>9. Heamocytometer = 02<br>10. Refrigerator = 01<br>11. Dissection box = 04<br>12. Subject related wall chart = 05<br>13. Museum specimen<br>14. Permanent slide |

| G | Facilities/Instruments | |
|---|---|---|
| **E** **O** **G** **R** **A** **P** **H** **Y** | 1. AERIAL PHOTOGRAPH = 51sets (Black & White)<br>2. AERIAL PHOTO = 20 sets (Colour)<br>3. POCKET STEREOSCOPE = 25<br>4. WEATHER MAP = 20<br>5. SAMPLE OF ROCKS = 2 sets<br>6. SAMPLE OF MINERALS = 2 sets<br>7. PRISMATIC COMPASS = 7<br>8. ROTORING PEN = 5<br>9. TOPOSHEET = 20<br>10. SCALE = 1<br>11. SET SQUARE = 1 set<br>12. CALCULATOR = 2<br>13. DUMPYLEVEL = 5<br>14. ROTAMETER = 5 | 15. THERMOMETER = 1<br>16. GLOBE = 2<br>17. OVERHEAD PEOJETOR = 1<br>18. WALL MAP = 6<br>19. BAROMETER = 1<br>20. WINDVANE = 1<br>21. RAIN GAUGE = 1<br>22. MIRROR STEREOSCOPE = 3<br>23. PLANIMETER = 4<br>24. LEVELLING STAFF = 4<br>25. SATTELITE IMAGERY = 1 set<br>26. OPTICA BRAND ROCKS & MINERALS = 25<br>27. COUMPUTER = 3 Desktop |

| COMPUTER SCIENCE | Facilities/Instruments |
|---|---|
| | 1. Desktop (with Internet connectivity) = 04<br>2. Printer (HP LaserJet P1007) = 01<br>3. UPS ( Microtek 625 VA) = 03 |

| PHYSICAL | Facilities/Instruments | |
|---|---|---|
| **EDUCATION** | 1. Javelin=10 <br> 2. Football=10 <br> 3. Volleyball=10 <br> 4. Discus=10 <br> 5. Starting block=15 <br> 6. Yoga Mat=06 <br> 7. Gymnastic Mat=10 <br> 8. KHO-KHO Pole=1 pair <br> 9. High Jump Bar post= 1 Pair <br> 10. Rely Baton=12 <br> 11. Shat Pole=30 <br> 12. Weight machine =1 <br> 13. Pumper=1 <br> 14. Racket=8 | 15. Volley ball net=1 <br> 16. 17.Foot Ball net=1 pair <br> 17. Clapper= 1 <br> 18. Stop Watch=5 <br> 19. Starting gun=5 <br> 20. 21.Measuring tape=2 <br> 21. 22.Starting gun Metal <br> 22. 23.Shotput=12 |

## 4. Departmental facilities:

Kandi Raj College has 14 departments. Each department has seminar libraries. In addition Mathematics department has Desktop-03, Laptop-01 LCD Projector-01, Computer Science department has Desktop-04, Printer-01, Chemistry department has Desktop-02, Laptop-01, Printer-01, Scanner-01, LCD Projector-01 and Physics department has Laptop-01, Printer-01 and LCD Projector-01.

## 5. Other facilities:

| Name of the Centre | Facilities |
|---|---|
| **UGC Equal Opportunity Centre** <br><br> Entry in to service and Remedial Coaching Schemes for SC/ST/OBC (Non-Creamy Layer) & Minorities under UGC XII Plan | Laptop—1 No. <br><br> LCD Projector—1 No. <br><br> Printer – 1 No. |

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

The college has facilities for enhancing the cultural, sports and other co-curricular activities. Which are listed below:

| Name | Facilities | Remarks |
|---|---|---|
| Audio Visual Seminar Hall | LCD Projector | |
| | Sound System | |
| | White boards | |
| Open Air Auditorium | Spacious raised platform with good visibility | |
| Play Ground | Organizing Football, Cricket, Badminton, Kho Kho and Volleyball tournament | The playground is outside the main campus |
| Other sports facilities | Table Tennis, Carom, Chess board | |
| NSS | Separate room provided | |

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

The institution ensures the optimal utilization of the available infrastructure by employing effective planning. These include:

• The IQAC collects information about utilization of different facilities. It also reviews the current and projected student strength, and collects feedback from the departments about resource requirements. Accordingly, recommendation is made to the Teacher-in-charge.

• The institution plans curriculum for the students of various combinations in such a way that their schedule in laboratories and class rooms is alternated, thereby putting the available infrastructure to maximum use.

• The common seminar hall harbors multiple activities such as co-curricular activities and staff meetings.

• The infrastructure is used by other government institutions, public sector units for

conducting various competitive examinations.

• The college ground is also used for sports and games by other organizations.

*For details on the amount spent in augmenting the existing infrastructure in the last four years, please see the article 4.4.1.*

**FOR DETAILED SITE PLAN PLEASE SEE THE APPENDIX**

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

The college has wheel-chairs for the physically challenged. It has also constructed two ramps in order that students with disability can easily enter the ground floor classrooms with their wheel-chairs.

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

The following facilities are available :

- Teachers' quarter – 04
- Staff quarter – 01
- Principal's Quarter – 01 (The ground floor is presently occupied by the gymnasium)
- Boys Hostel – 01 with accommodation facility of 60  (Currently under renovation)

All the residential units are connected with electricity and clean drinking water.

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?*

Medical services are provided to the students of the college in alliance with Students' Health Home which is situated just outside the college campus and Kandi sub-divisional hospital which is only 500 metres away from the college. A proposal to open a health centre in the campus itself is under consideration.

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, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.*

Kandi Raj College has provided spaces for the followings:

- Internal Quality Assurance Cell (IQAC)
- Research and Consultancy Cell*
- Placement and Guidance Cell*
- Grievance and Redressal Cell*
- Women's Cell*
- Alumni Association*
- UGC Equal opportunity center for entry in to services, Remedial Coaching, for SC/ST/OBC and minorities sections of the society funding by UGC-XII plan
- The Boys and Girls common room
- Vehicle Parking (Cycle Garage)
- A canteen
- Water purifiers for the students and teachers
- NSS room
- Gender friendly toilet facility for students and staffs
- The students' grievance/suggestion box provided
- Recreational facilities like caroms, table tennis, etc. in the campus
- An open air auditorium

* All these share the same space for lack of distinct rooms in the college

## 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, there is indeed an Advisory Committee for the Library — it is christened as Library Sub-Committee. The composition of the sub-committee is as follows:

- **Principal/Teacher-in-Charge — Chairperson (Ex-Officio)**
- **Librarian — Secretary (Ex-Officio)**
- **Select Teaching Staff**

- **General Secretary of the Students' Union**

There are meetings of the Library Sub-Committee to chalk out plans for the enhancement of the Library. The Library Sub-Committee decided to approach the Governing Body to give financial support to completion the following requirements for fulfilling the aim and purpose of the library:

i. **To renovate the library and its Reading room to convert to facilities that promotes effective and interactive access and use of information resources for users.**

ii. **To arrange fully automation facility at the library and thereby to ensure quality service.**

iii. **To establish Internet facilities at the library to ensure that users can access the Library as learning/information resources.**

iv. **To focus on collection development in Non Book Material (NBM) and to organize the collection in ideal way.**

v. **To arrange security measures of library such as installation of CCTV and Fire safety apparatus (Fire Extinguishers).**

vi. **Collection development of the library to provide various, authoritative and up-to-date resources and weeding out old and obsolete collections that fulfill the needs of users and to initiate Book Bank facility to the users.**

According to the proposal of Library Sub-Committee the following significant tasks have been implemented:

✓ **Fire safety apparatus (Fire Extinguisher: ABC type) have been installed.**

✓ **Weeding out extremely damaged and out of syllabus collections from the library.**

✓ **Book binding for the old, rare and physically damaged books have been started.**

4.2.2   *Provide details of the following:*

| Particulars | Details |
|---|---|
| **Total area of the library (in Sq. Mts.)** | 1500 sq.mts. (approx) |
| **Total seating capacity** | Altogether 60 readers can sit at a given time. |
| **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)** | On Week days: 10:30 a.m. to 5:00 p.m.<br><br>On Saturdays: 10:30 a.m. to 2:00 p.m.<br><br>On, before and during examination days: Same as working days.<br><br>Closed on Sundays, Holidays and Vacation. |

## Layout of the library:

The library is housed in the Ground Floor of the Main Building. Total area of the library consists with a Stock Room, Circulation Section, a Reading Hall for the students, a separate Reading Section for the teachers, a separate Information Desk to provide reference and referral service to the students and staffs, a Technical room and Librarian's Chamber. There is also a specified Reprographic section where photocopying facilities provided to the students and staffs.

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.*

| Library Holding | Year–1 2011–12 | | Year–2 2012–13 | | Year–3 2013–14 | | Year–4 2014–15 | |
|---|---|---|---|---|---|---|---|---|
| | **No.** | **Cost (Rs)** | **No.** | **Cost (Rs)** | **No.** | **Cost (Rs)** | **No.** | **Cost (Rs)** |
| Text Books & Reference Books | --- | --- | 381 | 61415 | 94 | 9976 | 954 | 134696 |
| Journals/Periodicals | ---- | ---- | ---- | ---- | ---- | ---- | 03 | 1335 |
| e-resources | | | | | | | | |
| Any other (specify) | U.V+R.O Water Filter, Fire Extinguishers installed in the library | | | | | | | |

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

*collection?*

❖ **OPAC:** Not yet.

❖ **Electronic Resource Management package for e-journals:** Planning to register with the N-List (INFLIBNET)

❖ **Federated searching tools to search articles in multiple databases:** Not available.

❖ **Library Website:** No, there is no separate Library Website, but separate webpage in the college website

❖ **In-house/remote access to e-publications:** Not yet.

❖ **Library automation:** Under planning **(**Proposed to Governing Body for financial assistance.)

❖ **Total number of computers :** One

❖ **Total numbers of printers :** One

❖ **Internet band width/ speed:** BSNL Broadband with 512kb/s

❖ **Institutional Repository:** Under planning

❖ **Content management system for e-learning:** Not available

❖ **Participation in Resource sharing networks/consortia (like INFLIBNET):** Planning to participate

4.2.5 *Provide details on the following items:*

| Particulars of the library | Details |
|---|---|
| **Average number of walk-ins** | 100 (per day) |
| **Average number of book issued/returned** | 60:25 (per day) |
| **Ratio of library books to students enrolled** | 10:1 |
| **Average number books added during last three years** | 1429 |
| **Average number of login to OPAC** | N.A |
| **Average number of login to e-resources** | N.A |
| **Average number of e-resources download/printed** | N.A |
| **Number of literacy trainings organized** | To be organized |
| **Details of "weeding out" of books and other materials** | Extremely damaged and out of syllabus books are weeded out |

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

| Facility | Remarks |
|---|---|
| Manuscripts | None |
| Reference | A separate Information desk is provided for reference in the library for both students and staffs |
| Reprography | Reprography facility is provided to all students and staffs |
| ILL (Inter Library Loan) | Seminar libraries from various departments take Inter Library Loan (ILL) from the Central library |
| Information Deployment and Notification | Notifications given in the Library Notice Board |
| Download | Limited download facility has been provided |
| Printing | None |
| Reading list/Bibliography compilation | Provided on demand |
| In-house/remote access to e-resources | None |
| User orientation and awareness | Students are supported and assisted to get the information they require from the library. |
| Assistance in searching Databases | Yes, this service is provided by the Library Staff. |
| INFLIBNET/IUC facilities | None |

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

The Library staff offer the following support to the students and teachers of the college:

- ➢ Borrowing and lending facility for the students and staffs.
- ➢ Issue of books and journals/periodicals in the library reading room for reference works.
- ➢ Providing access to Rare Books subject to special permission.
- ➢ Reference and Referral services provided to the students and staffs by the Information Desk.

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

No facilities are available in the library for visually/physically challenged persons; however, the library staff members lend an active helping hand towards the visually/physically challenged persons. Their requisitions are served on a priority basis.

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?)*

A feedback register is kept in the library. Often feedbacks are received informally particularly pertaining to the seminar libraries through the interaction between the teachers who are the in-charges of the seminar library and the students. These feedbacks are analyzed in the Library Sub-Committee meetings and proper measures are taken as and if required.

## 4.3 **IT Infrastructure**

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

Following table illustrates the IT facilities :

| Department | No. of Desktop | No. of Laptop | Configuration |
|---|---|---|---|
| Principal's Room | 1 | 1 | p4, i3 |
| Teacher's Room | 1 | 0 | p4 |
| Office Room | 4 | 0 | i3, i3, p4, p4 |
| Accounts Room | 1 | 0 | i3 |
| Library | 1 | 0 | i3 |
| Mathematics | 3 | 1 | i3, p4, p4, i3 |
| Computer Science | 4 | 0 | i3, i3, p4, p4 |
| Geography | 3 | 0 | p4, p4, p4, p4 |
| Chemistry | 2 | 1 | i3, p4, i3 |
| Physics | 2 | 1 | p4, p4, i3 |
| UGC Equal Opportunity Centre | 0 | 1 | AMD dual core |
| Other departments | 10 | 0 | Intel core i3,i5 |

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

Almost all the departments have desktop computers with UPS, some of the departments (mainly science departments) have printers. College office, Teachers' common Room, different science departments and Library are connected with broad band internet connection provided by BSNL.

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

College gives utmost importance to ICT enabled teaching methods and as such has plans to continuously upgrade its IT infrastructure in a judicious manner. Future plans include:

a. Complete automation of the central library

b. Construction of few more ICT enabled classroom

c. Complete automation of the college office

d. Creation of a large computer lab with internet facility for the students

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 the last four years college has spent the following amounts for this purpose:

| Year | Total fund utilized for procurement and upkeep of computers and accessories, in (Rs) |
|---|---|
| 2011-12 | 82,620 |
| 2012-13 | 18,230 |
| 2013-14 | 2,74,370 |
| 2014-15 | 25,530 |

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?*

To facilitate ICT for teaching and learning:

- A few departments are using LCD projectors.
- Most departments are provided with Desktop/Laptop computer.
- Board Band internet facility is available.
- Printing, scanning and photo copying facility is provided for students and staff.
- Science departments utilize computer-aided teaching methods.

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.*

College has adopted the policy of using ICT in every possible way. Science departments use software extensively in their teaching methods in ICT enabled classrooms. The institution encourages staff and students to use web resources. Students are encouraged to give power point presentations for seminars and talks.

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?*

National Knowledge Network connectivity is not yet available in the Institution.

## 4.4   Maintenance of Campus Facilities

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

The college takes every possible measure to use its limited resource judiciously for the maintenance of its facilities. It keeps 4 to 6% of its budget for maintenance and up keep of its infrastructure facilities and equipment. The repair works are done using its own fund as external funding agencies are usually reluctant to provide funds for maintenance.

**Amounts utilized in the last four years in creating and maintaining infrastructural facilities:**

| Particulars of Head | Total Expenditure (in Rs.) | | | |
|---|---|---|---|---|
| | **2011–12** | **2012–13** | **2013–14** | **2014–15** |
| **Computers & related** | 82620 | 18230 | 274370 | 25530 |
| **Building & repair** | 286993 | 152540 | 34810 | 1041450 |
| **Furniture including repair** | 605967 | 604264 | 114103 | 117741 |
| **Equipment** | 878242 | 105929 | 461895 | 862800 |
| **Printing & stationary** | 102380 | 154066 | 164793 | 107930 |
| **Books & Journals** | 113382 | 57128 | 216227 | 155540 |

*The table above shows the amount spent in procuring and upkeep of equipment and as such it should be viewed in conjunction with article 4.1.3 .*

*The Graph on the next page illustrates the expenditure pattern.*

Expenditure : 2011 - 2015

2014-15   2013-14   2012-13   2011-12

AMOUNT IN RS.
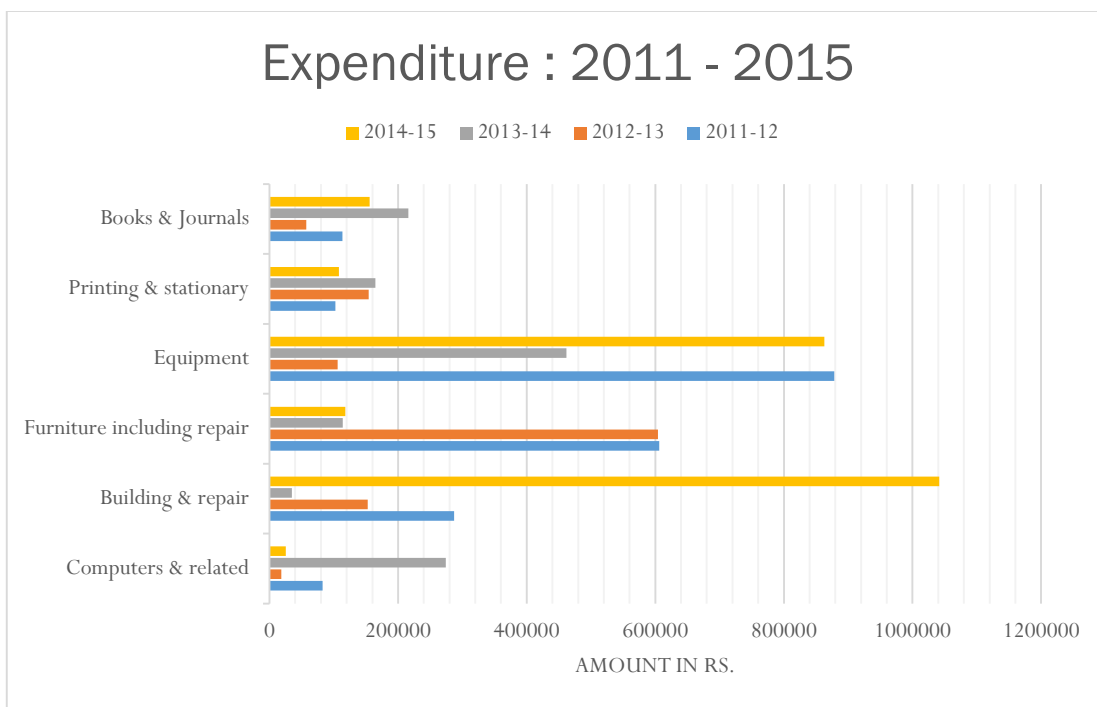
**4.4.2** *What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?*

The repair works are usually done by the hired service technicians. College has its own electrician to attend to minor faults and repairs on a daily basis. Whenever any major problem arises, concerned expert / technician is informed for servicing. If the equipment is beyond repair, efforts are made to replace it as early as possible. Expenses are met from the college fund.

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

Precision measures for equipment and instruments are undertaken as and when necessary. In most laboratories, instruments are checked prior to the starting of classes. Departments take the initiative to calibrate precision instruments for their optimum performance particularly on the eve of university examinations.

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

For the sensitive instruments, voltage stabilizers are used. College has a 15 KVA capacity generator set which is serving the requirement of constant supply of electricity. Two smaller units each of 5KVA are also there. A submersible pump in the college ensures constant supply of water.

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

Creation of new capacities and maintenance of existing capacities is a never-ending process. The college tries its best in this regard within its limited resources. The greatest challenge it faces at the moment is paucity of rooms and the need for modernization. How the college overcomes these obstacles will ultimately determine whether it will succeed in fulfilling its goal to reach out to an even larger section of the society.

# Criteria – V : Student Support & 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?*

The institution publishes revised and updated prospectus at the beginning of each academic session. It provides necessary information about different programmes offered, facilities available in the institution, admission process, and seats available for SC/ST/OBC-A/OBC-B/PH and Sports Quota as per the University of Kalyani regulations. Through this document the college tries to convey the required information to the public, ensure social commitment and transparency in the activities of the institution. Besides the above mentioned documents, academic calendar also provides information about the annual academic plan the college. Through this document the students can avail information about rules and regulations prevailing in the institution, various courses offered, and academic working days. With the introduction of college website [www.kandirajcollege.com](www.kandirajcollege.com) the students and other stakeholders can now avail those same information from the website of the college.

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.*

Different types of scholarship and free ship schemes introduced by central and state governments are made available to the students by the institution. The following are the main scholarships and free ships disbursed among the students.

- **A.** Merit cum Means Scholarship
- **B.** Minority scholarship
- **C.** Students' Aid Fund
- **D.** Kanyashree Prakalpa

For SC/ ST/ OBC the scholarship amount is directly credited to the students' bank account and as such data for the same is not available with the institution.

**Financial support for students for the last four years:**

| | No. of students receiving Scholarships and Total Amount Disbursed* : | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **2011-12** | | **2012-13** | | **2013-14** | | **2014-15** | |
| | **No.** | **Amount in Rs.** | **No.** | **Amount in Rs.** | **No.** | **Amount in Rs.** | **No.** | **Amount in Rs.** |
| Minority | 277 | 14,05,200 | 177 | 8,74,800 | 333 | 15,11,700 | 113 | 5,32,800 |
| Kanyashri Prakalpa | **Did Not Start** | | | | 216 | 54,00,000 | 118 | 2,95,0000 |
| Merit Cum Means | 02 | 19,800 | 26 | 48,550 | 57 | 1,28,505 | 37 | 1,15,625 |
| Student Aid Fund | 24 | 74,135 | 26 | 48,550 | 57 | 1,28,505 | 37 | 1,15,625 |
| Others (if any) | 08 | 20,150 | 16 | 48,000 | **Nil** | | **Nil** | |

**\* Please note that the amounts mentioned are already disbursed for the purpose. The numbers would have been higher if it was based on the "Amount Allotted" instead of "Amount Disbursed".**

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

A sizable amount of students receive financial assistance from the State Government, other agencies and the college, for which the details are given below:

| **Percentage of students receiving some form of financial benefits** : | | | | |
|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| Total students including 1st , 2nd & 3rd year | 2338 | 1921 | 1996 | 1908 |
| Total Beneficiaries | 521 | 445 | 816 | 496 |
| % of students receiving financial benefits | 22 | 23 | 41 | 26 |

** Again, please note that SC/ST/OBC scholarship of the Government is directly credited to the Bank Account of the Student and as such is not listed in the college database. The percentage of beneficiaries would have been much higher had this data been available to the college.

## % OF STUDENTS RECEIVING FINANCIAL ASSISTASNCE

**Session**

| 2014-15 | 26 |
| 2013-14 | 41 |
| 2012-13 | 23 |
| 2011-12 | 22 |

**% of Beneficiaries**
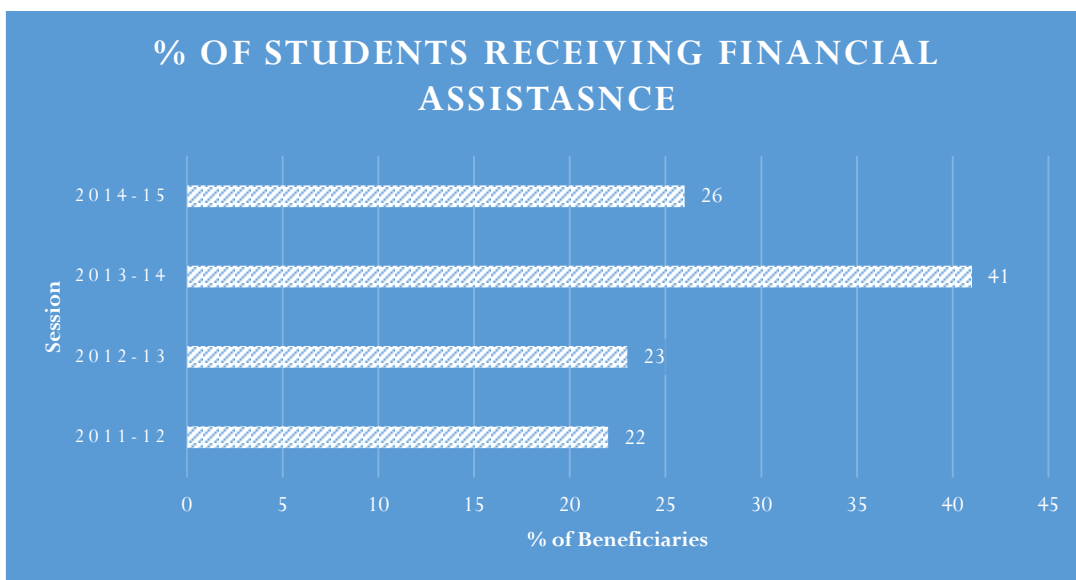
5.1.4   *What are the specific support services/facilities available for*

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

a) Central and State Government scholarships are provided to SC/ST/OBC and Minority students.
b) Various merit Scholarships are given to Economically Backward Students.
c) College free-ships are also provided to the students from economically weaker sections.

*Students with physical disabilities*

a) Facility at the time of admission, as per Govt Rule, is offered. But no financial assistance is granted.
b) Scribe facility is made available during college and university examinations.
c) Facilities such as ramps and wheel-chairs are available to help the disabled students to access their ground-floor classrooms.

*Overseas students*

There are no overseas students in the college at present.

*Students to participate in various competitions/National and International*

The college informs and encourages, motivates and guides students to participate and in several kinds of co-curricular events like dance, drama, singing, debate along with different academic events including youth parliament organized by various universities, colleges and institutions at state levels. The college, on its own, arranges for an Annual Social where inter college competition on activities like music, quiz, indoor games etc. is held. Teachers of the college and the Students' Union ensure student participation in aforementioned programmes throughout the year.

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

Medical assistances are provided to the students of the college in alliance with the Kandi Sub-Divisional Hospital and the Students' Health Home. The college is considering a proposal to open a health-centre within its premises to further benefit the students. Health insurance for the students is not available as of yet.

*Organizing coaching classes for competitive exams*

There are UGC sponsored coaching centres for SC/ST/Minority /Backward students for various competitive exams including School Service Commission, Bank clerical examinations etc. Several participants are benefited by this programme.

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

Spoken English development programme organised under UGC sponsored coaching scheme.

*Support for "slow learners"*

UGC funded "Equal opportunity centre" arranges remedial coaching classes for slow learners.

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

Students from our institution are given opportunity to attend and participate in the programmes conducted by other educational institutions.

*Publication of student magazines*

In each academic year the college union publishes a student magazine. The editorial board includes, student and teacher representatives. This annual publication provides opportunity to the students to express their creativity and ideas. Wall magazines are also published by the students of different departments.

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

There is no such arrangement.

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

The institution chalks out different policies and strategies and promotes participation of students in extra-curricular and co-curricular activities, through its different departments and units like Physical education department, NSS etc. Competitions like Fresher's Welcome, Annual Social, Annual sports etc are held which are ways of showcasing the singing, dancing, and aptitudes for debates, organizing Mock Parliaments,   quiz, sports skills and physical fitness of the students. For this purpose, the institution avails the services of the Teaching and Non-Teaching staff members.

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

The college is preparing to provide such support to the willing students in the near future. Grant received from UGC will be utilized in this regard.

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

Counselling services are given through:
1. Teachers of different departments for their respective students, even at individual level regarding their academic upliftment.
2. Several job-oriented discussions and talks regarding the future career of the students.
3. Teachers to solve their psycho-social problems.
4. The functioning of the UGC sponsored "Equal opportunity centre".

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

There is no structured mechanism for career guidance and placement in the college.

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.*

A Students' Grievance Redressal Cell has been functioning in the college. Occasionally the institution receives some complaints regarding their opportunities in some cases, Students' Union functioning etc. and it is solved by the grievance cell of the institution keeping in mind the situation of the time.

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

There is a dedicated Women's Cell in the college. However, because of strict observation, such unwanted events never occurred in the college.

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?*

The college has an Anti-Ragging Cell. However, because of strict observation, no such cases of ragging have been reported so far.

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

  ➢ Free ship granted to the students from economically weaker sections.
  ➢ Hostel facility (although the Hostel building is currently under renovation).
  ➢ Subsidized canteen with safe drinking water.
  ➢ Gymnasium for physical well-being of the students.
  ➢ Canteen facility

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

The college has an Alumni Association registration for which has not yet been done.

As the association has been formed recently, it is trying its best to organize an alumni of ex-students of this institution for getting their valuable suggestions regarding

institutional, academic and infrastructural development so that the institution could consider their opinion and suggestions and take necessary step accordingly.

## 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.*

The college does not maintain record on student progression to higher education or employment.

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

### Result Analysis from 2012 to 2015

### Honours Result (UG)

| S.L No. | Name of the Programme | Year | No of Students Appeared | No of Students Qualified | Pass Percentage |
|---------|-----------------------|------|-------------------------|--------------------------|-----------------|
| 1. | B.Sc. Hons | 2012 | 60 | 42 | 70 |
| | | 2013 | 55 | 28 | 51 |
| | | 2014 | 89 | 39 | 44 |
| | | 2015 | 105 | 58 | 55 |
| 2. | B.A Hons | 2012 | 146 | 141 | 97 |
| | | 2013 | 164 | 150 | 91 |
| | | 2014 | 166 | 109 | 66 |
| | | 2015 | 175 | 102 | 58 |

Pass percentage in both B.A. and B.Sc.  Hons. has steadily declined over the years.

The Graph in the next page would be more illuminating.

**General Result (UG)**

| S.L No. | Name of the Programme | Year | No of Students Appeared | No of Students Qualified | Pass Percentage |
|---------|----------------------|------|------------------------|-------------------------|-----------------|
| 1. | B.Sc. General | 2012 | 25 | 15 | 60 |
|    |              | 2013 | 22 | 12 | 55 |
|    |              | 2014 | 13 | 13 | 100 |
|    |              | 2015 | 34 | 23 | 68 |
| 2. | B.A General | 2012 | 364 | 182 | 50 |
|    |             | 2013 | 329 | 223 | 68 |
|    |             | 2014 | 206 | 77 | 37 |
|    |             | 2015 | 238 | 84 | 35 |

Pass percentage in B.Sc. general has been fluctuating but for B.A. general it is on the decline.



Stream-wise Pass % , 2012-2015
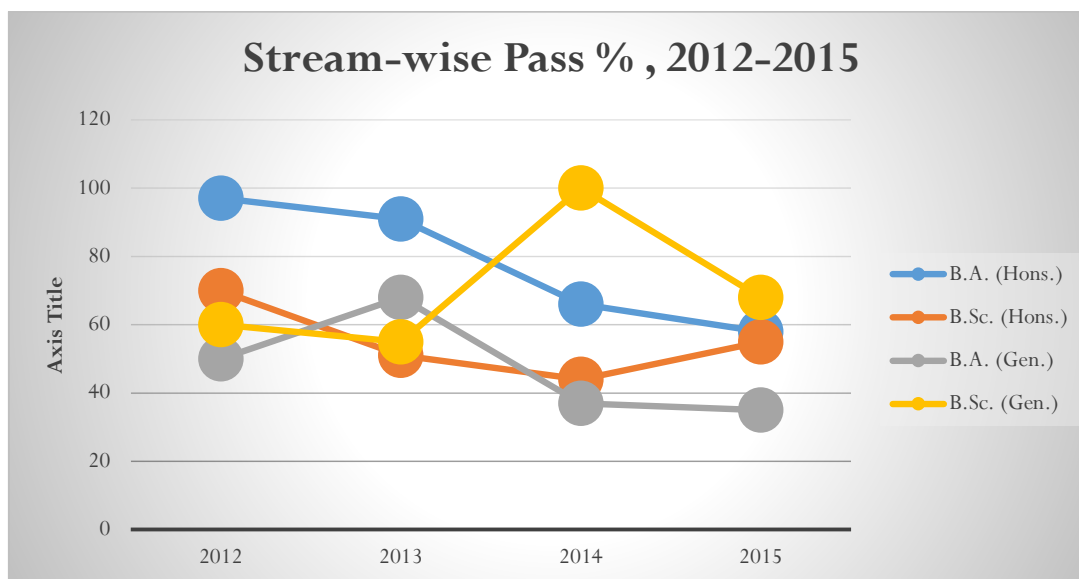
5.2.3 *How does the institution facilitate student progression to higher level of education and/or towards employment?*

UGC funded entry-into services coaching centre is functioning to provide guidance for employments. Another UGC funded scheme "Coaching for NET/ SET Examinations" will commence shortly.

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

Remedial Coaching Classes for SC/ST/OBC and Minorities (UGC Funded) have been instrumental in reducing the dropout rate of our students and in raising their academic performance.

## 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.*

There is ample opportunity for the students to participate in various extra-curricular activities and various indoor and outdoor games. Music, Recitation, Youth parliament, Debates, Quiz competition etc. are organized every year. Competitions on different games and sports events like

Annual Sports and Athletic Meet, Football, Cricket, Volleyball, Kho-Kho, Carom, Badminton etc. competitions are organized every year. Students of our college regularly participate in Inter-College Football and Kho-Kho competition; Inter-College Sports meet of University of Kalyani.

**In this connection it is notable that the NSS unit of the college plays an important role in the following activities with the students, specially the Students' Union of the college:**

1. Gardening within college campus
2. Fruit and Sweets distribution among patients at Kandi Sub-Divisional Hospital on Independence day
3. College Cleaning Programme
**1.** Observance of Independence Day, Republic Day, Netaji's Birthday, Khudiram's Birthday, Teacher's Day, Blood Donation Camp, Rabindra Jayanti, Vivekananda's Birthday, "Bhasa Divas" etc.

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.*

➢ Govt. Aided/Sponsored Inter College Kho-Kho Tournament (**2009–2010**) organized by University of Kalyani : College Team won the **Winner Trophy**.

➢ Govt. Aided /Sponsored Inter College Kho-Kho Tournament (**2010–2011**) organized by University of Kalyani : College Team won the **Winner Trophy**.

➢ Govt. Aided/Sponsored Inter College Kho-Kho Tournament (**2011–2012**): organized by University of Kalyani College Team won the **Runners Up Trophy**.

➢ Govt. Aided/Sponsored Inter College District Sports Meet **(2014–2015**): organized by University of Kalyani,: Nazrul Islam  (B.A III Year) was positioned  **First** in **Short-put** for boys.

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

The college has an "Alumni Association" and also a dedicated section in its web-site for the purpose through which the college gathers data and feedback on institutional performance.

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 college magazine, named *"SHATADAL"* is being published annually by the Students' Union of our College under the guidance of responsible teachers. Besides, some of the departments have their own wall magazines. For example Department of Bengali publish their own wall magazine "Jharoka" and the department of Philosophy also publishes another wall magazine named "Darshan". Teachers of the concerned department always encourages their students with their suggestions, even sometimes with personal financial assistance, so that students could expose their potentials and creativity.

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 and it is formed as per statute of the University of Kalyani. The college has also a constitution of its own within the jurisdiction of the statute of the concerned university made for the purpose.
Members of the Students' Union are elected democratically in the parliamentary method. A Returning Officer is appointed by the Teacher-in-charge as per the recommendations of the Governing Body and elections are conducted as per the

specified guidelines. Notification for College Union Election is announced by the university. Elected Class Representatives from each department constitute the Students' Union consisting of General Secretary and secretaries of different student bodies. By virtue of post, Teacher-in-charge acts as The President of the Students' Union.

The major activities of the Union include organizing various cultural and other events to enrich the students as follow:

- ❖ Organization of Annual Sports Meet
- ❖ Conduct of Annual Cultural programme
- ❖ Publication of College Magazine
- ❖ Facilitating the various programmes undertaken by the college

Funding of the Students' Union is made through the Union Fees collected from the students.

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

There are a number of bodies in the college with student representatives. They are :

- ➢ Governing body
- ➢ Academic sub committee
- ➢ Disciplinary sub committee
- ➢ Library sub committee
- ➢ Anti-ragging sub committee
- ➢ Students' Grievance Redressal sub committee
- ➢ Hostel sub committee
- ➢ Students' Welfare/Aid/Stipend sub committee
- ➢ Admission sub committee

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

The institution has an Alumni Association. The college convenes meetings of the Alumni Association and they actively participate in various activities of the college. The college also invites the former faculty members of the institution for various functions organized at the college and keeps in touch with them.

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

The college has always been very pro-active in ensuring support to the students in the form of scholarships, free ships and other financial assistance. It has a vibrant and active Students' Union which acts as a bridge between the students and the authority to create a harmonious atmosphere in the college to facilitate higher studies.

# Criteria – VI : Governance, Leadership & Management

## 6.1 Institutional Vision and Leadership

6.1.1 *State the vision and mission of the Institution. 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 orientation, vision for the future, etc.*

### Vision
In 1950, Kandi Raj College was established to enlighten the people of a backward area where there is no railway connection even today. Vision of Kandi Raj College is to develop society intellectually through the spread of education.

### Mission
a. To provide opportunities to the students aspiring for higher education especially from backward sections of the society with special emphasis on those coming from the marginalized class.
b. To guide students to seek excellence in the sphere of higher education.
c. To create awareness and guide students in seeking jobs relevant to their level of knowledge.
d. To help the development of students physically, mentally and intellectually through various campus activities, academic programmes, cultural activities and social awareness programmes.
e. To make a good citizen out of a student, who will push the country towards the path of progress.
f. To afford all types of supports and assistances to people of the vicinity and administration by utilizing the infrastructure of the college in general and its faculty in particular.

### Objectives

i. To create in every possible way a learner- friendly educational environment within the college premises.

ii. To organize the interests and aims of the teachers, learners and other stakeholders into an elaborate policy and to tackle effectively all possible hindrances.

iii.    To reduce the gap between the ideal state of academic affairs and the attainable level of the same in the present situation of unavoidable barriers and deficiencies.

iv.    To observe absolute transparency in every possible activity of the college.

v.    To provide opportunity and assistance to the learners irrespective of their class, age and merit as recommended by Government within the limit of available resources of the college.

vi.    To work out and follow some ideal practices in academic, cultural, environmental and moral affairs within college campus that contributes to the development of individual personality and collective life.

6.1.2    *What is the role of top management, principal and faculty in design and implementation of its quality policy and plans?*

The Governing Body (G.B.) of the college is formed in accordance with the rules of Government of West Bengal and the statute of the University of Kalyani.

The Governing Body of the college is mainly responsible for the proper management of the affairs of the college and exercises its powers and discharges its functions as may be necessary for the purpose.

The top management i.e. Governing Body of the college, Principal and Faculty in designing and implementation of its quality policy and plans, exercises its powers and discharges its duties in the following ways:

1.    It provides for the effective execution of the instructional programmes and maintains of proper academic atmosphere and discipline

2.    It reviews the results of the college and university examinations and suggests measures for academic improvement.

3.    It ensures that the buildings in which the college is located are suitable for the purposes for which they are intended and maintained in a satisfactory state of repair and sanitation.

4.    It provides required financial support for the maintenance of properly equipped library and laboratory of different departments.

5.    It mobilizes adequate financial resources for effective operation of the college.

6.    It ensures that the directions issued by the University and Government from

time to time for the purpose are carried out properly.

7.      It exercises supervision and controls over students' association/ union instituted for the purpose of regulating students activities.

8.      It provides for the promotion of the welfare of students, their residences, health, recreation, sports etc. so far as possible and exercises such supervision and controls as it secures discipline, health, well-being of the students.

9.      It forms different sub-committees with the Principal/ Teacher-in-Charge as the Chairman as it may think fit for taking advices for the efficient administration and implementation of the purpose.

10.     Specially it has constituted the IQAC, immediately after the college has been directed by the competent authority for the same, for its suggestion and overall supervision of the plans and activities taken for the quality development of the institution.

11.     It considers how to make a collaborative arrangement with other authorities such as Open University, in setting up study centres of Distance Education.

12.     The Principal/ Teacher-in-Charge of the college, as a Secretary of the Governing Body, ensures the proper implementation of decisions and proposals adopted in the Governing Body.

Keeping in mind its mission and purposes, The G.B. meets at regular intervals to frame policies within the ambit of the statute of the University of Kalyani, rules/orders/circulars issued by the Higher Education Department, Govt. of West Bengal/ Director of Public Instructions, West Bengal, and to resolve administrative issues referred to it.

   Moreover, the teaching staff often meets to take stock, besides administrative affairs of the college, of academic matters. They meet jointly with the non-teaching staff as and when situation so demands, and put forward their observations and suggestions to the Governing Body through the Teacher-in-charge. The perfect co-ordination of the teachers and non-teaching employees enables the Governing Body for its proper functioning and maintaining the continuous process of making quality development of the institution as well as the students.

6.1.3   *What is the involvement of the leadership in ensuring ,*

   ☐ *The policy statements and action plans for fulfillment of the stated mission.*

To fulfil its mission the college has formed different academic and administrative sub-committees, specially the IQAC so that it may achieve its goal. The committees, so formed, functions accordingly and directs its Plans and programmes for its active involvement in the process of ensuring its objectives. Thus it makes decentralization of its activities so that different committees and sections may be able to perform its duties more efficiently and make it fruitful in time.

The college authority tries to provide adequate financial support so that the committees and different sections could be able to complete their functions smoothly.

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

The college authority takes appropriate measures and different strategies from time to time to overcome obstacles for the smooth and peaceful running of the institution and thus ensures the interest of the college and welfare of the students as well.

☐ *Interaction with stakeholders*

Interactions with the stakeholders are done at guardians' meeting by the teachers and occasionally by the TIC for their valuable opinions. Regular meetings are conducted with the IQAC for its suggestion in the related matter. In addition to this, the college placed some "Suggestion-Boxes" and also created a special section in its website for making communication and interaction with the stakeholders better in modern times.

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

At different levels stakeholders are approached for their moral support and also for financial assistance, particularly to local government representatives so that different sections of the college like library, gymnasium etc. can be enriched with their assistance.

☐ *Reinforcing the culture of excellence*

All the staff and students of the college are particularly aware of its legacy of

excellence that all try to uphold in words and acts.

☐ *Champions organizational change.*

New measures for dealing with various difficulties are always adopted on trial and error basis in pursuance of an effective organizational strategy. College authority collects feedback from all stakeholders, reviews it and accordingly, initiates needful changes in the matter.

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?*

Implementation of policies and plans, monitoring the functioning of college, analysis of success achieved and obstacles confronted and sorting out the ways to overcome the barriers – all these are achieved through proper distribution of duties among different committees. TIC is in charge of coordinating the activities of such bodies through formal meetings and informal interactions and takes measures accordingly.

Feedback is collected from all stakeholders regularly and based on those feedbacks policies are formulated and reviewed from time to time by the TIC along with IQAC and other internal bodies.

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

The faculty of the college is constantly encouraged to devise new ways and approaches for tackling problems and effecting improvements in rendering real help to the learners. Departments are sanctioned enough freedom to formulate their own "Teaching-Learning" mechanism within the broad framework of the curriculum provided by the university and also receive assistance, in terms of infrastructure and teaching-aids, so that individual visions pertaining to teaching-learning process can be materialized.

6.1.6 *How does the top management groom leadership at various levels?*

Most of the permanent and contractual staff of the college are engaged in multi-faceted activities, both academic and administrative, in various capacities. Charges and assignments are distributed by the TIC taking into consideration the talent and aptitude of a person. The service requisitioned from an individual by the college proves beneficial both to the institution and the person. Personal development in experience and expertise is consequent upon the rise in the level of institutional

excellence. The college encourages the growth of leadership qualities among the staff by entrusting the right person with the right assignment.

Each faculty is provided with an opportunity to be a member of various sub-committees which imbibes them with the necessary experience and expertise to take on new challenges both individually and collectively.

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

Departments have full freedom in dealing with various affairs of teaching, such as making lesson plans, conducting class tests, counselling advanced or backward students of the class and holding guardians' meeting.
The college authority provides separate departmental rooms equipped with desk-tops with internet connectivity, individual departmental libraries in addition to the central library and enough facilities for meeting students and thus help learners to widen the scope of learning. Lab- based departments have laboratories with sufficient equipment. All the functioning sectors are given some considerable amount of autonomy for their proper functioning.

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

Administrative management is governed by the Governing Body of our College which allows participation of stakeholders from different angles like, Govt. University, Teaching Staff, Non-teaching Staff and Students, keeping in view the maximum welfare of the students, staff and society. Cooperation and contribution of the students, staff and the stakeholders, on various levels, are obtained through constant exchange of views based on mutual understanding. Opinion and suggestions from students, guardians, alumni and well-wishers from different levels of the society are obtained and considered with positive attitude for the overall development of the institution.

## 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?*

To achieve all-round development in consonance with the changing scenario of

academic world at present is the policy of the college that is more demonstrated in its activities than stated formally anywhere.

To offer the benefits of education to the people of a backward area with a sizable population of minority group is the professed aim of the institution and the requirement of the society.

Efficiency of the measures taken vis-a vis plans devised are constantly reviewed and evaluated by the published result of the students in their university examination, other performances in different spheres and activities of life and by the feedback of stakeholders. Thus on the basis of these the college through its IQAC adopts measures from time to time.

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

The aspects considered for inclusion in the perspective plan for development are as follows:-

a) To introduce more subjects at the U.G. level (Education and Arabic have been introduced as general subjects from the academic year 2012-2013).

b) To introduce more Honours courses at the UG level (Geography has been introduced as Honours subject from the academic year 2012-2013).

c) To construct a hostel for female students. (Appropriate authority has been moved for necessary financial assistance).

d) To rearrange the existing administrative section of the college by making it more specious and easily accessible to the students.

e) To extend and renovate the entral library (Construction work is in progress).

f) To adopt water-harvest plan.

g) To introduce solar power generating system for achieving carbon neutrality.

h) To introduce different courses in distance education mode under Open University

i) To start PG courses in subjects like Bengali, English etc. for which the demand is high.

j) To create new infrastructure to support the expansion plan of the college. Specially to construct a gymnasium and to reconstruct a building for the department of Physical Education and to extend some floors to the existing buildings.

k) To open a NCC unit in the college as per increasing demand from locality.

6.2.3    *Describe the internal organizational structure and decision making process.*

The Governing Body is at the apex of the decision making structure. It empowers the TIC to implement plans and policies adopted in its meetings. The TIC is assisted by different committees (such as, Admission committee, Examination Committee, Library Committee etc.) formed by the Governing Body and Staff Council. Secretary of the Teachers' Council acts as the link between the Teachers and the TIC. Similarly the TIC gets the administrative affairs superintended through the Head Clerk of the office and the Bursar. IQAC has been formed on **5th March, 2014,** in order to look into all academic and administrative affairs in the college and to suggest possible remedial measures (if needed).

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 and industry interaction.*

### Teaching & Learning

For quality improvement in teaching and learning different measures are adopted for,

   a)  using modern teaching aids in classes,

   b)   encouraging students to take part in interactive sessions, such as, seminars and  project-works,

   c)  meeting advanced and backward students outside of class room,
   d)  encouraging students to embrace modern tools and techniques to enhance their potential,
   e)  to keep track of students' performance through class tests.

### Research & Development

IQAC of Kandi Raj College through the formation of a Research and Consultancy cell adopted the following strategies for quality improvement in Research and Development:

a)  To explore the feasibility of applying for UGC assisted Research Projects in different subjects,

b) To supply relevant information regarding UGC Projects to the faculty members,

c) To make plans for improvement of the existing infrastructure for the ongoing Minor Research Projects in the College.

d) To organize different seminars/ workshops/ talks to encourage and arouse the students' attitude in research work and thus tries to explore their inner potentiality.

### Community Engagement

The college through its NSS unit makes its students to get involved in field works in nearby areas, developing positive awareness in common people by eradicating irrational and harmful notions in them.
The college organizes different programmes/ seminars/ talks with the engagement of the community to create awareness on moral and social justice.

### Human resource Management

The teaching faculty works in various committees and sub committees and participates in the cultural activities of the College. They are also engaged in research and publication. The non-teaching staff is involved in the smooth functioning of the official activities. The students of the College participate in community work under the NSS wing of the College.

### Industry Interaction

Being far away from the industrialized part of the state there is little scope for interaction between students and the industry.

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 TIC collects information and reports of the concerned activities from the different committees and cells functioning in the college, specially it seeks information from the IQAC and sometimes from the students' representatives. The feedback received from the stakeholders also serves as a source of information. Thus the head of the institution gathers all the relevant information for the top management for its review and future action.

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

The Governing Body of the College, as and when necessary, forms committees with teachers and staff for superintending various works and activities related to teaching-learning and administration. Thus the management tries to decentralize all its activities among the staff, even to the students if needed. This is very effective both in ensuring proper momentum in developmental schemes and generating a sense of responsibility and involvement among the members of staff.

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

The Governing Body have made several resolutions on academic and administrative aspects of the College. Many of the resolutions have been successfully implemented such as:

The Governing Body of the College, during the last year, adopted quite a few resolutions on academic and administrative aspects of the College. Some of them have already been implemented and some are in the process, such as

(1)     The Governing Body adopted a resolution regarding installation of a Gymnasium in the interest of the students

Status of implementation : Already implemented

(2)     Governing body adopted a resolution to open a course of Distance Education under Open University

On increasing demand from local students

Status of implementation : Correspondence has already been started and the process is going on.

(3)     The Governing Body resolved to install a Half-Bust Statue of Abu Barkat, a martyr in the "Bhasha Andolan" , in the college premises to increase love and passion for Bengali language in the hearts of the students.

Status of implementation : Already implemented

(4)     In the meeting of the Governing Body the proposals for renovation and upliftment of the central library, some parts of the administrative building have been considered and the Governing Body allows the Teacher-in-Charge to take necessary steps in this connection.

Status of implementation : Works has already been started and is going on at the moment.

(5)     Governing Body decided in its meeting to install CCTV in the college premises.

Status of implementation : Already implemented

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?*

At present Kalyani University, the parent university, has no provision to accord autonomy to any of its affiliated colleges.

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 Grievance Cell is assigned with the power to take immediate steps in case of unwanted obstacle in the way of offering due facilities to the students of the college. Often interference of authority is sought by the Cell. Suggestion for effecting necessary changes in policy is also made by the Cell.

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?*
During the last four years two court cases have been filed against the college. They are:
1.       One case has been filed before the Honourable High Court, Calcutta, by one Shree Dilip Majhi, a temporary casual worker of this college, for getting some permanent job in this college. The case is still pending before the court for its final verdict.
2.       Another case has been filed before the Honourable High Court, Calcutta, by one Shree Bikash Das for getting job against a vacant post (Group – D) of this college. The case is still pending before the court for its final verdict.
Papers are available if needed.

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 Re: Curriculum, Teaching, Learning Resources*

Students register their feedback on different matters. A committee has been formed for reviewing and analyzing data obtained from them. And thereafter it suggests ways for rectification and improvement, as and when necessary.

### 6.3  *Faculty Empowerment Strategy*

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

Teachers participate in UGC prescribed short term trainings such as Refreshers / Orientation Courses. They are also given supporting assistance as per rule for attending seminars and workshops related to their particular area of interest. Moreover, sometimes the college authority gives effort to its non-teaching staffs for attending different relevant trainings to improve their professional skills.

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

The policy of the college is to motivate its staff for active participation in each and every aspect of the multi-layered daily activities and specialized developmental programs taken as per requirement. Teachers are often deputed to oversee a particular function related to various administrative affairs. The office staff is also deputed to render help to the management of academic functions.

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.*

Information regarding performance appraisal system for a teacher, required mainly for CAS (Career Advancement Scheme), are regularly and meticulously collected and recorded by the IQAC of the college. Besides, the IQAC has plans to introduce a self-appraisal score of the teachers based on a structured questionnaire. No such appraisal system exists for the non-teaching staff of the college though.

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 IQAC, in charge of collecting records for performance appraisal, reviews all the records and makes valuable suggestions in forwarding them to the appropriate authority for future action and taking decision accordingly.

6.3.5  *What are the welfare schemes available for teaching and non teaching staff? What*

*percentage of staff have availed the benefit of such schemes in the last four years?*

Group Insurance cover is provided to every staff of the college. Loan from Provident Fund is also provided to the staffs as and when needed. Moreover, a general fund by the teaching staff has been formed to provide help and assistance to not only teachers but also the non-teaching staff of the college when they are in need and distress. A proposal to form an "employees' credit cooperative society" is also under consideration.

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

There is no provision to provide additional financial benefits to attract or retain any eminent faculty. Also the college has no authority over who joins the college, as it is under the purview of West Bengal College Service Commission. However friendly relationship between teachers and students, decent working atmosphere, good library, internet connectivity and laboratory facilities are a few positive features that should work as incentives for any faculty to stay in this institution.

## 6.4    *Financial Management and Resource Mobilization*

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

The Governing Body of the College, which is the premier body in the hierarchy to monitor the functioning of the college, has constituted some committees for the purpose like Finance Committee, Purchase Committee etc. comprising of efficient and competent members, to devise plan, implement them and to keep an eye on their progress. Bursar is to check the appropriateness of different expenditure.

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

Accounts of the college are audited, as per rule, through the Auditor appointed by the Government of West Bengal. However due to several difficulties and unfavourable predicaments like acute shortage of staffs etc., the college is unable to audit its accounts regularly. However, in spite of the unfavourable situations and disadvantages the college has completed its audit up-to 2010-11 and there has been found no objections for the periods that has already been audited. The college authority is trying its best with sincere effort to complete the audits for the remaining

periods.

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 entire funding for the functioning of the college is done by the college on its own. Tuition fees and special fees, collected at the time of admission, is the primary source of institutional revenue. But half of the Tuition fees thus collected is remitted to the government treasury account regularly and in time as per Government direction. So their remains always some deficit to provide funds for developmental works. As a result the college is always in want of funds from other different funding agencies.

| Unaudited Income-Expenditure statement of previous four years : | | | | |
|---|---|---|---|---|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| **Income Side [all amount in Rs.]** | | | | |
| Fees | 40,89,129 | 43,13,038 | 47,94,258 | 47,32,161 |
| Grant of UGC | 31,85,000 | 15,87,500 | 10,10,000 | 13,84,190 |
| Grant from DPI | 2,34,83,137 | 2,44,70,039 | 2,67,10,613 | 2,75,96,447 |
| Other | 2,73,053 | - | - | 1,62,154 |
| Total | 3,10,30,319 | 3,03,70,577 | 3,25,14,871 | 3,38,74,952 |
| | | | | |
| **Expenditure Side [all amount in Rs.]** | | | | |
| Capital Expenditure | 12,91,646 | 4,11,034 | 10,07,843 | 11,09,663 |
| Salary | 2,55,44,184 | 2,58,21,412 | 2,77,56,613 | 2,87,05,186 |
| Other | 10,18,487 | 15,42,170 | 14,07,807 | 14,73,872 |
| tuition fee refunded to DPI, W.B. | - | - | 14,12,126 | 7,52,060 |
| Total | 2,78,43,18 | 2,77,72,176 | 3,15,84,389 | 3,14,44,556 |

## COLLEGE INCOME
## 2011 - 2015



## COLLEGE EXPENDITURE
## 2011 - 2015
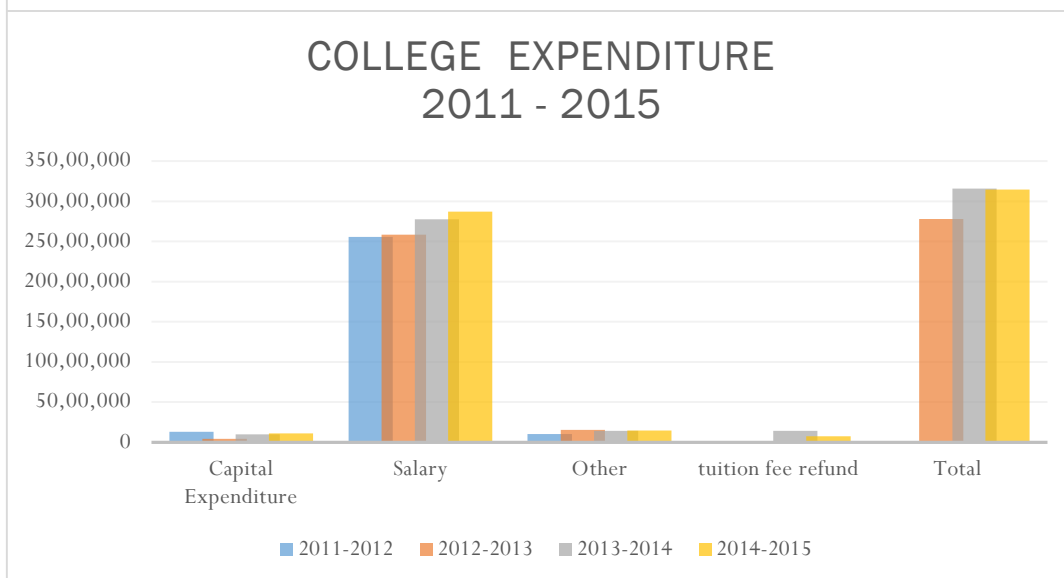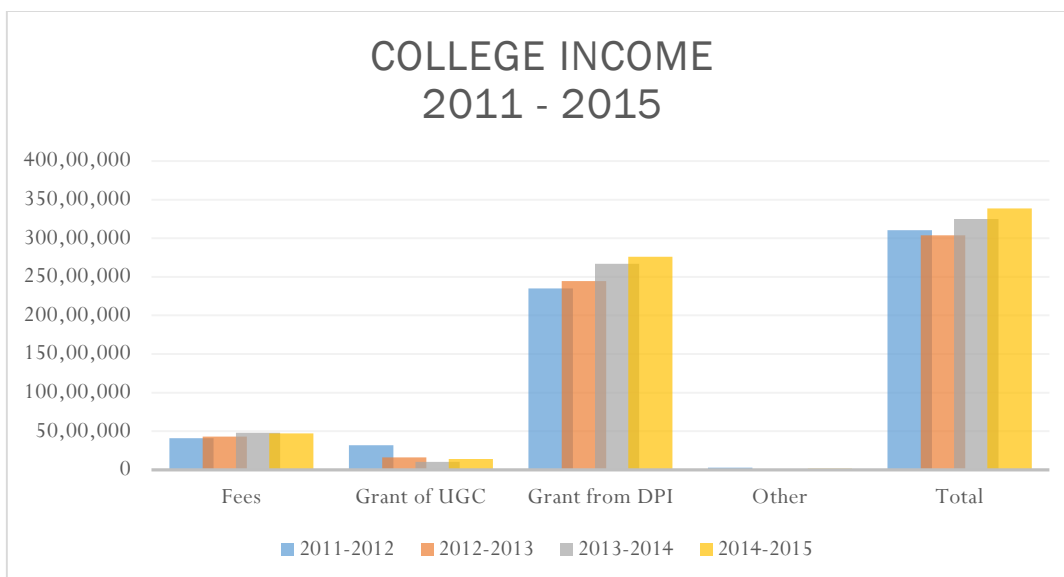


6.4.4 *Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any)*

The institution is managed by the college Governing Body. All the recurring expenditure are borne by the college itself. Being a Grant-in-aid college it receives Salary-Grant from the DPI, Government of West Bengal. The UGC extends financial support for various academic and developmental activities. Besides, the college also receives grant for its developmental activities from other agencies like MLALAD fund etc.

The details of different grant received by the college in the last four years are as follows:

(a) Grant received from DPI, Government of West Bengal (Non-Plan Fund)

| Particulars [all amount in Rs.] | | | | |
|---|---|---|---|---|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Salary Grant (Non – Planned) | 2,34,83,137 | 2,44,70,039 | 2,67,10,613 | 2,75,96,447 |
| Sports Grant (Planned) | - | - | - | 25,000 |
| Total | 2,34,83,137 | 2,44,70,039 | 2,67,10,613 | 2,76,21,447 |

(b) Grant received from UGC

| | All Amount in Rs. | | | |
|---|---|---|---|---|
| Particulars | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| High SC/ST/OBC/M | 4,20,000 | - | - | - |
| Additional Grant (Equipment) | 6,40,000 | 12,50,000 | - | - |
| Seminar/ Conference | 3,75,000 | - | - | - |
| Sports infrastructure | 17,50,000 | - | - | - |
| Merged Scheme | - | 3,37,500 | 2,50,000 | - |
| Books, Journals & Equipment | - | - | 4,75,000 | - |
| XII-th Plan College Development | - | - | 2,85,000 | - |
| Undergraduate Plan Block Grant | - | - | - | 10,84,190 |
| Establishment and Monitoring | - | - | - | 3,00,000 |
| Total | 31,85,000 | 15,87,500 | 10,10,100 | 13,84,190 |

(c) Other Fund [MLALAD]

*All Amount in Rs.*

| Particulars | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| Equipment for Gymnasium | 2,73,053 | – | – | – |
| Library Books | – | – | – | 1,37,154 |
| Total | 2,73,053 | – | – | 1,37,154 |

## GRANTS RECEIVED 2011–2015

Others[MLALAD]  ■ UGC  ■ DPI, Govt. of WB

**2014-15**
- 1,37,154
- 13,84,190
- 276,21,447

**2013-14**
- 0
- 10,10,100
- 267,10,613

**2012-13**
- 0
- 15,87,500
- 244,70,039

**2011-12**
- 2,73,053
- 31,85,000
- 234,83,137

(axis: 0, 50,00,000, 100,00,000, 150,00,000, 200,00,000, 250,00,000, 300,00,000)
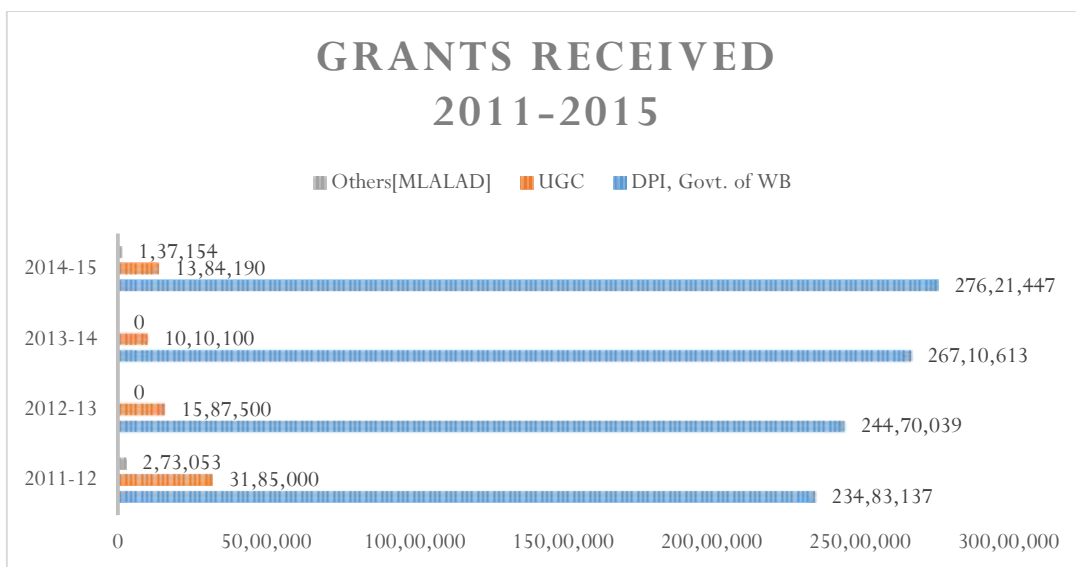
## 6.5 Internal Quality Assurance System (IQAS)

6.5.1 *Internal Quality Assurance Cell (IQAC)*

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

IQAC , Kandi Raj College was initially formed in the meeting of Governing Body as per UGC /NAAC norms.
The institutional policy with regard to quality assurance is designed with the objective of providing quality teaching with adequate infrastructural facilities.
Although there is no lack of intention, but all the facilities could not be provided at a time due to lack of financial resources.

The aim of the institution is,

i) To create facilities for Faculty improvement through attending refresher courses, orientation programmes, seminars, conferences, workshops, etc. and active engagement in research works.

ii) To provide remedial coaching classes and tutorial classes for the needy and weaker students

iii) To inculcate innovative and creative culture among advanced learners

iv) To continuously monitor the learners' progress through arrangement of class tests

v) To improve evaluation process,

vi) To provide separate rooms for honours departments

vii) To make arrangement of adequate numbers of classroom for growing students

viii) To get stakeholder feedback

ix) To create boys common room with adequate recreational facilities

x) To make separate well-furnished and sanitized toilet facilities for teaching and non-teaching staff

xi) To improve security arrangement of the staff and students within the campus.

xii) To make arrangements for safe drinking water for staff and student.

xiii) To create separate departmental libraries for honours students

xiv) To make separate common room for girls

xv) To provide separate sanitized toilet facilities for boys and girls

xvi) To install rain-water harvesting and solar energy generation facilities

xvii) To create awareness among the students regarding gender discrimination and social injustice

xviii) To provide facilities to improve student's health

xix) To enrich the library providing adequate books

xx) To create environmental awareness and build the college clean and green

The policy with regard to quality assurance is being institutionalized through meeting with the staff and the students. Awareness among stakeholders for quality improvement is also communicated through college prospectus and website.

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

Through the proposals of IQAC the college authority has adopted the aforesaid policies with regard to quality assurance. Hence all policies have been approved by the management and have already been implemented as per present demand or requirement. But as the nature of the above matters demand more upliftment from time to time and it is a continuous developmental process, the college authority always is trying to give its best effort to implement the increasing requirement in the process.

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

Yes, the IQAC has external members.
With vast experience on institutional policy and its applications, the external

members of IQAC give their important and valuable suggestions with regard to quality assurance and thus make significant contribution to the entire process.

(d)     *How do students and alumni contribute to the effective functioning of the IQAC?*

The IQAC receives important feedbacks from students and alumni. The analysis of those feedbacks helps the IQAC to take appropriate decisions and thus contribute to its effective functioning.

(e)     *How does the IQAC communicate and engage staff from different constituents of the institution?*

In the IQAC there are representatives from both teaching and non-teaching staff. The representatives of each section communicate with their fellow members to get the individual views about quality assurance in the institution. Chairman, convener and other members maintain regular connection with the stakeholders, like students, guardians and alumni to get their views in this regard. The IQAC considers all such views to take suitable decisions for quality improvement in academic and infrastructure fields.

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.*

Feedbacks collected from all the stakeholders and issues arising out of various academic and administrative situations are taken into consideration by IQAC. Members outside the institution offer their suggestions. TIC, as the head of IQAC, communicates the resolutions adopted to different bodies of the college or to the Governing Body as per necessity for effective translation of the same into action.

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.*

Different trainings for efficiency improvement of the staff offered by the Government and by different organizations are availed regularly. Institution encourages its teachers to join various Orientation and Refresher Courses. College also arranges for necessary trainings for the non- teaching staff as and when required.

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?*

No formal provision for Academic Audit has been introduced as of yet. However, feedbacks from students, guardians and other stakeholders work as external reviews of the academic process. Moreover, the IQAC of the college is considering a proposal

to introduce external audit in the future.

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 IQAC, the nodal agency of the college with regard to quality assurance, aligns itself closely with external agencies like University of Kalyani ( the parent university), Director of Public Instructions under Government of West Bengal, UGC/ NAAC and the Internal quality assurance mechanism of the college has been devised in consonance with directions prescribed by these agencies.

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

The departmental teachers monitor the performance of the students by their response in the classrooms as well as by their performance in the class tests and the final test examination. Departmental meetings conducted from time to time reviews the teaching-learning process at the departmental level.
The Teacher-in-Charge in conjunction with IQAC ensures the efficiency of the "Teaching-Learning" mechanism.
Feedback from the stakeholders also play an important role in successfully monitoring the teaching learning process.

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

Policies adopted and operational procedures followed for ensuring required level of excellence in functioning of the college are always widely circulated among people concerned through meetings, notices served, website information and college prospectus.

6.5.8 *Any other relevant information regarding Governance Leadership and Management which the college would like to include.*

The college Governing body is headed by Dr. Bikas Sinha, the eminent scientist. Under his able and inspiring leadership the college makes every conceivable effort in achieving its true potential.

# Criteria – VII : Innovations & Best Practices

## 7.1 **Environment Consciousness**

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

As of now there is no provision for Green Audit or Environmental Audit of the college conducted by any external agency. The college, however, monitors the environmental balance within the campus through the functioning of its active NSS unit, co-operation of its Students' Union and the active and voluntary participation of the students and the staff.

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

(a) <u>*Energy Conservation*</u>

College makes every conceivable effort to conserve energy as much as possible. As part of its "Save Energy" drive the college has instructed all the faculties and the office to use as little paper as possible for the day-to-day running of the college. All the class rooms of the college are fitted with Miniature Circuit Breaker (MCB) which, apart from being a safety device, also helps in minimizing electricity consumption as by just switching it off one can shut down all the electrical appliances in a room. Effort has also been initiated to supplant the more energy consumable lamps with modern energy saving CFL lamps and tubes.

(b) <u>*Use Of Renewable Energy*</u>

The college is considering a proposal to use renewable energy increasingly in its daily activities and thereby reduce dependency on fossil fuel. As part of this plan, solar panels would be installed on the roofs of the college building.

Lack of funds is one serious impediment in this endeavour as the initial cost of installing all the solar panels and the necessary electrical wirings and inverters needed to convert the DC current generated into normal AC line is prohibitively high.

(c)   *Water Harvesting*

College has started a pilot project in which rain-water is collected for further use in different laboratories of the college.

(d)   *Check Dam Construction*

There is no such scope as the college is situated in a semi-urban area.

(e)   *Efforts For Carbon Neutrality*

College is aware of its carbon footprint and aims to neutralize it by its plantation drive as mentioned below. It also encourages its students and teachers to use bi-cycles while coming to the college. It has a dedicated cycle garage for the students. It also employs several measures to reduce wastage of electricity. The generator that the college employs is also built with "Green Technology" and has a very small carbon footprint.

(f)   *Plantation*

Every year tree plantation programme is organized under the aegis of the college NSS Unit. The staff and the students participate in this programme with complete enthusiasm. The Department of Botany plant and maintain the garden located by the side of its departmental building.

(g)   *Hazardous Waste Management*

The main outlet for hazardous waste in the campus is the Chemistry laboratory. Care is taken to ensure that such waste does not mix with the general waste of the College.

(h)   *E-Waste Management*

The college makes every effort to re-use electronic devices as far as practicable as we believe that it is the best way of dealing with the problem of e-waste. Many computers and printers that are currently used in different departments of the college have long past their usual shelf life. In case where this is not possible such waste products are labelled and stored in a designated place.

## 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.*

College has started a number of novel initiatives in the last four years :

1. College website was developed which in future will work as an interface between the college and its various stakeholders.

2. On-line admission to all the honours and general courses started form 2015. This ensures absolute transparency in the admission process

3. Introduction of a students' feedback system has resulted in bridging the gulf between the teachers and the students.

4. Establishment of departmental libraries for each honours subjects meant that students can now discuss and receive valuable suggestions from the teachers at the time of requisitioning of books.

5. Environmental awareness of students is enhanced through a slew of measures including creation of a "No-Plastic zone" and a "No-smoking zone" in the college.

6. Formation of Women's Cell and Anti-Ragging Cell improves discipline in the college.

7. CCTV installation in and around the college campus ensures improved security.

## 7.3 Best Practices

7.3.1 *Elaborate on any two best practices 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 - I**

1. **Title of the Practice:**

   **Blood Donation – A Gift to Mankind**

2. **Goal:**

Blood donation is one of the most significant contribution that a person can make towards the society. Therefore it is highly important that the students be encouraged to take up this hugely important and socially relevant issue so as to ensure their holistic development. This has always been a huge mission of the college.

3. **The Context:**

Blood can only be stored for a limited period of time and that is why the blood banks always need a steady and constant supply of blood. Being situated in a backward, border district of West Bengal where there is a constant shortage of blood, the college has always felt an obligation to inspire its students to donate blood in the greater interest of the society. Students are the most potent carriers of social change. Therefore by sensitizing the student community towards an important issue like this, the college tries to play its due role in the creation and development of a better society.

4. **The Practice:**

The college has always been active in creating an atmosphere that harbours social justice as it is an integral part of its vision and mission. In order to tide over the crisis of shortage of blood in this part of the country the college every year organizes a blood donation camp in association with the district blood bank and the Students' Health Home. The Students' Union of the college under the guidance of the Principal plays a very important and pro-active role in the entire process. It is organized on a Sunday in the college campus in which the teachers, non-teaching staff and the students all join hands to make it a great success. Before the actual day of the camp the college gives a general notice on its noticeboard stating the date and time of the camp. Teachers of the college also urge their students to donate blood in the camp and enlighten them about the benefits of blood donation.

5. **Evidence of Success:**

The practice has had a very strong impact on the student community. Each year an increasing number of students have come forward, discarding their apprehensions against donating blood and expressing a strong desire to participate in the process. Students not only donate blood in the programme, over the years they have shown a keen interest in organizing it and also help in spreading the message in the local

community. The change of mindset in the students is thereby also reflected in the mindset of the larger community which ultimately augurs well for the future of the society.

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

Although the process doesn't need a huge amount of financial resources, it still requires a large and dedicated group of students which, in today's day and age, is a scarce commodity. Thus lack of motivation on the part of the students has been the greatest impediment in the path of success. In addition to that the age old inhibitions of the society towards "Blood-donation" creates its own problems.

7. **Notes:**

It may be noted here that apart from organizing the blood donation camp every year the college also arranges seminars and talks on the topic to create awareness among the students on the issue.

**Contact Details :**

Name of the Teacher-in-Charge  : Prof. Dwarakeswar Datta
Name of the Institution           :  Kandi  Raj  College
City                              : Kandi
Pin Code                          : 742137
Accredited Status                 : Applying for accreditation for the 1$^{st}$ time
Work Phone                        : 03484-255230
Fax                               :
Website                           : www.kandirajcollege.com
E-mail                            : principalkrc.krc@gmail.com
Mobile                            : 9800187426

**Best Practice – II**

1. **Title of the Practice:**

**Clean and Green – The Perfect Dream**

2.  **Goal:**

A clean space is always the basis to a clean body and mind. When we keep a space clean it means we have a lot of love and respect for the place. Also in the current global scenario the benefits of "Going Green", that is to pursue practices that lead to environment-friendly and ecologically responsible decision-making, is highly welcome. The college, being always aware of its social responsibilities, in undertaking this project wants to initiate in the minds of its students a sense of respect for their surroundings and the environment as a whole.

3.  **The Context:**

The benefits of cleanliness is well illustrated. Not only does it help a person individually but also has a larger social ramification. Likewise the advantages of a "Green" and sustainable environment is immense. It is therefore beneficial to encourage the students to take up practices that leads to a clean and better environment.

4.  **The Practice:**

College has a long standing tradition of strictly maintaining cleanliness in and around its campus. It has designated sweepers for the purpose. But to keep the large campus area clean is no easy job! That is why it is important to indoctrinate the minds of staff and the students of the college with the idea of a "Clean and Green Campus".

There is an active NSS cell in the college. Under its guidance regular "Safai Abhijaan"s (cleanliness drives) are conducted inside the campus. Students also conduct "Cleanliness Drive" as part of their ENVS project work.

NSS unit has also installed a number of dust-bins at specific locations of the college. The college has been declared as a "No-Plastic Zone". Students and staff are encouraged not to use "Single Use Plastic Bags". Besides this a slew of measures have also been introduced to make the campus "Clean and Green". These include :

(a)  Creation of a "No-Smoking Zone" in the college.

(b) Use of "Rain-Water Harvesting" methods.

(c)  Taking an initiative to minimize the use of paper in the day-to-day activities of the college.

(d) Re-use of electronic devices to reduce e-waste and proper storage and disposal of e-waste.

(e) Applying a range of procedures to check the misuse of electricity etc.

(f) Construction of a cycle garage to encourage students to use environmentally friendly bi-cycles.

The college realizes that in order to spread the message of a "Clean and Green World", it is not enough to maintain its own campus but actually it needs to expand these activities to the outer world as well. To this end it has started to collaborate with Kandi Municipality in extending its "Cleanliness Drive" to the nearby localities in which the municipality provides the logistics and the college provides the necessary manpower to maintain a level of cleanliness in the area.

5. **Evidence of Success:**

The "Cleaning Mission" taken up by the college has shown a lot of promise from its inception. Although initially conceived by its NSS unit of the college, the idea since then has rapidly caught on the imagination of the general students who has volunteered their services for the success of the campaign. The success of the process can be further gauged by the fact that it has inspired the local municipality to collaborate with the college to extend it to the nearby localities.

Similarly the environment-friendly measures have also resulted in a greater consciousness amongst the staff and the students about different environmental issues. Increase in the number of cycles stored in the cycle-garage during the day is testament to the fact that more and more students are using bi-cycles to come to the college. Likewise use of plastics in the campus have also drastically reduced.

The success of its "Clean and Green" mission is also reflected in the fact that other nearby institutions have also consulted the college in implementing them in their respective organizations.

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

Like any new initiatives the campaign faced some initial hiccups. Initially not everyone was convinced of the process and the goal of the mission. But as time went by and the campaign gathered momentum even the skeptics joined the movement to make it a success.

Paucity of funds is a problem when it comes to implementing all the programmes for

sustainable development. A case in point is the introduction of "solar energy generating system" which has not yet been materialized due to high initial cost.

7. **Notes:**

Besides going on a "Clean and Green" mission, the college also organizes seminars and talks to motivate the staff and the students towards achieving sustainable and holistic growth.

**Contact Details :**

Name of the Teacher-in-Charge  : Prof. Dwarakeswar Datta
Name of the Institution          :  Kandi  Raj  College
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Fax                              :
Website                          : www.kandirajcollege.com
E-mail                           : principalkrc.krc@gmail.com
Mobile                           : 9800187426

# E. Evaluative Report of the Departments

# INPUTS FROM THE DEPARTMENT

## Department of Bengali

1. Name of the department: **BENGALI**

2. Year of Establishment: **1969**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

| Details | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | | 3 |
| Assistant Professor(s) | 5 | 2 |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| **Associate Professor** | | | | |
| Dr. Shila Bhattacharyya | M.A, M.Phil.Ph.D. | Rabindra Sahitya | 21 Years + | Nil |
| Susmita Thakur | M.A, M.Phil. | Novel & Short Story | 21 Years + | Nil |
| Dr. Tapas Bandyapadhyay | M.A, M.Phil. Ph.D | Rabindra Sahitya | 16 Years | Nil |
| **Assistant professor** | | | | |
| Dr.Arun Sarkar | M.A. .Ph.D | Bengali Drama | 5 Years + | Nil |
| Makar Murmu | M.A. M.Phil. | Bangla Katha Sahitya | 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): 52:1 (Hons.); 250:1 (Gen.)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**

15. Qualifications of teaching faculty with: **P.G. – 5, Ph. D – 3, M.Phil -4.**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

      a. Publication per faculty

      b. Number of papers published in peer reviewed journals by faculty.

      b1) National b2) International
      c. Number of publications listed in International Database (For Ex.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, 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
      k. Impact factor
      l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|------|---|----|----|---|---|---|---|---|---|---|---|---|---|
| Dr. Shila bhattacharyya | 7 | 1 | | | | 5 | 1 | | | | | | |
| Susmita Thakur | 8 | | | | | 7 | | 1 | | | | | |
| Dr. Tapas Bandyapadhyay | 15 | 6 | 2 | | | 7 | | | | | | | |
| Dr. Arun Sarkar | 2 | | | | | 1 | 1 | | | | | | |
| Makar Murmu | | | | | | | | | | | | | |

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: **Environmental Project (100%)**

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:

25. Seminars/ Conferences/Workshops organized & the source of funding

    A)  National: **Nil**

    B)  International: **Nil**

    C)  State : 1 (One), 2 Days Seminar Funded by UGC

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| Bengali (Hons.) | 2012-13 | 238 | 82 | 47 | 35 |
| | 2013-14 | 224 | 74 | 24 | 50 |
| | 2014-15 | 189 | 74 | 38 | 36 |
| | 2015-16 | 577 | 113 | 60 | 53 |
| | | | | | |

    *M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Bengali (Hons.) | 2011-12 | 50 | 100 | |
| | 2012-13 | 55 | 98.2 | |
| | 2013-14 | 59 | 76.3 | |
| | 2014-15 | 61 | 63.9 | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |

| GEN | 100 | 0 | 0 |
|-----|-----|---|---|

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---------------------|--------------------|
| U.G to P.G | **50%** |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | Data Not Available |
| Employed<br>   ➢ Campus Selection<br>   ➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

## 30. Details of Infrastructural facilities

a) Library: **YES**

b) Internet facilities for Staff & Students: **Yes (Staff Only)**

c) Class rooms with ICT facility: **NIL**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial assistance received but department-wise data are not available.**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NIL**

33. Teaching methods adopted to improve student learning **: Class Teaching & Board work**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

➢ The department has full faculty strength.

➢ The department has separate library.

➢ Good Student-Teacher ratio.

**Weakness:**

➢ At the beginning of the academic session it is found that the students, specially from village background of our department face minor problems on their part. They do not get random access to the facilities like, library, consultation with an expert man and available book shop in their area.

➢ Another fact about the student from the village context that they are little aware of the standard and perfect language style of present day Bengali language. They also possess little knowledge about the currents and cross currents of Bengali literature.

➢ In our department there are some meritorious students who are from very poor families, lack important recommended books in connection with their subject matter.

➢ Regarding all the above said factors our department is very careful and treat each and every student with great sympathy and gives full support and help to those who are in need of it. We allow the students to visit our departmental library and let them borrow books from there, so that they can satisfy their need.

**Opportunity:**

➢ Our department has its own departmental library with a large number of books. It contains many reference books which cater to the needs of both teachers and students. Many rarely found original books are also kept in our library. The students can borrow books from here and can also get Xerox copy if they need. They also can read by sitting in the library room. Teachers keep always helping them in their any study related difficulty.

**Challenge:**

➢ The main challenge of the department is to draw the students of village background and poor family to attend the classes. The other situations are such, after getting some of the students are found to get fear of studying it, then the teachers have to remove this fear and kindle the light of interest in them. Teachers get them understand the possibilities and importance of the subject and bright prospect of career associated with it.

**Future Plan:**

To inspire students to fulfil their true potential.

# INPUTS FROM THE DEPARTMENT

## Department of English

1. Name of the department: **ENGLISH**

2. Year of Establishment: …1959..(Hons.)…

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

| Details | Sanctioned | Filled |
|---|---|---|
| Professor(s) | N.A. | N.A. |
| Associate Professor(s) | | 01 |
| Assistant Professor(s) | 04 | 03 |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Ila Biswas Guha Roy | M.A. | American Literature | 23 Years | Nil |
| Sanjib Kumar Kar | M.A. | Literary Theory | < 1 Year | Nil |
| Mousumi Das | M.A. | Literary Theory | < 1 Year | Nil |
| Dipak Sarkar | M.A. | American Literature | < 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): …Session 2015-2016 = 44:1 (Hons.),

13:1 (Gen.)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**

15. Qualifications of teaching faculty with: **P.G. - 04**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications: **NIL**

      a. Publication per faculty

      b. Number of papers published in peer reviewed journals by faculty.

      b1) National b2) International
      c. Number of publications listed in International Database (For Ex.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, 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
      k. Impact factor
      l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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: **ENVS Project (100%).**

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. Seminars/ Conferences/Workshops organized & the source of funding

    D)  National:  Nil

    E)  International: Nil

26. Student profile programme /course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| B.A. (Hons.) in English | 2012-2013 | 278 | 81 | 50 | 31 |
| | 2013-2014 | 218 | 86 | 52 | 34 |
| | 2014-2015 | 216 | 81 | 47 | 34 |
| | 2015-2016 | 342 | 82 | 54 | 28 |
| | | | | | |

   *M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| English (Hons.) | 2011-2012 | 21 | 100% | |
| | 2012-2013 | 37 | 83.78% | |
| | 2013-2014 | 44 | 45.45% | |
| | 2014-2015 | 39 | 83.84% | |
| | | | | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | About 80% |
| P.G to M. Phil | Data Not Available |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | |
| Employed<br>&#10148; Campus Selection<br>&#10148; Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

a) Library: **YES**

b) Internet facilities for Staff & Students: **For Staff only.**

c) Class rooms with ICT facility: **NIL**
d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NO**

33. Teaching methods adopted to improve student learning: **Personal Level Interaction, Group Discussion, Question Answer Session**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

&#10148; The department has well faculty strength.

&#10148; Well-equipped Departmental Library

> Good Relationship among Teachers and Students

**Weakness:**

> Lack of Teaching Aids

> Lack of Language Laboratory

> Lack of Rooms

**Opportunity:**

> Department has its own room with computer and internet facility.

> Students avail themselves of the scope to borrow costly books from the Departmental Library.
> Students get chances of personal interaction with teachers even other than classroom.

.

**Challenge:**

> The main challenge of the department is to draw the village-background students to attend the classes regularly. Other demanding factor is that some students, after taking admission in English Honours, fear of studying it. Teachers of our department try to remove this fear and kindle the light of interest in them and make them understand the importance of the subject and the bright prospect of career associated with it.

**Future Plan:**
1. Plans to prepare students for different competitive examinations.
2. Plans to conduct classes on communicative skill in English
3. Plans to collect visual arts in connection with relevant literary topics.

# INPUTS FROM THE DEPARTMENT

## Department of Sanskrit

1. Name of the department: **SANSKRIT**

2. Year of Establishment: **2007**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

| Details | Sanctioned | Filled |
|---|---|---|
| Professor(s) | | |
| Associate Professor(s) | | |
| Assistant Professor(s) | | |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Guest Teacher : | | | | |
| Goutam Chatterjee | M.A. | Indian Philosophy | 4 Years | NIL |
| Payel Chatterjee | M.A. | Kabya | 2 Years | NIL |
| Chumki Pal | M.A. | Inscription | 2 Years | NIL |
| Subhra Sen | M.A. | Combained | 2 Years | NIL |

11. List of senior visiting faculty: **NIL**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **100%**

13. Student -Teacher Ratio (programme wise): 21:1 (Hons.) ;   50:1 (Gen.)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**

15. Qualifications of teaching faculty with:  **P.G – 4.**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NIL**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

      a. Publication per faculty

      b. Number of papers published in peer reviewed journals by faculty.

      b1) National b2) International
      c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
      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
      k. Impact factor
      l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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:

**Environmental Project (100%)**

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: **NA**

25. Seminars/ Conferences/Workshops organized & the source of funding

    F) National: **NIL**

    G) International: **Nil**

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| Sanskrit (Hons.) | 2012-13 | 141 | 37 | 17 | 20 |
| | 2013-14 | 93 | 25 | 10 | 15 |
| | 2014-15 | 93 | 24 | 6 | 18 |
| | 2015-16 | 255 | 42 | 17 | 25 |
| | | | | | |

    *M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Sanskrit (Hons.) | 2011-12 | 22 | 81.8 | |
| | 2012-13 | 22 | 77.3 | |
| | 2013-14 | 24 | 79.2 | |
| | 2014-15 | 25 | 72 | |
| | | | | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | **50%** |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | Data Not Available |
| Employed<br>   &#10142; Campus Selection<br>   &#10142; Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

     a) Library: **YES**

     b) Internet facilities for Staff & Students: **NA**

     c) Class rooms with ICT facility: **NO**

     d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NO**

33. Teaching methods adopted to improve student learning: **Class Teaching & Board work**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

&#10142;   In spite of having no full time teacher the department shines in University examination result.

&#10142;   The department has separate library.

&#10142;   The department has good Student-Teacher Ratio.

**Weakness:**
&#10142;        Lacks the requisite teaching strength, thereby hampering the teaching learning process.

&#10142;   At the beginning of the academic session it is found that the students, specially from village background of our department face minor problems on their part. They do not get random access to

the facilities like, library, consultation with an expert man and available book shop in their area.

➢ In our department there are some meritorious students who are from very poor families, lack important recommended books in connection with their subject matter.

➢ Regarding all the above said factors our department is very careful and treat each and every student with great sympathy and gives full support and help to those who are in need of it. We allow the students to visit our departmental library and let them borrow books from there, so that they can satisfy their need.

**Opportunity:**

➢ Our department has its own departmental library with a large number of books. It contains many reference books which cater to the needs of both teachers and students. Many rarely found original books are also kept in our library. The students can borrow books from here and can also get Xerox copy if they need. Teachers keep always helping them in their any study related difficulty.

**Challenge:**

➢ The main challenge of the department is to draw the students of village background and poor family to attend the classes. Teachers get them to understand the possibilities and importance of the subject and bright prospect of career associated with it.

**Future Plan:** To address the issue of lack of Full-Time teaching faculty.

**INPUTS FROM THE DEPARTMENT**

**Department of Philosophy**

1. Name of the department:   **PHILOSOPHY**

2. Year of Establishment:   **1959**

3. Names of Courses offered:   **UG (Hons. & Gen)**

4. Names of Interdisciplinary courses and the departments/units involved:  **NIL**

5. Annual/ semester/choice based credit system ( program-wise): **Annual**

6. Participation of the department in the courses offered by other departments:  **Yes**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/program discontinued (if any) with reasons:  **NA**

9. Number of Teaching Post(s):

| Details | Sanctioned (04+01) (Asst. Prof. & PTT) | Filled (04+01) |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | 02 (promoted/re-designated) | 02 |
| Assistant Professor(s) | 02 (present grade) | 02 |
| Part Time Teacher(s) | 01 | 01 |

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

    **a) Full Time Teacher:**

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Prof. Rabiul Haque (Associate Prof.) | M.A | Advanced Logic | 19 Years | Nil |
| Prof. Suprabhat Chowdhury (Associate Prof.) | M.A, M.Phil | Advanced Logic | 15 Years | Nil |
| Dr. Nasiruddin Mondal (Assistant. Prof.) | M.A, M.Phil, Ph.D | Vedanta | 6 Years | Nil |
| Prof. Srimonta Mondal (Assistant. Prof.) | M.A, M.Phil | Advanced Logic | 6 Years | Nil |

    **b) Approved Part Time Teacher:**

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|------|---------------|----------------|------------------|-----------------|
| Prof. Sharbori Ghosh | M.A | Nyaya-Vaisesika | 15 Years | Nil |

**c)** **Guest Teacher: Nil**

11. List of senior visiting faculty: **NIL**

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty:  **(PPT) B.A Part-I, Part-II, Part-III (Hons. & Gen.) = 16.9 %**

**1**3. Student -Teacher Ratio (program wise): Hons. **7:1, Gen. 160:1  [Session – 2015-16]**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**

15. Qualifications of teaching faculty with: (DSC / D. Lit / Ph. D / M. Phil / P.G):

   **Ph .D = 1,  M .Phil = 03,  P.G = 2**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NIL**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NI**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

   a. Publication per faculty

   b. Number of papers published in peer reviewed journals by faculty.

   b1) National b2) International
   c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
   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
k. Impact factor
l. h-index

| Name | a | b1 | b2 | c | D | e | f | g | h | i | j | k | l |
|------|---|----|----|----|----|----|----|----|----|----|----|----|----|
| Prof. Rabiul Haque(Associate Prof.) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Prof. Suprabhat Chowdhury (Associate Prof.) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Dr. Nasiruddin Mondal (Assistant. Prof.) | 5 | - | - | - | - | - | - | - | - | - | - | - | - |
| Prof. Srimonta Mondal (Assistant. Prof.) | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Prof. Sharbori Ghosh | - | - | - | - | - | - | - | - | - | - | - | - | - |

20. Areas of consultancy and income generated: **NIL**

21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards:
**Prof. Nasiruddin Mondal, Member of Board of Studies, University of Kalyani.**

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme:
**Environmental Project (100%)**
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:

**Prof. Suprabhat Chowdhury, Gold Medal for M.A. Exam. (1st Class 1st).**

24. List of eminent academicians and scientists/ visitors to the department:

 **i) Prof. Naba Kumar Nandi (University of Calcutta)**

**ii) Prof. Prodyut  Kumar Mondal (University of Burdwan)**

 **iii) Prof. Kumar Mitra (University of Rabindrabharati)**

25. Seminars/ Conferences/Workshops organized & the source of funding
        **a) State level: 1 (One), 2 Days Seminar Funded by UGC**

    b) National: **Nil**

    c)   International: **Nil**

26. Student profile programme/ course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | Male | Female |
| Philosophy (Hons.) | 2012-13 | 57 | 25 | 17 | 08 |
| | 2013-14 | 110 | 16 | 10 | 06 |
| | 2014-15 | 209 | 08 | 03 | 05 |
| | 2015-16 | 118 | 37 | 25 | 12 |

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | !st Class/ Division |
|---|---|---|---|---|
| Philosophy (Hons.) | 2011-12 | 23 | 100% | NIL |
| | 2012-13 | 14 | 93% | 01 |
| | 2013-14 | 08 | 62.5% | NIL |
| | 2014-15 | 07 | 0% | NIL |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| B.A. HONS | 100 | 0 | 0 |
| B.A. GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – **Data not Available**

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | **70%** |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | **Data not Available** |
| Employed<br>   ➢ Campus Selection<br>   ➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

a) Library: **YES**

b) Internet facilities for Staff & Students: **YES [ For Staff only]**

c) Class rooms with ICT facility: **NO**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment program (special lectures / workshops / seminar) with external experts: **NO**

33. Teaching methods adopted to improve student learning: **i) Lecture Method, ii) Special Class, iii) Personal level interaction, iv) Counseling, v) Class Test.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

☐ The department has full faculty strength.

☐ The department takes active participation in special class for academically backwards students.

☐ The department has well and considerable computer and internet facility for the teaching and learning process of both Teacher and students.

☐ The department has desirable and good Teacher-Student Ratio.

**Weakness:**

☐☐Due to remote surrounding areas, where both academic and financial poor background good scored students are rarely admitted here. Moreover, if somehow some good students being admitted in this institutions, they are normally migrated to other job oriented courses due to lack of good opportunity of job in the concern subject.

☐☐It has been observed that the number of students in Philosophy has been decreasing due to lack of Job orientation in the present education system of our society.

☐☐The students are also reluctant to have information regarding other avenues and opportunities after studying Philosophy.

**Opportunity:**

☐☐Department has its own room with computer and internet facility and Departmental Library facility as well in addition to the Central Library.

☐☐Teacher Student ratio is assumed to be very good as desired.

**Challenge:**

☐The main challenge of the department is to increase the enrollment of students in Philosophy

through proper counseling and to enhance the percentage of attendance of the students in classes. Due to Socio-economic conditions of the students (who mainly comes from agriculture based families), they are often engaged in other earning oriented activities and therefore usually be unable to attend classes regularly. So, if we sincerely want to develop the educational engagement and uplift the mental level of concern youths, we have to look and take care of at first the socio- financial development of the surrounding unfortunate people. Unless and until it could be done and achieved to a certain level of financial favours, the expectation in regard to upliftment of education of the surrounding inhabitants will be somehow jeopardized.

**Future Plan:** To apply the University for opening P.G Department in Philosophy or/and Distance Educational course.

# INPUTS FROM THE DEPARTMENT

## Department of Political Science

1. Name of the department: **Political Science**

2. Year of Establishment: **1996**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

|  | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | - | - |
| Assistant Professor(s) | 03 | 01 |
| Approved Part Time Teacher | 01 | 01 |

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

a) Full Time Teacher:

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Prof.Abdul Jaman Naser ,Asstt. Prof.) | M.A | Public Administration and Local Government | 14 Years | Nil |

b) Approved Part Time Teacher:

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for |
|---|---|---|---|---|

| | | | | the last 4 years |
|---|---|---|---|---|
| Prof. Tirtha Mukherjee | M.A | Public Administration and Local Government | 14 Years | Nil |

c) Guest Teacher:

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Prof. Amit Dutta | M.A | State Politics | 4 Years | Nil |

11. List of senior visiting faculty: **NIL**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **50%**

13. Student -Teacher Ratio (programme wise): 1:8 (Hons.); 1:218 (Gen.)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**

15. Qualifications of teaching faculty with: **P.G = 3.**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

    a. Publication per faculty

    b. Number of papers published in peer reviewed journals by faculty.

    b1) National b2) International

c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

    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

    k. Impact factor

    l. h-index

| Name | a | b1 | b2 | C | d | e | f | G | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Prof.Abdul Jaman Naser ,Asstt. Prof.) | - | - | - | - | - | - | - | | - | - | - | - | - |
| Prof. Tirtha Mukherjee | - | - | - | - | - | - | - | | - | - | - | - | - |
| Prof. Amit Dutta | - | - | - | - | - | - | - | - | - | - | - | - | - |

20. Areas of consultancy and income generated: **NIL**

21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards: Prof.Abdul Jaman Naser, Member of Board of Study, UGB, Kalyani University, W.B

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**

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: **Student, Animesh Chowdhury (First class in UG from K.U in 2013)**

24. List of eminent academicians and scientists/ visitors to the department:  **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

    **a) State level : 1 (One), 2 Days Seminar Funded by UGC**

    b) International: **Nil**

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |

| | 2012-13 | 40 | 11 | 7 | 4 |
|---|---|---|---|---|---|
| Political Science (Hons.) | 2013-14 | 92 | 04 | 3 | 1 |
| | 2014-15 | 151 | 02 | 2 | 0 |
| | 2015-16 | 67 | 18 | 15 | 3 |
| | | | | | |

*M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Political Science (Hons.) | 2011-12 | 01 | Nil | |
| | 2012-13 | 03 | 66% | |
| | 2013-14 | 05 | 60% | |
| | 2014-15 | 03 | 33% | |
| | | | | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – **Data Not Available**

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | **70%** |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | **Data Not Available** |
| Employed<br>➢ Campus Selection<br>➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

a) Library: **YES**

b) Internet facilities for Staff & Students: **Yes (Staff Only)**

c) Class rooms with ICT facility: **NO**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

33. Teaching methods adopted to improve student learning: **Class Teaching, Board work & Class test, Question-answer Session.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

* **Faculty members always try to impart best quality teaching to the students and take initiation in order to grow academic interest among the students.**

* **The students are using departmental Library Books.**

**Weakness:**

- **Lack of room**
- **Lack of teaching aids**
- **Lack of Teachers**
- **Lack of admission in Honours course**
- **Irregular attendance of the students**

**Opportunity:**

➤ **Plans to prepare students for different service oriented competitive examination.**

**Challenge:**

➤ **The main challenge of the department is to increase the percentage of attendance of the students in classes.**

**Future Plan:**

**i) Well equipped department.**
**ii) More number of books and Journals in department Library.**

# INPUTS FROM THE DEPARTMENT

## Department of   History

1. Name of the department: **HISTORY**

2. Year of Establishment: …1967..(Hons.)…

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

|  | Sanctioned | Filled |
|---|---|---|
| Professor(s) | N.A. | N.A. |
| Associate Professor(s) | - | - |
| Assistant Professor(s) | - | 03 |
| Part Timer | - | 01 |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Nepal Biswas | M.A. | Modern Indian | <6 Years | Nil |
| Sachin chakraborty | M.A, M.Phil | From Mughal Rule to Colonialism, 17th & 18th Century India | < 6 Year | Nil |
| Rajesh Biswas | M.A. | Economic History of Modern India | < 6 Year | Nil |
| Amrita Biswas(Govt. approved Part-Timer | M.A. | Science and Technology | < 7 Year | Nil |

| | | and History of India. | | |
|---|---|---|---|---|
| | | | | |

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): …Session 2015-2016 =Hons- 20:1, Gen- 80:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**

15. Qualifications of teaching faculty with: **P.G. – 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 by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

  a. Publication per faculty

  b. Number of papers published in peer reviewed journals by faculty.

  b1) National b2) International
  c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  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
  k. Impact factor
  l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nepal Biswas | 06 | | | | | | | | | | | | |
| Sachin Chakraborty | 10 | 1 | 1 | | | | | | | | | | |

| Rajesh Biswas | 01 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Amrita Biswas | 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:
**NIL**

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. Seminars/ Conferences/Workshops organized & the source of funding

    H) National: Nil

    I) International: Nil

26. Student profile programme /course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| B.A. (Hons.) in History | 2012-2013 | 90 | 61 | 40 | 21 |
| | 2013-2014 | 97 | 20 | 14 | 6 |
| | 2014-2015 | 190 | 17 | 12 | 5 |
| | 2015-2016 | 80 | 21 | 16 | 5 |
| | | | | | |

    *M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| History (Hons.) | 2011-2012 | 29 | 100% | 02 |
| | 2012-2013 | 33 | 100% | 05 |
| | 2013-2014 | 26 | 65% | 00 |

| | 2014-2015 | 40 | 57% | 00 |
|---|---|---|---|---|
| | | | | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | About 80% |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | Data Not Available |
| Employed<br>➢ Campus Selection<br>➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

   a) Library: **YES**

   b) Internet facilities for Staff & Students: **For Staff only.**

   c) Class rooms with ICT facility: **NIL**
   d) Laboratories: **Not Applicable**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NO**

33. Teaching methods adopted to improve student learning: **Personal Level Interaction, Group Discussion, Question Answer Session, field study**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

- ➢ The department has good faculty strength.

- ➢ Well-equipped Departmental Library

- ➢ Good Relationship among Teachers and Students

**Weakness:**

- ➢ Lack of Teaching Aids

- ➢ Lack of Rooms
- ➢ Lack of reference books and journals.

- ➢ As the Murshidabad district is minority based and there is so much poverty, the students are forced to engage in different jobs to help their family. So the academic performance is affected and they get disconnected from the higher studies.
- ➢ Transportation problem faced by our students is very much a problem, specially for the girls. As there are no hostel facilities, the students from remote area forced to abstain from classes.

**Opportunity:**

- ➢ Department has its young and energetic faculty members.

- ➢ Students avail themselves of the scope to borrow costly books from the Departmental Library.
- ➢ Students get chances of personal interaction with teachers even other than classroom.

.

**Challenge:**

The main challenge of the department is to draw the village-background students to attend the classes regularly. Other demanding factor is to dispel the fear of some students, who get admission to History Honours. Teachers of our department try to remove this fear and kindle the light of interest in them and make them understand the importance of the subject and the bright prospect of career associated with it.

**Future Plan:**
  4. Plans to prepare students for different competitive examinations.
  5. To conduct seminar, symposium etc.
  6. To introduce a 'History Club' to increase the affection towards History.

# INPUTS FROM THE DEPARTMENT

## Department of Economics

1. Name of the department: **ECONOMICS**

2. Year of Establishment: **1961**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

|  | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | - | 01 (By CAS) |
| Assistant Professor(s) | 03 | 03 |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Prof. Dwarakeshwar Dutta (Associate Prof.) | M.A, M.B.A | Econometrics, Finance | 22 Years | Nil |
| Dr. Anindita Neogi (Asst. Prof.) | M.A, Ph.D | Econometrics | 6 Years | Nil |
| Dr. Avijit Brahmachary (Asst. Prof.) | M.A, Ph.D | Economics of Population | 6 Years | Nil |
| Abhijit Das* (Asst. Prof.) | M.Sc, M.Phil, Ph.D | Econometrics | 13 Years | Nil |

 * Transferred to Bijoygarh College on lien from April 2014

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): 1:2 (Hons.); 8:1 (Gen.)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NIL**

15. Qualifications of teaching faculty with: **Ph. D – 3 ; P.G – 4.**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

**Two Minor Research Project Funded by UGC:**

**i). Abhijit Das (P.I) – Amount Approved: 1, 24, 000/- ; Amount Received: 1, 24, 000/-**

**ii). Avijit Brahmachary(P.I) – Amount Approved: 1,47,000/- ; Amount Received: 1,47,000/-**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

      a. Publication per faculty

      b. Number of papers published in peer reviewed journals by faculty.

      b1) National b2) International
      c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
      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
      k. Impact factor
      l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Anindita Neogi | 02 | 02 | - | - | - | 02 | - | 02 | - | - | - | - | - |
| Avijit Brahmachary | 04 | 01 | - | - | - | 03 | - | 03 | - | - | - | - | - |

| Avijit Das* | 22 | 06 | 14 | 01 | - | 04 | 01 | - | - | - | - | - | - |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|

\* Transferred to Bijoygarh College on lien from April 2014

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:
**Environmental Project (100%)**

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:

**1. Dr. Dipankar Chakraborty, Professor, Jadavpur University.**

**2. Dr. Joyashree Roy, Professor, Jadavpur University.**

25. Seminars/ Conferences/Workshops organized & the source of funding

   J)  State level : 1 (One), 2 Days Seminar Funded by UGC

   K)  International: Nil

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| Economics (Hons.) | 2012-13 | 05 | 03 | 2 | 1 |
| | 2013-14 | 41 | 01 | 1 | 0 |
| | 2014-15 | 75 | 01 | 1 | 0 |
| | 2015-16 | 11 | 01 | 0 | 1 |
| | | | | | |

*M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Economics (Hons.) | 2011-12 | NIL | NA | NA |
| | 2012-13 | NIL | NA | NA |
| | 2013-14 | 01 | NA | NA |

| | 2014-15 | NIL | NA | NA |
|---|---|---|---|---|
| | | | | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | **50%** |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | Data Not Available |
| Employed<br> ➢ Campus Selection<br> ➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

    a) Library: **YES**

    b) Internet facilities for Staff & Students: **Yes (Staff Only)**

    c) Class rooms with ICT facility: **NO**

    d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **One Student awareness Seminar on "Access to Safe Water: Socio-Economic And Technical Challenges in Arsenic Affected Areas of Murshidabad" organized by the Department of Economics, Kandi Raj College.**

33. Teaching methods adopted to improve student learning: **Class Teaching, Board work &, PPT**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

➤ The department has full faculty strength.

➤ The department run compulsory Environmental Study & Project (Popularly known as ENVS Project) curriculum every year for the 1st Year Students of the College.

➤ Good Computer and Internet facility.

➤ Good Teacher-Student Ratio.

**Weakness:**

➤ Good Academic Background Students are rarely admitted here and normally migrated to other job oriented courses.

➤ As days are passing by it has been observed that the number of students willing to study Economics has been falling due to lack of enough employment opportunity specifically in government sector. The West Bengal School Service Commission does not offer considerable employment opportunities to students of economics as compared to other subjects like Bengali, History, English etc.

➤ The students are also reluctant to have information regarding other avenues and opportunities after studying Economics.

**Opportunity:**

➤ Department has its own room with computer and internet facility.

➤ Teacher Student ratio is very good.

**Challenge:**

➤ The main challenge of the department is to increase the enrollment of students in Economics through proper counseling and to enhance the percentage of attendance of the students in classes. Due to Socio economic conditions of the students (mainly from agriculture based family), they are often engaged with other activities and do not attend classes regularly.

**Future Plan:** We plan to approach our university -
i) To find out some employment avenues for students of Economics in government sector, &
ii) To introduce a course curriculum best suited for the students of Economics who have no mathematics background at all.

## Department of Geography

1. Name of the department: **GEOGRAPHY**

2. Year of Establishment: **1998(Gen) & 2012 (Hons.)**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

|  | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | NIL | NIL |
| Assistant Professor(s) | NIL | NIL |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| **Part Time Lecturer** | | | | |
| **Sarbananda Mondal** | M.A. | Population Geo, Advanced regional study of USA and Inodnesia | 17 yrs 1 months | NIL |
| **Guest Lecturer** | | | | |
| **Balaram Sen** | M.A., B.ED | Agriculture and Urban Geography | 3 | NIL |
| **Subhendu Karmakar** | M.A., B.ED, NET | Agriculture and Urban Geography | 3 | NIL |
| **Shakya Sinha** | M.SC., B.ED | Urban Geography | 1 yr 6 months | NIL |

| Ranitashree Guha | M.A., B.ED | Environmental Geo. | 1 yr 6 months | NIL |
|---|---|---|---|---|

11. List of senior visiting faculty: **NIL**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

General course :  50%    Hons. Course : 70%

13. Student -Teacher Ratio (programme wise): 1:13

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

   Sanctioned (permanent) .01, Not yet filled

15. Qualifications of teaching faculty with:  **P.G. – 05**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NIL**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

     a. Publication per faculty

     b. Number of papers published in peer reviewed journals by faculty.

     b1) National b2) International
     c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
     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
     k. Impact factor
     l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|------|---|----|----|---|---|---|---|---|---|---|---|---|---|
| **NA** | - | - | - | - | - | - | - | - | - | - | - | - | - |

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:
**NIL**

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:

25. Seminars/ Conferences/Workshops organized & the source of funding

     L) National: **NIL**

     M) International: **NIL**

     N) State : **NIL**

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|-------------------------------|------------------|----------------------|----------|----|----|
| | | | | M* | F* |
| Geography (Hons.) | 2012-13 | 57 | 16 | 8 | 8 |
| | 2013-14 | 181 | 16 | 9 | 7 |
| | 2014-15 | 219 | 28 | 18 | 10 |
| | 2015-16 | 200 | 22 | 13 | 9 |

*M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|-------------------------------|------------------|----------|-----------------|---------------------|
| Geography (Hons.) | 2011-12 | NA | NA | |
| | 2012-13 | NA | NA | |
| | 2013-14 | NA | NA | |
| | 2014-15 | 12 | 75% | 1 |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | |
| P.G to M. Phil | |
| P.G to Ph. D | Data Not Available |
| Ph. D to Post-Doctoral | |
| Employed<br>&#10137; Campus Selection<br>&#10137; Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

    a) Library: **YES**

    b) Internet facilities for Staff & Students: **NO**

    c) Class rooms with ICT facility: **NIL**

    d) Laboratories: **YES**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial assistance received but department-wise data are not available.**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NIL**

33. Teaching methods adopted to improve student learning **:**

    **1.Lecture method using extensive Board work**
    **2.Field Work both physical and socio-economic**
    **3.Practical works with field training**
    **4.Problem Solving Method**
    **5.Remidial coaching**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

- Bright students from this district and neighbouring districts.
- Blend of young, experienced and dedicated faculties.

- Well furnished and well equipped laboratories.
- Laboratories work from 10:30 am to 5:00 pm on all working days.

**Weakness:**

- Good Academic Background Students are rarely admitted here and normally migrated to other job oriented courses.
- Insufficient space in department.
- Lack of classrooms.

**Opportunity:**

- Department has its own room with computer facility
- Student teacher ratio is very good.

**Future Plan:**

- Department plans to open P G course in Geography on self-financed basis.
- Department also has planning to carry out environmental awareness camp and resource conservation sensitization camps.

# INPUTS FROM THE DEPARTMENTS

## Department of PHYSICS

1. Name of the department: **PHYSICS**

2. Year of Establishment: **1996 (HONS.)**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons :Higher Secondary Course, Govt. of West Bengal decided to discontinue the course in the colleges.

9. Number of Teaching Post(s):

|  | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | - | - |
| Assistant Professor(s) | 5 | 3 |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| **Assistant Professor** |  |  |  |  |
| Dr. Debabrata Pal | M.Sc., Ph.D. | Magnetocaloric effect, Magnetic materials | 6 | NIL |
| Sujay Kumar Sinha | M.Sc., B.Ed. | Condensed matter Physics | 1 | NIL |
| Dr. Joydeep Roy | M.Sc., Ph.D. | Low temperature Physics | 1 | NIL |
| **Guest Lecturer** |  |  |  | NIL |
| Subhobrata Roy | M.Sc., B.Ed. | Electronics | 4 | NIL |
| Arpita Boral | M.Sc. | Condensed matter Physics | 3 | NIL |

| Animesh Das | M.Sc. | Electronics | 1 | NIL |
|---|---|---|---|---|
| **Associate Professor** | | | | NIL |
| Ranendranath Datta (retired on 2013) | M.Sc. | | | NIL |
| Dr. Shyamal Karmakar (resigned) | M.Sc., Ph.D. | Nuclear Physics, Atomic Spectroscopy | 28 | NIL |

11. List of senior visiting faculty: **NIL**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 31% (Hons.), 63% (Hons.)

13. Student -Teacher Ratio (programme wise):

UG(General): 60:1

UG(Hons.): 30:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

| Sl. No. | Name | Post |
|---|---|---|
| 1 | BalaiChatterjee | Laboratory Attendant (Contractual) |
| 2 | Shany Sk. | Laboratory Attendant (Contractual) |
| 3 | Ashis Das | Laboratory Attendant (Contractual) |

15. Qualifications of teaching faculty with:  Ph. D: 2, PG: 1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

UGC sponsored Minor Research Project entitled: "Study of inverse Magnetocaloric effect in NiMn – based ferromagnetic Heusler alloys"

(Project Grant No.: F. PSW-155/11-12 (ERO) dated 25.01.2012)

Grants received: Thirty thousand only.

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

     a. Publication per faculty

b. Number of papers published in peer reviewed journals by faculty.

b1) National b2) International

c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

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

k. Impact factor

l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dr. Debabrata Pal | 9 | 0 | 9 | 9 | | | | | | | | | |
| Sujay Kumar Sinha | | | | | | | | | | | | | |
| Dr. Joydeep Roy | 7 | 3 | 4 | 3 | | | | | | | | | |
| Ranendranath Datta | | | | | | | | | | | | | |
| Dr. Shyamal Karmakar | 2 | 0 | 2 | 2 | | | | | | | | | |

20. Areas of consultancy and income generated: **NIL**

21. Faculty as members in
a) National committees b) International Committees : **NIL**
c) Editorial Boards:
Dr. Debabrata Pal, Member of Board of Studies [(U. G.) Physics], Kalyani Universit

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: **NIL**

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:

1.  Prof. Kalyan Mandal, Professor-S.N. Bose National Center for Basic sciences,Kolkata
2.  Prof. Sangam Banerjee, Professor-Saha Institute of Nuclear Physics, Kolkata.
3.  Prof.S. K. De, Sr. Professor-Indian Association for the Cultivation of Science, Jadavpur, Kolkata.

4. Dr.T. P. Majumder, Associate Professor- University of Kalyani, Kalyani-741235

25. Seminars/ Conferences/Workshops organized & the source of funding

- UGC sponsored state level seminar on "Nanoscience and Nanotechnology: Present and Future"- 12th& 13th January, 2012

  Speakers:

  - Prof. Kalyan Mandal, Professor-S.N. Bose National Center for Basic sciences, Kolkata

  - Prof. Sangam Banerjee, Professor-Saha Institute of Nuclear Physics,    Kolkata

  - Prof.S. K. De, Sr. Professor-Indian Association for the Cultivation of Science, Jadavpur, Kolkata.
  - Dr.T. P. Majumder, Associate Professor- University of Kalyani, Kalyani-741235
  - Dr.Madhuri Mandal, Visiting Faculty- S.N.  Bose National Center for Basic sciences, Kolkata

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| Physics (Hons.) | 2012-13 | 185 | 39 | 36 | 3 |
| | 2013-14 | 166 | 30 | 27 | 3 |
| | 2014-15 | 253 | 35 | 24 | 11 |
| | 2015-16 | 335 | 53 | 45 | 8 |
| | | | | | |

*M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Physics (Hons.) | 2011-12 | 15 | 66.70 | |
| | 2012-13 | 12 | 83.30 | |
| | 2013-14 | 22 | 40.90 | |
| | 2014-15 | 31 | 32.30 | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|

| HONS | 100 | 0 | 0 |
|------|-----|---|---|
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---------------------|--------------------|
| U.G to P.G | |
| P.G to M. Phil | |
| P.G to Ph. D | Data Not Available |
| Ph. D to Post-Doctoral | |
| Employed<br>   ➢ Campus Selection<br>   ➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

1. Library: Departmental Library- No. of Books-170 (approx.)

2. Internet facilities for Staff &Students: **Yes (Staff Only)**

3. Class rooms with ICT facility: 01

4. Laboratories:

Well-equipped laboratory, almost all of the instruments are available in the departmental laboratories to carry out the U.G level (Hons. and general) programme.

- Two General Laboratory (One for Hons. students and one for pass students)
- Two Electrical Laboratory
- One Optics Laboratory
- One Electronics Laboratory

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial assistance received but department-wise data are not available.**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NIL**

33. Teaching methods adopted to improve student learning **:**

➢ Lecture method using extensive board work(white board).

➢ Lecture using LED projector and multimedia aids.

➢ Problem solving method.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students participate in NSS programme, Games and sports, Essay competition, mock parliament etc.

35. SWOC analysis of the department and Future plans:

**Strength:**
- A significant number of Research Papers published in various International Journals and National /International Seminar attended by the teachers of the department .

- Consistently good academic results with anumberof1st classes in B.Sc. (Hons.)Examinations.

- Ex-students of the department are working as faculty members or research scholars or engaged in jobs at different institutes/companies at national and international level.

- Overall good performance in the NET, GATE, SET, JAM, IAPT, JEST etc. examinations by our students.

**Weakness:**
- Shortage of regular fulltime teachers for a long time.

- Shortage of permanent non-teaching post /staff.

- No permanent technical assistant post/staff for Laboratory.

- Shortage of space to accommodate adequate students.

- Shortage of sufficient computers in the department.

**Opportunity:**

Laboratory development and up-gradation is going on for the purpose of advancement in teaching and learning at research level.

**Future Plan:**
To set up a multimedia library.

To set up laboratory for experiments (outside Syllabus)

# INPUTS FROM THE DEPARTMENTS

## Department of Chemistry

1. Name of the department: **Chemistry**

2. Year of Establishment: **1969**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

| Name of Post | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | - | 01(By promotion) |
| Assistant Professor(s) | 06 | 04 |
| | | |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| Bangshidhar Thakur | M.Sc | Inorganic Chemistry | 35years* | Nil |
| Dr. Jahar Lal Pratihar (Asst. Prof.) | M.Sc, Ph.D | Inorganic Chemistry | 6 years | 01 |
| Dr. Rangana Sinha (Asst. Prof.) | M.Sc, Ph.D | Physical Chemistry | 6 Years | Nil |
| Dr. Niladri Sarkar (Asst. Prof.) | M.Sc, Ph.D | Organic Chemistry | 8 months | Nil |
| Mr. Sourav Majumdar (Asst. Prof.) | M.Sc | Organic Chemistry | 8 months | Nil |

| Smt. Baishaki Banerjee (Part-Time) | M.Sc | Inorganic Chemistry | 7 Years | Nil |
|---|---|---|---|---|
| Smt. Sampa Saha (Part-Time) | M.Sc | Physical Chemistry | 7 Years | Nil |

* Retired on 31st July 2015

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): (Hons.); (Gen.)

| Course name | No. of students enrolled | No. of teachers | Student-Teacher ratio |
|---|---|---|---|
| Hons | 45+27+25 | 6 | 16:1 |
| Gen | 160+77+15 | 4 | 63:1 |

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

| Staff | Sanctioned | Filled |
|---|---|---|
| Lab attendent | 2 | 2 |
| Store keeper cum Lab. Instructor | 0 | 1(Part time) |

15. Qualifications of teaching faculty with: **Ph. D – 3; P.G – 3.**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

**One Minor Research Project Funded by UGC:**

**i). Dr. Jahar Lal Pratihar (P.I) – Amount Approved: 1,99,000/- ; Amount Received:1,87,600.**

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

a. Publication per faculty

b. Number of papers published in peer reviewed journals by faculty.

b1) National b2) International

c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

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

k. Impact factor

l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Banghsidhar Thakur | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Dr. Jahar Lal Pratihar | 12 | - | 12 | 12 | - | - | - | - | - | - | - | - | - |
| Dr. Rangana Sinha | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Dr. Niladri Sarkar | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Sourav Majumdar | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Baishaki Banerjee | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Sampa Saha | - | - | - | - | - | - | - | - | - | - | - | - | - |

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: **Nil**

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. Seminars/ Conferences/Workshops organized & the source of funding

O) National: Nil

P) International: Nil

26. Student profile programme/course wise: (Based on 1st Yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| Chemistry (Hons.) | 2012-13 | 245 | 41 | 37 | 4 |
| | 2013-14 | 196 | 23 | 16 | 7 |
| | 2014-15 | 198 | 33 | 31 | 2 |
| | 2015-16 | 201 | 46 | 38 | 8 |
| | | | | | |

*M=> Male, F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Chemistry (Hons.) | 2011-12 | 20 | 65 | |
| | 2012-13 | 18 | 55.6 | |
| | 2013-14 | 12 | 25 | |
| | 2014-15 | 23 | 60.9 | |
| | | | | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |
| GEN | 100 | 0 | 0 |

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---|---|
| U.G to P.G | **50%** |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | Data Not Available |
| Employed <br> ➢ Campus Selection <br> ➢ Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

a) Library: **YES**

b) Internet facilities for Staff & Students: **Yes (Staff Only)**

c) Class rooms with ICT facility: **01**

d) Laboratories: **YES** - **03**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial Assistance Received but Department-wise data are not Available**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:  NIL

33. Teaching methods adopted to improve student learning: **Class Teaching, Board work & PPT**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NIL**

35. SWOC analysis of the department and Future plans:

**Strength:**

➢ The strength of the Department are brilliant students, qualified teachers and well equipped laboratories. We also have a healthy teacher-student ratio.

➢ Internet connection & a good departmental library provide students necessary information and knowledge.

➢ Our students are studying, researching at different universities and institutes and also employed at different institutions.

**Weakness:**

➢ Our department need to improve the class rooms & laboratory rooms and increase their numbers too.

➢ Quality of student are declining day by day.

➢ Our department has limited supply of chemicals and instruments.

➢ One smart class room is urgently needed.

➢ Our department requires a computer lab.

➢ Most of  Students who are enrolled are from families with poor economic background.

**Opportunity:**

➢ There are plenty of scope for the students who are reading Chemistry Hons to join Industries as well as in field of basic and applied research.

➢ Teacher Student ratio is very good which will be plus point to start a new courses.

➤ Improvement in facilities offered by our department will attract more students with good academic qualification.


**Challenge:**

➤ Our one of the prime challenges is to provide student the facilities like other renowned institutions or colleges. It is also a challenge to us to establish each of our student in different professions.

**Future Plan:**

We are  planning to

i) Invite chemical manufacturing companies for recruitment of their staffs from our college, especially from our department.

ii) Start new courses.

iii) Online lectures facility to help student.

iv) Organize seminars on different trends in modern chemistry.

# INPUTS FROM THE DEPARTMENTS
## Department of MATHEMATICS

1. Name of the department: **MATHEMATICS**

2. Year of Establishment: **1963**

3. Names of Courses offered: **UG (Hons. &Gen)**

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 other departments: **NIL**

7. Courses in collaboration with other universities, industries, foreign institutions, etc. **NIL**

8. Details of courses/programmes discontinued (if any) with reasons: **NA**

9. Number of Teaching Post(s):

|  | Sanctioned | Filled |
|---|---|---|
| Professor(s) | NIL | NIL |
| Associate Professor(s) | - | - |
| Assistant Professor(s) | 04 | 03 |

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

| Name | Qualification | Specialization | No. of Years of Experience | No. of Ph.D Students guided for the last 4 years |
|---|---|---|---|---|
| **Assistant professor** |  |  |  |  |
| Jayanta Basu | M.Sc. | Mathematical Biology | 13 | Nil |
| Dr. Bandhu Prasad | M.Sc.,Ph.D. | Optimization Technique | 05 | Nil |
| Dr. Arindam Sarkar | M.Sc.,Ph.D. | Complex Analysis | 05 | Nil |
| **Guest Lecturer** |  |  |  |  |
| Sandip Sinha | M.Sc. | Mathematical Biology and Advanced Solid Mechanics | 02 | Nil |

11. List of senior visiting faculty: **NIL**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Theoretical -  14% (For both Hons. & Gen.)

13. Student -Teacher Ratio (programme wise): 46:1 (Hons.); 94:1 (Gen.)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Department has no sanctioned post of non-teaching staff, only has a casual supporting staff.**

15. Qualifications of teaching faculty with:  **P.G. – 2, Ph. D – 2, M.Phil -0.**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

      a. Publication per faculty

      b. Number of papers published in peer reviewed journals by faculty.

      b1) National b2) International
      c. Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
      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
      k. Impact factor
      l. h-index

| Name | a | b1 | b2 | c | d | e | f | g | h | i | j | k | l |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dr. Bandhu Prasad | 11 | 0 | 11 | 11 | 0 | 0 | 0 | 0 | | | | | |
| Dr. Arindam Sarkar | 12 | 0 | 12 | 12 | 0 | 0 | 0 | 0 | | | | | |

20. Areas of consultancy and income generated: **NIL**

21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards:
Dr. Bandhu Prasad   Life Member of Operational Research of India , Life Member of I.S.I. Kolkata

Dr. Arindam Sarkar     Member of the American Mathematical Society (AMS)

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: **NIL**

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:

25. Seminars/ Conferences/Workshops organized & the source of funding

      Q)  National: **Nil**

      R)  International: **Nil**

      S)  State : **Nil**

26. Student profile programme/course wise: (Based on 1st yr Admission)

| Name of the Course/ Programme | Academic Session | Applications Received | Selected | Enrolled | |
|---|---|---|---|---|---|
| | | | | M* | F* |
| Mathematics(Hons.) | 2012-13 | 240 | 54 | 49 | 05 |
| | 2013-14 | 239 | 45 | 35 | 10 |
| | 2014-15 | 189 | 65 | 51 | 14 |
| | 2015-16 | 417 | 88 | 75 | 13 |
| | | | | | |

    *M=> Male, *F=> Female

Students Result (Final Year):

| Name of the Course/ Programme | Academic Session | Appeared | Pass Percentage | 1st Class/ Division |
|---|---|---|---|---|
| Mathematics(Hons.) | 2011-12 | 51 | 66.67 | |
| | 2012-13 | 54 | 50 | |
| | 2013-14 | 25 | 32 | |
| | 2014-15 | 25 | 76 | |

27. Diversity of Students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|---|---|---|---|
| HONS | 100 | 0 | 0 |

| GEN | 100 | 0 | 0 |
|-----|-----|---|---|

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. – Data Not Available

29. Student progression

| Student Progression | Against % enrolled |
|---------------------|--------------------|
| U.G to P.G | |
| P.G to M. Phil | |
| P.G to Ph. D | |
| Ph. D to Post-Doctoral | Data Not Available |
| Employed<br>&#10148; Campus Selection<br>&#10148; Other than Campus Recruitment | |
| Entrepreneurship/ Self-Employment | |

**30. Details of Infrastructural facilities**

      a) Library: **YES**

      b) Internet facilities for Staff & Students: **YES**

      c) Class rooms with ICT facility: **01**

      d) Laboratories: **Department has a small Computer Lab, with 5 pcs and a printer.**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Financial assistance received but department-wise data are not available.**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NIL**

33. Teaching methods adopted to improve student learning **:**

    &#10148; Lecture Method using extensive Board Work

    &#10148; Lecture using projector

    &#10148; Problem Solving Method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

**Strength:**

    &#10148;  Homely atmosphere and intimate relationship between teachers and students

➢ Teachers from the department takes part in Remedial coaching for SC/ST/backward students.

➢ Department ensures that students are aware of their future opportunities by counseling them in career related and higher education related matters.

➢ Department also encourages its students to take part in different scholarship related tests.

**Weakness:**

➢ Shortage of full-time teacher and delay of university examination taking away the best quality students to other university.

➢ The willingness of the students to attend regular classes are sharply declining.

➢ Lack of infrastructure.

**Opportunity:**

➢ Department has its own room with computer and internet facility.

**Challenge:**

➢ The main challenge is to enhance the percentage of attendance of the students in classes.
➢ To motivate the students to perform better in the examinations of the university.

**Future Plan:**

To create research aptitude and to popularize Mathematics amongst the students.

**S.T.D.-03484, Ph. No.- 255230**

# Kandi Raj College

## (GOVT. SPONSORED)

Kandi · Murshidabad · Pin 742137
Email: -principalkrc.krc@gmail.com
Website: - kandirajcollege.com

Ref. No. 290/KRC/15

Date: 23·12·15

## 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 discussions, 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.

Signature of the Head of the institution with seal:

Teacher-in-Charge
Kandi Raj College
Kandi, Murshidabad

Place:

Date:

23236735/ 23239437/23235733
23232701
23237721/ 23232317/23234116/
23236351

UGC Website : www.ugc.ac.in

UNIVESRITY GRANTS COMMISSION
BAHADURSHAH ZAGAR MARG
NEW DELHI-110002
विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली – 110 002

No. F.1-1/2013 (CPP-I/C)

October, 2015

Now

4 NOV 2015

The Principal
Kandi Raj College
Kandi
District Murshidabad – 742 137
**West Bengal**

**Subject :** Recognition of Kandi Raj College, Kandi, District Murshidabad – 742 137,
West Bengal under Section 2(f) and 12 (B) of the UGC Act, 1956.

Sir/Madam,

With reference to your letter on the above subject, I am directed to say that
the name of Kandi Raj College, Kandi, District Murshidabad – 742 137, West Bengal
established in the year of **1950,** affiliated to **Kalyani University, Kalyani** is already
included in the list of Colleges maintained under Section **2(f) & 12 (B)** of the UGC
Act, 1956 under the head **Non - Government** College teaching upto **Bachelor's**
Degree.

Yours faithfully,

**(Charan Dass)**
Under Secretary

# University of Kalyani

Kalyani - 741 235, Nadia
West Bengal
Dr. Malay Kumar Samanta
Registrar

KALYANI
UNIVERSITY
ESTD 1960

**SPEED POST**

Phone Off : 25828-750/ 25828378/
25828293/ 25828478/ 25828889/
25829356/ 25828477 (Extn. No. 245)
Fax: 00-91-33-2582-2505
Phone :(Off.) : 00-91-33-25025762
E.mail : registrarklyuniv@gmail.com
Web : www.klyuniv.ac.in
Web Mail : registrar@klyuniv.ac.in

No. RPS/Aff. Coll./71/852/2015/ S-617

Dated :10/12/2015

## TO WHOM IT MAY CONCERN

This is to certify that Kandi Raj College, Kandi, Murshidabad was established in 1950 and was affiliated to Calcutta University in 1950 and recognized by the University Grants Commission. Since 1998 the College is affiliated to the Kalyani University and the following Courses/ Subjects are taught in the said college as per approval.

| Sl.No. | Name of the Course(s) and Duration | Affiliation | | Period of validity for the year(s) |
|---|---|---|---|---|
| | | Permanent | Temporary | |
| 1. | B.A. 3 Yr. Degree Hons. in Bengali | Permanent | --- | |
| 2. | B.A. 3 Yr. Degree Hons. in English | Permanent | --- | |
| 3. | B.A. 3 Yr. Degree Hons. in Philosophy | Permanent | --- | |
| 4. | B.A. 3 Yr. Degree Hons. in Political Sc. | Permanent | --- | |
| 5. | B.A. 3 Yr. Degree Hons. in History | Permanent | --- | |
| 6. | B.A. 3 Yr. Degree Hons. in Sanskrit | Permanent | --- | |
| 7. | B.A. /B.Sc. 3 Yr. Degree Hons. in Geography | Permanent | --- | |
| 8. | B.A. /B.Sc. 3 Yr. Degree Hons. in Economics | Permanent | --- | |
| 9. | B.Sc. 3 Yr. Degree Hons. in Mathematics | Permanent | --- | |
| 10. | B.Sc. 3 Yr. Degree Hons. in Physics | Permanent | --- | |
| 11. | B.Sc. 3 Yr. Degree Hons. in Chemistry | Permanent | --- | |
| 12. | B.A. 3 Yr. Degree General in Bengali | Permanent | --- | |
| 13. | B.A. 3 Yr. Degree General in English | Permanent | --- | |
| 14. | B.A. 3 Yr. Degree General in Philosophy | Permanent | --- | |
| 15. | B.A. 3 Yr. Degree General in History | Permanent | --- | |
| 16. | B.A. 3 Yr. Degree General in Sanskrit | Permanent | --- | |
| 17. | B.A./ B.Sc. 3 Yr. Degree General in Economics | Permanent | --- | |
| 18. | B.A. 3 Yr. Degree General in Pol. Science | Permanent | --- | |
| 19. | B.A./B.Sc. 3 Yr. Degree General in Geography | Permanent | --- | |
| 20. | B.A. 3 Yr. Degree General in Phy. Edn. | Permanent | --- | |
| 21. | B.A. 3 Yr. Degree General in Education | Permanent | --- | |
| 22. | B.A. 3 Yr. Degree General in Arabic | Permanent | --- | |
| 23. | B.Sc. 3 Yr. Degree General in Mathematics | Permanent | --- | |
| 24. | B.Sc. 3 Yr. Degree General in Physics | Permanent | --- | |
| 25. | B.Sc. 3 Yr. Degree General in Chemistry | Permanent | --- | |
| 26. | B.Sc. 3 Yr. Degree General in Zoology | Permanent | --- | |
| 27. | B.Sc. 3 Yr. Degree General in Physiology | Permanent | --- | |
| 28. | B.Sc. 3 Yr. Degree General in Botany | Permanent | --- | |
| 29. | B.Sc. 3 Yr. Degree General in Comp. Sc. | Permanent | --- | |

REGISTRAR
University of Kalyani Registrar

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# Appendix – College Through Pictures

SITE PLAN FOR EXISTING BUILDING & OPEN LAND & TOTAL BOUNDARY LINE & AREAS OF KANDI RAJ COLLEGE AT P.S - KANDI MOUZA - RUPPUR, JL NO.- 85, K.H NO. - 265 PLOT NO. - L.R - 230 AREA - 10 DE, PLOT NO. - 241 AREA - 05 DE, PLOT NO. - 247 AREA - 216 DE, PLOT NO.- 248 AREA - 189 DE, MAP DRAWN TO THE SCALE - 64" = 1 MILE (APPROX.)



**SCHEDULE OF LAND WITH BUILD-UP AREA**

| LEGEND | MOUZA RUPPUR | J.L. NO -85 | K.H NO - 265 |
|---|---|---|---|
| L.R- PLOT NO | AREA IN ACRE | AREA IN SQFT | AREA IN SQMT |
| 230 | 0.10 | 4356 | 400 |
| 241 | 0.05 | 2178 | 200 |
| 247 | 2.16 | 94089.6 | 8640 |
| 248 | 1.89 | 82328.4 | 7560 |
| TOTAL | 4.20 | 182952 | 16800 |
| BUILDUP AREA | 0.9925 | 43236 | 3970 |
| OPEN LAND | 1.0475 | 45629 | 4190 |
| WATER BODY | 2.16 | 94089.6 | 8640 |

DRAWN BY
PARAMESWAR GHOSH
(SURVEYOR)
Date - 22/12/2015

**LEGEND**

| | |
|---|---|
| | COLLEGE BOUNDARY |
| | EXISTING COLLEGE BUILDING |
| | GARDEN |
| | STATUE |
| | TOILET |
| | OPEN STAGE |
| | OPEN SPACE |
| | CYCLE GARAGE |
| | DAMAGE ROOM |
| | PRINCIPAL'S RESIDENCE |
| | GENERATOR ROOM |
| | CANTEEN |
| | POND |
| | EXTENDED LAND IN POND |
| | RAMENDRA SUNDAR PATHAGAR |
| | TEACHERS' QUARTER |

**Detailed Site Map of the College**

**Teacher-in-Charge in his chamber**



**A section of the college office**

Pic- 1

Pic - 2

Pic - 3

Pic - 4

Pic – 1 : During the programme "National Integration of Students"

Pic – 2 :  Celebration of Rabindra - Jayanti

Pic – 3 : During a seminar in the college

Pic – 4 : Indepencence Day celebration

**Dr. Bikash Sinha, eminent scientist and President of the Governing Body, inaugurating a seminar at the college**



**UGC sponsored seminar organized by Department of Bengali**

**Students in a classroom**



**College Library**

Wall

magazine

of

Bengali

And

Philosophy

department



**At a cultural programme in the college**

**Tree plantation in the college**



**Drama session during "Rabindra Jayanti"**

**Teachers' Day celebration**



**During a sensitizing programme on Gender Inequality**

**A programme at the college**



**Blood Donation camp in progress in the college**



**College level Colloquium organized by the Department of Bengali**