

# SELF STUDY REPORT (SSR), 2015

ACCREDITATION

For  
CYCLE 2



## JANGIPUR COLLEGE

P.O.- JANGIPUR, DIST.- MURSHIDABAD, PIN.- 742213, W.B.

NAAC Executive Committee No. & Date :- March 31, 2007/170

<http://www.jangipurcollege.in>

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## PREFACE

It gives me immense pleasure and privilege to submit the Self Study Report (SSR) of Jangipur College for the second cycle of accreditation by the National Assessment & Accreditation Council (NAAC), Bangalore.

This report has been prepared following the guidelines of NAAC. The report is a reflection of the academic and administrative functions and activities happening during the past years in the institution focusing on curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and progression, governance, leadership and management, innovations and best practices and departmental profiles of Jangipur College. It is an endeavour which encourages us to examine our strengths, assess our weaknesses, and accumulate the opportunities offered in higher education to meet the challenges that come on our way.

A NAAC Committee has been constituted to complete the SSR. The Committee has prepared the report through interaction with its members and discussions with the Teacher-in-Charge and all other relevant stakeholders. The report has been finalised with all earnestness and sincerity and collective effort of the faculty members which is now being submitted to NAAC for assessment and accreditation for Cycle 2.

It would be an honour and joy to hear from you at your earliest on Peer Team visit for inspection of our college.



Dr Naba Kumar Ghosh  
Teacher-in-Charge  
Jangipur College  
Jangipur, Murshidabad  
Pin-742213

## Abbreviations:

BPL-	Below Poverty Line
CAS –	Career Advanced Scheme
CAT –	Common Admission Test
CBCS –	Choice Based Credit System
CE –	Centre for Excellence
COP –	Career Oriented Programme
COSA-	Computerization of Salary Account
CPE –	College with Potential for Excellence
CWTT-	Contractual Whole Time Teacher
DPE –	Department with Potential for Excellence
GATE–	Graduate Aptitude Test in Engineering
GB-	Governing Body
GSLI-	General Scheme Life Insurance
IQAC-	Internal Quality Assessment Cell
JAM-	Joint Admission Test for M.Sc.
NA-	Not Applicable
NABARD-	National Bank for Agriculture and Rural Development
NET–	National Eligibility Test
NSS-	National Service Scheme
PEI –	Physical Education Institution
PTT-	Part Time Teacher
RLST (AT)-	Regional Level Selection Test (Assistant Teacher)
SAP–	Special Assistance Programme
SF–	Self Financing
SLET–	State Level Eligibility Test
TEI–	Teacher Education Institution
UGBOS-	Undergraduate Board of Studies
UGC-	University Grants Commission
UPE–	University with Potential Excellence
UPSC–	Union Public Service Commission
WBCSC-	West Bengal College Service Commission

## EXECUTIVE SUMMARY

### INTRODUCTION

Jangipur College is situated in a semi-urban locality of the district of Murshidabad in West Bengal having a campus area of 5.05 acres. The College was established in August 1950 with Intermediate Classes. Undergraduate courses were started in the college from the academic session 1956-1957. The college was set up with the objective of imparting higher education mainly to the backward rural population comprising SC, ST, Minority Communities and women of the locality and to contribute to the educational, social, cultural and economic upliftment of the people of Jangipur.

The vision of the college is to disseminate quality education and produce responsible citizens of the country who in turn would nurture the rich-composite culture of the nation. The college has received recognition of UGC under Section 2(f) of the act and is receiving financial assistance from UGC under Section 12(B). The college offers courses in Arts, Science and Commerce stream at the undergraduate level. The college is affiliated to the University of Kalyani since the year 1999 as per the decision of West Bengal Govt. It is a Grants-in-Aid institution of the West Bengal Government.

### CRITERION I: CURRICULAR ASPECTS

The curriculum for the various degree courses offered by the college is prescribed by the University of Kalyani to which the college is affiliated. The curricula are revised regularly by the affiliating University keeping in mind the changing social and global needs and employability of students. Cross-cutting issues such as gender, environmental education, ICT etc are kept in mind while implementing the curricula in the classrooms of the college. ICT-enabled education is presently the hallmark of Jangipur College. There are 13 Honours streams in this institution. Though no new subjects have been introduced, initiatives have been taken to introduce Sanskrit (Honours), Arabic (General) and Education (General).

S—Enthusiastic and collective effort to accomplish target oriented assignments.

W—No staff recruitment since April 2010.

O—Resourceful staff.

C—Remote location of the college. Political activities of the Students' Union are often disruptive.

### CRITERION II: TEACHING-LEARNING AND EVALUATION

Admission to the college is done through a transparent process of online admission since 2014-15. Admission is purely based on merit and the process of counselling. All information regarding admission are put on the college website and college Notice Board. Admission norms of the affiliating University and the Government of West Bengal are strictly followed. Apart from imparting the curricular aspects, the college tries to sensitize its students on issues such as gender, environment and the like. Seminars and film shows are organized to broaden the perspective of the students. Remedial Classes are arranged in some subjects to help the non-creamy layered and minority students. The teachers take extra care to help the weaker students beyond scheduled class hours. Browsing centres are there to help the faculty as well as the students. College library is there with a huge stock of books and some departments have departmental libraries too.

Presently the college has seven Associate Professors and nineteen Assistant Professors, two Graduate Lab Instructors, one CWTT, two PTTs and fifteen Guest Lecturers. Eleven teaching faculty members have Ph.Ds.

S—Good relationship between the students and the faculty members.

W—No staff recruitment since April 2010. There are 23 substantive vacancies. Non-availability of competent Guest Lecturers.

O—Compassionate and hardworking staff.

C—Remote location of the college. Political activities of the Students' Union are often disruptive.

### **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

Three faculty members of the college have done MRPs, one teacher has availed FIP and five teachers are pursuing their PhDs. Almost all the faculty has publications and four teachers have given invited lectures in other institutions as resource persons. The college has two publications of its own with ISBN numbers and the same in digital format are uploaded on the college website inviting free readership. The college sanctions duty leave to the faculty to pursue research activities. The institution has organized two national level seminars. The department of English has conducted a UGC sponsored course on Communicative English of 24 weeks' duration. Presently three teachers are UGBOS members. The college has six laboratories and forty one computers at present.

The college has NSS unit which makes the students conscious about the importance of social service. The college has been made plastic free. The Equal Opportunity Cell of the college sensitizes the stakeholders on issues like gender and social inclusion. Entry in Service Cell is there in the college to provide training and consultancy service to non-creamy layered and minority students.

S— Research bent of mind in almost all the faculty members.

W—No staff recruitment since April 2010. There are 23 substantive vacancies. Non-availability of competent Guest Lecturers.

O—Propensity to organize outreach programmes.

C—Remote location of the college and bleak job prospects.

### **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

The college has adequate number of classrooms for all honours courses. Computers, LCD projectors and sound systems are used in classroom teaching. The college has a seminar hall with 100 seating capacity which is well equipped with LCD projector, sound system and some basic musical instruments. Laboratories are moderately equipped and space is a crucial problem. One well furnished general staff room with personal lockers, computer and internet facility is available for teaching staff.

The library has over 45,000 books. But it must be noted that since the foundation of the college in 1950, "weeding out" of books has not been done. IQAC has insisted on "weeding out" and purchase of new books on an urgent basis. The college hostel is meant for boys with a seat capacity of 58. Presently, there are 56 boarders. The college has a huge playground. The students are provided with adequate sports equipments. Two night guards are engaged for keeping watch over the college. The students are provided with computerized I-cards and students elections are usually held annually.



- S— Extensive use of internet-based teaching-learning process.
- W—Acute shortage of classrooms for General courses.
- O—Various welfare schemes for students.
- C—No fixed intake capacity for General streams. Shortage of staff strength is often a deterrent.

#### **CRITERIA V: STUDENT SUPPORT AND PROGRESSION**

The college publishes its updated annual prospectus that contains all relevant information regarding admission, academic programmes/courses offered intake capacity, available subject combinations, fee structure, teaching and non-teaching details and the like. The college provides free-ship to BPL cardholders apart from offering other government and non-government scholarships and stipends. The Students' Union publishes its annual magazine: *Probaho*.

Though the college does not have registered alumni nevertheless all the departments try to maintain contact with the ex-students voluntarily. It may be noted in this regard that the Alumni Association of the Physics department has contributed books for the departmental library worth Rs 30,000.

The apex body of the college, the Governing Body, has General Secretary of the Students' Union as representative of the student community. This ensures that in all the policy framing processes the interests of the students are always kept alive.

The institution provides ample opportunities to the students for participation in co-curricular and extra-curricular activities both in the district level as well as the state level. The Quiz team and the Youth Parliament Team of the institution have won several accolades.

- S—Though mostly first-generation learners the students have a noteworthy aptitude to learn and appreciate the positives.
- W— The Alumni Association is not yet registered.
- O— Motivated and enthused students seize upon every opportunity to show their talents.
- C— Shortage of staff strength is often a deterrent.

#### **CRITERIA VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

The governance and leadership of the college is managed by the Governing Body of the college headed by an elected President. All external major decisions of the college like staff recruitment are however not done by the GB. West Bengal College Service Commission is presently entrusted with the responsibility of recruiting college staff. The Teacher-in-Charge is presently the administrative Head of the college and the Drawing and Disbursing Officer as well. The college has a Teachers' Council and the Teachers' Council Secretary is a statutory post. There are several Sub-committees consisting of convener and members to co-ordinate various activities of the college. The college has Grievance Redressal Cell and Women's Cell as well. The college has formed IQAC on 03/05/2013. Immediately after this the IQAC ensured CAS benefits to 13 teachers.

The college has a Jangipur College Employees' Credit Cooperative Society to take care of emergency financial needs of the staff. Human resource is well managed in this institution. The college also has a G.S.L.I Scheme for staff to benefit them. The college receives developmental grants from UGC as well as Government of West Bengal. The NSS receives funding from the affiliating University to smoothly execute its extension activities.

S—A democratic atmosphere prevails in all spheres of decision-making and policy implementation.

W—Audit is pending since 2010-2011.

O—Fund allotments though is sparse, the college somehow manages to garner its resources to continue with its projects of renovation and expansion.

C— Politicisation of educational institution.

### **CRITERIA VII: INNOVATIONS AND BEST PRACTICES**

Several academic and administrative innovative steps have been adopted for an effective and efficient functioning of the college. Online admission process was introduced at a time when it was not mandatory. COSA has been introduced. KOHA is on the verge of being launched. The faculty designs PPTs to impart their lessons more effectively. Films are shown in certain departments to broaden the perspective of students about literature and culture. The NSS is ardently devoted to make the college eco-friendly. The Equal Opportunity Cell apart from sensitizing the non-creamy layered and minority students also makes the community conscious about acknowledging the third gender. In general, the ambience of the college is open and receptive to the changing world.

S—Open-minded and conscious staff strength.

W—Awareness of hygienic sense among the students is very poor because of their socio-economic status.

O—Extension activities are never compromised despite paucity of funds

C— The remote location of the college at times slows down technology-based activities.



## PREPARATION OF SELF-STUDY REPORT

### 1. Name and Address of the College:

Name :	JANGIPUR COLLEGE	
Address :	JANGIPUR, MURSHIDABAD	
City : JANGIPUR	Pin : 742213	State : WEST BENGAL
Website :	www.jangipurcollege.in	

### 2. For communication:

Designation	Name	Telephone With STD code	Mobile	Fax	Email
Principal/Teacher- in-Charge	Dr. Naba Kumar Ghosh	O: 03483-264226 R: 8100151910	9474462874	Nil	naba1968@gmail.com
Vice Principal	NA	NA	NA	NA	NA
Steering Committee Co-ordinator	Mr. Basudeb Chakrabarti	O: 03483-264226 R: 9564039506	9564039506	NA	basudeb.chakrabarti@yahoo.com

### 3. Status of the Institution:

Affiliated Collage	<input checked="" type="checkbox"/>
Constituent Collage	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

### 4. Type of Institution:

#### a) By Gender

i) For Men	<input type="checkbox"/>
ii) For Women	<input type="checkbox"/>
iii) Co-education	<input checked="" type="checkbox"/>

#### b) By Shift

i) Regular	<input type="checkbox"/>
ii) Day	<input checked="" type="checkbox"/>
iii) Evening	<input type="checkbox"/>

### 5. It is a recognized minority institution?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

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

6. Sources of funding:

Government   
 Grant-in aid   
 Any other

7. a. Date of establishment of the college: 01/08/1950

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

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
2 (f)	19/05/2004	w.e.f. 1956
ii. 12 (B)	19/05/2004	w.e.f. 1956

(\*Attached as Annexure: I)

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

Under Section/ Clause	Recognition/Approval Details Institution/Department Programme	Day, Month And Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval Letter)

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

Yes  No

If Yes, has the college applied for availing the autonomous status?

Yes  No

9. Is the college recognized

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

Yes  No

If yes, date of

recognition:.....(dd/mm/yyyy)

For its performance by any other governmental agency? NA

Yes  No

If yes, Name of the Agency .....and

Date of recognition.....(dd/mm/yyyy)

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

Location*	Semi-urban
Campus area in sq. mts.	20,436.24
Built up area in sq.mts.	10,000

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

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

- Auditorium/seminar complex with infrastructural facilities - √
- Sports facilities
- ❖ Play Ground - √
- ❖ Swimming pool - x
- ❖ Gymnasium - √

- Hostel
- \* Boy's Hostels
  - i. Number of hostels: 01
  - ii. Number of inmates : 55 (2014-15)
  - iii. Facilities ( mention available facilities): Food & lodging, Games, Sports and recreational facilities

- \* Girl's hostel : Under construction
  - i. Number of hostels
  - ii. Number of inmates
  - iii. Facilities ( mention available facilities)

- \* Working women's hostel: NA
  - i. Number of inmates
  - ii. Facilities ( mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available –cadre wise): NA
- Cafeteria - √
- Health centre - √ (only first aid is available)  
First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff-

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

- Facilities like banking, post office, book shops : Nil
- Transport facilities to cater to the needs of students and staff: Nil
- Animal house: Nil

- Biological waste disposal: Vats and Dustbins are there for disposal of bio-degradable wastes.
- Generator or other facility for management/regulation of electricity and voltage - ✓
- Solid waste management facility: Vats and dustbins are there for disposal of non-bio degradable wastes.
- Waste water management: Nil
- Water harvesting: Nil

12. Details of programmes offered by the college (Give data for current academic year 2015-2016:

SL No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/approved Student strength	No. of Students admitted
1	Under-Graduate	B.A., B.Sc. & B. Com.	3 Years	H.S. or equivalent	Bengali & English	Hons: 893 B. Com (Gen): 112 B. Sc. (Gen): 126 B. A. : No. is not specified by the University	1 <sup>st</sup> Year: 2886
2	Post-graduate						
3	Integrated Programme PG						
4	Ph.D.	-	-	M. Sc.	English	-	04
5	M. Phil.						
6	Ph.D.						
7	Certificate Course						
8	UG Diploma						
9	PG Diploma						
10	Any other (Specify and provide details						

13. Does the college offer self-financed programmes?

Yes  No

If yes, how many?

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

Yes		No	✓	Number	00
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15. List of departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Physics, Chemistry, Mathematics, Zoology & Botany	√	x	Physics
Arts	Bengali, English, History, Pol. Sc., Geography, Philosophy, Economics	√	x	-
Commerce	Accountancy	√	x	-
Any Other (Specify)	NA	-	-	-

16. Number of Programmes offered under (programme means a degree course like B.A, B.sc., MA, M.Com...)

Annual system	<input checked="" type="checkbox"/>
Semester system	<input type="checkbox"/>
Trimester system	<input type="checkbox"/>

17. Number of Programmes with NA

Choice Based credit system	<input type="checkbox"/>
Inter/Multidisciplinary Approach	<input type="checkbox"/>
Any other (specify and provide details)	<input type="checkbox"/>

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

Yes  No

If yes,

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

And number of batches that completed the programme

b. NCTE recognition details (if applicable): NA

Notification No.....

Date..... (dd/mm/yyyy)

Validity.....

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

Yes  No

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

Yes  No

If yes,

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

And number of batches that completed the programme

b. NCTE recognition details (if applicable)

Notification No.: .....

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

Validity: .....

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

Yes  No

20. Number of teaching and non-teaching positions in the Institution: (2014-15)

Positions	Teaching Faculty						Non-teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor		M*	F*	M*	F*
	*M	*F	M*	F*	M*	F*				
Sanctioned by the UGC/University/ State Government Recruited	00	00	05 (CAS)	02 (CAS)	16	03	14	04	03	00
Yet to recruit	00	00	00	00	23		16		Nil	
Sanctioned by the Management/ society or other authorized bodies Recruited	00	00	00	00	11	07	11	00	00	00
Yet to recruit	00	00	00	00	As & when necessary		As & when necessary		As & when necessary	

\*M-Male \*F-Female

21. Qualifications of the teaching staff: (2014-15)

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	NA	NA	-	-	-	-	-
Ph.D.	NA	NA	03	02	06	00	11
M. Phil.	NA	NA	-	-	02	01	03
PG	NA	NA	02	00	08	02	12
Temporary teachers							
Ph.D.	NA	NA	-	-	-	-	-
M. Phil.	NA	NA	-	-	-	-	-
PG	NA	NA	-	-	09	06	15
Part-time teachers							
Ph.D.	NA	NA	-	-	-	-	-
M. Phil.	NA	NA	-	-	-	-	-
PG	NA	NA	-	-	02	01	03

22. Number of Visiting Faculty/Guest Faculty engaged with the Collage.



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

Categories	Year 2011-12		Year 2012-13		Year 2013-14		Year 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	534	378	588	436	529	527	641	291
ST	05	04	07	05	09	08	08	08
OBC	428	304	478	355	532	531	575	530
GEN	1197	850	1171	869	1143	1139	837	772
OTHER	02	00	00	00	00	00	00	00

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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same State where the college is located	2886	-	-	-	2886
Students from other states of India	-	-	-	-	-
NRI students	-	-	-	-	-
Foreign students	-	-	-	-	-
Total	2886	-	-	-	2886

25. Dropout rate in UG and PG (average of the last two batches) (2013-14 & 2014-15)

UG  PG

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

Including the salary component

Excluding the salary component

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

Yes  No

If yes,

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

Yes  No

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

c) Number of programmes offered

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

Yes  No

28. Provide Teacher-student ratio for each of the programme/course offered (The Teacher-students Ratio for the session 2014-15 is based upon the total number of teachers: total number of honours students)

ENGLISH	BENGALI	HISTORY	POLITICAL SCIENCE	PHILOSOPHY	ECONOMICS	GEOGRAPHY	PHYSICS	CHEMISTRY	MATHEMATICS	ZOOLOGY	BOTANY	ACCOUNTANCY
1:49	1:87	1:36	1:14	1:44	1:2	1:89	1:18	1:22	1:44	1:29	1:26	1:3

29. Is the college applying for

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

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

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

Cycle 1: 31/ 03/ 2007 Accreditation Outcome/Result: B+  
 Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result....  
 Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

(\*Attached as Annexure- II)

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

248

32. Number of teaching days during the last academic year (teaching days means days on which lectures were engaged excluding the examination days)

183

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

IQAC: 03/ 05/ 2013

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

AQAR 2011-12, Submission date 16/ 12/ 2015  
 AQAR 2012-13, Submission date 16/ 12/ 2015  
 AQAR 2013-14, Submission date 16/ 12/ 2015  
 AQAR 2014-15, Submission date 16/ 12/ 2015

35. Any other relevant data (not covered above) the college would like to include.  
(Do not include explanatory/descriptive information)
- a. The college organized UGC sponsored National Seminar on “NABARD’s Contribution on Socio-Economic Development in Rural Areas”. Dated 12<sup>th</sup> April, 2008.  
A publication of the seminar proceedings was published in 2010 with ISBN: 81-900930-5-3 and the same in digital format has been uploaded in the college website ([www.jangipurcollege.in](http://www.jangipurcollege.in))
  - b. The Department of English organized a 24 weeks’ UGC Sponsored Certificate Course on Communicative English from 18.11.2008 to 29.04.2009. The course co-ordinator was Basudeb Chakrabarti, Assistant Professor in English.
  - c. The college organized Higher Education Council, Government of West Bengal sponsored National Seminar on “Women and/ or Child Exploitation: A Multidimensional Overview”. Dated 28<sup>th</sup> March, 2009.
  - d. The college celebrated 150<sup>th</sup> Birth Anniversary of Rabindranath Tagore and thereafter Published a collection of critical essays on Tagore’s literature entitled “*Shardhashatabarshe rabindrasmaran*” (Remembering Rabindranath on his 150<sup>th</sup> Birth Anniversary) on 22<sup>nd</sup> Sravan, 1418 (6<sup>th</sup> August, 2011) with ISBN: 978-81-921883-0-0.  
The publication in digital format has been uploaded in the college website ([www.jangipurcollege.in](http://www.jangipurcollege.in)).
  - e. The college Library has been fully computerized from the academic session 2015-16.

## **CRITERION I: CURRICULAR ASPECTS**

### **1.1 Curriculum Planning and Implementation**

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

Vision: To serve as an ideal educational institution imparting quality education for all.

Mission: To offer innovative and socially relevant skills to our students. Also we take care to empower our female students and cater to the diverse needs of SC, ST, OBC & Minority Students.

Objectives: To impart education as a life-building, man-making, character-making assimilation of ideas. To inspire the students to discover his/ her innate potential. To inculcate values of mutual co- operation and contribution towards the society, nation and the world. The vision, mission and objectives of the institution are communicated to all through our website ([www.jangipurcollege.in](http://www.jangipurcollege.in)), college prospectus and more importantly through interactions with the students.

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

The Governing Body, the Principal/ Teacher- in – Charge and IQAC develop and deploy action plans regarding implementation of the curriculum from time to time. The various sub-committees including Academic Sub-committee, Examination Sub-committee and the like work in unison. The institution takes into account the and minority students' feedback also. For example, in the session 2011-12 the institution wished to initiate Entry in Service Cell and Remedial Classes for non-creamy layered students and we were able to do so in the next session. Also the institution encourages the use of ICT in the teaching learning process. Consequently, the institution readily accepted the NME Project in 2011-12 and subsequently enhanced it. INFLIBNET is there in the college from 2012-13 to assist effective implementation of the curriculum.

- 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?

Under Graduate Board of Studies (UGBOS) of the affiliating University frames, revises and updates syllabi from time to time. Teaching staff who are members of UGBOS participate in the framing and the modification of the syllabi. Specific number of classes are often allotted by the UGBOS to specific topics to improve teaching practices. The University schedules examination dates and publishes results whereby the curriculum is finally translated into practice.

- 1.1.4 Specify the initiatives taken up or contribution made by the Institution for effective curriculum delivery and transaction of the Curriculum provided by the affiliation University or other Statutory agency.

The following are the initiatives taken up by the Institution for effective curriculum delivery:

- a) The faculty prepares individual Lesson Plans in accordance with the Academic Calendar.
- b) Uses ICT and innovative teaching aids in class room teaching.
- c) Field works and Educational Tours/ Excursions are conducted.

- d) Remedial Classes for certain subjects have been implemented to benefit non-creamy layered and minority students.
- e) Internal tests and examinations are conducted thereby preparing the students for the university examinations.

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

Some teachers of the institution are UGBOS members and therefore can communicate with the affiliating university in effective operationalisation of the curriculum. Most of the teachers of the institution act as Examiners/Reviewers/ Head Examiners/Co-ordinators/ Paper Setters/ Moderators of the various Under Graduate examinations of the University. Such teachers do directly interact with the University in effective operationalisation of the curriculum.

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 of the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

Presently the institution has three UGBOS members. They participate in the development of the curriculum directly. Students' feedback if any is also communicated to the University as and when required. However, there is no system of teacher feedback acknowledged by the affiliating University. If this is introduced contribution of the institution regarding development of the curriculum can be more inclusive.

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

No, the institution does not develop any such curriculum.

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

The Governing Body (GB), the Principal/ Teacher-in-Charge (TIC) and IQAC keep a close watch on the fulfillment of the institution's objectives regarding effective implementation of the curriculum. This is primarily done through interactions with the students and the faculty. Drawbacks are identified and remedial measures are unleashed immediately. For example, to make up for loss of teaching days in 2015-16, IQAC decided to modify the winter recess substantially. Students' feedbacks are also used as a mode of analysis.

## 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: NA

1.2.2 Does the institution offer programmes that facilitate twinning/ dual degree? If 'yes', give details.  
No, the institution does not offer any such programme.

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

- Range of Core/Elective options offered by the University  
And those opted by the college:

Courses Offered by the University & Followed by the Institution:

Stream	Subjects
B.A. Honours	Geography, Bengali, English, Political Science, Philosophy, History, Economics.
B. Sc Honours (Pure/Bio)	Physics, Chemistry, Mathematics, Botany, Zoology
B.Com Hons.	Accountancy
B.A. General	Geography, Bengali, English, Political Science, Philosophy, History, Economics, Sanskrit
B. Sc General (Pure/Bio)	Physics, Chemistry, Mathematics, Botany, Zoology
B.Com General	Accountancy, Indian Financial System & Market Operations, Business Economics, Income Tax and Indirect Tax, Business Communication & Entrepreneurship Development, Business Mathematics, Practical(Accountancy, Income Tax & Computer), Advance Accountancy, Management, Auditing and Management Accounting

Subject Combination (Honours) Opted by the Institution:

Honours Subject	General Subjects (any two)
Bengali	Sanskrit, Philosophy, English/ History
English	History, Philosophy, Economics /Bengali
History	Pol. Science, Bengali, English/ Economics
Geography	History, Economics, English/ Mathematics
Philosophy	Bengali, Sanskrit, Pol. Science
Pol. Science	History, Bengali, English/ Sanskrit
Economics	Pol. Science, Mathematics, English/ Bengali
Physics	Chemistry, Mathematics
Chemistry	Physics, Mathematics
Mathematics	Physics, Chemistry
Botany	Chemistry, Zoology
Zoology	Botany, Chemistry
Accountancy	Indian Financial System & Market Operations, Business Economics, Business Communication & Entrepreneurship Development, Business Mathematics, Practical (Accountancy, Income Tax & Computer)

Subject Combination (General) Opted by the Institution:

Discipline	General Subjects (any three)
B.A GENERAL	Group A: Bengali, English, Sanskrit, Philosophy
	Group B: History, Political Science, Bengali, Economics



	Group C: Geography, Pol. Science, Economics, English
B. SC GENERAL (PURE)	Physics, Chemistry, Mathematics
B. SC GENERAL (BIO)	Botany, Chemistry, Zoology
B. COM GENERAL	Accountancy, Indian Financial System & Market Operations, Business Economics, Income Tax and Indirect Tax, Business Communication & Entrepreneurship Development, Business Mathematics, Practical(Accountancy, Income Tax & Computer), Advance Accountancy, Management, Auditing and Management Accounting.

- Choice Based Credit System and range of subject options: NA
- Courses offered in modular form: The faculty splits the syllabi into modules in their Lesson Plans in the beginning of the academic session in accordance with the University suggestions and Academic Calendar of the institution.
- Credit transfer and accumulation facility: NA
- Lateral and vertical mobility within and across Programmes and courses: NA
- Enrichment courses: Entry in Service Cell and Remedial Classes Programme are there in the college since 2012-13 to improve potential of the non-creamy layered and Minority students in terms of academic development and employability.

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, teacher qualification, salary etc.

No, the institution does not offer self-financed programmes.

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.

Yes, the institution has introduced Entry in Service programme since 2012-13. This programme is targeted to provide additional skills to non-creamy layered and minority students of the institution to make them competent in the global employment market. The goal of this programme is to instill self-esteem and competence in the mind-set of the non-creamy layered and minority students of the institution. Jangipur-subdivision in the district of Murshidabad, West Bengal where Jangipur College is located, happens to inhabit a vast section of SC/ST/OBC and Muslim population. Parents of such students are mostly piece rate wage earner or bidi workers. Entry in Service Cell in Jangipur College endeavours to uplift the morale and level of competence of the wards of such parents by making them aware about the various career opportunities that await them after the completion of their under graduate degree courses.

Entry in Service Cell in Jangipur College is peopled with extremely dedicated, compassionate and well-informed faculty. Since the college is situated in a semi-urban locale with a relatively higher percentage of illiterate or semi-literate parents, the most obvious impediment is to make their wards realize the worth of taking training for jobs along with on-going syllabi oriented formal mode of under graduate studies. Lack of exposure to the outer world deters the student from diversifying

his/her perspective about the job-world. Where the most basic means and amenities of living are unavailable, it seems, initially at least, to be wastage of time and energy for most of the non-creamy layered and minority students to undergo a training course on top of the scheduled classes that under graduate curriculum entails. Such students consider it more profitable to rush back home at the earliest opportunity where they would assist their parents in tilting or in bidi-binding. In order to mitigate this problem Entry in Service Cell has made the training classes flexible: teachers take such classes when both they and their students are free often during college hours. Once the students start doing these classes, gradually they realize how beneficial these classes are and then on student attendance percentage and interest in the courses offered increases. However, a significant impediment still remains on the part of the students and that is the utter lack of basic knowledge in handling computers/internet. Teachers do their best to instill at least a certain degree of expertise in handling computers on their students but one has to admit that, more often than not, such efforts do not yield noteworthy results. Communicative English is another such area which still requires attention. Finally, given the paucity of faculty strength in Jangipur College, lack of human resource often becomes a serious deterrent in a more effective running of the Entry in Service Cell in Jangipur College.

Presently (2014-2015) Departments including English, Bengali, History, Political Science, Geography, Chemistry and Zoology cater to a total of 35 non-creamy layered and minority students. However, if success is to be measured in terms of quantitative data, Entry in Service Cell, Jangipur College is yet to yield any result worth mentioning. As of now the Cell is doing its best to design/modify/upgrade itself in terms of formulating its resources that would suit best the non-creamy layered and minority students who are also extremely poverty stricken, computer illiterate, and in most cases first generation learners. The faculty does a voluntary service simply out of love, compassion and concern for its students. Qualitatively, however, the Cell can boast of having been able to instill in its students a relatively higher degree of confidence and competence level which would enable them to give the job-market at least a try rather than joining the ancestral profession of fishing or tilting or bidi-binding.

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

No, there is no such flexibility.

### **1.3 Curriculum Enrichment**

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

The following are the efforts made by the institution to supplement the University’s Curriculum:

- a) Remedial Classes for non-creamy layered students.
- b) INFLIBNET subscription
- c) Numerous Browsing centers
- d) Use of ICT and Web-based information in class room teaching.

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

The curriculum framed by the affiliating university is primarily designed to enrich the academic skills of the students. The needs of the dynamic employment market still have not featured as an important criterion in curriculum development. Having said so, we must add that the UGBOS in certain subjects including Commerce and English is reframing the curriculum to bridge the gap between academic excellence and the employment market.

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

The institution follows the syllabi framed by the affiliating university. There is no way to reach the above mentioned issues directly through the curriculum. However, the NSS wing and Equal Opportunity Cell of the institution are actively involved to make the students aware about gender, human rights and the environment from time to time. Awareness campaigns and sensitization programmes are undertaken by these wings of the institution to negotiate with these relevant issues. Environmental education, however, forms a part of the syllabi in the 1st Year of the 3 Year Degree Course System and this makes the students conscious about environmental issues. Use of ICT is done in class room teaching. Also, there are 20 Browsing Centers (2014-15) in the institution. These make the students aware about the importance of ICT.

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

Though the institution presently does not have any specific value-added course, various enrichment programmes are organized from time to time to ensure holistic development of students.

- Moral and ethical values: This is done by upholding the vision, mission and objective of the institution in all activities of Jangipur College. Anti-ragging instruction and guidelines form an important section of the college prospectus.
- Employable and life skills: Entry in Service Cell caters to the employable needs of the non-creamy layered and binary students of the college. NSS sensitizes the students about various life skills. The institution's gymnasiums and games and sports activities of the college also contribute to enhance the life skills of the students.
- Better career options: Entry in Service Cell caters to the need for better career option for the non-creamy layered and minority students of the college.
- Community orientation: The college observes various important dates and events like Independent Day, Republic Day, International Mother Tongue Day, Women's Day, Teachers' Day and the like each year. The NSS and Equal Opportunity Cell organizes seminars and sensitization programmes to make the students community oriented.

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

The prime stakeholders of an educational institution are its students. However, presently, there is hardly any means by which students' feedback regarding enriching the curriculum can be taken into account and / or communicated to the UGBOS which frames / modified / updates the curriculum from time to time. However, UGBOS members of the institution and the teachers do try to convey the opinions of the

students, if need be, in the meetings of UGBOS as and when required. For example, the HOD of the English Department who is also a UGBOS member and the HOD of the Commerce Department conveyed certain inputs obtained from their students to the concerned body of the university entrusted with the responsibility of re-framing the syllabi and were successful in bringing about certain important changes in the curriculum. We would like to add that the HOD of the Commerce Department has framed the syllabus of Paper – II of Accountancy Honours. The HOD of the English Department was instrumental in incorporating writing skills development section in the upcoming syllabus (2016-17) of English Honours.

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

The monitoring and evaluation of the enrichment programmes are primarily done by the Governing Body, Principal/Teacher-in-Charge and IQAC. It is done through interaction with the various wings of the college like NSS, Equal Opportunity Cell, faculty of Remedial Classes and Entry in Service Cell. Drawbacks are identified through exchange of views and opinions and remedial measures are suggested / implemented.

## 1.4 Feedback System

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

The university does not have a holistic system to obtain feedback from the institutions regarding design and development of the curriculum. However, a few teachers of the institution are UGBOS members and such teachers do play an important role in curriculum designing. Some HODs are also Moderators and/ or Co-ordinators / Head Examiners of the University Examination and such teachers do also communicate their opinions to the Curriculum Designing Committee of the University as and when required.

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?

No, there is no formal mechanism to obtain feedback from students regarding designing and development of curriculum. However, teachers who are UGBOS members and teachers who are Moderators and/or Co-ordinators / Head Examiners of the University Examination do have a say in introducing changes and / or enriching the curriculum.

1.4.3 How many new programmes/courses were introduced by the Institution during the last four years?

What was the rationale for introducing new courses/programmes?): NA

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

Jangipur College is presently having 23 substantive vacancies in various departments of the college. Though the college has temporarily employed 15 Guest Lecturers (2014-15), considering the remote location of the college and the overall lack of competence in the aspiring teachers of the locality, quality compromise in the recruitment of Guest Lecturers is increasingly becoming a strategy of survival. Mathematics Department and Botany Department have no whole-time teachers. Departments like English, Commerce, Philosophy, Zoology and Sanskrit are run by single whole- time teachers. Interestingly, the HOD of the English Department is left

with no option but to shoulder the responsibilities of his department along with performing the duties of the Co-ordinator, NAAC Committee, Co-ordinator, IQAC, member, Governing Body and Finance Committee simultaneously. Nevertheless, it must be added that the faculty members of Jangipur College are highly motivated and extremely enthusiastic and hence the college has been able to sustain its curricular and extra-curricular activities with a moderate degree of success.

## CRITERION II: TEACHING – LEARNING AND EVALUATION

### 2.1 Student Enrollment and Profile

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

After the publication of HS results the college puts up notifications regarding admission procedure for the ensuing session and related details on the college Notice Board and the college website to ensure publicity.

Admission is done in multiple phases and strictly on the basis of merit. Merit lists are put up on the college Notice Board and on the college website. On the day of admission counselling is done to help the applicant to choose his/ her preferred stream of study. Reserved category candidates get ample opportunities for admission in multiple phases. During this entire process, notifications are updated to ensure transparency.

To further enhance the issue of transparency the institution adopted the process of online admission from the session 2014-15.

#### 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.

In our institution admission is done on the basis of merit. After the closure of application receiving, merit lists are prepared and published on the college Notice Board and the college website. Corrections, if any, are subsequently done. Thereafter on the day of admission counselling is done to conclude the process of admission.

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

The institution follows the University stipulated norms for admission. According to that – a candidate taking up Honours Course in a subject must have obtained : (I) A minimum of 45% marks in aggregate and 55% marks in the subject or related subject at the previous qualifying examination. Or (II) 50% marks in aggregate and 45% marks in the subject or related subject at the previous qualifying examination. However, candidates belonging to the Schedule Caste or Schedule Tribe Community taking up Honours Course of Study shall enjoy 5% relaxation in marks in (I) & (II), as the case may be. 2% marks from the aggregate as secured by a candidate passing the qualifying examination in a year prior to the current year shall be deducted and the aggregate marks thus arrived will be taken up for consideration.

A candidate may be admitted to the first year of three-year B.A./ B.Sc./B.Com.(General) Courses of Studies on passing Higher Secondary (10+2) Examination in General or Vocational Stream conducted by the West Bengal Council of Higher Secondary Education or an equivalent examination conducted by other State Board / Council, or, Rabindra Mukta Vidyalaya, or, National Open School recognized by the Distant Learning Council subject to fulfillment of the conditions mentioned below:

In case of other Boards/ Councils, a candidate shall have to pass in five recognized subjects, of which one shall be English, of full marks not being less than 100 each. A candidate passing in four subjects shall not be eligible for admission. Candidates passing Higher Secondary examination from vocational stream conducted by the West Bengal Council of Higher Secondary Education or any other equivalent board/council are eligible for admission only in General



There is no stipulation regarding maximum marks obtained for admission in either Honours or General degree course.

To the best of our knowledge the above mentioned norms are followed by all the affiliated colleges under the University of Kalyani.

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 it contributed to the improvement of the process?

No, there is no such mechanism presently but during filling up of University Examination forms the students profile is re-checked and verified.

Admission process is however reviewed annually by the Admission Sub-Committee, weaknesses are identified and corrective measures adopted.

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: 22% seats are reserved for candidates belonging to the Scheduled Castes and 6% seats are reserved for candidates belonging to the Scheduled Tribes. In case Scheduled Tribe candidates are not available, those seats are offered to Scheduled Caste candidates and vice versa. SC and ST candidates admitted with the general candidates in order of merit, however, does not get the benefit of reservation.
- ❖ OBC: 10% seats are reserved for OBC-A and 7% seats are reserved for OBC-B candidates.
- ❖ Women: Presently there are no reservation criteria for the women candidates.
- ❖ Differently able: 3% of the total number of seats in each subject are reserved for differently abled candidates.
- ❖ Economically weaker sections: Though such candidates do not get any reservation facility during admission, they may avail the scheme of partial/full exemption of tuition fees.
- ❖ Minority community: Presently there are no reservation criteria for the Minority community candidates.
- ❖ Any other: Ward(s) of Jangipur College Employees would get scope for admission provided the University stipulated norms for admission are fulfilled.

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

Programmes	Number of Applications	Number of Students admitted	Demand Ratio
UG: 2011-12			
B. A. (Hons. & Gen.)	5739	1815	3.16
B. Sc. (Hons. & Gen.)	606	134	4.52
B. Com. (Hons. & Gen.)	47	12	3.92
UG: 2012-13			
B. A. (Hons. & Gen.)	6441	2293	2.81
B. Sc. (Hons. & Gen.)	907	249	3.64
B. Com. (Hons. & Gen.)	24	8	3.00
UG: 2013-14			
B. A. (Hons. & Gen.)	5417	2582	2.10
B. Sc. (Hons. & Gen.)	995	244	4.08
B. Com. (Hons. & Gen.)	27	07	3.86
UG: 2014-15			
B. A. (Hons. & Gen.)	4283	2019	2.12
B. Sc. (Hons. & Gen.)	1219	265	4.60
B. Com. (Hons. & Gen.)	33	08	4.13
PG: NA	-	-	-
1			
2			
3			
M. Phil.: NA	-	-	-
Ph.D.: NA	-	-	-
Integrated: NA	-	-	-
PG			
Ph.D.			
Value added: NA	-	-	-
1			
2			
3			
Certificate: NA	-	-	-
1			
2			
3			
Diploma: NA	-	-	-
1			
2			
PG Diploma: NA	-	-	-
1			
2			
3			
Any other: NA	-	-	-
1			
2			
3			

There is an approximate increase in admission of 10 % successively in the sessions 2011-12, 2012-13 and 2013-14 because the affiliating University had permitted excess admission against the approved intake capacity in honours subjects. However, in the session 2014-15 there is a noticeable decrease in admission of around 20 % because from this session onwards the affiliating University restricted admission in the honours subjects strictly in accordance with the approved intake capacity.

## 2.2 Catering to Student Diversity

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

The institution follows the Government order that during admission 3% of the total number of seats in each subject shall be reserved for differently able candidates.

The institution has ramps to facilitate mobility of differently able candidates. During University Examinations visually challenged candidates are allowed “Writers” and additional time to complete the paper.

- 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.

No, presently the institution doesn’t have any such process. During admission the academic merit of the candidate and/ or the candidate’s reservation rights, if any, are taken into consideration.

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

For the non creamy layered and minority students the institution has introduced Remedial Classes from the academic session 2012-13. However, because of dearth of faculty we have been able to do Remedial Classes for English (Hons.), Bengali (Hons.), History (Hons.), Pol.Sc. (Hons.), Geography (Hons.), Chemistry (Hons.) & Zoology (Hons.) only.

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

Equal Opportunity Cell and NSS unit of the college organize various programmes to sensitize staff and students on issues such as gender, inclusion, environment and the like.

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

Advanced learners are identified by the teachers of the respective departments through class room teaching, day-to-day interaction etc. They are encouraged with additional study materials which may be print or web-based.

- 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) ?

During admission the students specify their economic status. If they are BPL card holders their payable tuition fees are partially/ fully exempted. There are scholarships for non creamy layered and minority students as well. Slow learners are encouraged with additional study materials and extra time and care are given to them

by the faculty members. The institution also has Remedial Classes for weaker students belonging to the non creamy layered and minority sections of the society.

### 2.3 Teaching- Learning Process

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

The institution follows its Academic Calendar and also takes in to account that of the university. The Academic Calendar of the University usually gives details about the University examinations.

Teachers follow their respective teaching plans which are designed in accordance with the institution's Academic Calendar.

Students' evaluations are done as per the schedule fixed by the University. Their scripts are handed over to them after providing them with the evaluators' inputs regarding quality improvement.

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

IQAC makes its contribution in two ways. First, it encourages the faculty members to improve/ update themselves by undertaking various kinds of research activities and to participate in Refresher and Orientation Programmes. Secondly, IQAC encourages the use of ICT and web-based resources in class room teaching. This makes the teaching- learning process more interesting and dynamic. Also IQAC supports the Remedial Classes which are designed to improve the learning process of the non creamy layered students.

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?

Since comprehension on the part of the students is the key intention of the teaching process, the faculty is encouraged to balance erudition with effective communication with the students. In an institution like ours where the class room strength is always oversized, interactive, collaborative and independent learning is hardly possible. Yet, in order to make learning more student-centric teachers are prone to encourage students' responses in their class room teaching.

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?

This is easier said than done in an institution like ours where most of the students are first generation learners. Unfortunately, the syllabi and the examination pattern do not encourage innovative thinking among the students either. Marks obtained determine the student's merit. Despite these limitations the teachers provide the students with updated information which instill a scientific temper among the students enabling, at least a few of them, to develop a spirit of enquiry, if not all.

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

The following are the technologies and facilities used by the faculty for effective teaching:

- a) NME-ICT
- b) INFLIBNET
- c) Projectors, DVDs & PPTs
- d) Document viewer
- e) Sound systems
- f) Charts & Diagrams.

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

The institution organizes seminars both on National and Institutional levels to diversify knowledge-base and skills of the faculty and students alike. Sensitization programmes are also held to expose the faculty and students to advanced levels of learning and awareness.

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

Professional counseling is rendered in our institution to the non creamy layered and minority students by Entry in Service Cell. However, presently the institution is not able to provide any other of the above mentioned services to its students mainly because of two reasons:

- a) Shortage of staff strength
- b) Over sized student strength

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

The following are the innovative teaching approaches/ methods adopted by the faculty:

- a) PPTs
- b) Films based on print-texts of the syllabi
- c) E-materials
- d) Field tours and excursions

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

The following are the ways in which library resources are used:

- a) INFLIBNET – for reference work and research
- b) Central library – for reference works and research
- c) Departmental libraries – for reference works and research

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.

Yes, shortages of teaching days occur because of unforeseen alterations of admission, examination and students election schedules.

Such challenges cannot always be overcome. However, teachers take extra classes as and when possible to make up for the loss of teaching days.

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

The GB, Principal/ TIC and IQAC monitor and evaluate the quality of teaching- learning. Students’ feedbacks are taken into serious consideration in this regard.

## 2.4 Teacher Quality

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

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	NA	NA	-	-	-	-	-
Ph.D.	NA	NA	03	02	06	00	11
M. Phil.	NA	NA	-	-	02	01	03
PG	NA	NA	02	00	08	02	12
Temporary teachers							
Ph.D.	NA	NA	-	-	-	-	-
M. Phil.	NA	NA	-	-	-	-	-
PG	NA	NA	-	-	09	06	15
Part-time teachers							
Ph.D.	NA	NA	-	-	-	-	-
M. Phil.	NA	NA	-	-	-	-	-
PG	NA	NA	-	-	02	01	03

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

The institution encourages its teachers to upgrade themselves to cope up with the growing demands of expertise in emerging areas of study. The institution is presently having 23 substantive vacancies in various departments which can hardly be compensated by recruiting Guest Lecturers. The problem is accentuated because of the remote location of the college and the scarcity of competent and aspiring teachers.

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

a) Nomination to staff development programmes (2011-12 to 2014-15)

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	22
HRD programmes	00
Orientation programmes	08
Staff training conducted by the University	00
Staff training conducted by other institutions	03
Summer/ winter schools, workshops, etc.	01

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

❖ Teaching learning methods/approaches: Nil



- ❖ Handling new curriculum: Nil (The faculty on its own has been educating themselves to attain expertise in handling new curriculum)
  - ❖ Content/knowledge management: The lesson plan of teachers are designed precisely to optimize content/ knowledge management
  - ❖ Selection, development and use of enrichment materials: The faculty being research oriented they are skillful in selection, development and use of enrichment materials
  - ❖ Assessment: Though the institution has not been able to organize any training programme, the teachers' experiences of being Examiners and Head-examiners make them competent in assessing the students.
  - ❖ Cross cutting issues: The institution through Equal Opportunity Cell has organized sensitization programmes and seminars to enrich the staff and students on cross cutting issues like gender and inclusion.
  - ❖ Audio Visual Aids / multimedia: The faculty is adept in using audio visual / multimedia in class room teaching. Film versions of print texts are shown to the students particularly by the English and Bengali Departments. Digitized version of theatre is also shown to the students to diversify their perspectives on the subjects taught.
  - ❖ OER's: Nil
  - ❖ Teaching learning material development, selection and use: The faculty constantly engages itself in developing teaching- learning material to be used in class room teaching. The extensive use of PPTs and web-based study materials are indicative of this acumen in the teachers.
- c) Percentage of faculty: (2011-12 to 2014-15, against 26 Full-time Teacher)
- Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies: 15.38 %
  - Participated in external Workshops / Seminars / Conference recognized by national / international professional bodies: 61.54 %
  - Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 69.23 %

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.) (2011-12 to 2014-15):

- Study leave has been availed by one teacher to complete Ph. D.
- F. I. P. has been granted to one teacher to complete Ph. D.

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

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?  
No, the institution is yet to initiate any such process.

## 2.5 Evaluation Process and Reforms

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

Notifications regarding evaluation processes are put up on the college notice board and college website to make the students aware of the evaluation processes.

- 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?

There have been no major evaluation reforms introduced by the university.

- 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 wishes to reform its evaluation processes considerably but for that the faculty strength needs to be enhanced and new class rooms also need to be constructed. Presently the college has no other option but to stick to the existing programmes of evaluation.

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

On the institutional level ‘formative’ assessment refers to the class tests and such other mechanisms of evaluation. On the other hand, ‘summative’ assessment would refer to the Annual Examinations that are held in the college preparing the student finally for the University examinations. Jangipur College lays emphasis on both these forms of assessment. Results of both these modes of assessment are analyzed by the teacher concerned and care is taken to point out areas of improvement to each student.

The results of such practices yield fruitful results too. For example, despite the fact that most of our students are first generation learners the pass % of B.Sc. Honours has increased from 63.5% (2013-14) to 64.3% (2014-15). Similarly, in B.Sc. General the pass % has increased from 66.7% (2013-14) to 100% (2014-15). Moreover, in spite of the overwhelming student strength of B.A. Honours courses the average pass % is 82.85% (2011-12 to 2014-15).

- 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.

Though internal assessments are there in the institution but such assessments do not take into account the overall development of students. Presently this is purely an academic assessment.

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

Presently it is the affiliating university which ultimately determines if a student has attained graduate attribute(s). It is strictly done on the basis of academic performance and therefore is exclusively reliant on the attainment of the University stipulated qualifying marks in the University examinations.

However, the institution, in its turn, nourishes the student’s academic potential as well as his/her character-building and moral-building aptitudes through class room teaching and various other in-campus activities like cultural events, games and sports and the Extension Programmes undertaken by the NSS. Such activities do enhance the graduate attributes of the student.

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

At the college level such grievances are usually negotiated by the concerned teacher and/ or the HODs.

At the university level such grievances are redressed through the student's appeal for review/ RTI provisions.

## 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?

“Learning outcomes” are twofold. Firstly, the phrase refers to the following and practicing of the mission, vision and objectives of the institution all of which are stated clearly in the college prospectus and college website. Secondly, the “outcome” of learning would refer to the performance oriented outcome of a student in the university examinations, for that is the ultimate test of a student's academic “learning”. And regarding this too the minimum qualifying marks to be scored, the marks which would place an examinee to different grades of excellence and the like are clearly stated in the examination guidelines of the affiliating University and the same are clearly communicated to the stake holders through notifications posted on the college notice boards and the institution's website.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of student 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 difference if any and patterns of achievement across the programmes/course offered.

The institution conducts tests periodically in all the courses offered. The results are analyzed and the areas of improvement are cited and communicated to the students individually. The students are allowed to take the corrected script home so that he/she may realize his/her mistakes and work upon the areas of improvement without delay. This practice is followed all through the academic year and the following table would chart the students' achievement programme wise in the last four years (2011-12 to 2014-15):

Session	Title of the Programme	Total Number of Students Appeared in the 3 <sup>rd</sup> Year, Final Examination	Pass %
2011-2012	B.A. (Hons.)	266	80.5
	B.Sc. (Hons.)	25	48
	B.Com. (Hons.)	02	100
	B.A. (Gen.)	390	73.1
	B.Sc. (Gen)	06	50
	B.Com (Gen)	00	00
2012-2013	B.A. (Hons.)	289	86.9
	B.Sc. (Hons.)	28	78.6
	B.Com. (Hons.)	01	100
	B.A. (Gen.)	321	51.1
	B.Sc. (Gen)	04	100
	B.Com (Gen)	00	00
2013-2014	B.A. (Hons.)	325	87.4

2013-2014	B.Sc. (Hons.)	52	63.5
	B.Com. (Hons.)	02	50
	B.A. (Gen.)	275	55.3
	B.Sc. (Gen)	03	66.7
	B.Com (Gen)	02	100
2014-2015	B.A. (Hons.)	343	73.2
	B.Sc. (Hons.)	70	64.3
	B.Com. (Hons.)	02	50
	B.A. (Gen.)	228	41.7
	B.Sc. (Gen)	03	100
	B.Com (Gen)	00	00

The above mentioned table shows that despite the fact that the institution is disseminating Higher Education to mostly first generation learners its accomplishments are consistent and modest, to say the least.

However, there are areas of improvement particularly in those programmes where the pass percentage is still below 50. Also, it is clear that the stream of Commerce is worst affected by the lack of inflow of students right from the 1<sup>st</sup> Year level. This is happening most importantly because the schools of Jangipur sub-division hardly have Commerce in the Higher Secondary level.

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

**Teaching-learning:** A holistic approach is best suited for an institution like ours. The institution's vision, mission and objectives are instilled among the students through day-to-day interaction with the staff of the college. The extension programmes of NSS and Equal Opportunity Cell are also designed to enhance an all-round development of the student. Class room teaching is moderately student centric in our institution. The teachers divide the syllabi into modules to facilitate teaching-learning process. Use of ICT and innovative teaching aids are encouraged. Remedial Classes are there to aid the non-creamy layered and minority students as well.

**Assessment:** Students' assessment is done through Class Tests and Annual Examination. Corrected scripts are handed back to the students so that he/she may realize his/her mistakes and work upon the areas of improvement. The teachers are approachable beyond class hours to help the students as and when required.

These are the ways by which the institution endeavours to achieve the intended learning outcomes.

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

The institution runs Entry in Service Cell to make the non-creamy layered and minority students competent for the job market.

The NSS and Equal Opportunity Cell organize various extension activities to develop values of social commitment and compassion among the students.

The Teaching-learning process inculcates a spirit of quest and research. The departmental wall magazines are pointers of the fact that the students of this institution are creative in spirit. Given a chance the students of the institution would also go to the extent of presenting research papers in seminars. In fact, the two National Seminars organized by the institution in the recent past had students presenting seminar papers to showcase their research aptitude.

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

Data based on the students' performance in the University Examinations are systematically analyzed by the Academic Sub-committee under the supervision of IQAC. Drawbacks are identified and necessary strategic modifications are planned and finalized for implementation in the next academic session.

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

The Governing Body, the Principal/Teacher-in-Charge and IQAC sees to it that the ideals of the institution are upheld in all the activities of the college. Be it the Extension Programmes undertaken by the NSS or the Equal Opportunity Cell, the vision, mission and objectives of the institution must always be held in high esteem. The faculty follows the same ideals in class room teaching where imparting of lessons joins hand with the ulterior aim of character building of the students as well.

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

Yes, the teachers do use the assessment outcomes as indicators for evaluating student performance and achievement of the learning objectives and planning. For instance, the Class Tests are considered to be the best indicators of the student's level of comprehension of the topics that have already been taught in class. If a student fails to perform in such a test, it is a pointer to the concerned teacher that the student needs extra care on that given topic. In such an eventuality the teacher would find a suitable time to sit with the student, discuss with him/her the areas of difficulty and endeavour to instill confidence in the student. This practice is mostly undertaken by the teacher beyond the scheduled class hours.

The student's feedback form has a section where the student states his/her opinion regarding the availability of a teacher beyond normal class hours. The annual analyses of such feedbacks have revealed that teachers of the institution, more often than not, have taken extra care for his/her students to help him/her perform well in examinations.

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

The teaching learning and evaluation processes of the institution can be improved considerably if the faculty strength could be enhanced. Even with the best of intentions the teaching-learning and evaluation processes can get impaired if the faculty strength is not optimum. The teacher student ratio clearly shows that the institution is in urgent need of teachers in various departments and we can only hope that the scenario will change for the better in the days to come.

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

#### **3.1 Promotion of Research**

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

No, the institution does not have recognized research centre of the affiliating University but one teacher of the institution is a Co-guide and has four Research Fellows (2014-15) under him.

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.

No, the institution does not have a Research Committee.

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

- Autonomy to the principal investigator: The institution has had three MRPs ongoing/completed. As per UGC guidelines the principal investigator works as a faculty member of the institution.
- Timely availability or release of resources: Funds are released against MRPs immediately on receiving the same from UGC.
- Adequate infrastructure and human resources: The Principal Investigator of MRPs get moderate infrastructure in the institution itself. Deficiencies if any are resolved by the Principal Investigator from the UGC Fund allotted to him/her.
- Time-off, reduced teaching load, special leave etc. to teachers: For MRPs time off is not allowed presently. However, special leaves are sanctioned to faculty members to do Ph.D. /Post Doc. Research works.
- Support in terms of technology and information needs: The college library provides help to the researchers with print-text. The college has Browsing Centre and INFLIBNET which can be accessed as and when required.
- Facilitate timely auditing and submission of utilization certificate to the funding authorities: Auditing and final submission of MRPs are done by the Principal Investigators.
- Any other: IQAC encourages the faculty members to do MRPs and to go for research paper publications.

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

The institution organizes seminars and awareness campaign programme in which the students are encouraged to present research papers. In the college publication entitled *NABARD's Contribution on Socio-Economic Developments in Rural Areas* (ISBN 81-900930-5-3) two of our students Nayana Das, Department of English and Aditi Singha Roy, Department of Commerce have published a joint paper. In a National Seminar entitled "Women and/ or Child Exploitation: A Multidimensional Overview", dated 28<sup>th</sup> March, 2009 two of our students Rina Jain and Aditi Singha Roy, both belonging to the Department of Commerce have presented their research papers. The Departmental Wall Magazines also showcase the creative and research oriented bent of mind of our students. The teachers always provide guidance and inputs in such extension activities.



- 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. :
- Ph.D. guidance: Dr. Abhik Kumar Sanyal, Associate Professor, Department of Physics, Jangipur College is a co-guide of three Research Fellows. He has helped Dr. Subhra Debnath, Assistant Professor, Department of Physics, Jangipur College to complete his Ph.D. in 2015-16.
  - MRP :
    - Basudeb Chakrabarti, Assistant Professor, Department of English, Jangipur College has completed and submitted one MRP on 29/ 12/ 2011.
    - Dr. Hena Sinha, Associate Professor, Department of Bengali, Jangipur College has completed and submitted one MRP on 13/ 09/ 2012.
    - Dr. Bidyut Santra, Assistant Professor, Department of Mathematics, Jangipur College (presently on lien, 2015-16) is still continuing his MRP (sanctioned on 05/ 02/ 2013).

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

The following chart illustrates the initiatives taken by the college to enhance capacity building through organization of seminars/ workshop/ sensitization programme:

Programme	Topic & Sponsoring Agency	Level	Date
Seminar	i. UGC sponsored: "NABARD's Contribution on Socio- Economic Development in Rural Areas".	National	12/ 04/ 08
	ii. Higher Education Council, Government of West Bengal sponsored: "Women and/ or Child Exploitation: A Multidimensional Overview".	National	28/ 03/ 09
	iii. Department of Physics, Jangipur College sponsored: "Higgs in the LHC".	Institutional	28/ 11/ 12
	iv. Equal Opportunity Cell, Jangipur College sponsored: "Women and Panchayets".	Institutional	21/ 11/ 13
	v. Jangipur College sponsored: "Problems of Higher Education in Rural Areas"	Institutional	01/ 08/ 14
Workshop	IIT Mumbai, ARK Technosolutions and Jangipur College sponsored: National Robotics Workshop and Championship.	Institutional	20-21/ 12/ 14
Sensitization Programme	i. Equal Opportunity Cell, Jangipur College sponsored: "Girl Child Marriage".	Institutional	17/ 09/ 11
	ii. Equal Opportunity Cell, Jangipur College sponsored: "Deprivation of Women in Higher Education".	Institutional	27/ 11/ 12
	iii. NSS, Jangipur College sponsored: "Water Pollution: Ganga".	Institutional	05/ 02/ 13
	iv. Equal Opportunity Cell, Jangipur College sponsored: "Third Gender".	Institutional	06/ 09/ 14



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

The institution does not have any prioritized research area. However, one teacher of the college is the co-guide of three Research Fellows (2014-15) under the University of Kalyani.

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

The following chart illustrates the list of eminent researchers who visited our institution from time to time:

Sl. No.	Name of the Eminent Researcher	Visited Jangipur College on	Purpose of Visit
1.	Dilip Kumar Mukherjee, Secretary, All India Regional Rural Banks	12/04/2008	National Seminar on "NABARD'S Contribution on Socio-Economic Development in Rural Areas
2.	Debes Mukhopadhyay, Former Teacher-in-Charge, St. Paul's CM College, Kolkata	12/04/2008	National Seminar on "NABARD'S Contribution on Socio-Economic Development in Rural Areas
3.	Samapti Guha, Assistant Professor and Programme Co-ordinator, Centre for Social Entrepreneurship, Tata Institute of Social Sciences, Mumbai.	12/04/2008	National Seminar on "NABARD'S Contribution on Socio-Economic Development in Rural Areas
4.	Banani Roychowdhury, Manager, Micro Credit and Innovations Department, NABARD	12/04/2008	National Seminar on "NABARD'S Contribution on Socio-Economic Development in Rural Areas
5.	Dr. Dharendra Nath Konar, Professor, Department of Commerce, University of Kalyani	12/04/2008	National Seminar on "NABARD'S Contribution on Socio-Economic Development in Rural Areas
6.	Debes Mukhopadhyay, Former Teacher-in-Charge, St. Paul's CM College, Kolkata	28/03/2009	National Seminar on "Women and/or Child Exploitation: A Multidimensional Overview"
7.	Dr. Sima Paul, Professor, Assam University, Silchar	28/03/2009	National Seminar on "Women and/or Child Exploitation: A Multidimensional Overview"
8.	Sudipta Biswas, CDPO, Jangipur	28/03/2009	National Seminar on "Women and/or Child Exploitation: A Multidimensional Overview"
9.	Prof. Biswarup Mukhopadhyay, Department of High Energy Physics, Harishchandra Research Institute, Allahabad, UP	28/11/2012	Institutional Seminar on "Higgs in the LHC"

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?

Not Applicable

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)

Not Applicable

## **3.2 Resource Mobilization for Research**

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

The institution does not make any budgetary allocation for research as of now.

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, there is no such provision in the institution.

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

There are no such provisions in the institution as of now.

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.

Presently there are no instances of inter-disciplinary research in the institute.

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

The departmental laboratories are maintained by the concerned staff of the department and optimal use of equipments of the laboratory are done by the departmental faculty members in conducting practical classes with the students.

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

The institution receives Equipment Grants only from UGC. The details of such grants are as follows (2011-12 to 2014-15):

UGC sanction letter/ date	Name	Amount sanctioned (Rs.)	UC status
AGW – 404/11-12; 31/ 09/ 12	Additional Grant	7,39,750.00	25/ 03/ 13
MSWK4-011/12-13; 02/ 11/ 13	Equal Opportunity Centre	68,750.00	-
MSWK4-011/12-13; 02/ 11/ 13	Entry in Service (Recurring)	1,75,000.00	-
	Entry in Service (Non-recurring)	1,25,000.00	-
	Remedial (Recurring)	1,75,000.00	-
	Remedial (Non-recurring)	50,000.00	-
AGW – 404/11-12; 08/ 02/ 14	Additional Grant	5,91,800.00	-
IQAC-W- 230/ 13-14; 19/ 03/ 14		3,00,000.00	-
WK4-011/12-13; 28/ 03/ 14	Plan Block Grant	18,58,140.00	-

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

Nature of the Project	Duration Year From to	Title of The Project	Name of the Funding Agency	Total Grant		Total grant Received till Date
				Sanctioned	Received	
Minor Projects	Basudeb Chakrabarti 21/02/08 to 29/12/11	A Study of The Dialectics of Inheritance & Assimilation in the Dramaturgies of Habib Tanvir, Girish Karnad and Mahesh Elkunchwar	UGC	85,000.00	85,000.00	Full amount
	Dr. Hena Sinha 07/09/09 to 13/09/12	Partition and its Impact on Indian Novel	UGC	1,32,000.00	1,32,000.00	Full amount
	Dr. Bidyut Santra (online) 05/02/13 to 24/02/15	Instability of a Falling Liquid Film Sheared by Gas Flows	UGC	1,84,000.00	1,52,000.00	1,52,000.00
Major Projects	-	-	-	-	-	-
Interdisciplinary Projects	-	-	-	-	-	-
Industry Sponsored	-	-	-	-	-	-
Student's Research projects	-	-	-	-	-	-
Any others (Specify)	-	-	-	-	-	-

### 3.3 Research Facilities

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

The following facilities are available within the campus:

- a) College and Departmental Libraries
- b) INFLIBNET
- c) Browsing centers
- d) Laboratories in various departments

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

The following are the institutional strategies:

- a) Computers are regularly upgraded.
- b) Reference books are purchased.
- c) Subscriptions are renewed for INFLIBNET and NME- ICT projects.

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

In the last four years the college has purchased 22 laptops, 9 desktops, 10 Printers, 4 cameras, 1 document viewer, 2 photocopiers, 1 Kirloskar Green 7.5 KVA Generator and the like utilizing UGC and college fund. These products though not specifically purchased for research works yet teachers do use them to upgrade themselves regarding emerging areas of research as well.

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

Students and teachers may use INFLIBNET off- campus for research purpose.

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

The Central Library of the college has a modest number of reference books which can be used by the researcher as and when he/ she wishes. INFLIBNET is there through which 97000 e-books and more than 6000 e-journals can be accessed 24x7.

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.

Though collaborative research facilities do not exist in the institute the college has laboratories, library, computers, printer and the like to aid the research bent of mind.

### 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): NA
- ❖ Original research contributing to product improvement : NA
- ❖ Research studies or surveys benefiting the community or improving the service: NA
- ❖ Research inputs contributing to new initiatives and social development: NA

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

No, the institute does not publish or partner in publication of research journal(s). But we would like to mention that the college has published two books the digitized versions of which are there in the college website. The publications are:

- a) *NABARD's Contribution on Socio- Economic Development in Rural Areas*. Eds. Pritimoy Mazumder, Basudeb Chakrabarti and Krishnendu Palchoudhuri. Kolkata: Alochona Chakra. August 2010. ISBN: 81-900930-5-3
- b) *Shardhashatabarshe rabindrasmaraan*. (Remembering Rabindranath on his 150<sup>th</sup> Birth Anniversary). Ed. Nurul Mortoza. Kolkata: Art Publishing. 22 Sravan 1418 (6<sup>th</sup> August, 2011). ISBN: 978-81-921883-0-0.

These two publications showcase critical essays which are original and research based.

3.4.3 Give details of publications by the faculty and students :

❖ Publication per faculty:

- a) Pritimoy Majumder, Department of Commerce: 05
- b) Dr. Ashim Mandal, Department of Bengali: 01
- c) Dr. Hena Sinha, Department of Bengali: 22
- d) Nurul Mortoza, Department of Bengali: 03
- e) Dr. Bimal Chandra Banik, Department of Bengali: 13
- f) Dr. Bikash Kumar Panda, Department of Chemistry: 14
- g) Rajib Joardar, Department of Chemistry: 04
- h) Nandini Chakraborty, Department of Economics: 06
- i) Basudeb Chakrabarti, Department of English: 06
- j) Nishikanta Mandal, Department of History: 01
- k) Hari Pada Rath, Department of Philosophy: 02
- l) Dr. Abhik Kumar Sanyal, Department of Physics: 11
- m) Subhra Debnath, Department of Physics: 06
- n) Koyel Basu, Department of Pol. Sc.: 02
- o) Soumen Ghosh, Department of Pol. Sc.: 01
- p) Dr. Chinmay Chattopadhyay, Department of Sanskrit: 03

❖ Number of papers published by faculty and student in peer reviewed journals (national/international)

- a) Pritimoy Majumder, Department of Commerce: 01
- b) Dr. Hena Sinha, Department of Bengali: 07
- c) Dr. Bimal Chandra Banik, Department of Bengali: 02
- d) Dr. Bikash Kumar Panda, Department of Chemistry: 11
- e) Rajib Joardar, Department of Chemistry: 04
- f) Nandini Chakraborty, Department of Economics: 04
- g) Basudeb Chakrabarti, Department of English: 04
- h) Dr. Abhik Kumar Sanyal, Department of Physics: 11
- i) Subhra Debnath, Department of Physics: 06
- j) Dr. Chinmay Chattopadhyay, Department of Sanskrit: 03

❖ Number of publications listed in International Data base (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc.: Nil

❖ Monographs: Nil

❖ Chapter in Books:

- a) Pritimoy Majumder, Department of Commerce: 01
- b) Dr. Ashim Mandal, Department of Bengali: 01
- c) Dr. Hena Sinha, Department of Bengali: 12
- d) Nurul Mortoza, Department of Bengali: 02
- e) Dr. Bimal Chandra Banik, Department of Bengali: 10
- f) Dr. Bikash Kumar Panda, Department of Chemistry: 01
- g) Dr. Naba Kumar Ghosh, Department of Chemistry: 02
- h) Nishikanta Mandal, Department of History: 01
- i) Nandini Chakraborty, Department of Economics: 01
- j) Basudeb Chakrabarti, Department of English: 01
- k) Koyel Basu, Department of Pol. Sc.: 02
- l) Soumen Ghosh, Department of Pol. Sc.: 01
- m) Dr. Chinmay Chattopadhyay, Department of Sanskrit: 03

❖ Books edited

- a) Dr. Hena Sinha, Department of Bengali: 01
- b) Nurul Mortoza, Department of Bengali: 01
- c) Dr. Bimal Chandra Banik, Department of Bengali: 01

❖ Books with ISBN/ISSN numbers with details of publishers:

❖ Pritimoy Majumder, Department of Commerce: 01  
*Nirikha Sastra* (Auditing), Kolkata: Dove Publishing House. 2012,  
ISBN: 978-93-82399-01-08

❖ Dr. Hena Sinha, Department of Bengali: 02  
i) *Bish sataker kotha-sahitye samaj bhabna*, Asoke Prakashan, Kolkata,  
August 2014, ISBN No. 978-81-92-2451-9-5  
ii) *Rachanadarsha*, Asoke Prakashan, Kolkata, November 2014.

❖ Dr. Bikash Kumar Panda, Department of Chemistry: 02  
i) *H.S. Practical Book (Class-XII)*, July, 2014, ISBN No. 81-87284-45-5  
(Katha-o-Kahini Publishers)  
ii) *Physical Science and Environment (Class-IX)*, Dec. 2014, ISBN No. 81-87284-52-8 (Katha-O-Kahini Publishers)

❖ Dr. Naba Kumar Ghosh, Department of Chemistry: 01  
*Physical Chemistry Practical* (for honours students), July, 2012, ISBN No. 978-81-7381-698-7

❖ Hari Pada Rath, Department of Philosophy: 02

i) *Darshan Sastra, (Class XI)*, 2013, T.B. No. WBCHSE GG 561 E9/2013  
ii) *Darshan Sastra, (Class XII)*, 2014, T.B. No. WBCHSE SE GG 4 5110 XII-2014

❖ Citation Index: Nil

❖ SNIP: Nil

❖ SJR: Nil



❖ Impact factor:

- a) Dr. Abhik Kumar Sanyal, Department of Physics: 7.497
- b) Dr. Abhik Kumar Sanyal & Subhra Debnath, Department of Physics: 16.936
- c) Rajib Joarder, Department of Chemistry: 7.514
- d) Dr. Bikash Kumar Panda, Department of Chemistry: 1.605

❖ H-index: Nil

3.4.4 Provide details (if any) of

- ❖ Research awards received by the faculty: Nil
- ❖ Recognition received by the faculty of reputed professional bodies and agencies, nationally and internationally: Nil
- ❖ Incentives given to faculty for receiving state, national and international recognitions for research contributions.: Nil

### 3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?  
There is no such system in the institute.

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

Entry in Service Cell provides consultancy service to the non-creamy layered and minority students of the institution. On 14/11/14 ABP was invited to do counselling of third year students for Workshop cum Campaign Interview to select candidates for employment in ABP. Regarding research the institution does not have any provisions for consultancy.

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

The institution has Entry in Service Cell which utilizes the expertise of the faculty members involved to provide consultancy to the non-creamy layered and minority students. The cell utilizes facilities such as computers, internet, photocopier, printers, scanners, projectors, print materials and the like.

The faculty also advises the students to do the wall magazines and to prepare research papers as and when required.

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

Entry in Service Cell renders free service to the non-creamy layered and minority students of the institution. The staff associated with this cell does voluntary service. It has been the policy of the institution to accumulate the payable remuneration to the staff of this cell to purchase library books for the benefit of the students.

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

Entry in Service Cell does not generate any income.

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

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

The NSS unit of the college is primarily trusted to nurture student engagement in various institution- neighborhood-community networks. The NSS has made the campus plastic free, does plantation, makes the students and staff aware about various health issues including AIDS awareness and general cleanliness. Reaching out to the off-campus community has been done through rallies and village survey.

Equal Opportunity Cell of the college has organized seminars and sensitization programmes to make the students and staff conscious about issues including gender, marginalization of women and social inclusion of the third gender. Such activities are designed for holistic development of the students.

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

The institution relies upon the NSS and Equal Opportunity Cell of the college to track student's involvement in various social extension activities.

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

Presently the students feedback form is the only way through which the institution receives inputs about its quality of overall performance.

- 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.

Planning and supervision of extension and outreach programmes are done by the GB, Principal/ TIC and IQAC. The NSS has received grant from the affiliating university amounting to Rs. 69,750.00 in the last four years. Outreach programmes organized by Equal Opportunity Cell have also received financial assistance for UGC amounting to Rs. 68,750.00 on 02/11/13.

The institution also provides financial support to these wings to meet the petty expenses as and when required.

The extension activities are designed to sensitize the students about various social, national and global issues.

- 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?

The students of this institution participate in the NSS Unit. Applications are sought from the students and on the basis of that a maximum of 100 students are selected for inclusion in to the NSS.

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

The NSS made a village survey of Muhammadpur village in the district of Murshidabad on 25/ 03/ 15. The goal of the programme was to provide a platform to discuss and analyze the problems and challenges of the villagers of Muhammadpur. After the survey and interaction with the villagers we found the overall confidence level of the villagers has increased and they are now more eager to participate in such

surveys in future. The results indicate a clear presence of visionary approach on the part of the NSS to better the livelihood of the members of the village.

Extension works of Equal Opportunity Cell though has not included surveys, yet have been able to empower particularly the women of the locality. This can be seen through 6.6 % increase in 2013-14 of women coming for higher education in our college alone after the sensitization programme titled “Deprivation of Women in Higher Education” which was organized on 27/ 11/ 12.

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

The extension activities are designed to make the students conscious about their responsibilities towards society, the nation and the world in general. Issues such as plastic –ban, hygiene and cleanliness, pollution, subjugation of women in various spheres of the society, the inclusion of third gender and the like have been the prime thematic focus of NSS and Equal Opportunity Cell in the last four years. Besides inculcating academic skills such programmes made the students aware about values such as discipline, morality and the importance of inclusion and social justice.

- 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?

Whenever the extension activities of the institution requires inclusion of off-campus community we do miking and poster campaign. This encourages community participation in our out-reach activities.

- 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.

Though highly recommended our institution has not been able to forge any formal relationship with other institution of the locality as off now.

- 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.

Not Applicable.

### **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.

Invited lectures of the teaching faculty members are presently the only way in which our institution interacts with other academic institutions of the district. For example, Basudeb Chakrabarti, Assistant Professor in English has delivered lectures in other institution a number of times in the past years. Department of English has also invited experts to deliver lectures to our students on several occasions in the last few years.

However, while organizing seminars on national/international level our institution has been honoured by the visit of eminent personalities of other institution.

- 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.

Not Applicable.

- 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.

Not Applicable.

- 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.

In the last four years the institution has not been able to organize any event on national level.

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

- a) Curriculum development/enrichment: NA
- b) Internship/On-the –job training: NA
- c) Summer placement: NA
- d) Faculty exchange and professional development: NA
- e) Research: NA
- f) Consultancy: NA
- g) Extension: NA
- h) Publication: NA
- i) Student Placement: NA
- j) Twinning programs: NA
- k) Introduction of new courses: NA
- l) Student exchange: NA
- m) Any other: NA

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

Linkages/ collaborations with other institutions are highly recommended but at the present moment the institution is yet to develop any systemic in this regard.

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

IQAC encourages research consultancy and extension activities whole heartedly. Some faculty members have done/ are doing MRPs. Research publications are there but the trend should accelerate.

Extension activities should reach-out to off-campus community even more but the institution fails to do so most importantly because of the remote location of the college and dearth of teaching staff strength.

## Criterion IV: Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

The policy matters for creation and enhancement of infrastructure are decided by the GB on receiving suggestions from Principal/ TIC, IQAC and/ or relevant sub-committees. The GB approves relevant proposals and then infrastructure development works are taken up and executed.

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.

Curricular and co-curricular facilities:

- i. Class Room: 27
- ii. Laboratories: 06
- iii. Seminar Hall: 01
- iv. Computers: 41
- v. Internet Connections: 20
- vi. Photocopier: 02
- vii. Projectors: 05
- viii. Printer: 10
- ix. Document Viewer: 01
- x. Camera: 04
- xi. DVDs: 23
- xii. Sound System: 02

Apart from these we have moderately equipped laboratories, central library with INFLIBNET and few basic musical instruments.

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.

Extra-curricular facilities:

- i. Gymnasium: 01
- ii. Play Ground: 01
- iii. NSS: One Unit (100 volunteers)
- iv. Open Stage for public speaking: 01

Apart from these the institution has games and sports amenities (indoor as well as outdoor), a Cultural Sub-committee to organize various cultural events, basic health care amenities.

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 dearth of class rooms have been moderately sorted out by adding 09 class rooms in the last four years. Numbers of computers and related amenities have been

increased to optimize the process of teaching and learning. The following table shows the amount spent (in lakh) on ICT and equipments during the last four years.

Session	ICT	Equipments
2011-12	2.87	10.9
2012-13	4.59	12.4
2013-14	4.93	4.15
2014-15	0.61	1.08
<b>TOTAL</b>	<b>12.40</b>	<b>28.53</b>

Expansion in terms of civil construction are planned and executed periodically. Master plan of the institution is attached as Annexure III

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

Apart from ramps and lavatories presently the institution does not have any other infrastructure facilities to meet the requirements of students with physical disabilities.

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

- Hostel Facility (one Boys' Hostel)-Accommodation available: 58
- Recreational facilities, gymnasium, yoga center, etc.:  
Gymnasium: 01  
Open Stage: 01
- Computer facility including access to internet in hostel: Nil
- Facilities for medical emergencies: Only first aid is available.
- Library facility in the hostels: Nil
- Internet and Wi-Fi facility: Internet: 20  
These facilities are present only in the college campus.
- Recreational facility-common room with audio-visual equipments.: Two common rooms (for boys and girls) with audio-visual equipments
- Available residential facility for the staff and occupancy constant supply of safe drinking water: Residential facility for the staff does not exist. The institution ensures constant supply of safe drinking water
- Security: The College has two designated security guards.

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?

The college had subscribed to Students Health Home Scheme till 2011-12 there after the institution withdraw because of poor service of the health home. Presently we have a registered medical practitioner visiting us periodically to negotiate with the basic health issues of the ailing students. First aid facilities are however available in the institution.

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

Apart from Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility & auditorium separate and permanent space could not be allotted to IQAC, Grievance Redressal Cell, Equal Opportunity Cell, and Entry in Service Cell etc.

The IQAC is planning to allot separate spaces to these units from 2015-16.



## 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?

The institution did not have a Librarian until 2015-16. Library affairs were planned and executed by the Library Sub-committee comprising the Principal/ TIC, HODs of all the departments, Library Clerk, Purchase Committee Convener and Teachers' Council Secretary

The library lends books during college hours and remains open on the working days of the college. INFLIBNET is there in the institution. Separate space for reading is there in the library.

4.2.2 Provide details of the following:

- Total area of the library (in Sq. Mts.): 260 Sq. Mts.
- Total seating capacity: 40 Students, 20 Teachers
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation): 1488 hrs. against 248 working days (2014-15)
- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources): The institution has reading rooms for students, lounge area for browsing and relaxed reading for staff & IT zone for accessing e-resources

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

The Library Sub-committee collects booklists from individual departments and then embarks on the purchase of new books. The following table illustrates purchase of new books

Library Holdings	2011-12		2012-13		2013-14		2014-15	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total cost
Text books	550	123326.00	1845	357054.00	-	-	-	-
Reference Books								
Journals/ Periodicals	-	-	-	-	-	-	-	-
e-resources	-	-	83800+	5000.00	83800+	5000.00	103000+	5000.00
Any other (specify)	-	-	-	-	-	-	-	-

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

- \* OPAC: Nil
- \* Electronic Resource Management Package for e-journals: Nil
- \* Federated searching tools to search articles in multiple data bases: Nil
- \* Library Website: Nil
- \* In-house/remote access to e-publications: Yes



- \* Library automation: Ongoing (2014-15)
- \* Total number of computers for public access: 02
- \* Total number of printers for public access: 01
- \* Internet band width band width/speed

2mbps     10mbps     1 GB

- \* Institutional Repository: Nil
- \* Content management system for e-learning: Nil
- \* Participation in Resource sharing networks/consortia: INFLIBNET

4.2.5 Provide details on the following items: (2014-15)

- ❖ Average number of walk-ins: 29.18 / day
- ❖ Average number of books issued/returned: 20
- ❖ Ratio of library books to students enrolled: 12.02 / student
- ❖ Average number of books added during last three years: 615
- ❖ Average number of login to opac (OPAC): NA
- ❖ Average number of login to e-resources: 16
- ❖ Average number of e-resources downloaded/printed: Data not maintained
- ❖ Number of information literacy trainings organized: Nil
- ❖ Details of “weeding out” of books and other materials: Since the inception of the college in 1950 “weeding out” of books in the library was never done. In 2015-16 “weeding out” of books was extensively done and 30572 books were weeded out.

4.2.6 Give details of the specialized services provided by the library

- ❖ Manuscripts: Nil
- ❖ Reference: 47618 (2014-15)
- ❖ Reprography: : Nil
- ❖ ILL (Inter Library Loan Service): : Nil
- ❖ Information deployment and notification (information Deployment and Notification): All major library related information are notified on the college Notice Board and on the college website.
- ❖ Download: Data not maintained
- ❖ Printing: Facility is there but accession data not maintained
- ❖ Reading list/bibliography compilation: Reading list is provided by the teachers to the students, department wise and course wise.
- ❖ In –house/remote access to e-resources: Nil
- ❖ User Orientation and awareness: The Library clerk does his best to make the students aware about library resources.
- ❖ Assistance in searching Databases: The Library clerk does his best to assist the students in searching database.
- ❖ INFLIBNET/IUC Facilities: INFLIBNET is there

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

The library is without a Librarian since 1991. The library clerk with two library peons do their best do provide support to the students and teachers of the college. They issue and collect returned books simultaneously. Providing other library facilities are also handled by them.

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

Physically challenged persons are assisted by the library staff as and when required.

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

No, presently the library does not have the system of obtaining feedbacks from its users.

### 4.3 IT Infrastructure

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

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

The following table illustrates the details of computers in the college:

Type	Model	Configuration	OS	Antivirus	Qty.
Laptop	HP Pavillion G4	Intel Core i3 , 2.4GHz/3GB DDR3/500GB HDD, ATI Radeon Graphics, Direct X11	Windows 7 Home Basic, 64bit (in built)	Quick Heal Total Security	3
	Dell Inspiron 15 3521	Intel Core i3 3217u,1.8GHz/4GB DDR3/500GB	Windows 7 Ultimate, SP 1, 64bit (in Built)	Quick Heal Total Security	2
	Dell Inspiron 15 3542	Intel Pentium(R) 3558u, 1.7 GHz/4GB DDR3/500GB	Windows 8.1 pro, 64bit (in built)	Quick Heal Total Security	2
	Dell Inspiron 15 5520	Intel(R) core(TM) i3 3110m,2.4GHz/6GB DDR3/500GB	Windows 8, 64bit (in built)	Quick Heal Total Security	1
	HP Pavillion DV4	Intel Core i5, 2.5GHz/6GB DDR3/2GB Nvidia Geforce Graphics	Windows 7 Home Basic, 64bit (in built)	Quick Heal Total Security	5
	HP ENVY Protect Smart	Intel Core i3 2367MCP, 1.4GHz/ 6GB DDR3/ ATI Radeon Graphics	Windows 7 Home Basic, 64bit (in built)	Quick Heal Total Security	1
	Dell Inspiron 11 3000 series	Intel core i3, 1.7GHz/ 4GB DDR3/500GB	Windows 8.1, 64bit (in built)	Quick Heal Total Security	8
Desktop	Assembled	Intel PIV Dual Core,2.6GHz/Asus KMPL 41 series/2GB DDR3/160GB SATA	Free DOS	Quick Heal Total Security	1
		AMD A4 6300 APUwith Radeon HD Graphics, 3.70GHz/ 4GB DDR3/Gigabyte UEFI Dual	Free DOS	Quick Heal Total Security	11

		Bios/1 TB SATA			
		Intel Core i3 CPU540, 3.70GHz/ 4GB DDR3/500GB SATA/ Intel DH55TC	Free DOS	Quick Heal Total Security	1
		Intel Pentium (R) Dual CPU E220, 2.2GHz/1 GB DDR3/160GB SATA/Biostar G31	Free DOS	Quick Heal Total Security	1
		Intel(R)Core(TM) i3 2120, 3.3GHz/ 4GB DDR3/1 TB SATA/ Intel DH61WW	Free DOS	Quick Heal Total Security	3
		Intel Core i3 540, 3.07 GHz/ 4GB DDR3/ 500GB SATA/ Intel DH55PJ	Free DOS	Quick Heal Total Security	1
		Intel Core i3, 1.8GHz/ 2GB DDR3, 500GB/ Intel DH61BF	Free DOS	Quick Heal Total Security	1
<b>Total</b>					<b>41</b>

- Computer-student ratio : (2014-15) 41:3962
- Stand alone facility : Nil
- LAN facility : 02
- Wi-Fi facility: Yes, in the office.
- Licensed software : OS-19, Antivirus-41
- Number of nodes/computers with internet facility: 20
- Any other: Projector-05, Printer-10 & Document Viewer: 01

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

The teaching faculty uses 20 laptops primarily as teaching aids in class room teaching. There are 20 internet connections in the institution presently but this facility can be utilized within the college campus exclusively.

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

The institution is always in favour of upgrading the IT infrastructure and associated facilities. Usually the concerned teacher intimates the Principal/TIC regarding upgradation of his/her laptop or departmental desktop(s). Subsequently, upgradation is done on a priority basis. The remote location of the college is a serious deterrent in this regard hence upgradation sometimes becomes a time consuming issue.

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)

Procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution are done on the basis of requirement. From the session 2011-12 to 2013-14 new computers were purchased using UGC Grant and College Fund. By 2014-15 internet connections and related accessories were

enhanced to 20 connections. The following table illustrates the amount spent by the institution in these areas:

<b>Session</b>	<b>Amount spent in ICT</b>
2011-12	2.87
2012-13	4.59
2013-14	4.93
2014-15	0.61

# Amount in lakh.

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

The IQAC encourages the faculty to extensively use ICT resources in class room teaching. Help of web-based materials are taken as and when needed by the teacher. Print forms of such materials are given to the students as study-aids. PPTs are used by the faculty to make the class room teaching dynamic.

The faculty also uses ICT resources for research purposes. INFLIBNET is accessed by staff and students as and when needed.

- 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.

Although the institution desires a complete transformation of the teacher-centric teaching-learning process into a student-centric system, given the size of class strength and paucity of teaching faculty, such an ideal set up seems to be a dream presently. In use of computers the institutions has not yet being able to introduce a single stand-alone facility as of now. Nevertheless, the teachers do endeavour to make the students participate more and more in the teaching- learning process by inviting responses and encouraging debates in class room teaching. The use of ICT resources in this connection makes the class room more vibrant and dynamic.

- 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?

No, the institution is yet to avail any such service.

#### 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 institution presently relies upon grants/donations/college funds for civil construction and maintenance of other campus facilities

	Items	2011-12	2012-13	2013-14	2014-15
a.	Computers/NME - ICT	2.87	4.59	4.93	0.61
b.	Equipment	9.62	12.4	4.15	1.08
c.	Building	10.9	7.67	40.57	7.20
d.	Furniture				
e.	Vehicles	9.35	19.15	31.98	107.48
f.	Any other				

# All figures are in lakh.

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

The GB, Principal/TIC and IQAC are entrusted with the responsibilities for maintenance and upkeep of the infrastructure, facilities and equipment of the College. The institution also has Teachers' Council and important Sub-committees including Building Sub-committee, Purchase Committee, Academic Sub-committee who provide basic inputs regarding maintenance and upkeep of the infrastructure, facilities and equipment of the College.

- 4.4.3 How and with what frequency does the institute take up Calibration and other precision measures for the equipment/Instruments?

The HODs of laboratory based subjects are mainly the input givers regarding calibration and other precision measures for the equipment/Instruments used in the laboratory. The Departmental Heads of other non-lab based subjects also come up with suggestions regarding instrument maintenance and purchase from time to time. Such suggestions are then analyzed and necessary actions launched by the Purchase Committee/Principal/ TIC/ GB.

Usually this is done annually.

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

The institution takes the following steps in this regard:

- Use of voltage stabilizers.
- Use of inverters.
- Extensive use of UPS.
- Alternate power backup facilities using Kirloskar Green 7.5 KVA Generator.

Over hauling of the electric wiring are also done periodically.

Any other relevant information regarding Infrastructure and learning resources which the college would like to include.

The laboratories and Library need renovation as suggested by the IQAC and the same have been taken up in 2015-16. Without adequate whole-time staff the institution, however, is facing difficulties both in identifying drawbacks in infrastructure at the proper time and in unleashing counter measures. Students' feedback system at times helps the institution to realize the urgency of infrastructure up-gradation.

## Criterion V: Student Support and Progression

### 5.1 Student Mentoring and Support

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

Yes, the institution publishes its updated prospectus annually in printed form as well as in digital form. The prospectus contains:

- Mission and vision of the college, the courses offered and subject combination.
- Rules for admission.
- The intake capacity fees and other charges.
- Distribution of marks in various courses.
- Brief description of facilities offered to the students.
- Details regarding management, teaching and non-teaching staff.
- UGC draft regulations on curbing the menace of ragging in higher educational institution and
- Academic calendar.

The Governing Body, Principal/TIC, IQAC and other staff of the college see to it that the ideals of the college are upheld in day-to-day interaction with the students.

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

Financial aid meant for students are always disbursed in time. The following are the details:

Type	2011-12		2012-13		2013-14		2014-15	
	Student	Amount	Student	Amount	Student	Amount	Student	Amount
Freeship	425	25625.00	510	30750.00	590	35500.00	730	41750.00
Minority Scholarship	297	534600.00	546	982800.00	2243	4573200.00	1454	4588800.00
Labour Welfare Grant	333	999000.00	-	-	-	-	-	-
Merit-cum Mean	-	-	01	10800.00	-	-	-	-
Zindal Stipend	-	-	02	2400.00	-	-	-	-

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

36.69 percent of students receive financial assistance from state government, central government in the year 2014-15

5.1.4 What are the specific support services/facilities available for (2014-15)

- Students from SC/ST, OBC and economically weaker sections: Tuition Fees Free-ship/ Minority Scholarship/ Labour welfare grant/ Merit-cum Mean/ Zindal Scholarship/ Remedial Classes/ Entry in Service.
- Students with physical disabilities: Nil
- Overseas students: Nil

- Students to participate in various competitions/National and International: Nil
- Medical assistance to students: A registered Medical Practitioner visits the college periodically. Only First Aid facilities are available in the institution.
- Organizing coaching classes for competitive exams: Entry in Service.
- Skill development (spoken English, computer literacy, etc.): Entry in Service.
- Support for “slow learners”: Slow Learners are identified in the class rooms by the respective teachers and special care are taken to boost their competence level.
- Exposures of students to other institution of higher Learning/corporate/business house etc. : Nil
- Publication of student magazines: Annually by the Students’ Union.

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

Entry in Service Cell working since 2012-13 trains non-creamy layered and minority students for entrepreneurial skills and job oriented training. Though quantitatively we are not able to provide data regarding securing of job yet we can confidently say that the students of the cell have a relatively enhanced level of morale and entrepreneurial skills to negotiate with the job market.

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 students of this institution take active participation in extracurricular and co-curricular activities although the year. Quiz Competition, Debates, Discussions, Cultural Activities are organized by the Cultural Sub- committee to mark various occasion of significance. Our students have participated and have been awarded in events including Quiz and Youth Parliament Competition (District and Presidency Level) in the session 2013-14. Annual Sports meets and Swimming Competition are organized by the Students’ Union of the college.

- Additional academic support, flexibility in examinations: Nil
- Special dietary requirements, sports uniform and materials: During participation in inter-college events special diet, sports uniform and sports materials are provided by the institution. During Annual Sports meet special refreshment are also provided.
- Any other: Cultural activities of the institution are always events of harmony and group activity. During such occasions, additional infrastructural support along with refreshments are provided.

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.

Though the institution presently does not maintain any such record, the departments of the institution try to keep in touch with the ex-students appearing for various competitive exams on their own initiatives. According to such endeavours a few students have qualified UGC- NET, RLWBSSC examinations, FCI Service and the like. The following table illustrates such details:



Examination	No. of Students Who Qualified
NET/ SET	08
GATE	01
JAM	04
WBCSC	01
RLST(AT)	67
Other	20

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

The following are the counselling services made available to the students.

- a) During admission counseling is done to help the students choose his/ her preferred course of study.
- b) Entry in Service Cell provides counselling to the non-creamy layered and minority students regarding career.
- c) Equal Opportunity Cell also does counselling regarding social inclusion.
- d) Though presently the institution does not have the system of mentoring because of the over whelming class strength, yet faculty members at times do psycho-social counselling to the students who approach them for such help.

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 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).

The Entry in Service Cell, operating since 2012-13, trains non-creamy layered and minority students for job oriented courses. Quantitatively the cell is not presently in a position to enumerate data of placement. However, qualitatively the students who benefited from this cell emerge with a relative higher degree of competence to negotiate with the job market.

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

Yes, the institution has a student Grievance Redresser Cell. There has been no complains in the last four years.

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

The following are the existing provisions for resolving issues pertaining to sexual harassment:

- a) Grievance Redresser Cell
- b) Women's Cell

Equal Opportunity Cell organizes various sensitization programmes to mitigate gender-bias and harassment of women.

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

Yes, the institution has an Anti-ragging Committee. There has been no instance of ragging in the last four years.

5.1.13 Enumerate the welfare schemes made available to the students by the institution. The following are the welfare schemes made available to the students by the institution:

- a) Freeship (tuition fees).
- b) Minority Scholarship.
- c) Labour welfare grant.
- d) Merit-cum Mean.
- e) Zindal Stipend.

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?

No, the institution presently does not have a registered Alumni Association. However, all the departments of the college have their respective Alumni Association.

Alumni Association of Physics Department donated books around Rs. 30,000.00 for the Departmental Library. Separate bank account and stock of books are maintained.

## 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 institution presently does not have a system of maintaining exact data regarding students' progressing to higher education or employment. However respective departments maintain contact with the ex-students and from that the following data of absolute figures form 2011-12 to 2014-15 are displayed below:

Student Progression	Absolute Figures
UG to PG	601
PG to M. Phil.	Nil
PG to Ph.D.	03
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	Campus selection: 01(on 14.11.14) Other than campus recruitment: Nil

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

The following table illustrates pass percentage and completion rate for the last four years:

Session	Title of the Programme	Total Number of Students Appeared in the 3 <sup>rd</sup> Year, Final Examination	Pass %	Completion Rate (%)
2011-2012	B.A. (Hons.)	266	80.5	79.9
	B.Sc. (Hons.)	25	48	
	B.Com. (Hons.)	02	100	
	B.A. (Gen.)	390	73.1	
	B.Sc. (Gen)	06	50	
	B.Com (Gen)	00	00	
2012-2013	B.A. (Hons.)	289	86.9	81.6
	B.Sc. (Hons.)	28	78.6	
	B.Com. (Hons.)	01	100	
	B.A. (Gen.)	321	51.1	
	B.Sc. (Gen)	04	100	
	B.Com (Gen)	00	00	
2013-2014	B.A. (Hons.)	325	87.4	83.7
	B.Sc. (Hons.)	52	63.5	
	B.Com. (Hons.)	02	50	
	B.A. (Gen.)	275	55.3	
	B.Sc. (Gen)	03	66.7	
	B.Com (Gen)	02	100	
2014-2015	B.A. (Hons.)	343	73.2	87.3
	B.Sc. (Hons.)	70	64.3	
	B.Com. (Hons.)	02	50	
	B.A. (Gen.)	228	41.7	
	B.Sc. (Gen)	03	100	
	B.Com (Gen)	00	00	

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

Presently the institution does not have any specific programme to facilitate student progression to higher level of education.

Entry in Service Cell trains non-creamy layered and minority students towards employment.

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

Academically weak students are identified through class room interaction and tests and such students are provided extra care by the teaching faculty usually beyond the scheduled class hours. This instills confidence in the weak students, who, at times, are able to withstand fear of failure.

The institution arranges for various kinds of financial support systems to encourage financially weak and likely to drop-out candidates so that such candidates complete their studies.

### 5.3 Student Participation and Activities

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

The following table showcases the range of sports, games, cultural and other extracurricular activities available to students along with programme dates:

Sl. No.	Events	2011-12	2012-13	2013-14	2014-15
1.	Annual Sports Meet (Institutional Level)	18.02.12	29.11.12	24.12.13	11.12.14
2.	Swimming Competition (Institutional Level)	24.11.11	24.12.12	09.11.13	25.09.14
3.	Cultural Programme (Institutional Level)				
	i) International Mother Tongue Day	i)21.02.12	i)21.02.13	i)21.02.14	i)21.02.15
	ii) Rabindra Jayanti	ii)08.05.12	ii)09.05.13	ii)09.05.14	ii)09.05.15
	iii) College Foundation Day	iii)01.08.11	iii)01.08.12	iii)01.08.13	iii)01.08.14
	iv) Fresher's Welcome	iv)28.11.11	iv)21.11.12	iv)30.11.13	iv)20.12.14
	v) College Fest	v)11.12.11	v)30.11.12	v)19.11.13	v)31.12.14

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

The following table showcases student achievements in co-curricular, extracurricular and cultural activities at different levels:

Sl. No.	Event	2011-12	2012-13	2013-14	2014-15
1	Youth Parliament (District Level/Presidency Level)	Nil	22.01.13 District Level; 1 <sup>st</sup>	25.09.13 Presidency Level; 3 <sup>rd</sup> 19.02.14 District Level; 3 <sup>rd</sup>	20.01.15 District Level; 3 <sup>rd</sup>
2	Quiz (District Level/Presidency Level)	Nil	21.01.13 District Level; 2 <sup>nd</sup>	24.09.13 Presidency Level; 2 <sup>nd</sup> 18.02.14 District Level; 2 <sup>nd</sup>	21.01.15 District Level; 1 <sup>st</sup> & 2 <sup>nd</sup> 22.01.15 Presidency Level; 2 <sup>nd</sup>

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 institution does not have a mechanism to receive feedbacks from its graduates and employers. However the ex-students who keep contact with the faculty members provide useful inputs from time to time.

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.

Each department of the institution puts up two wall magazines annually. In this the departmental faculty members act as supervisors and aid the students to design and execute the magazines.

The college magazine, *Probaho*, is published annually by the Students' Union, supervised by the Magazine Sub-committee.

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

Yes, the college has Students' Union. It is a Statutory Body and it is an elected body. It follows a Constitution framed and followed by the GB and Election Commission of the college. Its tenure is one year from the effective date of formation of its General Secretary and other Office Bearers. The funding of this body is obtained from Students' Union Fees collected during admission. The activities of the Students' Union include taking care of the students' interest in various affairs of the college. It also publishes the students' magazine annually, organizes Annual Sports meet, Swimming Competition, Fresher's Welcome and College Fest.

However it is to be noted that the Government of West Bengal did not notify dates of Students' Election since the last two years. Consequently, the institution is officially not having any Students' Union for the sessions 2014-15 & 2015-16.

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

The General Secretary of the Students' Union is a member of the GB, Jangipur College.

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

Presently the institution does not have a registered Alumni Association. However, departments of the college have Alumni where ex-students participate voluntarily.

Former faculty members remain in touch with the institution through the departmental faculty members, GB and Principal/TIC.

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

The institution provides higher education to students who are mostly first generation learners and poverty stricken. To make them acquire academic skills is the primary concern of the college. The college also endeavours to make its students disciplined, morally upright and responsible citizens of the nation.

However, it must be added here that narrow political mindedness often misleads the young learners and college activities get seriously affected. The institution is yet to discover means to curb this menace.

## CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 Institutional Vision and Leadership

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

Vision: To serve as an ideal educational institution imparting quality education for all.

Mission: To offer innovative and socially relevant skills to our students. Also we take care to empower our female students and cater to the diverse needs of SC, ST, OBC & Minority Students.

As is obvious the vision and mission of the college are designed so as to address the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future.

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

The GB, Principal/ TIC, IQAC and the faculty act in unison to determine policies and plans and implement them. Usually the faculty members exchange their views in Teachers' Council meetings and the same are communicated to IQAC and Principal/ TIC. The GB in its meetings discusses the proposed inputs of the faculty and acts upon them.

- 6.1.3 What is the involvement of the leadership in ensuring

- The policy statements and action plans for fulfillment of the stated mission: Action plans of the institution once determined and ratified by the GB, the various Sub-committees embark upon the mission of effectively implementing them. The top management gives full liberty to the Sub-committees and intervenes only when required.
- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan: The institution's strategic plans are always framed keeping in mind the issues of incorporation and implementation. In our college it's always a democratic process.
- Interaction with stakeholders: At the topmost level of the management interaction with the stakeholders is given utmost priority. IQAC too emphasizes on interacting with the most important stakeholders of an educational institution: the students. The faculty of this institution is always eager to walk that extra mile in order to blend with the students' mindsets so that teaching-learning process can really become meaningful.
- Proper support for policy and planning through need analysis, research inputs and consultation with the stakeholders: This institution upholds the feedbacks of its students with utmost seriousness. The needs of the students are our prime concern in determining institutional policies. So far as the faculty is concerned, the GB, the Principal/TIC and IQAC are always open to suggestions which merit attention. Research needs of the faculty, consequently, are our important focus in framing and implementing policies and facilities.
- Reinforcing the culture of excellence: The College being located in the Jangipur sub-division, the minority population automatically diversifies the

institution's cultural perspective. This enables us to withstand any area of cultural intolerance.

- **Championing organizational change:** A static educational institution is virtually a dead institution. Contrarily, our institution in advocating and acknowledging "change" as integral to growth, places itself on the fertile ground of diversification and upliftment.

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

The GB, Principal/TIC, IQAC and the staff always endeavour to keep a tab on the processes of policy implementation. Right from the commencement of the admission process to the conclusion of the academic year with the examinations of the affiliating University, policies and plans are methodically executed with a mindset that would accept need for revision, if need be.

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

Our institution upholds democratization of work-culture. It has absolute trust on the expertise of its faculty. The top management would not normally like to enforce its opinions on the faculty. However, the top management might decide to come to the aid of the faculty if such help is sought.

6.1.6 How does the college groom leadership at various levels?

The institution does believe in the fact that a sound leader is an asset to the nation. Accordingly, it tries to develop and sustain an academic ambience where leadership qualities in the students would automatically be nurtured to bloom. For instance, our classroom teaching includes interaction with students, exchange of opinions and even debates. In such a set-up leadership thrives, to say the least.

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

The institution gives absolute operational autonomy to the departments in certain areas like designing and framing of lesson plans, intra-departmental job distributions, methodology of teacher-student interactions and the like. However, in domains like fixing examination schedules, planning seminars/invited talks of external experts, fixing excursion programmes and the like, the Principal/TIC and/or IQAC ought to be taken into confidence.

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

Yes, the college believes in promoting a culture of participative management. The college upholds the importance of binary exchange between the management and the staff. Teachers are always welcome here to come up with inflow of constructive ideas to the management and vice versa. This activates the management and makes it participative making the institution open to fresher outlooks and mitigates hierarchization of power.

## **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?



An educational institution must care about the quality of education it imparts on its students. Fortunately, the parameters of academic, infrastructure and the like have been formulated and acknowledged by organizations like UGC, NAAC, Higher Educational Council, Government of West Bengal and the like. Quality policies are developed keeping in mind the mission, vision and objectives of the institution prior to framing of action plans. As and when the action plans are put into practice, the management and IQAC sees to it that quality compromises are not made. If required, the management would prefer to review the actions plans if quality is at stake.

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

The institution has plans for development which can be briefly summarized as follows:

- a) Construction of new classrooms.
- b) Computerization of the entire institution.
- c) Digitization of the Library.
- d) Subsidized women's hostel.
- e) Staff recruitment simplified and accelerated.
- f) Creation of Wi-Fi zone.

These and such other plans are on the anvil of the think tank of the college.

6.2.3 Describe the internal organizational structure and decision making processes.

The institution enters into the decision-making process after carefully taking into consideration the holistic aspects of teaching and learning process. Though the GB must ratify a decision before it is implemented, the management is always open to suggestions from all the stakeholders at any time of the year. The decisions are systematically recorded in the minute books of the GB. The college executes those decisions with utmost earnestness.

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

- Teaching & Learning: Teaching and learning is an area that should always be open to strategies of quality improvement. The teachers upgrade themselves, use ICT-based teaching techniques and are also receptive of newer ideas in methods of interaction with the students and believe in use of innovative modes of teaching.
- Research & Development: IQAC always advocates an ambience of research and development in the institution for this happens to be the best way by which the faculty can explore new areas of studies and diversify their perspectives. If that happens, the students would benefit most.
- Community engagement: The institution is never an island cut off from the community. Interaction with the community is done through outreach programmes designed by the institution. For example, the NSS wing of the college made a survey of a local village on 25/03/15 and consequently the exchange of views benefitted both the institution and the inhabitants of the village. Such instances of interaction are always appreciated by all the stakeholders of the institution.
- Human resource management: Human resource management is one of the prime aspects of any institution without which no institution can thrive. As a matter of fact, the moderate degree of success which our college has been able to sustain is largely commensurate with its able human resource management. However, it must also be acknowledged that one of the prime deterrent for our institution has been the paucity of staff strength.

- Industry interaction: Presently, this issue could not be adequately addressed by our institution. We have plans to establish links with industry so that the prospects of jobs improve for our students. If we can do this Entry in Service Cell would receive greater impetus and purpose. Needless to add such links would also enhance the general ambience of research and development.

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

The head of the institution always ensures that information are systematically escalated to the GB as and when required. The GB has representatives from the teaching community, non-teaching staff as well as students who would then act upon the received information with the merit it deserves. The students' feedback analyses are also an important way to review the activities of the institution.

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 institution has teaching and non-teaching representatives in the GB which ensures the involvement of the staff in the topmost body of the institution. The college has an IQAC which too accommodates both teaching and non-teaching representatives. The various Sub-committees are framed in such a way that most of the teaching faculty can be involved in the day to day working of the institution.

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

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

No, the affiliating University does not have any such provision.

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 institution has Grievance Redressal Cell, Women's Cell and the like to receive complaints and promptly take action. Moreover, the Head of the institution and the GB can also be approached in this regard.

6.2.10 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?

Yes, the IQAC analyzes the feedback from the students received at the end of the academic session to identify the drawbacks and the positives that the last session offered. Such analyses are then placed in the GB meetings for further scrutiny and evaluation. Subsequently, action plans are devised and deployed which would best benefit the institution's performance in the next academic session.

### 6.3 Faculty Empowerment Strategies

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

At its most basic level, the IQAC on behalf of the institution identifies the areas that have potential for developing the teaching and non-teaching staff of the

institution. IQAC then places its suggestions to the Head of the institution who in turn decides to act upon them. For instance, teachers are encouraged to do MRPs, undertake research publications and attend Refresher Courses and Orientation Programmes.

- 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 faculty members are always encouraged to undertake retraining programmes and/or training offered through summer/winter schools. Participation in such training courses have been availed by three teachers of our institution in the last four years.

- 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.

Presently, apart from the student feedback system the institution does not have any other means of appraisal of its teaching faculty. Feedback of the students are however, systematically analyzed and the documents preserved in order to unleash corrective measures.

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

By and large, the students feedback system prevalent in this institution focuses upon teaching learning process and other facilities available for the students. The analyses of such feedbacks have resulted in the incorporation of the following major measures:

- Computerization of the Library has been completed.
- Online system of admission has been introduced.
- Initiatives have been taken to introduce new subjects including Sanskrit Honours, Education and Arabic

- 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?

Jangipur College Employees Credit Co-operative Society Limited is the only welfare organization available in the institution presently. In the last four years all the members of the institution have benefitted from it.

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

This is not applicable for institution like ours where recruitments against substantive vacancies are not in the hands of the 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 resources?

The GB and the Head of the institution who is also the Drawing and Disbursing Officer are exclusively responsible for financial transactions and monitoring of available funds. It is under the able management of them that policies regarding the financial matters of the institution are formulated and executed. However, it must also be added that the Finance Committee of the college are open to make suggestions but have no statutory financial power.

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

Auditing of the institution is done by the Government of West Bengal stipulated Auditor. In our institution, this is the only form of auditing. The last audit was done in the session 2009-2010.

No, there were no major audit objections.

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 institution is a Grants-in-Aid college under the Government of West Bengal. It is also recognized by UGC under the provisions of 2(f) and 12(B). The major source of institutional funding comes from the students' fees, 50% of which are however returned to the Government of West Bengal. The various grants of UGC and State Government enables the institution to conduct its expansion/extension activities.

Since there has been no auditing in the college in the last four years, audited income and expenditure statements cannot be provided.

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 has applied for financial assistance to the UGC and the following table illustrates the grants released by UGC for various development works:

UGC sanction letter/ date	Name	Amount sanctioned (Rs.)	UC status
AGW – 404/11-12; 31/ 09/ 12	Additional Grant	7,39,750.00	25/ 03/ 13
MSWK4-011/12-13; 02/ 11/ 13	Equal Opportunity Centre	68,750.00	-
MSWK4-011/12-13; 02/ 11/ 13	Entry in Service (Recurring)	1,75,000.00	-
	Entry in Service (Non-recurring)	1,25,000.00	-
	Remedial (Recurring)	1,75,000.00	-
	Remedial (Non-recurring)	50,000.00	-
AGW – 404/11-12; 08/ 02/ 14	Additional Grant	5,91,800.00	-
IQAC-W- 230/ 13-14; 19/ 03/ 14		3,00,000.00	-
WK4-011/12-13; 28/ 03/ 14	Plan Block Grant	18,58,140.00	-

## 6.5 Internal Quality Assurance System (IQAS)

### 6.5.1 Internal Quality Assurance Cell (IQAC)

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

Yes, the institution has established an Internal Quality Assurance Cell (IQAC) on 03/05/2013.

Concern for quality assurance led the institution to form IQAC. Since its inception in the session 2014-15 IQAC surveyed the teaching-learning, research consultancy and extension, infrastructure, student support and management aspects of the institution. It suggested some basic measures for improvement in all the above mentioned categories. For example, in teaching-learning IQAC suggested extensive use of NME-ICT. In research consultancy and extension suggestion was to go for research publications by the teaching faculty with more gusto. Regarding infrastructure IQAC insisted on computerization of the library on an urgent basis. "Weeding out" of books needed to be done as well. Regarding student support IQAC laid emphasis on placement. In management aspect of the college IQAC urged the institution to help the teachers pursuing PhDs with greater zeal and to take up CAS of 13 teachers urgently.

The institution in its turn readily accepted the suggestions made by IQAC and thereby took the first major step towards institutionalizing IQAC.

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

The IQAC in the session 2014-15 suggested five inputs to be implemented immediately and the management actually implemented all five of them.

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

The IQAC (2014-15) has one external expert: Gautam Bhattacharya, retired Associate Professor, Department of Physics, Jangipur College. He ratified the general decisions of the IQAC and opined about updating the Roster of the teaching faculty of the college. His suggestions resulted in updating and authentication of the Roster of the teaching faculty.

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

Presently, the IQAC does not have a student member or alumni member in its body. The institution is planning to reshuffle the existing body of IQAC to make it more inclusive in the days to come.

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

The IQAC communicates and engages staff through the head of the institution as well as on its own. Regarding policy implementation the mediation of the Head of the institution is always sought. But regarding issues like preparing the API for CAS, IQAC directly communicates and engages the staff of the college.

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

The institution does have its own ways of monitoring quality assurance. But with the incorporation of IQAC the process of monitoring and boosting of the quality assurance measures have gained impetus. For example, regarding teaching-learning the institution was already encouraging the use of innovative teaching aids in classroom teaching. But with the inception of IQAC the use of innovative teaching aids became more dynamic and audio-visual centric. This made the students more enthused and responsive.

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

Yes, the institution arranges for in-house training. For instance, the college arranged for in-house computer training for few teachers, the Library Clerk and

Cashier of the college in 2011-12. The IQAC too is in favour of the institution providing necessary training to the staff as and when required. For example, prior to implementation of COSA (2014-15), IQAC urged the college to provide necessary training to the computer clerk. Likewise after the computerization of the library and the introduction of KOHA in 2015-16, the IQAC has insisted on in-house training regarding the operationalisation of the software.

- 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, presently there is no such provision in this institution.

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

At present, the institution is aligned only with UGC, the affiliating University and the Director of Public Instruction, Government of West Bengal. These agencies/offices are not quality assurance agencies exclusively. However, when funds are released by these offices, quality and procedure of expenditure are concomitantly stipulated. The institution during utilization of such funds does abide by the stated quality norms of such agencies/offices.

- 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 GB, the principal/TIC and the IQAC in unison continuously supervises and reviews the teaching-learning process of the institution.

The structure of such a reviewing process is determined at the beginning of each academic session and is usually entrusted upon the Academic Sub-committee. This committee sees to it that lesson plans are followed as per the Academic Calendar and if teaching days fall short, the committee intimates the same to the Principal/TIC/IQAC for remedy. The college also has Routine Sub-committee to frame the general routine and thereby provides its inputs structurally in the reviewing process.

The methodologies of reviewing the teaching-learning process are presently heavily reliant upon student feedback system. But IQAC feels that since students' feedbacks are available for analysis only after the end of the academic session, so there ought to be an interim methodology of reviewing the teaching-learning process. Hence in 2015-16, the IQAC has taken the initiative to review the teachers' diary after every six months.

Usually the students' feedback analyses were considered to be pointers of outcomes of teaching-learning process in a given academic year. Drawbacks were identified thereof and remedial measures undertaken. However, with the inception of analyzing the teachers' diary after every six months by the IQAC, a more detailed and effective assessment can be made now.

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

The institution usually holds a general meeting of the staff to communicate quality assurance policies at the beginning of each academic session. If there are major policy changes which the students as stakeholders should be aware of, then the same are communicated through notifications. The external stakeholders are communicated through GB meetings/IQAC meetings.



Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The college presently is in a kind of transition phase in the areas of leadership and management. The GB is on the verge of expiry. The Principal having retired on 31/12/13, the college is presently run by the Teacher-in-Charge. Major expansion plans are ongoing (2015-16), the plans of which were drafted in the previous session. The IQAC is just a year old and the quality improvement measures suggested by IQAC are already gaining foothold. However, the management and the staff feel that things could run more smoothly with at least a moderate degree of fresh recruitment of staff. But for that the college has to rely upon government policies and protocols beyond their control.



## CRITERIA VII : INNOVATIONS AND BEST PRACTICES

### 7.1 Environment Consciousness

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

No, the institution does not conduct a Green Audit of its campus.

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

- Energy conservation: The NSS uses posters and verbal campaign to make the students aware about the positives of energy conservation. When not in use switches of lights and fans are turned off—this is fast becoming an habit for the students and staff.
- Use of renewable energy: Nil
- Water harvesting: Nil
- Check dam construction: Nil
- Efforts for Carbon neutrality: Nil
- Plantation: NSS undertakes plantation every year to make the campus green.
- Hazardous waste management: Nil
- E-waste management: Computers are updated and cleaned using licensed Anti-virus Softwares periodically.

### 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.

The following are the innovations introduced during the last four years which have created a positive impact on the functioning of the college:

- a. Use of ICT in teaching learning process.
- b. Use of web-based handouts and e-materials for the students.
- c. Introduction of online admission procedure from the academic session 2014-2015
- d. The office has been successfully computerized.
- e. The process of computerizing the library is on the verge of completion.
- f. The extension activities of the NSS, Equal Opportunity Cell, Entry in Service Cell and Remedial Classes have generated positive vibes extensively.

### 7.3 Best Practices

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

## **BEST PRACTICE : 1**

**Title:** Sensitization and Awareness Campaign on 'Third Gender'  
**Organized by:** Equal Opportunity Cell; **Date:** 06/09/2014

### **Goal:**

The goal of the programme was to provide a forum to discuss and analyse the problems and challenges of third gender and their social inclusion. There are enough evidences in history about the acceptance of third gender in social processes. The religious scripture of *Mahavarata* told the story of Shikhandi ( prince of Panchala ), Brihannalla ( the character of Arjun in *aggyatabasinViratcourt* ) who belonged in the social mainstream but subsequently with the passage of time they were totally excluded and denied basic respect as a human being. Seldom, our society realizes or cares to realize the trauma, agony and pain which the members of Transgender community neither undergo, nor appreciate the innate feelings of the members of the Transgender community, especially of those whose mind and body disown their biological sex. The equal opportunity cell (EOC) tried to inculcate in the students an unbiased approach towards this vulnerable section of society.

### **Context:**

Our society often ridicules and abuses the Transgender community. And in public places like railway stations, bus stands, schools, workplaces, malls, theatres, hospitals, they are sidelined and treated as untouchables, forgetting the fact that the moral failure lies in the society's unwillingness to absorb or embrace different gender identities and expressions. Mindsets need to change. In November 2009, India agreed to list eunuchs and transgender people as "others", distinct from males and females, in voting rolls and voter identity cards. On April 15, 2014, the Supreme Court of India recognized a third gender that is neither male nor female, and as a class entitled to reservation in education and jobs, stating "Recognition of transgender as a third gender is not a social or medical issue but a human rights issue." So the programme is more contextual and relevant in the light of such judgment.

### **Practice:**

The EOC provided a scope for students to know about this upcoming subject which is gaining a universal appeal day by day. They shared their own views that mostly resembled myopic vision of the society about third-gender. Since the subject is a new one the initial reactions were strongly adverse. However, keeping in mind the modern day approach to the subject, later they were eager to get right information. The teachers took part without any remuneration and without hampering their class schedule and normal duties. To make the programme inclusive, there was no registration fee for the students

The crux of the matter was to deal with such a complex and conflicting issue in a rural area. It was very challenging to bring the students from the mode of rejection to acceptance level. It would have been better if we could arrange a lecture presentation by an external resource person who belongs to either a third gender or transgender group.

### **Evidence of Success:**

The impact of the programme was not at par with expectations but we were enabled to raise the curiosity level of the students. However this was the first take of an unconventional issue in the college level. At least a favourable ambience could be created for the students so that they could share their queries on the issue. This is an enough of a path-breaking ground for raising awareness on this topic. As humans, we understand little about our complex bodies. The best thing about the campaign was

that it gave a value-added option to the students to get a clear perception on the subject which apparently seemed vague and off the block.

**Problems Encountered and Resources Required:**

Since the students in our college come from rural areas, there is dearth of knowledge on this issue completely. Secrecy and stigma hold them back. However, the silver lining behind the dark clouds is that the awareness campaign has helped the students to understand that as a human being, everyone deserves a feeling of “belonging”, understanding and acceptance. It would also add value to the campaign if we could get expertise at national level. In altering traditional stereotypes, a transition from traditional concealment-based approach to a patient-giver approach is required. To mitigate the hazards of a biased approach, funds are required to fetch greater expertise.

**Contact Details:**

Name of the Teacher –in –Charge: Dr Naba Kumar Ghosh

Name of the institution: Jangipur College

City: Jangipur

Pin code: 742213

Accredited status: B+ Status after NAAC visit in 2007.

Work phone: 03483-264226

Website: [www.jangipurcollege.in](http://www.jangipurcollege.in)

Mobile: +91 9474462874

Fax: Not Applicable

E-mail: [jangipurcollege@yahoo.com](mailto:jangipurcollege@yahoo.com)

## **BEST PRACTICE: 2**

**Title:** Entry in Services: (for Sessions 2012-13, 2013-14, 2014-15)

**Goal:**

The goal of this programme is to instill self-esteem and competence in the mind-set of the non-creamy layered students of the institution. Jangipur-subdivision in the district of Murshidabad, West Bengal where Jangipur College is located, happens to inhabit a vast section of SC/ST/OBC and Muslim population. Parents of such students are mostly day-labours or *bidi* workers. Entry in Service Cell in Jangipur College endeavours to uplift the morale and level of competence of the wards of such parents by making them aware about the various career opportunities that await them after the completion of their under graduate degree courses.

**The Context:**

Given that the scenario of employment opportunities in the country is still bleak, the most crucial question that a non-creamy layered/minority student encounters during the final years of his/her under graduate studies is what to do next! He/she being a first generation learner, the gloom of being unemployed looms larger for him/her. Keeping this context in mind, Entry in Service Cell of Jangipur College tries primarily to enhance the student's capacity building acumen. He/she receives inputs to develop skills that would make him/her negotiate the job market with relatively higher degree of confidence and competence.

**The Practice:**

Entry in Service Cell in Jangipur College is peopled with extremely dedicated, compassionate and well-informed faculty. Since the college is situated in a semi-urban locale with a relatively higher percentage of illiterate or semi-literate parents, the most obvious impediment is make their wards realize the worth of taking a training for jobs along with the on-going syllabi oriented formal mode of under graduate studies. Lack of exposure to the outer world deters the student from diversifying his/her perspective about the job-world. Where the most basic means and amenities of living are unavailable, it seems, initially at least, to be wastage of time and energy for most of the non-creamy layered students to undergo a training course on top of the scheduled classes that under graduate curriculum entails. Such students consider it more profitable to rush back home at the earliest opportunity where they would assist their parents in tilting or in *bidi-binding*. In order to mitigate this problem Entry in Service Cell has made the training classes flexible: teachers take such classes when both they and their students are free often during college hours. Once the students start doing these classes, gradually they realize how beneficial these classes are and then on student attendance percentage and interest in the courses offered increases. However, a significant impediment still remains on the part of the students and that is the utter lack of basic knowledge in handling computers/internet. Teachers do their best to instill a minimum degree of expertise in handling computers on their students but one has to admit that more often than not such efforts do not yield noteworthy results. Communicative English is another such area which still requires attention. Finally, given the paucity of faculty strength in Jangipur College,

lack of human resource often becomes a serious deterrent in a more effective running of the Entry in Service Cell in Jangipur College.

**Evidence of Success:**

Presently (2014-2015) Departments including English, Bengali, History, Political Science, Geography, Chemistry and Zoology cater to a total of 35 non-creamy layered and minority students. However, if success is to be measured in terms of quantitative data, Entry in Service Cell, Jangipur College is yet to yield any result worth mentioning. As of now the Cell is doing its best to design/modify/upgrade itself in terms of formulating its resources that would suit best the non-creamy layered and minority students who are also extremely poverty stricken, computer illiterate, first generation learners. The faculty does a voluntary service simply out of love, compassion and concern for its students. Qualitatively, however, the Cell can boast of having been able to inculcate in its students a relatively higher degree of confidence and competence level which would enable them to give the job-market at least a try rather than joining the ancestral profession of fishing or tilting or in *bidi-binding*.

**Problems Encountered and Resources Required:**

Computer illiteracy, deep rooted fear of failure in competing in the job-market, lack of any ability to communicate in English and the like are the prime problems that the non-creamy layered and minority students presently have. To help overcome these impediments is the most significant challenge that Entry in Service Cell is presently encountering. The remote location of the college does not help either in obtaining experts to teach specialized areas of learning. Moreover there is a severe dearth of permanent faculty members in various departments which can hardly be compensated with Guest Lecturers.

**Contact Details:-**

Name of the Teacher –in –Charge: Dr Naba Kumar Ghosh

Name of the Institution: Jangipur College

City: Jangipur

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Mobile: +91 9474462874

Fax: Not Applicable

E-mail: [jangipurcollege@yahoo.com](mailto:jangipurcollege@yahoo.com)

### 3. Evaluative Report of the Departments

Department of Bengali
-----------------------

1. Name of the department : Bengali
2. Year of Establishment : August, 1950
3. Names of Programmes / Courses offered (UG, PG, M.Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
4. Names of Interdisciplinary courses and the departments / units involved: N.A.
5. Annual / Semester / Choice based credit system (Programme wise): Annual
6. Participation of the department in the courses offered by other department : Nil
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
8. Details of courses / Programmes discontinued (if any) with reasons : Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	02
Asst. Professors	05	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Ashim Mandal	Ph.D.	Associate Professor	Tagore Literature	31 Years	Nil.
Dr. Hena Sinha	Ph.D.	Associate Professor	Novel and Short Stories	16 Years	Nil.
Nurul Mortoza	M.A.	Assistant Professor	Novel and Short Stories	15 Years	Nil.
Dr. Bimal Chandra Banik	Ph.D.	Assistant Professor	Drama	15 Years	Nil.

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : Nil
13. Student – Teacher Ratio (Programme wise):  
87.25:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D.:03/ M.Phil / PG.: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: Dr. Hena Sinha: MRP Final Instalment of Rs. 30,000.00 Received on November, 2012. (UGC)
18. Research Centre / facility recognized by the University: Nil
19. Publication: (For the session 2011-12 to 2014-15)
  - a) Publication per faculty: Dr. Ashim Mandal: 01      Dr. Hena Sinha: 22  
Nurul Mortoza: 03      Dr. Bimal Chandra Banik: 13

Number of papers published in peer reviewed journals (national / international) by faculty and students: Dr. Hena Sinha: 07      Dr. Bimal Chandra Banik: 02
- \* Students : Nil
- \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
- \* Monographs : Nil
 

Chapter in Books: Dr. Ashim Mandal: 01      Dr. Hena Sinha: 12  
Nurul Mortoza: 02      Dr. Bimal Chandra Banik: 10

Books Edited: Dr. Hena Sinha: 01      Nurul Mortoza: 01      Dr. Bimal Chandra Banik: 01

Books with ISBN / ISSN numbers with details of publishers: Dr. Hena Sinha: 02  
i) *Bish sataker kotha-sahitye samaj bhabna, Asoke Prakashan, Kolkata, August 2014, ISBN No. 978-81-92-2451-9-5*  
ii) *Rachanadarsha, Asoke Prakashan, Kolkata, November 2014.*
- \* Citation Index: N.A.
- \* SNIP : Nil
- \* SJR :Nil
- \* Impact factor : Nil
- \* H-index: N.A.



20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)
21. Faculty as members in:  
 a) National committees b) International Committees c) Editorial Boards.....  
 Editorial Boards: Dr. Hena Sinha: 02
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  
 a) National : Nil  
 b) International : Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
UG (Bengali Honours)	1 <sup>st</sup> year : 530	1 <sup>st</sup> year : 106	*M 1 <sup>st</sup> year : 50	*F 1 <sup>st</sup> year : 56	3 <sup>rd</sup> Year: 74.16%
UG (B.A. Gen.)	1 <sup>st</sup> year : 2149	1 <sup>st</sup> year : 1783	1 <sup>st</sup> year : 823	1 <sup>st</sup> year : 760	3 <sup>rd</sup> Year: 41.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET/ SLET: 05      GATE: 0      RLST (AT): 40      WBCSC: 01

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	166
PG to M.Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	00
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 03
- d) Laboratories: Nil

31. Number of students receiving financial assistance from college, University, Government of other agencies: 85 (Bengali Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS, cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

S - Dedicated and highly motivated staff.

W- Number of class rooms should increase. Students' performance should be still better

O- In spite of moderate infrastructure there is no lack of enthusiasm.

C- Drop out percentage could not be made significantly low.

Future Plans: The Department wishes to have a departmental library and number of class rooms must be enhanced.

## Department of English

- 1 Name of the department : English
- 2 Year of Establishment : August-1950
- 3 Names of Programmes / Courses offered (UG, PG, M.Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4 Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5 Annual / Semester / Choice based credit system (Programme wise): Annual
- 6 Participation of the department in the courses offered by other department : Nil
- 7 Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8 Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9 Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	04	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Basudeb Chakrabarti	M. A.	Assistant Professor	Modern European Literature	15 Years	Nil.
Mrs. Payel Dhar	M. A.	Guest Lecturer	Novel & Short Story	2 Years	Nil.
Mrs. Moumita Das	M. A.	Guest Lecturer	Novel & Short Story	2 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 30 % (Guest lecturer: 01; 12 Classes per week)

13. Student – Teacher Ratio (Programme wise):  
49:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil / PG.:03
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : Mr. Basudeb Chakrabarti: MRP Final Instalment of Rs. 5,500.00 Received on 29/ 12/ 2011 (UGC).
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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Mr. Basudeb Chakrabarti: 06
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Mr. Basudeb Chakrabarti: 04
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Mr. Basudeb Chakrabarti: 01
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers : Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)
21. Faculty as members in:
  - a) National committees b) International Committees c) Editorial Boards.....  
Nil

22. Student projects
- Percentage of students who have done in-house projects including inter departmental / Programme: Nil
  - 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
- National: Nil
  - International: Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :25	*F 1 <sup>st</sup> year : 33	
UG (English Honours)	1 <sup>st</sup> year : 290	1 <sup>st</sup> year : 65	*M 1 <sup>st</sup> year : :25	*F 1 <sup>st</sup> year : 33	3 <sup>rd</sup> Year: 53.13%
UG (B.A. Gen.)	1 <sup>st</sup> year : 2149	1 <sup>st</sup> year : 1783	1 <sup>st</sup> year : 823	1 <sup>st</sup> year : 760	3 <sup>rd</sup> Year: 41.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0                      GATE: 0                      RLST (AT): 09                      SLET: 0  
Others: 05

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	49
PG to M.Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	00
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: 01
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 02
- d) Laboratories: Nil

31. Number of students receiving financial assistance from college, University, Government of other agencies: 60 (English Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.  
Films on print-texts of syllabi are shown.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS, cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:  
S - Dedicated and highly motivated staff.  
W- Number of class rooms should increase  
O- In spite of moderate infrastructure there is no lack of enthusiasm.  
C- Since most of the students are first generation learners and are with first language Bengali, the students have very poor knowledge of basic English.

Future Plans: The Department wishes to go for enhancement of class rooms.

## Department of History

- 1 Name of the department : History
- 2 Year of Establishment : July, 1950
- 3 Names of Programmes / Courses offered (UG, PG, M.Phil, Ph.D. Integrated Masters; Integrated Ph.D. etc.): UG (Honours & General)
- 4 Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5 Annual / Semester / Choice based credit system (Programme wise): Annual
- 6 Participation of the department in the courses offered by other department : Nil
- 7 Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8 Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9 Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	04	03

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Nishikanta Mandal	M.A.	Assistant Professor	Indian Economic History	9 Years	Nil.
Sushendu Biswas	M.A.	Assistant Professor	Modern European History	9 Years	Nil.
Keshab Chandra Ghosh	M.Phil	Assistant Professor	American History	7 Years	Nil.
Dolon Champa Ghosh	M.A.	PTT	Modern Indian History	15 Years	Nil.



11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : Nil
13. Student – Teacher Ratio (Programme wise):  
36.25:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil: 01 / PG.:03
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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Nishikanta Mandal: 01
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nishikanta Mandal: 01
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers : Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)

21. Faculty as members in:  
 a) National committees b) International Committees c) Editorial Boards.....  
 Nishikanta Mandal: 01; Sushendu Biswas: 01
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  
 i) National: Nil  
 ii) International: Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :41	*F 1 <sup>st</sup> year : 46	
UG (History Honours)	1 <sup>st</sup> year : 390	1 <sup>st</sup> year : 106	*M 1 <sup>st</sup> year : :41	*F 1 <sup>st</sup> year : 46	3 <sup>rd</sup> Year: 77.78%
UG (B.A. Gen.)	1 <sup>st</sup> year : 2149	1 <sup>st</sup> year : 1783	1 <sup>st</sup> year : : 823	1 <sup>st</sup> year : 760	3 <sup>rd</sup> Year: 41.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0      GATE: 0      RLST (AT): 02      SLET: 01      WB PRIMARY TET: 03

DEFENSE: 02      WBESDCL: 01

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	70
PG to M. Phil.	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	00
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 03
- d) Laboratories: Nil

31. Number of students receiving financial assistance from college, University, Government of other agencies: 75 (History Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS, cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

- S - Dedicated and highly motivated staff.
- W-Number of class rooms should increase
- O- In spite of moderate infrastructure there is no lack of enthusiasm.
- C- Drop out percentage should not be made significantly low.

Future Plans: The Department wishes to have departmental library and number of class rooms must increase.

## Department of Geography

- 1 Name of the department : Geography
- 2 Year of Establishment : July, 2003
- 3 Names of Programmes / Courses offered (UG, PG, M. Phil. Ph.D. Integrated Masters; Integrated Ph.D. etc.) : UG (Honours & General)
- 4 Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5 Annual / Semester / Choice based credit system (Programme wise): Annual
- 6 Participation of the department in the courses offered by other department : Nil
- 7 Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8 Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9 Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Kaji Aminul Islam	M.Sc.	CWTT	Geomorphology	9 Years	Nil.
Asraf Ali	M.A.	PTT	Geomorphology	6 Years	Nil.
Farakul Islam	M.A.	Guest Lecturer	Tourism	2 Years	Nil.
Mou Bhattacharya	M.A.	Guest Lecturer	Environment	2 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 40% (Guest lecturer: 02; 12 Classes per week)

13. Student – Teacher Ratio (Programme wise):  
88.5:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil / PG.: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. Publication: (For the session 2011-12 to 2014-15)
- \* a) Publication per faculty : Nil
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nil
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers : Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)
21. Faculty as members in:
- a) National committees b) International Committees c) Editorial Boards..... Nil

22. Student projects
- Percentage of students who have done in-house projects including inter departmental / Programme : Nil
  - 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
- National: Nil
  - International: Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :52	*F 1 <sup>st</sup> year : 35	
UG (Geography Honours)	1 <sup>st</sup> year : 450	1 <sup>st</sup> year : 88	*M 1 <sup>st</sup> year : :52	*F 1 <sup>st</sup> year : 35	3 <sup>rd</sup> Year: 74.29%
UG (B.A. Gen.)	1 <sup>st</sup> year : 35	1 <sup>st</sup> year : 12	1 <sup>st</sup> year : :06	1 <sup>st</sup> year : 04	3 <sup>rd</sup> Year: 85.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0

GATE: 0

RLST (AT): 0

SLET: 0

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	187
PG to M. Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 02
- d) Laboratories: 01

31. Number of students receiving financial assistance from college, University, Government of other agencies: 25 (Geography Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts:  
Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: One field trip per year. College has NSS, cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

- S - Dedicated and highly motivated staff.
- W- Full time teacher required. Laboratory needs renovation and number of class rooms should increase
- O- In spite of moderate infrastructure there is no lack of enthusiasm.
- C- Drop out percentage could not be made significantly low.

Future Plans: The Department wishes to go for laboratory renovation and enhancement of class rooms. Departmental library is also required.



Department of Political Science

- 1) Name of the department : Political Science
- 2) Year of Establishment : August, 1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil. Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	04	03

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Gangotri Bhattacharya	M.Phil	Assistant Professor	International Relations (India & its Neighbours)	7 Years	Nil.
Koyel Basu	M.A.	Assistant Professor	International Relations (South East Asia)	7 Years	Nil.
Soumen Ghosh	M.Phil	Assistant Professor	Public Administration & Local Govt.	7 Years	Nil.

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : Nil
13. Student – Teacher Ratio (Programme wise):  
13.67:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil: 02 / PG.: 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. Publication: (For the session 2011-12 to 2014-15)
  - a) Publication per faculty: Koyel Basu: 02; Soumen Ghosh: 01
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students: Nil
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Koyel Basu: 02; Soumen Ghosh: 01
  - \* Books Edited: Nil
  - \* Books with ISBN / ISSN numbers with details of publishers: Nil
  - \* Citation Index: N.A.
  - \* SNIP: Nil
  - \* SJR: Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)

21. Faculty as members in:  
 a) National committees b) International Committees c) Editorial Boards.....  
 Koyel Basu: 01; Soumen Ghosh: 01
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  
 i) National : Nil  
 ii) International : Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :08	*F 1 <sup>st</sup> year : 09	
UG (Political Science Honours)	1 <sup>st</sup> year : 135	1 <sup>st</sup> year : 26	*M 1 <sup>st</sup> year : :08	*F 1 <sup>st</sup> year : 09	3 <sup>rd</sup> Year: 71.43%
UG (B.A. Gen.)	1 <sup>st</sup> year : 2149	1 <sup>st</sup> year : 1783	1 <sup>st</sup> year : 823	1 <sup>st</sup> year : 760	3 <sup>rd</sup> Year: 41.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 00

GATE: 00

RLST (AT): 00

SLET: 00

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	06
PG to M. Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 03
- d) Laboratories: Nil

31. Number of students receiving financial assistance from college, University, Government of other agencies: 40 (Political Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

- S - Dedicated and highly motivated staff.
- W- Number of class rooms should increase
- O- In spite of moderate infrastructure there is no lack of enthusiasm.
- C- Since Political Science is not included in WBSSC Examination, students are less interested to study this subject

Future Plans: Student motivation must be done so that they study Political Science. The Department wishes to go for enhancement of class rooms.

## Department of Philosophy

- 1) Name of the department : Philosophy
- 2) Year of Establishment : August, 1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	01
Asst. Professors	02	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Hari Pada Rath	M.A.	Associate Professor	Logic	27 Years	Nil.
Ashim Das	M.A.	Guest Lecturer	Logic	4 Years	Nil.
Soma Das	M.A.	Guest Lecturer	Nayavaisesika	2 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty: 40 % (Guest lecturer: 02; 12 Classes per week)
13. Student – Teacher Ratio (Programme wise):  
43.67:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)

14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled: Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil / PG.:03
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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Hari Pada Rath: 02
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nil
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers :  
 Hari Pada Rath: 02  
*i) Darshan Sastra, (Class XI), 2013, T.B. No. WBCHSE GG 561 E9/2013*  
*ii) Darshan Sastra, (Class XII), 2014, T.B. No. WBCHSE SE GG 4 5110 XII-2014*
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)
21. Faculty as members in:
  - 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  
 i) National: Nil  
 ii) International: Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :34	*F 1 <sup>st</sup> year : 36	
UG (Philosophy Honours)	1 <sup>st</sup> year : 295	1 <sup>st</sup> year : 88	*M 1 <sup>st</sup> year : :34	*F 1 <sup>st</sup> year : 36	3 <sup>rd</sup> Year: 77.42%
UG (B.A. Gen.)	1 <sup>st</sup> year : 2149	1 <sup>st</sup> year : 1783	1 <sup>st</sup> year : 823	1 <sup>st</sup> year : 760	3 <sup>rd</sup> Year: 41.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0                      GATE: 0                      RLST (AT): 04                      SLET: 0

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	50
PG to M.Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00



30. Details of Infrastructural facilities
  - a) Library: Nil
  - b) Internet facilities for Staff & Students: 00
  - c) Class rooms with ICT facility: 03
  - d) Laboratories: Nil
31. Number of students receiving financial assistance from college, University, Government of other agencies: 55 (Philosophy Honours)
32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.
33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.
35. SWOC analysis of the department and Future plans:
  - S - Dedicated and highly motivated staff.
  - W- Number of class rooms should increase and full time faculty required.
  - O- In spite of moderate infrastructure there is no lack of enthusiasm.
  - C- Drop out percentage could not be made significantly low.

Future Plans: The Department wishes to go for departmental library and there should be enhancement of class rooms.

## Department of Economics

- 1) Name of the department : Economics
- 2) Year of Establishment : August-1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrs. Nandini Chakraborty	M. A.	Assistant Professor	Population Studies	9 Years	Nil.
Mr. Krishnendu Palchoudhuri	M. Phil	Assistant Professor	Econometrics and Mathematical Economics	9 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : Nil

13. Student – Teacher Ratio (Programme wise):  
1.5:1 (The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M. Phil: 01 / PG.: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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Nandini Chakraborty: 06
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Mrs. Nandini Chakraborty: 04
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Mrs. Nandini Chakraborty: 01
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers : Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Nil
21. Faculty as members in:
  - 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  
 i) National: Nil  
 ii) International: Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :01	*F 1 <sup>st</sup> year : 00	
UG (Economics Honours)	1 <sup>st</sup> year : 09	1 <sup>st</sup> year : 01	*M 1 <sup>st</sup> year : :01	*F 1 <sup>st</sup> year : 00	3 <sup>rd</sup> Year: NA
UG (B. A. Gen.)	1 <sup>st</sup> year : 35	1 <sup>st</sup> year : 12	1 <sup>st</sup> year : 06	1 <sup>st</sup> year : 04	3 <sup>rd</sup> Year: 85.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.: Nil
29. Student progression: No pass out of this Department yet in honours.

Student progression	Against % enrolled/No. of students
UG to PG	00
PG to M.Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities
- a) Library: 01
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 01
- d) Laboratories: Nil

31. Number of students receiving financial assistance from college, University, Government of other agencies: Nil
32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.
35. SWOC analysis of the department and Future plans:
  - S - Dedicated and highly motivated staff.
  - W- Number of class rooms should increase.
  - O- In spite of moderate infrastructure there is no lack of enthusiasm.
  - C- Since job opportunities in Economics in WBSSC are significantly low, students are disinclined to take up this subject. Also schools of Jangipur sub-division hardly have Economics as school subject, hence inflow of student is very poor in the degree course level.

Future Plans: Departmental library and class rooms should be enhanced.

## Department of Sanskrit

- 1) Name of the department : Sanskrit
- 2) Year of Establishment : July, 1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Chinmoy Chattopadhyay	Ph.D.	Assistant Professor	Sahitya	13 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : Nil
13. Student – Teacher Ratio (Programme wise):  
2735:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of students: total number of teacher)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil

15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. :01/ M.Phil / PG.
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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Dr. C. Chattopadhyay: 03
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Dr. C. Chattopadhyay: 03
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nil
  - \* Books Edited :Nil  
Books with ISBN / ISSN numbers with details of publishers: Nil
  - \* Citation Index: Nil
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Nil
21. Faculty as members in:
  - 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
  - \* 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

- i) National: Nil  
ii) International: Nil

26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : 823	*F 1 <sup>st</sup> year : 760	
UG (Sanskrit General)	1 <sup>st</sup> year : 2149	1 <sup>st</sup> year : 1783			3 <sup>rd</sup> Year: 41.7%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0                      GATE: 0                      RLST (AT): 0                      SLET: 0

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	00
PG to M. Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil  
b) Internet facilities for Staff & Students: 00  
c) Class rooms with ICT facility: 03  
d) Laboratories: Nil

31. Number of students receiving financial assistance from college, University, Government of other agencies: 935
32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.
35. SWOC analysis of the department and Future plans:
  - S - Dedicated and highly motivated staff.
  - W- Number of class rooms should increase and full time faculty required
  - O- In spite of moderate infrastructure there is no lack of enthusiasm.
  - C- Drop out percentage could not be made significantly low.

Future Plans: The Department wishes to go for enhancement of class rooms. Also the Department wishes to introduce Honours in Sanskrit from the next academic session: 2016-17

## Department of Accountancy

- 1) Name of the department : Commerce
- 2) Year of Establishment : August-1975
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	01
Asst. Professors	03	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mr. Pritimoy Majumder	M. Com.	Associate Professor	Accountancy	32 Years	Nil.
Mr. Sanjay Dawn	M. Com.	Guest Lecturer	Accountancy	2 Years	Nil.
Md. Mustaquim	M. A., L. L. B.	Guest Lecturer	Law	30 Years	Nil.

12. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 30 % (Guest lecturer: 01; 12 Classes per week)

13. Student – Teacher Ratio (Programme wise):  
3.3:1 (The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil / PG.:03
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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Mr. Pritimoy Majumder: 05
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Mr. Pritimoy Majumder: 01
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Mr. Pritimoy Majumder: 01
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers :  
Mr. Pritimoy Majumder: 01  
*Nirikha Sastra* (Auditing), Kolkata: Dove Publishing House. 2012,  
ISBN: 978-93-82399-01-08
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR : Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Nil
21. Faculty as members in:
  - \* a) National committees b) International Committees c) Editorial Boards.....  
Mr. Pritimoy Majumder: 02

22. Student projects  
 a) Percentage of students who have done in-house projects including inter departmental / Programme : Nil
- \* 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  
 i) National: Nil  
 ii) International: Nil
26. Student profile programme / Course wise :(for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
UG (Accountancy Honours)	1 <sup>st</sup> year : 15	1 <sup>st</sup> year : 04	*M 1 <sup>st</sup> year :02	*F 1 <sup>st</sup> year : 02	3 <sup>rd</sup> Year: 50%
UG (B. Com. Gen.)	1 <sup>st</sup> year : 18	1 <sup>st</sup> year : 04	1 <sup>st</sup> year : 02	1 <sup>st</sup> year : 02	3 <sup>rd</sup> Year: NA

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 00                      GATE: 00                      RLST (AT): 00                      SLET: 00

It has been noted that three (03) pass out students (F: 02 & M: 01) are in service in Private Sector Organizations including Infosys, Sonar Bangla Cement & Alliance International.

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	04
PG to M. Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities
- Library: 01
  - Internet facilities for Staff & Students: 01
  - Class rooms with ICT facility: 02
  - Laboratories: 00 (the class room is used as laboratory as well)
31. Number of students receiving financial assistance from college, University, Government of other agencies: 04
32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.
35. SWOC analysis of the department and Future plans:
- S - Dedicated and highly motivated staff.
  - W- Separate Laboratory is needed. Number of class rooms should increase.
  - O- In spite of moderate infrastructure there is no lack of enthusiasm.
  - C- Since vacancies in Commerce in WBSSC is significantly low, students are disinclined to take up this subject. Also schools of Jangipur sub-division hardly have Commerce as school subject, hence inflow of student is very poor in the degree course level.

Future Plans: The Department wishes to go for separate laboratory & enhancement of class rooms.

## Department of Mathematics

- 1) Name of the department : Mathematics
- 2) Year of Establishment : August-1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	04	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Bidyut Santra (on Lien w.e.f. 25.02.2015)	Ph.D.	Assistant Professor	Advanced Computer Science and Cybernetics	12 Years	Nil.
Mr. Pranab Kumar Das	M.Sc.	Guest Lecturer	Complex Analysis and Topology	3 Years	Nil.
Mr. Parijat Kusum Nath	M.Sc.	Guest Lecturer	Topology & Functional Analysis	2 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 40% (Guest lecturer: 02; 12 Classes per week)



13. Student – Teacher Ratio (Programme wise):  
44:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. :01/ M.Phil / PG.:02
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 : DR. B. Santra: 01 MRP; Sanctioned Amount: 1.84 Lakh (UGC)
18. Research Centre / facility recognized by the University: Nil
19. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Nil
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs: Nil
  - \* Chapter in Books: Nil
  - \* Books Edited: Nil
  - \* Books with ISBN / ISSN numbers with details of publishers: Nil
  - \* Citation Index: N.A.
  - \* SNIP: Nil
  - \* SJR: Nil
  - \* Impact factor: Nil
  - \* H-index: N.A.
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

\* 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

i) National: Nil

ii) International: Nil

26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :40	*F 1 <sup>st</sup> year : 08	
UG (Mathematics Honours)	1 <sup>st</sup> year : 200	1 <sup>st</sup> year : 52	*M 1 <sup>st</sup> year : :40	*F 1 <sup>st</sup> year : 08	3 <sup>rd</sup> Year: 62.50%
UG (B.Sc. Gen.)	1 <sup>st</sup> year : 110	1 <sup>st</sup> year : 35	1 <sup>st</sup> year : 27	1 <sup>st</sup> year : 03	3 <sup>rd</sup> Year: 100%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 02      GATE: 00      RLST (AT): 02      SLET: 00      SSC: 01

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	36
PG to M. Phil	00
PG. to Ph.D.	01
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	01
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 02
- d) Laboratories: 01

31. Number of students receiving financial assistance from college, University, Government of other agencies: 33 (Mathematics Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Workshop: 01

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

- S - Dedicated and highly motivated staff.
- W- Laboratory needs renovation and number of class rooms should increase
- O- In spite of moderate infrastructure there is no lack of enthusiasm.
- C- No full time teacher.

Future Plans: The Department wishes to go for laboratory renovation and enhancement of class rooms.

## Department of Physics

- 1) Name of the department : Physics
- 2) Year of Establishment : August, 1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	02
Asst. Professors	06	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Abhik Kumar Sanyal	Ph.D.	Associate Professor	Nuclear Physics	28 Years	04
Dr. Susmita Sanyal	Ph.D.	Associate Professor	Nuclear Physics	20 Years	Nil.
Mr. Subhra Debnath	M.Sc.	Assistant Professor	Solid State Physics	09 Years	Nil.
Dr. Sandip Bhattacharya	Ph.D.	Assistant Professor	High energy Physics	5 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : Nil

13. Student – Teacher Ratio (Programme wise):  
18.25:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Nil
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D.: 03/ M.Phil / PG.: 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: 01
19. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Dr. A.K. Sanyal: 11 Mr. S. Debnath: 06
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Dr. A.K. Sanyal: 11 Mr. S. Debnath: 06
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nil
  - \* Books Edited :Nil  
Books with ISBN / ISSN numbers with details of publishers: Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : 24.433 (Total)
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Nil
21. Faculty as members in: Dr. A.K. Sanyal: 04; Dr. S. Sanyal: 01
  - \* a) National committees b) International Committees c) Editorial Boards.....
22. Student projects
  - a) Percentage of students who have done in-house projects including inter departmental / Programme : Nil

\* 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

i) National: Nil

ii) International: Nil

26. Student profile programme / Course wise : (for the session 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :37	*F 1 <sup>st</sup> year : 05	
UG (Physics Honours)	1 <sup>st</sup> year : 170	1 <sup>st</sup> year : 46	*M 1 <sup>st</sup> year : :37	*F 1 <sup>st</sup> year : 05	3 <sup>rd</sup> Year: 66.67%
UG (B.Sc. Gen.)	1 <sup>st</sup> year : 110	1 <sup>st</sup> year : 35	1 <sup>st</sup> year : : 27	1 <sup>st</sup> year : 03	3 <sup>rd</sup> Year: 100%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0                      GATE: 0                      RLST (AT): 0                      SLET: 0                      JAM: 04

29. Student progression:

The department is presently incapable of maintaining a comprehensive data .Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2010-11 to 2014-15

Student progression	Against % enrolled/No. of students
UG to PG	15
PG to M. Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: 01
- b) Internet facilities for Staff & Students: 02
- c) Class rooms with ICT facility: 02
- d) Laboratories: 01

31. Number of students receiving financial assistance from college, University, Government of other agencies: 10 (Physics Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: seminar/workshop: 02

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

S - Dedicated and highly motivated staff.

W- Laboratory needs renovation and number of class room should increase

O- In spite of moderate infrastructure there is no lack of enthusiasm.

C- Drop out percentage could not be made significantly low.

Future Plans: The Department wishes to go for laboratory renovation and enhancement of class rooms.

## Department of Chemistry

- 1) Name of the department : Chemistry
- 2) Year of Establishment : August, 1950
- 3) Names of Programmes / Courses offered (UG, PG, M.Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	06	04

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Bikash Kr. Panda	Ph.D.	Assistant Professor	Inorganic Chemistry	9 Years	Nil.
Mr. Prasenjit Mistry	M.Sc.	Assistant Professor	Organic Chemistry	9 Years	Nil.
Mr. Rajib Joarder	M.Sc.	Assistant Professor	Analytical Chemistry	7 Years	Nil.
Dr. Naba Kumar Ghosh (T.I.C)	Ph.D.	Assistant Professor	Physical Chemistry	5 Years	Nil.
Mr. Sandip Kar	M.Sc.	Guest Lecturer	Analytical Chemistry	1 years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 10 % (Guest lecturer: 01; 12 Classes per week)



13. Student – Teacher Ratio (Programme wise):  
21.75:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Sanctioned :01; Filled: 01
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. :02/ M.Phil / PG.:02
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. Publication: (For the session 2011-12 to 2014-15)
- \* a) Publication per faculty : Dr. B.K. Panda: 14 Mr. R. Joardar: 04
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students: Dr. B.K. Panda: 11 Mr. R. Joardar: 04
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Dr. B.K. Panda: 01; Dr. N.K. Ghosh: 02
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers :  
Dr. B.K. Panda: 02  
i) *H.S. Practical Book (Class-XII)*, July,2014, ISBN No. 81-87284-45-5 (Katha-O-Kahini Publishers)  
ii) *Physical Science and Environment (Class-IX)*, Dec.2014, ISBN No. 81-87284-52-8 (Katha-O-Kahini Publishers)
  - Dr. N.K. Ghosh: 01  
*Physical Chemistry Practical (for honours students)*, July,2012, ISBN No. 978-81-7381-698-7
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : 9.119 (Total)
  - \* H-index: N.A.

20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)
21. Faculty as members in:
- \* a) National committees b) International Committees c) Editorial Boards.....  
: DR. B.K. Panda: 04
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental / Programme : Nil
- \* 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
- i) National: Nil  
ii) International: Nil
26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
UG (Chemistry Honours)	1 <sup>st</sup> year : 205	1 <sup>st</sup> year : 46	*M 1 <sup>st</sup> year : 40	*F 1 <sup>st</sup> year : 04	3 <sup>rd</sup> Year: 66.67%
UG (B.Sc. Gen.)	1 <sup>st</sup> year : 240	1 <sup>st</sup> year : 65	1 <sup>st</sup> year : 35	1 <sup>st</sup> year : 23	3 <sup>rd</sup> Year: 100%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0                      GATE: 0                      RLST (AT): 05                      SLET: 0  
Postal Service: 01                      Chemist: 02

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	12
PG to M. Phil	00
PG. to Ph.D.	01
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: Nil
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 02
- d) Laboratories: 01

31. Number of students receiving financial assistance from college, University, Government of other agencies: 28 (Chemistry Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct extension activities.

35. SWOC analysis of the department and Future plans:

- S - Dedicated and highly motivated staff.
- W- Laboratory needs renovation and number of class rooms should increase
- O- In spite of moderate infrastructure there is no lack of enthusiasm.
- C- Drop out percentage could not be made significantly low.

Future Plans: The Department wishes to go for laboratory renovation and enhancement of class rooms.

## Department of Zoology

- 1) Name of the department : Zoology
- 2) Year of Establishment : August, 1950
- 3) Names of Programmes / Courses offered (UG, PG, M. Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	01
Asst. Professors	03	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Pradip Kumar Banerjee	Ph.D.	Associate Professor	Entomology	18 Years	Nil.
Mr. Mosarof Hossain	M.Sc.	Guest Lecturer	Cytogenetics	4 Years	Nil.
Sanjukta Chaudhuri	M.Sc.	Guest Lecturer	Paracytology	2 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 40% (Guest lecturer: 02; 12 Classes per week)

13. Student – Teacher Ratio (Programme wise):  
28.67:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Sanctioned :01; Filled: 01
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. :01/ M.Phil / PG.:02
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. Publication: (For the session 2011-12 to 2014-15)
- \* a) Publication per faculty : Nil
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students: Nil
  - \* Students: Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nil
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers : Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
20. Areas of consultancy and income generated: Participation in Entry in Service (2012-13, 2013-14, 2014-15)
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
- \* 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  
 i) National: Nil  
 ii) International: Nil

26. Student profile programme / Course wise :(for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
			*M 1 <sup>st</sup> year : :33	*F 1 <sup>st</sup> year : : 05	
UG (Zoology Honours)	1 <sup>st</sup> year : 199	1 <sup>st</sup> year : 38	*M 1 <sup>st</sup> year : :33	*F 1 <sup>st</sup> year : : 05	3 <sup>rd</sup> Year: 60%
UG (B.Sc. Bio. Gen.)	1 <sup>st</sup> year : 130	1 <sup>st</sup> year : 33	1 <sup>st</sup> year : 10	1 <sup>st</sup> year : : 18	3 <sup>rd</sup> Year: 100%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 00

GATE: 01

RLST (AT): 05

SLET: 00

PSC: 02

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	04
PG to M. Phil	00
PG. to Ph.D.	01
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00

30. Details of Infrastructural facilities

- a) Library: 01
- b) Internet facilities for Staff & Students: 01
- c) Class rooms with ICT facility: 03
- d) Laboratories: 01

31. Number of students receiving financial assistance from college, University, Government of other agencies: 13 (Zoology Honours)

32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil; Remedial classes are held.

33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:  
One field trip per year. College has NSS cultural sub-committee, sports sub-committee & equal opportunity cell to conduct other extension activities.

35. SWOC analysis of the department and Future plans:  
S - Dedicated and highly motivated staff.  
W- Laboratory needs renovation and number of class rooms should increase  
O- In spite of moderate infrastructure there is no lack of enthusiasm.  
C- Full time teacher required

Future Plans: The Department wishes to go for laboratory renovation and enhancement of class rooms.

## Department of Botany

- 1) Name of the department : Botany
- 2) Year of Establishment : August-1950
- 3) Names of Programmes / Courses offered (UG, PG, M.Phil, Ph.D. Integrated Masters; Integrated Ph.D., etc. ) : UG (Honours & General )
- 4) Names of Interdisciplinary courses and the departments / units involved: N.A.
- 5) Annual / Semester / Choice based credit system (Programme wise): Annual
- 6) Participation of the department in the courses offered by other department : Nil
- 7) Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil
- 8) Details of courses / Programmes discontinued (if any) with reasons : Nil
- 9) Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	03	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Suchanda Chakraborty	M.Sc.	Guest Lecturer	Cytology & Genetics	4 Years	Nil.
Ayan Sarkar	M.Sc.	Guest Lecturer	Genetics	3 Years	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty : 60 % (Guest lecturer: 02; 16 Classes per week)



13. Student – Teacher Ratio (Programme wise):  
26:1(The students Teachers Ratio for the session 2014-15 is based upon the total number of honours students: total number of teachers)
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled : Sanctioned :01; Filled: 01
15. Qualifications of teaching faculty with D.Sc./ D.Litt / Ph.D. / M.Phil / PG.: 02
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. Publication: (For the session 2011-12 to 2014-15)
  - \* a) Publication per faculty : Nil
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - \* Students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Date Database – International Social Sciences Directory, EBSCO host, etc.) : Nil
  - \* Monographs : Nil
  - \* Chapter in Books : Nil
  - \* Books Edited :Nil
  - \* Books with ISBN / ISSN numbers with details of publishers : Nil
  - \* Citation Index: N.A.
  - \* SNIP : Nil
  - \* SJR :Nil
  - \* Impact factor : Nil
  - \* H-index: N.A.
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

\* 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

i) National: Nil

ii) International: Nil

26. Student profile programme / Course wise: (for the session: 2014-15)

Name of the Course / programme Refer question no. 4	Applications received	Selected	Enrolled		Pass Percentage
UG (Botany Honours)	1 <sup>st</sup> year : 205	1 <sup>st</sup> year : 46	*M 1 <sup>st</sup> year : 17	*F 1 <sup>st</sup> year : 18	3 <sup>rd</sup> Year: 66.67%
UG (B.Sc. Bio. Gen.)	1 <sup>st</sup> year : 130	1 <sup>st</sup> year : 33	1 <sup>st</sup> year : 10	1 <sup>st</sup> year : 18	3 <sup>rd</sup> Year: 100%

\*M= Male \*F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG (Honours)	100%	Nil	Nil
UG (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers are known to us. Based on this the following are the data:

NET: 0

GATE: 0

RLST (AT): 0

SLET: 0

29. Student progression:

The department is presently incapable of maintaining a comprehensive data in this regard. Only those students who keep contact with the teachers, are known to us. Based on this the following are the data for the session 2011-12 to 2014-15:

Student progression	Against % enrolled/No. of students
UG to PG	02
PG to M. Phil	00
PG. to Ph.D.	00
Ph.D. to Post-Doctoral	00
Employed	
• Campus selection	00
• Other than campus recruitment	00
Entrepreneurship / Self-employment	00


30. Details of Infrastructural facilities
- Library: Nil
  - Internet facilities for Staff & Student: 01
  - Class rooms with ICT facility: 02
  - Laboratories: 01
31. Number of students receiving financial assistance from college, University, Government of other agencies: 12 (Botany Honours)
32. Details on students enrichment programmes (special lectures / workshops/ seminar) with external experts: Nil
33. Teaching methods adopted to improve student learning:  
Extensive use of ICT and other web-based study materials.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:  
One field trip per year. College has NSS, cultural sub-committee, sports sub-committee & equal opportunity cell to conduct other extension activities.
35. SWOC analysis of the department and Future plans:
- S - Dedicated and highly motivated staff.
  - W- Laboratory needs renovation and number of class rooms should increase
  - O- In spite of moderate infrastructure there is no lack of enthusiasm.
  - C- Drop out percentage could not be made significantly low.
- Future Plans: The Department wishes to go for laboratory renovation and enhancement of class rooms.

## 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.




Place: Jangipur, Murshidabad  
Date: 31<sup>st</sup> December, 2015

Signature of the Head of the Institution

Dr. Naba Kumar Ghosh  
Teacher-in-Charge  
Jangipur College  
Jangipur,  
Murshidabad  
West Bengal, PIN-  
742213

## Annexure I

23296351, 23232701, 23237721, 23234116  
23235733, 23232317, 23236735, 23239437

  
ज्ञान-विद्यान विमुक्तये

विश्वविद्यालय अनुदान आयोग  
बहादुरशाह जफर मार्ग  
नई दिल्ली-110 002  
UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI-110 002

F. 1-9/2003 (CPP-I) April, 2004

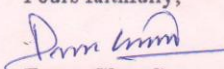
The Principal,  
Jangipur College,  
Murshidabad-742 213

19 MAY 2004

Sub:- Certificate of Registration under Section 2 (f) & 12 (B) of the  
UGC Act, 1956.

Sir,

With reference to your letter No. JC/148/03/(UGC) dated  
12-12-2003 I am directed to say that Jangipur College, Jangipur is  
included in the list of Colleges maintained under Section 2 (f) of the  
UGC Act, 1956 under the head Non-Government Colleges teaching upto  
Bachelor's Degree. The College is also eligible to receive Central  
assistance under Section 12 (B) of UGC Act.

Yours faithfully,  
  
(Prem Chand)  
Section Officer

R-2  
11/1/04

--RECOGN--







राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
An Autonomous Institution of the University Grants Commission

## Quality Profile

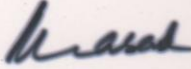
Name of the Institution : Jangipur College

Place : Jangipur, Dist. Murshidabad, West Bengal

Criterion	Weightage (W <sub>i</sub> )	Criterion Score (C <sub>i</sub> )
I. Curricular Aspects	100	75
II. Teaching-Learning and Evaluation	400	323
III. Research, Consultancy and Extension	50	29
IV. Infrastructure and Learning Resources	150	108
V. Student Support and Progression	100	74
VI. Organization and Management	100	80
VII. Healthy Practices	100	71
Total	ΣW <sub>i</sub> = 1000	ΣC <sub>i</sub> = 760

$$\text{Institutional Score} = \frac{\sum C_i}{\sum W_i} \times 100 = \frac{760}{1000} \times 100 = 76.00$$

Date : March 31, 2007

  
Director

# **Peer Team Report**

on

## **Institutional Accreditation**

of

### **Jangipur College** (Arts, Science and Commerce)

**Visit Dates:**

**12-13 March 2007**

**National Assessment and Accreditation Council**  
(An Autonomous Institution of the University Grants Commission)  
PO Box No. 1075, Nagarbhavi, Bangalore – 560 072, India



**REPORT OF PEER TEAM ON INSTITUTIONAL ACCREDITATION  
OF THE JANGIPUR COLLEGE ( ARTS, SCIENCE AND  
COMMERCE) JANGIPUR, DIST: MURSHIDABAD (WEST BENGAL)**

**SECTION 1: PREFACE**

The Jangipur College ( Arts, Science and Commerce) volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and submitted its Self-Study Report to NAAC in 22<sup>nd</sup>. January 2007. A Peer Team was constituted by the NAAC to visit the Institution and validate the Self-Study Report. The Peer Team consisting of Prof. G.D. Sharma, former Vice-Chancellor, Nagaland University and at present Dean, School of Life Sciences, Assam University, Silchar as the Chairperson, Prof. Ramchander Rao, former Principal, SRR Govt. Degree and P.G. College, Karimnagar,A.P. and Prof. J.K. Mohapatra, Department of Political Science, Berhampur University, Berhampur, Orissa as the Member-Coordinator visited the institution on 12-13 March 2007. Dr. Shyam Sundar, Deputy Advisor, NAAC was the Internal Coordinating Officer.

The Jangipur College is situated in a semi-urban locality of the district of Murshidabad in West Bengal having a campus area of 5.05 acres. The College was established in August 1950 with Intermediate classes. Undergraduate courses were started in the college from the academic session 1956-57. The College was set up with the objective of imparting higher education to the backward rural population comprising of SC, ST, Minority Communities and Women of the locality and to contribute to the educational, social, cultural and economic upliftment of the people of Jangipur. The vision of the college is to produce responsible citizens of the country and to nurture the rich-composite culture. The college has received recognition of UGC under Section 2(f) of the Act and is receiving financial assistance from UGC under Section 12(B). Presently the college has 1781 students out of which 701 are girl students. The college offers courses in Arts, Science and Commerce streams at the undergraduate level. The college is affiliated to Kalyani University from the year 1999 as per the decision of West Bengal Govt. Earlier it was affiliated to Calcutta

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University. It is a grant-in-aid institution of the West Bengal government since July 1999. The college has a faculty of 44 members including 7 lady teachers. Out of the 44 teachers, 11 teachers are working on temporary basis. Ten teachers possess Ph.D. degree and three teachers have obtained their M.Phil. degree. There are 22 supporting staff, of which 4 are women. The unit cost of education is Rs. 5840/-. The college has been able to raise resources to a tune of Rs. 2,40,000/- through the self-financing courses during the academic session 2005-06. The college has a library, sports facilities, hostel, housing facility for limited number of staff, canteen, staff common room, common room for girls and boys, cycle parking shed, welfare schemes, grievance redressal cell and employees' cooperative credit society. The college is having a gymnasium, play-ground and sports facilities.

The Peer Team carefully perused and analysed the Self-Study Report submitted by the Institution. The Team had a pre-visit meeting in the evening hours of 11<sup>th</sup> March 2007 at the place of stay. During institutional visit on 12-13 March 2007, the team went through all the relevant documents, visited the Departments and facilities, and interacted with the various stakeholders of the institution. Based on the above exercise and keeping in view the criteria identified by NAAC, the Peer Team has taken the value judgements. The assessment of the institution under various criteria with its strengths and weaknesses is given in the following pages.

## **SECTION 2: CRITERION-WISE ANALYSIS**

### **Criterion I: Curricular Aspects**

As an affiliated college of the Kalyani University, the college follows the syllabi prescribed by the University for the Arts, Science and Commerce faculties at the undergraduate level in the annual pattern. The Humanities courses offered by the college are Sanskrit, Political Science, Philosophy, History, Economics, English and Geography. Honours courses are offered in Political Science, Philosophy, English and History. Under the Science stream, both General and Honours courses are offered in Mathematics, Physics, Chemistry, Botany and Zoology. Commerce students can opt



for General course or Honours course. English, Bengali and Environmental Science are offered as compulsory subjects. Thus the college is providing diverse programme options and course choices to the students. To introduce a new course after it is being conceptualised, the college takes at least one year within the regulations of the present University system. During the last three years, the college has been able to introduce three new courses i.e., Geography (Honours), Zoology (Honours) and Philosophy (Honours) on self financing basis. Some of the faculty of the college are Members of the Board of Studies and other academic bodies of the University and have contributed to the review and redesigning of the syllabi. The College has completed its 50 years of existence. Hence the college should put more effort to offer some job-oriented/career-utility oriented courses for which they may seek UGC assistance. All students should be made computer savvy. The college organises Guest Lectures by inviting academic peers to enlighten the students. Academic peers may also be brought in to review the existing curriculum, give feed-back on programme options and review and redesigning of the courses. Empowerment of women has been one of the goals of the institution from its inception. Keeping in view this goal, the college may start a women cell and a course on Women Empowerment. The programmes offered by the college are in general in conformity with the mission, goals and objectives of the institution.

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

Admission to various general and honours courses of the college is based on the academic records in the qualifying examination. The reservation policy of Government of West Bengal is followed with a view to extending higher education to the underprivileged. The institution caters to the academic needs of the students from diverse backgrounds. The college has a mechanism for assessing students' knowledge and skill for a particular programme after admission. Class tests, unit tests, periodic and terminal examinations are conducted for continuous assessment of the students and prepare the students for the annual university examinations. The college can offer

bridge/ remedial courses for the disadvantaged students. The college has a practice of identifying advanced learners and they are encouraged to present Seminars. At the beginning of each session teaching plan is drawn up by the teachers of each department. The Principal and the Head of the Department (wherever applicable) assess the academic progress. The syllabi are unitised. The temporal plan is annual. Students of few departments are taken for field studies/spot studies as part fulfilment of their courses. The college also conducts study tours and excursions to make the teaching learning process interesting and educative. The teachers of few departments are using teaching aids in their class room teaching. The same practice may be adopted by all teachers. Students are encouraged to use teaching aids while presenting seminar. It would be better if all students get the practical experience of using teaching aids. There is a need to supplement it with modern teaching aids. Further, efforts may be made to widen 'learner-centred teaching methods'. The college pays due attention to character and personality development of the students through various activities.

Recruitment of teachers is as per University and State Government guidelines. The management has appointed teachers on temporary basis while starting new courses. Teachers are encouraged to attend orientation programmes and refresher courses. During the last three academic session 19 teachers of the college have participated in such programmes. The college has introduced a system to get students' feedback on teachers' performance in the classrooms. The management may consider introducing a mechanism for appraisal of teachers by academic peers and self appraisal. To get exposed to the latest trends in the respective fields of study, teachers may be encouraged to establish linkages with University departments and become members of professional bodies/associations in their subjects. Successful teachers need to be rewarded. The faculty are talented, sincere and committed to the goals and objectives of the college.

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

The college has a research culture. Out of the 44 teachers, 10 teachers possess Ph.D. degree and 3 teachers are M.Phil. degree holders. Nine teachers of the college



are working for their research degrees, out of which seven are working on part-time basis and two are working on full-time basis under the FIP programme. More teachers may be encouraged to improve their qualification while in service. The college encourages teachers to attend seminars and conferences. During the last two years, 28 teachers have attended seminars and conferences. The Physics Department of the college has organised a Seminar in November 2005 with the financial assistance from Government of West Bengal to celebrate the International Year of Physics. Teachers of the Department of Botany, Physics, Zoology, Chemistry, Mathematics, Bengali and English have published articles in journals of repute and magazines. Books have been published by the teachers of the departments of Bengali, Economics, Political Science and Chemistry. One teacher of the department of English authors English plays and one of his plays has already been staged by the National School of Drama. Two teachers of the commerce department and one teacher of English department are operating Minor Research Projects funded by the University Grants Commission. The college needs to constitute a research committee to co-ordinate the research activities. Efforts may be made to establish linkages with University Departments to conduct joint research activities. The college suffers from locational disadvantage to offer consultancy services. However, teachers having expertise in specific fields may try to provide service to the local community. The college has a designated teacher in charge of extension activities. The extension activities of the college are in the areas of community development, social work, health and hygiene awareness, organising medical camps, conducting programmes on adult education and literacy, organising blood donation camps, creating awareness on the deadly effects of AIDS and on environmental awareness. The NSS volunteers mainly undertake the extension activities under the supervision of the teachers particularly the NSS Programme Officer. The college also undertakes outreach programmes. The students of the college take part in various extension activities and



outreach programmes organised by the GOs and NGOs. However, there is further scope for utilisation of students' potential for extension activities and outreach programmes.

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

The college has built up adequate infrastructure and had developed learning resources over the past 50 years. The college campus is situated in a clean and quiet atmosphere at the bank of river Bhagirathi. The college has a library, a canteen, a computer centre, playground, 20 classrooms, 10 laboratories, boys' hostel and one gymnasium. There are adequate number of classrooms and laboratories to run the academic programmes. The laboratories are well equipped to conduct the course work effectively. The facilities of the college are put to optimum utilisation and the facilities are also shared with two schools and higher secondary classes, which are now running in the same campus. The management regularly reviews the requirement of infrastructure and its maintenance under the leadership of the Principal.

The library of the college is housed in a hall with a plinth area of 1800 sq. ft. There are 36,662 books in the library. The library is subscribing to 5 number of journals, magazines and periodicals. Book Bank facility for the disadvantaged students may be made available in the library. Space for reading is provided to students and teachers. Reprographic facility is available. Computerisation of library has been initiated and internet facility is available. The library is managed under the supervision of an Advisory Committee. The Computer Centre of the college needs augmentation. The college provides facilities for outdoor games like Football, Cricket, Volley, and Badminton, and indoor games like Carom, Chess and Table Tennis. Students are encouraged to participate in games and sports meets organised by the University. There is a need to extend coaching facilities to students in selected games and sports so that they can perform well at the University and State level tournaments and meets. There is a hostel, which accommodates 40 boarders. The hostel is well maintained.





Keeping in view the need of the students, the college may consider to increase the infrastructure facilities of the hostel and a hostel for girls students is a necessity. The institution is providing first aid facility. The college community has not felt the need of a health centre due to the proximity of the Govt. hospital to the college. There are four quarters for the staff. As most of the staff members have their own housing arrangements they have not felt the need of the quarters. The college campus is protected by a boundary wall. The cycle parking shed may be expanded. An Open-Air Auditorium, if developed, can cater to the needs of the students for conducting various academic and cultural activities. The College has its own master plan and develops its infrastructure accordingly.

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

The college publishes its prospectus annually, which contains information necessary for the students to pursue their courses. The college notifies the annual academic calendar indicating the list of holidays, working days and dates of various examinations through the prospectus, which keep the students aware of the academic schedule. During the session 2006-07, the college has 1781 students. Earlier students from the neighbouring country – Bangladesh used to come to this college for their higher studies. Efforts may be made to attract such foreign students to the college. Courses are completed before the scheduled date of University examinations. The students appear the University examinations after fulfilling the prescribed conditions. The percentage of pass in the final University examination is nearly 85. Few students of the college has secured rank in University examination. The college is yet to develop a mechanism to keep track of the students going for higher studies or pursuing professional careers. However some departments of the college are maintaining track of students' progression. The dropout rate at 16 per cent seems to be on the higher side and the college should make efforts to arrest it. There is an alumni association of the college. The college to its credit has alumni who are well placed in different walks of






life. The alumni association helps the college in a humble way. But efforts may be made to strengthen the alumni association and establish a close relationship between the institution and the alumni, which will help the college in academic and developmental activities.

Two hundred seventy students of the college belonging to the SC/ST category and wards of *Beedi* workers have received scholarship/financial aid sponsored by the Government during the year 2006-07. The Management may consider to institute some scholarships and give financial aid to the economically needy students. Students excelling in the University examinations are given awards and prizes by the college, so also students performing well in games and sports. Teachers extend counselling to students, but the absence of an effective career counselling/guidance cell is being felt by the stakeholders. The career guidance cell, besides giving information to the students on various job opportunities and opportunities to start self-employment programmes, can invite experts from different fields to render advise to the students for choosing right career options. Efforts may be made to improve the performance of the students in the field of games and sports so that they can bring glory for the institution. The college publishes its annual magazine and conducts cultural programmes, which enables the students to sharpen their talents.

#### **Criterion VI: Organisation and Management**

The college is managed by a Governing Body (GB) constituted as per the University/State Government rules. The GB consists of the nominees of the Government, University, staff representatives and student-representatives. The Principal is the Member-Secretary of the GB. GB meetings are held periodically to analyse the working of the Institution and provide directions to achieve the goals and objectives of the institutions. The college encourages participatory management practices by constituting various committees and these committees consisting of teachers assist the Principal in various academic, co-curricular and extra-curricular activities of the college.



The Management has appointed temporary teachers to run the self-financing courses and to meet the shortfall of teachers to run the other programmes. Teachers are appointed following the rules prescribed by the University and the State Government. Self-appraisal of teachers is regulated as per the guidelines of the University/State Government. The work efficiency of the supporting staff is assessed by the Principal. The Management should initiate steps to train the supporting staff in office management, professional development and to acquire computer skills. Computerisation of all activities of the college is the need of the hour and should be undertaken on priority basis. The college is a balanced budget institution. It has been able to raise resources through the running of self-financing courses and other sources. The Management may pay more attention for mobilisation of resources for the development of the college. The unit cost of education is Rs. 5840/- including the salary component of the staff. The college accounts are audited by a Chartered Accountant approved by the Govt. There are no major audit objection. The accounts of the college are well kept. The college has a grievance redressal cell, which scrutinise the grievances received by it through oral presentation or in the form of suggestions dropped in suggestion box. The Jangipur College Employees' Cooperative Society Ltd. provides loan facilities to the college staff on easy repayment basis. The Management may develop a vision document to plan and implement the development of the institution with adequate financial allocation for activities identified by it.

#### **Criterion VII: Healthy Practices**

The Peer Team has identified few features, which are conducive for the academic ambiance of the institution. These are as follows:

- The college has a mechanism for internal quality checks, periodic assessment and performance of the students.
- The college takes care to develop the overall personality of the students.
- The commerce department has developed a departmental library by accumulating the specimen books received by the teachers from different publishers.





- The N.S.S. activities of the college are continuing even though the college has not received grants from competent authorities.
- The college has a healthy research culture.
- Disciplined and vibrant students have contributed to the academic ambience of the institution.
- Starting of new courses on self financing basis.

### SECTION III: OVERALL ANALYSIS

The Peer Team after going through the self-study report and visiting the institution is happy to record that the institution has succeeded to a large extent in translating its vision and goals into academic practices. It has stood for providing quality higher education to the students of socio-economically disadvantaged sections of rural society with emphasis on providing higher education facilities to the women. The Peer Team considers that the following features of the Jangipur College needs to be appreciated:

- Providing higher education facilities in a backward area for more than 50 years.
- Commitment of the teaching and non-teaching staff to the goals and objectives of the college.
- Adequate infrastructure and its maintenance.
- Starting of self-financing courses.
- Research activities of the teachers.
- Commitment of the management for the growth and development of the institution.

However, the Peer Team feels that to move in the direction to achieve excellence, the college has miles to travel. The Team would like to forward the following **suggestions** which, if implemented, may help the institution in its further growth and development.

### SUGGESTIONS

- The college may explore the possibility of introducing job-oriented/ career utility oriented subjects.

- The college may start vocational courses such as Pisciculture, Sericulture, Floriculture, Tourism and Travel Management and such other courses taking into account the local conditions on self-financing basis.
- Since providing higher education to women of the locality is one of the goals of the college, it would be better if the college can start a women's cell and offer a course on Women Empowerment.
- Use of modern teaching aid in class room teaching and seminars needs encouragement.
- Computerisation of the activities of the college which has been already initiated needs to be completed on priority basis.
- The career guidance and counselling cell may be strengthened and made more effective to provide counselling and placement assistance to students.
- A mechanism may be developed to get feedback from academic peers and parents on course options and starting of new courses.
- The students' feedback system introduced by the college needs to be widened and made more effective.
- Book Bank facility for the disadvantaged students should be made available.
- The college should make all out efforts to get financial aid from UGC and other funding agencies under various schemes for the overall infrastructure development of the college.
- The library needs augmentation with books of latest edition, more journals, periodicals, and reading room for students and faculty.
- The Management should make it obligatory for all staff members and students to become computer savvy.
- A hostel for girls' students is needed.
- The college should make efforts to add more space so that the academic and extra curricular activities can be conducted smoothly.
- The college should organise cultural activities in regular interval and train the talented students to sharpen their talents.
- The management should ensure that additional teachers are appointed for the department of English, Sanskrit, Geography, Mathematics and Librarian.
- Efforts may be made for mobilization of resources for the overall growth and development of the college.

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- A spoken English course for both the teaching and the non-teaching staff and students may be offered to improve their communication skills and spoken Sanskrit for students may be started.
- The college should pay more attention towards documentation.
- Mediclaim for staff and insurance of students may be considered.

The Peer Team would like to record its appreciation to the different stakeholders of the institution for their cooperation during its visit. The Team is of the opinion that this exercise will be useful to the institution to develop quality enhancement strategies towards further growth and development. The Team would like to thank the Management and the Principal for the hospitality provided to it during the visit.

**(Prof. G.D. Sharma)**  
Chairman

*G. D. Sharma*  
13.3.07

**(Prof. Ramchander Rao)**  
Member

*R. Rao* 13/03/07

**(Prof. J.K. Mohapatra)**  
Member-Coordinator

*J. K. Mohapatra*  
13.3.07

I have gone through the report. I agree with it.

*Asmandal* 13.03.07  
**(Dr. Abu El Sokerana Mondal)**

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