

**SELF STUDY REPORT FOR CYCLE II ACCREDITATION 2016**

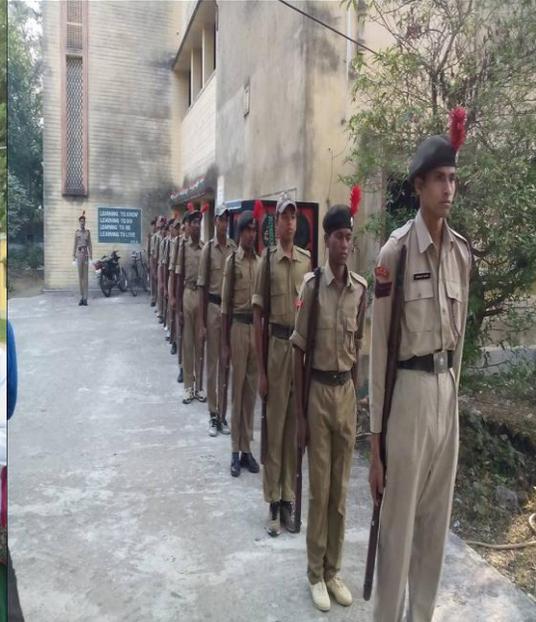
**OF**

**RAMANANDA CENTENARY COLLEGE**

**Laulara, Purulia, West Bengal- 723151**

**[Established 1971]**

**NAAC CYCLE I ACCREDITATION (2007): "B" GRADE (CGPA: 70.75)**

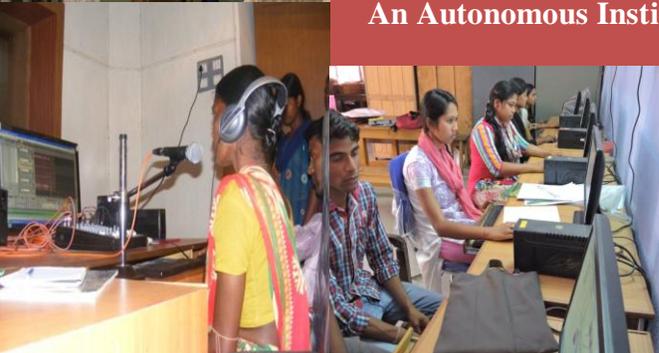


*EC/41/104*

*Submitted to*

**National Assessment and Accreditation Council (NAAC)**

**An Autonomous Institution of the University Grants Commission**



**P.O. Box No 1075**

**Nagarbhavi**

**Bangalore-560072**





**SELF STUDY REPORT FOR CYCLE II ACCREDITATION 2016**

**OF**

**RAMANANDA CENTENARY COLLEGE**

**Laulara, Purulia, West Bengal**

**[Established 1971]**

**NAAC CYCLE I ACCREDITATION (2007): “B” GRADE (CGPA: 70.75)**

*EC/41/104*

*Submitted to*

**National Assessment and Accreditation Council (NAAC)**

**An Autonomous Institution of the University Grants Commission**

**P.O. Box No 1075**

**Nagarbhavi**





**RAMANANDA CENTENARY COLLEGE**  
P.O.- LAULARA, DIST.- PURULIA  
PIN - 723151

Phone : (03253) 259521  
FAX : (03253) 259217

No. 337 /RCC/2016

Dated : 24-12-2016

To  
The Director  
National Assessment and Accreditation Council (NAAC)  
P.O. Box No. 1075  
Nagarabhavi  
Bangalore-560072

Sub: uploading of the Self Study Report of Ramananda Centenary College for the second Cycle of NAAC Accreditation in the institutional website.

Sir,  
In compliance with the requirements we are uploading the Self Study Report (SSR) of the college for the Second Cycle of NAAC Accreditation of Ramananda Centenary College on our institutional website [www.ramanandacentenarycollege.in](http://www.ramanandacentenarycollege.in)  
The hard copies of the SSR will reach you within the stipulated time.  
This is for your kind information and necessary action.

Thanking you,

Yours Faithfully,

Dr. Ramshankar Pradhan

Teacher-in-Charge  
Ramananda Centenary College  
P.O. - Laulara, Dist. - Purulia



**RAMANANDA CENTENARY COLLEGE**  
P.O.- LAULARA, DIST.- PURULIA  
PIN - 723151

Phone : (03253) 259521

FAX : (03253) 259217

No. 339 /RCC/2016

Dated : 24-12-2016

### **Certificate of Compliance**

This is to certify that **Ramananda Centenary College** fulfils all norms

1. Stipulated by the affiliating University and
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date:

Place:

Principal/Head of the Institution

(Name and Signature with Office seal)

Teacher-in-Charge  
Ramananda Centenary College  
P.O. - Laulara, Dist. - Purulia

## TABLE OF CONTENTS

ITEMS	PAGE NO.
SECTION A: Preface	1
SECTION B: Executive Summary	4
SECTION C: Profile of the College	8
SECTION D: Criterion Wise Evaluative Report	
I. Curricular Aspects	29
II. Teaching-Learning & Evaluation	47
III. Research, Consultancy & Extension	77
IV. Infrastructure and Learning Resources	106
V. Student Support and Progression	132
VI. Governance, Leadership and Management	161
VII. Innovations and Best Practices	185
SECTION E: Evaluative Reports of the Departments	
I. Department of Bengali	192
II. Department of English	201
III. Department of Sanskrit	208
IV. Department of History	214
V. Department of Philosophy	222
VI. Department of Political Science	229
VII. Department of Santali	237
VIII. Department of Economics	244
IX. Department of Geography	251
X. Department of Physics	263
XI. Department of Chemistry	272
XII. Department of Mathematics	282
XIII. Department of Botany	289
XIV. Department of Zoology	294
XV. Department of Physical Education	300
XVI. Department of Education	307
XVII. Department of Sociology	313
SECTION F: Post Accreditation Initiatives	319
SECTION G: SWOC Analysis	321
SECTION H: Declaration of the Principal/Teacher-in-Charge	323
SECTION I: Enclosures	324
I. NAAC Accreditation Certificate (Cycle 1)	
II. Certificate of recognition : 2(f)	
III. Certificate of Affiliation (Sidho-Kanho-Birsha University)	

# **SECTION :A**

## *Preface*

---

## **SECTION A: Preface**

---

We have been passing through an age of modernization synchronized with indigenization. With globalization and educational reforms in our sleeves and as knowledge is flowing in the global space, the task of encouraging the underprivileged first generation learners to higher education, is really challenging. Without levelling up of opportunities for higher education, inclusive development is not possible. Inclusive development is the only instrument for combating the subversive forces disturbing the under privileged section of the society and for achieving national integration.

The college's specific mission is to instil knowledge and awareness among the people of the region for effecting a positive change in their living pattern. By offering a multilateral opportunity for higher education the institution on the one hand prepares the present generation for a bright future. Side by side, its challenge is to prepare the wide community for achieving a viable socio economic life with an ensured wellbeing. Through development of attitudes, values, capacities and capabilities, knowledge and skill, the college provides strength to the stakeholders to respond to the demand of the social reality and enables them to contribute their best for achieving an overall Social Development. Therefore, the institution serves a duality of purposes; it focuses its attention on both its students and the neighbouring community. It is not only an institute of higher learning, it is a social friend of the immediate community that girdles it. We care for both for the sake of a total development mopping out the prevailing lopsided one.

The College is situated at a sylvan spot of Purulia District, a district considered to be the least advanced dot in the State of West Bengal. Previously affiliated to the University of Burdwan, the college is now affiliated to Sidho-Kanho-Birsha University, Purulia, established in 2010. Starting its journey in 1971, the College owns an area of 8.58 acres. As a Govt. aided Undergraduate Degree College offering Arts and Science courses, it got recognized under section 2(f) of the University Grants Commission in 1977.

Being located in a remote and backward region, erstwhile known as 'Jungle Mahal', and mostly inhabited by SC/ST and BPL category of population, the district was menacingly disturbed by the extremist outfits during the whole of the last decade. With the change of guard the situation has experienced a sea change and the cry of development is reverberatingly heard in all the quarters of the district. In spite of all such reverses, however, every region of the district has its own heritage, culture, and traditions which have not been defaced or soiled.

NAAC Accreditation Committee awarded "B" grade to the college in the year 2007. Unfortunately, just after NAAC visit, a large section of Teaching and Non-teaching Staff got retired. Fulltime teaching staff was reduced to 5 from 24, while Administrative staff from 19 to 12. The College had to run without Librarian, Asstt. Librarian, Head Clerk, Cashier/Accountant etc. when the students' strength was spiralling up. With 17 UG Depts. (10 Hons. & 7 Pass) the College willy-nilly had to provide routine service, as far as possible and practicable with the Part-Time teachers, Guest Lecturers and Casual Staffs. Several Departments like English, Mathematics, Physics, Physical Education and Botany had to run without any full-time and/or Part-time teachers for a considerable period of time. In addition, with the opening of New University (SKBU) in 2010 the University Authorities requested us in the form of an SOS for having the service of some

Fulltime teaching staff for taking the PG Classes and for performing other official and administrative jobs which we had to comply. Even in this desperate situation we did not throw hand in despair and bravely faced the challenge. The situation was somewhat improved during 2014-15 as the WBCSC recommended appointment against 8 teaching post. The State Government. also revised the Non-teaching Staff pattern and permitted appointment of 6 Non-Teaching Staffs which the college has done. At present the College has 15 full time, 7 Part-time, 08 Guest teachers and 17 Non-teaching staffs.

Presently the total no. of Subjects (Honours and General) offered by the college is 22. The College offers Teaching in Arts and Science faculties with Honours in English, Bengali, Geography, Political Science, Economics, History, Philosophy, Education, Physics, Mathematics and Chemistry, with Zoology and Botany as general subjects. Of late the college has introduced Santali, Physical Education, Sanskrit and Sociology as new subjects at the pass level. Introduction of *Kurmali* language-a language spoken by the Mahato Community that dominates this area- at the UG Level has been sanctioned by the University and the Govt. and the course will be operative next year. In addition, the College runs a Vocational Stream meant for the youths who have read upto class VIII and a separate course for the 10+2 Level to serve the non-college going youths of the area with particular emphasis on their future employment/enterprise.

This year the Netaji Subhas Open University has opened a study centre offering a plethora of courses at the PG level at our college to enable the youths to pursue PG courses. We have a plan to include the UG courses too in the Curriculum to open up opportunity for the students being deprived of the privilege of the much coveted admission in the college and steps are being taken in that direction.

The College has a support system in the form of a Central Library along with some departmental libraries, Indoor and outdoor games facilities, separate hostels for boys and girls, a modest Guest House, a Canteen, Grievance Redressal Cell, Cycle Stand, Bus Commuters' Waiting Shed, Herbal Park, well equipped Gymnasium, Career Guidance Cell, Students Union Office, Dormitory for the teaching Staffs, Drinking Water Shed with assured supply of potable water, Students Support Cell, 1 Playfield and 2 Ponds and an open-air theatre. Though the college has no Placement Cell yet it could arrange employment for quite a few students through the Career Guidance Cell.

To build up a rapport with the community the college has 6 number of NSS Units and 1 NCC Unit and these units strive the whole of the year to adopt such activities that would address the problems of the community. Each NSS Unit has its adopted village to work for it. Emphasis is laid on the building up of the awareness level of the community which is, in all consideration rather low. To make such efforts more meaningful and result oriented the college has developed a collaborative partnership with a local NGO, MANT, the founder of the college and now of national and international repute. And this resulted in the birth of a Community Radio Station, *Nityananda Janavani*, in the college campus with support from UNICEF, West Bengal Chapter. The Radio has a reach of a radius of 15 Km and could reach some 1 lakh population. The run for having the requisite licence is in its last lap from the Ministry of Information and Broadcasting. We are now making test broadcast covering all the basic issues that required to be addressed, Moreover, we have been making a bi-lingual broadcast—Bengali & Santali—for an improved audience base. Of late, we have entered into a collaborative partnership with Vigyan Prasar, Department of Science & Technology, Govt. of India, to work for the awareness building of the tribal community of our area. The first programme of its kind—Capacity Building workshop on Adolescence Health for the Tribal Girls – is slated to be held in the first week of January 2017. We believe that an institution of Higher Learning is not the

exclusive property of the student beneficiaries; it is a servant of the society and must work for its uplift and betterment. So if ensuring quality education for the students is our priority area we also unassumingly befriend the community and struggle to make it a peoples' college in the proper sense of the term.

Dr. Ramshankar Pradhan  
Incharge Principal  
Ramananda Centenary College Laulara

## **SECTION :B**

### *Executive Summary*

---

## SECTION B: Executive Summary

---

### CRITERION I: CURRICULAR ASPECTS

- The college is affiliated to Sidho-Kanho-Birsha University, Purulia and implements the curricula of the university to all its UG departments.
- The college offers eight Honours (major) courses in Humanities and two Honours (major) courses in Science subjects. It also runs seventeen general UG courses.
- Some departments are full of competent and qualified teachers. A large section of them are engaged in high quality research activities.
- The teaching is learner centric. Annual evaluation system is followed for UG courses as per University rules.
- Students are encouraged to participate in seminar, debates, etc. and also advised to access internet to get the latest knowledge of the subjects.
- The Governing body and different stakeholders are kept alert about different enrichment programmes and always try to accommodate the suggestion to improve matters.
- NSS and other community activities like fresher's welcome, Thalassaemia detection camp, Annual social, etc. are organized to enhance the quality of enrichment.
- The college has to follow the syllabus framed by affiliating University. Teachers of the college always respond actively to any call for workshop on changes and reforms in syllabus. They also use their experience from the feedback from the students to suggest improvement in teaching methodology.

### CRITERION II: TEACHING - LEARNING AND EVALUATION

The college is aware of the fact that Teaching-Learning and Evaluation is the most important step for any educational organization. The following are the major highlights in Teaching-Learning and Evaluation criterion:

- The college ensures wide publicity and transparency in its admission procedure in UG courses.
- Admission is conducted completely on-line since 2015-2016 academic session.
- Merit is the sole criteria for admission. However, as per government norms seats are reserved for SC, ST, OBC (both A and B Category) and differently-able students.
- Constant monitoring of the students is done through class tests, student seminars, keeping track of the attendance of students etc.
- Special care is given to the weaker students in the Remedial and Tutorial classes. Advanced students are encouraged to pursue their goals and given assistance by the teachers according to their needs.
- Besides the traditional lecture method, students are initiated to **Interactive Learning** through participation in students seminars, conferences, debates, quiz competition etc. ICT enabled tools like Overhead and LCD Projectors, screens etc are used by the teachers to generate student interest in these seminars and interactive lectures. **Collaborative Learning** is promoted through the educational tours, environmental projects as well as in the laboratory classes.
- The institute organizes invited lectures and seminars to broaden the vista of knowledge among the students and teachers.

- The library and the laboratories of the college are constantly augmented through different grants for the benefit of the teaching-learning process. The UGC Grant was one of the major grants through the utilization of which the college got benefitted.
- The IQAC is an actively functioning unit which through constant discussion with the Principal, teachers and other stakeholders ensures the successful flow of the teaching-learning process
- These teachers are appointed by the Higher Education Department, Government of West Bengal as per the recommendation of College Service Commission, West Bengal. The permanent teachers are transferred across different government colleges across the state as per the government orders issued by the Higher Education Department from time to time.
- The teachers are encouraged to participate in the Orientation Programmes, Refresher Courses, summer /Winter Schools etc.
- The teachers are also actively encouraged to participate in seminars, conferences etc. as well as to present papers in them.
- The institution ensures that all stakeholders, especially the students and teachers, are aware of the evaluation process by providing requisite information through the Prospectus, Academic Calendar, institutional notification circulated amongst the faculty and students, circulating notifications and circulars from the affiliating university, annual Parents-Teachers Meeting etc.
- The college abides by the evaluation reforms of the affiliating university as and when imposed.
- The college also takes proper measure to redress the evaluation related grievances of the students.
- The college has clearly stated learning outcomes and clearly defined strategies to facilitate the achievement of the intended learning

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

Although the primary aim of the College is to impart quality education in formal subjects in UG and the institution has a broader vision to promote research culture among the teachers and the students. The following are the major highlights in Research, Consultancy and Extension criterion:

- The college has a dedicated Research Committee which encourages faculty members to engage in research activities and extends full support in availing finance from funding agencies.
- During 2012 – 14, Prof. Shovan Ghosh of Geography Department has completed Minor Research Projects (Funded by UGC). At Present two Minor Research Projects (Funded by UGC) are under scrutiny in the department of Bengali and Mathematics of the College.
- Apart from research projects, teachers are actively involved in pre- and post-doctoral research activities. This is reflected from the huge list of publications by the faculty members, of which, many are in peer-reviewed International and National journals.
- Two members of the faculty are acting as Supervisors of Ph.D. students
- The faculty members of some of the UG Departments also conduct Field Work, Excursions and Study Tours regularly.
- The Departments of the College organize Seminars and Symposiums from time to time, which provide a platform for inviting eminent scholars and scientists from other Institutes and interacting with them.
- The Research Committee encourages teachers to participate in Seminars and Symposiums and accordingly, in the last six years a large number of teachers have participated and presented papers in International/national and state level seminars.

- Apart from research activity other extension activities are also regularly undertaken by the NSS units of our college.
- The major initiatives of the NSS units have been organizing week-long Special Camps comprising health check-up by renowned doctors, distribution of free medicine, blood donation, Thalassemia screening, awareness campaigns and seminars, etc.
- Some of the Departments have also conducted a large number of social surveys with underprivileged sections of the society which has resulted in wide-spread community awareness.

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

The following are the major highlights in this criterion related to Infrastructure and Learning Resources:

- The college built in a sprawling campus of **8.53** acres. It houses One Administrative Block including central library, one Science block and one Humanities Block. Beside there is another separate block for Geography Department.
- Several annex buildings are allotted for One Boys' hostels, One Girls Hostel, another Girls Hostel under Construction, student's canteen, separate common rooms for girls, gymnasium, canteen for students and teachers etc.
- The College is well equipped with several laboratories with modern state of the art equipments in the science departments, computer and internet facility.
- Infrastructural spaces or other arrangements are allotted to different cells like IQAC, Career Guidance Cell, NSOU room, Health Care Centre etc.
- The college library is rich in books. It houses many rare and out-of-print books. INFLIBNET facility has been introduced.
- The college gives increasing importance to ICT tools. There are now two Computer Network Centres in the college. There are 11 laptops and 20 desktop computers in the college and the number is ever increasing. These computers are constantly upgraded with latest versions. 15 Computers are equipped with internet connectivity.
- Introduction of CCTV surveillance in the college campus.
- Being a government college, the college in itself cannot provide any fund for construction and maintenance of buildings. The college, however, keeps constant interaction with the Higher Education Department, West Bengal and the PWD (Nadia Construction Division), PWD (Construction Board) and PWD (Electrical) to ensure construction and maintenance of building infrastructure and electrical connection.
- The college has a website of its own [www.ramanandacentenarycollege.org](http://www.ramanandacentenarycollege.org). The website is updated regularly. On-line admission process is conducted through this website.

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

- The college publishes its updated prospectus annually and it is distributed among the students.
- Governing Body of the college in consultation with the principal and IQAC monitors and aids in supporting a vibrant and supportive atmosphere for students.
- The college made facilities for the students with fellowships, remedial coaching for the poor and comparatively weak students, equipments of the players, organizing coaching classes for the competitive examinations, arrange computer library programmes.
- The college publishes its annual magazine, where the students and teachers express their talents. Departmental wall magazines are also updated regularly.

- In the NCC, NSS, youth parliament, quiz contest, games and sports students are encouraged to participate with proper training by the institution.

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

- Administration of this college is always active to maintain a student friendly environment to study and encourages teachers to engage in research activities.
- The IQAC tries to improve the academic atmosphere through continuous monitoring of curriculum distribution, internal evaluation, feedback and analysis, up gradation of relevant ICT, promotion of research among faculty and students.
- Here participative management is ensured through the Governing Body and different committees engaging teaching, non-teaching and student representatives.
- Finance is very well managed here by the Finance Committee and Bursar. Beside regular audit is done.

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

- With respect to awareness and consciousness rising regarding ecology and environment, the college has so far endeavoured to conserve energy resources by harnessing solar energy in the form of installation of one solar unit and solar lamps in women's hostel.
- Installing a high power generator and increasing green cover in the campus have helped us reduce our carbon footprint.
- The college has switched to an electronic, paperless database which has further shown our commitment to preservation of the environment.
- In keeping with the vision of an institution that imports excellent teaching with opportunities for research, the college has subscribed to **INFLIBNET** – information library that provides access to lakhs of journals and e-books from across the world.
- Finally, two best practices – creation of a career guidance cell to place students in various employment sectors; promotion of sports as a way to reach out to underprivileged sections of students – have borne fruits. It is indeed a proud achievement that our students have been placed successfully in government and private sector organizations. They have also won many accolades across the nation in sporting events, proving that a combination of vision, dedication and skill can bring glory and success to the weakest of sections.

## **SECTION: C**

### *Profile of the College*

---

## SECTION C: Profile of the College

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

Name:	RAMANANDA CENTENARY COLLEGE		
Address :	VILL. + P.O. – LAULARA, DIST. – PURULIA		
City:	PURULIA	Pin: 723151	State: WEST BENGAL
Website :	Website: www.ramanandacentenarycollege.in		

### 2. For Communication:

Designation	Name	Teleph one with STD code	Mobile	F A x	Email
Incharge Principal	<b>Dr. Ramsankar Pradhan</b>	O:03253-259521 R:	+919434373315	03253-259217	<b>rc.college50@gmail.com</b>
Vice Principal	NA	O: R			
Steering Committee Co-ordinator	<b>Dr. Shovan Ghosh</b>	O:03253-259521 R	+919433014844	X	<b>ghoshshovan80@rediffmail.com</b>

### 3. Status of the Institution:

<b>i</b>	Affiliated College	✓
<b>ii</b>	Constituent College	
<b>iii</b>	Any other (specify)	

**4. Type of Institution:****a. By Gender**

i. For Men

ii For Women

iii Co-education

**b. By Shift**

i Regular

ii. Day

iii. Evening

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

Yes

No

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

**6. Sources of funding:**

Government

Grant-in-aid

Self-financing

Any other

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

**01/11/1971**

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

**SIDHO-KANHO-BIRSHA UNIVERSITY, PURULIA**

Please refer to Annexure I

**c. Details of UGC recognition:**

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	24/06/1977	
ii. 12 (B)	24/06/1977	As the college is established on 01/11/1971, it is automatically included under Section 12B of UGC Act since 1971.

Please refer to Annexure II

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

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

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

Yes  No

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

**Not Applicable**

**9. Is the college recognized**

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

Yes  No

If yes, date of recognition:

**Not Applicable**

**b. for its performance by any other governmental agency?**

Yes  No

If yes, Name of the agency and Date of recognition (dd/mm/yyyy)

**Not Applicable**

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

Location *	<b>Rural</b>
Campus area in sq. mts.	<b>8.58 acres</b>
Built up area in sq. mts.	<b>4 acres</b>

(\* 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
- \* Gymnasium
- **Hostel**
- \* **Boys' hostel**

i.Number of hostels           **01**

ii.Number of inmates       **35**

iii.Facilities (mention available facilities)

Warden and support staff
Common Room
Recreational Facilities such as Television and indoor games
Water management system along with tubewell
Security guard
Availability of vegetarian and non-vegetarian meals
Proximity to Block Hospital
Remedial coaching
Four bed dormitories

\***Girls' hostel**

i.Number of hostels           **01**

ii.Number of inmates       **57**

iii. Facilities (mention available facilities)

Warden and support staff
Common Room
Recreational Facilities such as Television and indoor games
Water management system along with tubewell
Security guard
Solar Lamps in every dormitory
Sanitary napkin disposal facility – ‘ashuddhinashak’
Availability of vegetarian and non-vegetarian meals
Proximity to Block Hospital
Remedial coaching
Four bed dormitories

**\*Working women’s hostel**

i. Number of inmates

ii. Facilities (mention available facilities)

• Residential facilities for teaching and non-teaching staff (give numbers available - cadre wise)

• Cafeteria -

• Health centre -

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance..... Health centre staff –

Qualified doctor

Full time

Part-time

Qualified Nurse

Full time

Part-time

Facilities like banking, post office, book shops

• Transport facilities to cater to the needs of students and staff

• Animal house

• Biological waste disposal



• Generator or other facility for management/regulation of electricity and voltage



• Solid waste management facility

• Waste water management

• Water harvesting

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

Sl. No	Programme Level	Name of the Programme /Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1	Under-Graduate	BA	3 years	HS or Equivalent	English /Bengali	745	702
2	Under-Graduate	BSc	3 years	HS or Equivalent	English /Bengali	187	40

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

Yes

No



If yes, how many?

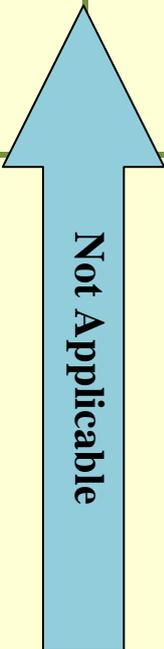
**Not Applicable**

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

Yes	<input checked="" type="checkbox"/>	No		Number	04
-----	-------------------------------------	----	--	--------	----

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

Faculty	Departments	UG	PG	Research
Science	Physics,	✓		
	Chemistry			
	Mathematics			
	Botany			
	Zoology			
Arts	English	✓		
	Bengali			
	History			
	Political Science			
	Economics			
	Philosophy			
	Geography			
	Education			
	Sanskrit			
	Santali			
	Sociology			
	Physical Education			



**Not Applicable**

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

a. Annual system

b. Semester System

c. trimester system

**17. Number of Programmes with**

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

**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)  
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)

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**

Positions	Teaching faculty										Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		Part-time teacher		Guest		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F				
Sanctioned by the UGC / University / State Government	25						07	0	18	08				
<i>Recruited</i>	0	0	0	0	15	01	06	01	0	0	12	01	08	0
<i>Yet to recruit</i>	09						---		04					
Sanctioned by the Management*/ society or other authorized bodies								11	11					
<i>Recruited</i>	0	0	0	0	0	0	0	0	10	01	09	02		
<i>Yet to recruit</i>	0						0		0		0		0	

\*Governing Body

## 21. Qualifications of the teaching staff:

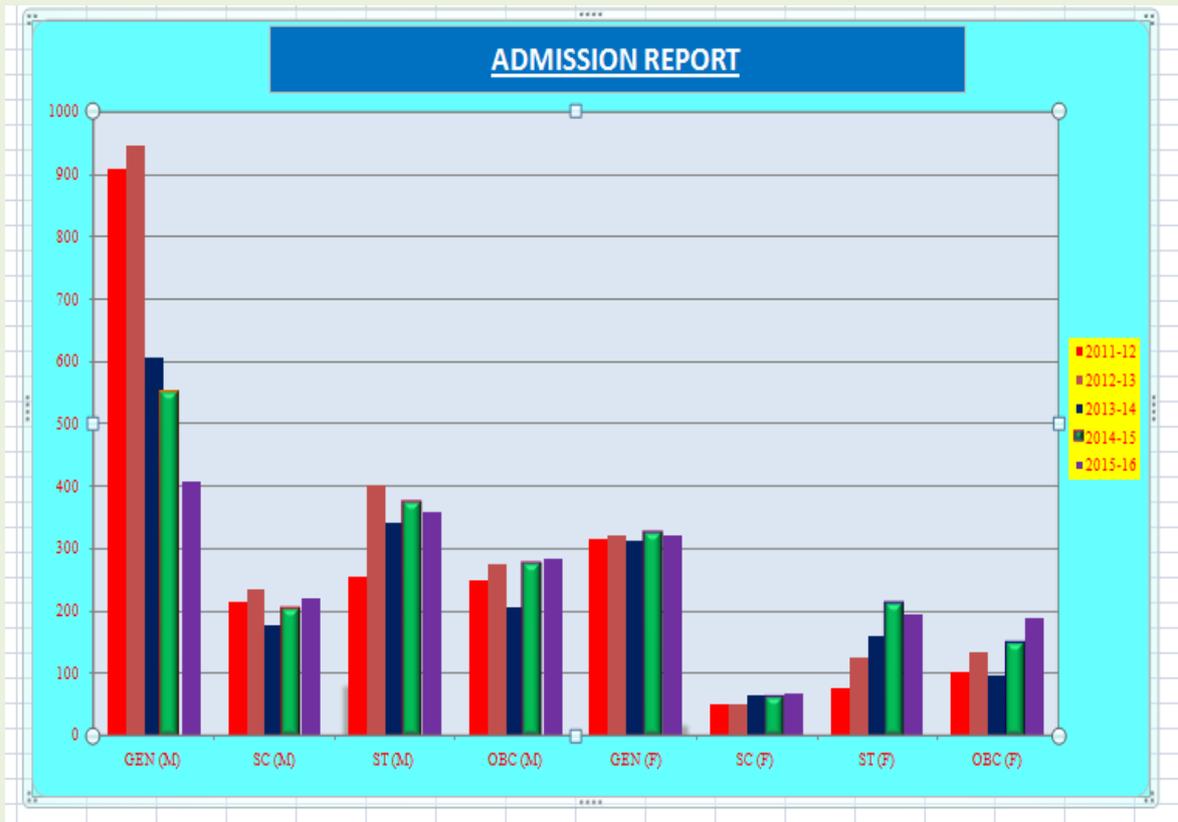
Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	M	F	M	F	M	F	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	5	0	5
M.Phil.	0	0	1	0	2	0	3
PG	0	0	1	0	5	1	7
<b>Temporary teachers</b>							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	10	1	11
<b>Part-time teachers</b>							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	6	1	7

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

Visiting Faculty: 0      Guest Faculties: 11

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

Categories	Year 1 2015-16		Year 2 2014-15		Year 3 2013-14		Year 4 2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	219	66	203	62	176	63	233	49
ST	356	193	372	213	340	159	400	124
OBC	283	186	275	148	206	94	273	134
General	405	319	550	324	604	310	945	320
Others	--	--	--	--	--	--	--	--



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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	2027				
Students from other states of India	0	<b>Not Applicable</b>			
NRI students	0				
Foreign students	0				
Total	2027				

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

UG 12% approx PG NA

**26. Unit Cost of Education**

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

(a) including the salary component Rs

Rs. 10,550

(b) excluding the salary component Rs

Rs. 3,720

**27. Does the college offer any programme/s 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.

NETAJI SUBHASH OPEN UNIVERSITY (NSOU)

c) Number of programmes offered

06

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

Yes



No

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

Sl. No.	Programme Level	Name of the Programme/ Course	No. of Teacher	No. of Students	Teacher- Student Ratio
01	B.A. Honours	Bengali	03	191	1:64
		English	03	101	1:34
		History	02	97	1:49
		Geography	04	61	1:15
		Philosophy	04	33	1:8
		Economics	01	01	1:1
		Political Science	04	22	1:6
		Education	02	45	1:23
02	B.Sc Honours	Physics	02	23	1:12
		Chemistry	03	46	1:15
		Mathematics	01	07	1:7
03	B.A. General	Bengali	03	1649	1:550
		English	03	21	1:7
		History	02	1574	1:787
		Geography	04	86	1:22
		Philosophy	04	493	1:123
		Economics	01	09	1:9
		Political Science	04	548	1:137
		Education	02	377	1:189
		Santali	02	289	1:145
		Sanskrit	01	79	1:79
		Physical Education	01	447	1:447
		Sociology	01	30	1:30
04	B.Sc General	Physics	02	67	1:34
		Chemistry	03	76	1:25
		Mathematics	01	91	1:91
		Botany	01	32	1:32
		Zoology	01	24	1:12

## 29. Is the college applying for

Accreditation: Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re-Assessment

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

Cycle 1:..10.02.2007... (dd/mm/yyyy) Accreditation Outcome/Result.. B..CGPA...70.75...

Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: .....(dd/mm/yyyy) Accreditation Outcome/Result.....

Please refer to Annexure III.

**31. Number of working days during the last academic year. (2015-16)**

256

**32. Number of teaching days during the last academic year. (2015-16)**

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

215

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

IQAC .....18/06/2013..... (dd/mm/yyyy)

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

AQAR (i)..... (2012-13)..... (dd/mm/yyyy)

AQAR (ii)..... (2013-14)..... (dd/mm/yyyy)

AQAR (iii)..... (2014-15)..... (dd/mm/yyyy)

AQAR (iv)..... (dd/mm/yyyy)

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

In addition to the information provided above, we would like state the following for your kind perusal:

- a. Ramananda Centenary College, established in 1971, is in its 46<sup>th</sup> year .
- b. The College hosts a Community Radio Centre – a one of its kind initiative in the state which caters to the community around the college.
- c. The Six (06) number of NSS Units including one Girls Unit shoulders a major chunk of the community outreach initiatives of the college.
- d. The College runs Vocational and Professional Courses, and has recently started offering a course on ‘Community Media’.
- e. The College runs a functional Career Guidance Cell.
- f. The College library avails of INFLIBNET services which is accessible to all staff and students. The Campus is Wi-Fi enabled.

## ANNEXURE I: Letter of University Affiliation



**SIDHO-KANHO-BIRSHA UNIVERSITY**  
Ranchi Road, Purulia, West Bengal, 723104

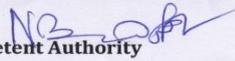
Ref. No : R/1178/clg-Affil/SKBU/16

Dt: 13th December'2016

**TO WHOM IT MAY CONCERN**

This is to certify that **Ramananda Centenary College, Laulara, Purulia, West Bengal** is affiliated to the **Sidho-Kanho-Birsha University, Purulia** since 2010 and recognized by the University Grants Commission and the following Courses/Subjects are taught in the said college as per approval :-

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanant	Temporary	
(I)	Three year B.A. Hons. Courses in Bengali, English, Geography, History, Pol Science, Philosophy, Economics & Education.	Permanent		----
(II)	Three year B.A. Genl. Courses in Bengali, English, Geography, History, Pol Science, Philosophy, Economics, Education, Sanskrit, Santali, Phy. Education & Sociology	Permanent		----
(III)	Three year B.Sc Hons. Courses in Physics, Chemistry, Mathematics	Permanent		.....
(IV)	Three year B.Sc Genl. Courses in Physics, Chemistry, Mathematics, Botany & Zoology	Permanent		.....

  
Competent Authority

(with Name, Designation, Seal and Signature)

**Registrar**  
Sidho-Kanho-Birsha University  
PURULIA

## ANNEXURE II a: 2(f) Certificate from UGC

UNIVERSITY GRANTS COMMISSION  
 BHADUR SHAI ZAFAR MARG  
 NEW DELHI

124 JUN 1977  
 Dated June 1977

No. F.B-19/77(P)

To  
 The Registrar,  
 University of Burdwan,  
 Burdwan (W.B.).

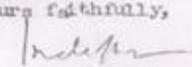
Sub:- List of Colleges prepared under Section 2(f) of the U.G.C. Act 1956 - inclusion of New Colleges in the -

Sir,

I am directed to refer to your letter No. F.IV.2/70/3 dated 1.6.1977 on the above subject and to say that the name of the following College has been included in the above list under Non-Govt. Colleges teaching up to Bachelor's degree :-

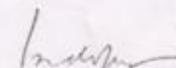
<u>Name of the College.</u>	<u>Year of Estt.</u>
Ramaswami Centenary College, P.O. Ludhara, Dist. Purulia (W.B.). (Permanent) Sri Harihar Mukherjee.	1971

The Indemnity Bond and other documents in respect of the above College have been accepted by the Commission.

Yours faithfully,  
  
 ( Inder Lal )  
 Assistant Secretary

Copy forwarded to :-

- ✓ 1. The Principal, Ramaswami Centenary College, P.O. Ludhara, Distt. Purulia (W.B.).
2. All Officers/Sections.

  
 ( Inder Lal )  
 Assistant Secretary

381  
247

## ANNEXURE II b: 12 B Certificate from UGC

<i>Burdwan University, Burdwan</i>						
Name and address of the college	Status	Year of Estb.	Nature of Affiliation	Teaching Upto	Govt or Non Govt	Aided or Unaided
<b>Polba Mahavidyalaya</b> P.O. Polba, Dist. Hooghly – 712 154 West Bengal	2(f) and 12(B)	2005	Permanent	Bachelor's	Non Government	Aided
<b>Purnidevi Chowdhury Girls College</b> Bolpur, Birbhum West Bengal	2(f) and 12(B)	2004	Permanent	Bachelor's	Non Government	
<b>Rabindra Mahavidyalaya</b> Champadanga District Hooghly West Bengal	2(f) and 12(B)	1971	Permanent	Bachelor's	Non Government	
<b>Raghunathpur College</b> Raghunathpur District Purulia West Bengal	2(f) and 12(B)	1961	Permanent	Bachelor's	Non Government	
<b>Raja Rammohan Roy Mahavidyalaya</b> Radhanagar P.O. Nangulpara District Hooghly West Bengal	2(f) and 12(B)	1964	Permanent	Bachelor's	Non Government	
<b>Ramananda Centenary College</b> Laulara District Purulia West Bengal	2(f) and 12(B)	1971	Permanent	Bachelor's	Non Government	
<b>Ramananda College</b> Bishnupur District Bonkujra West Bengal	2(f) and 12(B)	1945	Permanent	Bachelor's	Non Government	
<b>Rampurhat College</b> Rampurhat District Birbhum West Bengal	2(f) and 12(B)	1950	Permanent	Bachelor's	Non Government	
<b>Raniganj Girls College</b> Raniganj District Burdwan West Bengal	2(f) and 12(B)	1978	Permanent	Bachelor's	Non Government	
<b>Sailajananda Falguni Samrit Mahavidyalaya</b> Khaira Sole District Birbhum West Bengal	2(f) and 12(B)	1998	Permanent	Bachelor's	Non Government	

ANNEXURE III: Certificate of NAAC Accreditation of the 1<sup>st</sup> Cycle

**ANNEXURE IV: Peer Team Report (Partial) of NAAC Accreditation of the 1<sup>st</sup> Cycle**

faculty. The college canteen provides fresh and hygienic snack to the students and faculty.

### **Section -3 Overall Analysis**

On an indepth perusal of the SSR and assessment of the academic activities, infrastructural facilities and interest of the students, teachers and management the Peer Team is impressed by the efforts put forward by the various stake holders of the institution.

It is with immense pleasure that the team places on record services rendered by the interested parties in achieving vision of the college to provide opportunities for higher learning to the local students.

The academic freedom enjoyed by the Principal and the teaching staff have paved for successful implementation of higher education among the ill-fed and ill-clad people of this area. The college with its limited resources has maintained its record well. The students are well mannered and disciplined.

The Peer Team complements the college for adopting good practices in imparting quality education. The Peer-Team also wishes to draw the attention of the authorities of the college to some of the areas of concern. The college is required to purchase more number of latest editions of reference and text books. There is need to establish a central computer center with V-sat and Edu-sat facilities. The college should also promote games and sports activities through competitions. The gymnasium building needs immediate repair. However, a new gym. is nearing completion with assistance from UGC.

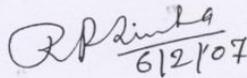
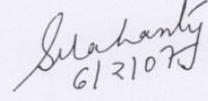
The Peer Team gives the following suggestions for strengthening the quality of academic and administrative system of the college:

1. Introduction of INFLIBNET in the library and V-sat & Edu-sat through internet facility.
2. Central Computer Centre should be equipped with latest configurations of computers.
3. Introduction of Career Oriented and Self Financed courses like Disaster Management, Yoga and Health, Diet & Nutrition, Child Care, Fisheries, Crop-management, Library Science, Commerce and Management and Home Science.
4. Instrumentation Centre should be established for providing various services to the students and faculty.

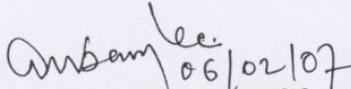
5. Placement cell is necessary to provide information about various vacancies to the students.
6. Consultancy Services be expanded to encourage students to appear for various competitive examinations.
7. Telephone and indoor games facilities should be provided in girls hostel.

The Peer Team takes this opportunity to thank the management, the Principal Steering Committee Co-ordinator, teaching and non-teaching staff and the students for their co-operation during the visit.

The team wishes all the best to the college in its endeavors.

<u>The Peer Team</u>	<u>Signature</u>
1. Prof. Rajmani Pd. Sinha (Chairman)	 6/2/07
2. Prof. M. A. Khan (Member & Coordinator)	 6/2/07
3. Dr. Shukla Mohanty (Member)	 6/2/07

I agree with the observations and recommendations made by the Peer Team in this report.

  
06/02/07  
Name and address of the Head of the  
Teacher-In-Charge  
Institution with, school  
P.O. Baulara, Dist. Purulia

## **SECTION :D**

### *Criterion Wise Evaluative Report*

---

---

## CRITERION I: CURRICULAR ASPECTS

---

### 1.1 Curriculum Planning and Implementation

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

##### VISION

- To fully utilize the potential of higher education in bringing about a marked change in the living pattern of the wide commonalty of the area and to bring them at par with the people and pupils of the better off places.

##### MISSION

- The institution is to impart higher education to the poor, tribal, and non tribal students of the region so as to empower them intellectually, morally, and socially as well as enabling them to assume leadership roles in the given societal setup, underdeveloped as it is.
- Integral in the college's tradition has been its consistent advocacy of the principles of academic freedom, respect for the individual cutting across social divides, concern for arresting the social blots and an unquenchable thirst for building up a livable society.
- What we want is to have the students come to the institution with a whole mind and a whole body and leave it after due completion of a program, with a fuller mind and healthier body. Our mission is to convert the institution into a rural university with diversified curricula, suitably framed, to address the local needs in the foreseeable future.

##### OBJECTIVES

1. To create and sustain a permeating atmosphere, compatible with the local requirements, where maximum development of personality is fostered.
2. To provide opportunities for students to develop into intellectually, morally and socially responsible persons able to assume leadership roles, particularly those required by the Society and/or Rural Community.
3. To provide tools and resources for the acquisition of knowledge and skills required for specialization vis-à-vis the ground reality.
4. To encourage faculty creativity in the use of subject matter, in research activity and in pedagogy for their deepest professional fulfillment with an eye to the ultimate benefit of the students.
5. To serve the immediate community, the nation and the world in ways befittingly appropriate for an institution of higher learning.

##### ❖ These are communicated and widely circulated

- ✓ Through the College Prospectus
- ✓ Through Notification
- ✓ Through Meetings

- ✓ Through the Community Radio
- ✓ Through the media

**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).**

At the beginning of every academic session the Principal convenes a meeting of the Teachers' Council to hammer out the general principles governing the academic calendar of a given session. Then the broad principles are determined in the meeting of the Academic Sub-committee. The Heads of all departments are members of the Academic Sub-committee and the Principal superintends the process of distribution of the curriculum in modules over the year. A pre-planned academic calendar thus gets prepared. Each department sets up its routine to do justice to the calendar. Teachers are free to distribute the curriculum so prescribed in modules and thereby generate the departmental work plan for a given session. Educational tours are arranged in practical based subjects like geography, Zoology and Botany. Field based subjects regularly organize field trips with mandatory student participation. In laboratory based subjects demonstrative teaching along with power point presentation is used to elucidate the topics.

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

The College is affiliated to the newly set up Sidho- Kanho-Birsha University, Purulia (2010). The university frames syllabi for under-graduate courses to be followed by the affiliated colleges. Teachers are, departmentally, at liberty to frame their curriculum without impairing the general principles laid down by the institution. To get the teachers properly equipped the college has a stack full library and fully equipped laboratories and the introduction of the most updated teaching aids for the classrooms. Teachers can take advantage of audio-visual aids as and when required. Educational excursions and field-works are encouraged for imparting firsthand knowledge. Teachers are encouraged to organize and participate in seminar, symposia and conferences. They take active part in orientation programs and refresher courses under UGC sponsorship to update them.

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

- ✓ Modulation of syllabus,
- ✓ Preparation of academic calendar,
- ✓ Initiative in steady improvement of the library and laboratories,
- ✓ Holding of seminar/ tutorial/ remedial classes etc.

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

The College undertakes various programs involving local self-government, NGOs and research bodies. Purulia district Science Centre arranges regular interaction and programmes for Science students of the college. Local Sports Association accommodates our students of Physical education in its scheme of things. The college maintains a healthy relation with the authorities of Pancha Primary Health Center, Pancha. Local NCC office helps our cadets regularly to inculcate a spirit of national solidarity and discipline. Adopted villages under NSS are being regularly contacted by our volunteers. Our teachers help in examining answer scripts



and in taking viva-voce conducted by the School Service Commission, Western Region, Govt. of West Bengal. Our teachers attend seminars and orientation programs and, when required, help in viva in esteemed institutions like Laulara Radhacharan Academy, Bagda C K Vidhyapith. SKBU not only prescribes the curriculum but holds special orientation programmes with the concerned teachers of our college to get them well versed in their respective subjects. (Fig1.1)

FIGURE 1.1 COMMUNITY OUTREACH ALONG WITH NGO, MANT

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

Our college offers all possible help to the newly built Sidho-Kanho-Birsha University in its initial attempts at framing syllabi, forming Board of Studies, and complying with all requirements of a university in its early stage. Our college displays the spirit of democracy and equality in inviting feedback from all corners. We give utmost importance to student's feedback (See Annex 1.1). The teachers are asked to submit self-appraisal mandatorily. We have a Grievance Redress Cell to enable all concerned with an avenue to register their grievances, if any, and help us in making our college function better. Our Alumni Association gives us feedback from time to time. We maintain record of the visitors and invite their comments. We are eager to extend our helping hands to the poor, the marginalized and the first-generation learners. We look forward to the hopeful future when people of all sections will be

part of this big family – eminent entrepreneurs, pioneers in the field of academics, culture, games and sports, and other institutions and organizations.

**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.**

All the courses offered in our college adhere to the directives of the Sidho- Kanho- Birsha University. However, of late, the college has espoused and ironed out the proposal for introducing a Diploma Course on Community Media in collaboration with MANT the founders of the college. The proliferation of the sources of media has been taken into account in course of introduction of the unconventional subject. The college has already started the Community Radio Station which in due course is to accommodate a good number of fellows. The mushrooming of the TV channel and the print media would require the service of a good number of reporters. The curriculum has been designed to address the present requirement of ICT design. The development of the curriculum has been done in the line of the college’s planning with the NGO. A copy of the curriculum so framed is attached as *Annex 1.2*. The SKB University has been requested to accord its kind seal of approval to our proposal on receipt of which a formal start of the course will take place.

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

The college has been maintaining high quality of academic performance for a long time. The increasing number of university toppers in various departments clearly underline the fecundity of the academic environment. It is maintained mainly through the dedication of the teachers, commitment of the supporting staff and the effective vigilance of the Governing Body. Ours is a relatively less-disturbed campus within which the basic mantra is quality from within quantity. We cannot put a deaf ear to the ever-increasing demand for higher education. At the same time, we maintain discipline and impart our best to the students. When passed out, all of them do not reflect the same academic proficiency, but most of them learn to face the challenges of the new age with proper grit and determination.

## **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.**

**Goals & Objectives:** To make the students fit citizens of the fast changing social apparatus. The College is committed to ensure all round academic development for one and all. This humble effort requires exploration of newer avenues and fresher fields. In the near future, the College plans to start skill-development courses like PGBT, Basic Computer, Gemology, Environment Studies, Pathology and Soil-Testing. Earlier the college had introduced the courses like Functional English, Human Rights, and Rural Development. At present several Certificate Courses in Vocational Education viz. Mobile Repairing, Computer application, 2-wheeler repairs etc. are being run in this College with support from the Department of Technical Education, Govt. of West Bengal. College has recently obtained a No objection

certificate from the affiliating University to offer a six month course on Communicative English.

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

NO

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

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

- The college offers courses of traditional values with newer approaches as well. Potential for employability is a key factor that makes the college opt for different Honours courses with a galaxy of subject thrown open to the students for selection. Within the routine framework various skill building programs vis-a-vis employment opportunity are accommodated in collaboration with reputed institutions including the university.

- **Choice Based Credit System and range of subject options**

- The College is compelled to make compromises with regard to subject options. Increasing pressure for admission makes it difficult to create the desired ambience of micro-teaching. Students are offered subject options on the basis their merit and on consideration of the class-room accommodation and the availability of teachers.

- **Courses offered in modular form**

- The University frames syllabi, and the courses are set to modules keeping a keen eye on flexibility and feasibility.
- Credit transfer and accumulation facility correspond to the norms of the university.
- Lateral and vertical mobility within and across programs and courses is often allowed subject to the infrastructural facilities of the college.
- Enrichment courses: Six number of NSS units of the college are given to impart life enrichment education to the students/volunteers. No formal courses as such could be introduced uptil now.

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

NO

- 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.**

The College organizes UGC sponsored Entry Level coaching course for School Service Commission(See *Annex 1.3*)to help them prepare for taking the competitive exam and simultaneously enlighten them on the global employment scenario.

- 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

### **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 College ensures high academic standard through commitment of teachers. Most of our teachers hold important positions under the university and their valuable counseling helps students to grasp the basics of the curriculum framed by the university. The teachers encourage the students to understand the rationale of the curriculum and to face the challenges effectively. Ultimately the give-and-take of the teachers and students leads to the effective implementation of the curriculum.

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

The curriculum, framed by the university, is modified, enriched and organized by the collective efforts of the teachers and the taught. First priority is the institutional reality. Teachers are free to adapt themselves to the flexibility of the institution. They help students to approach the syllabus from practical realities, develop the habit of attending library regularly, update them through exposure to the web, and they encourage them to adapt themselves best to the given realities and make themselves ready to face the challenges of employment market. This integrated effort ensures the most effective implementation of the curriculum.

- 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 college runs through well-orchestrated efforts from all concerned. Therefore it prioritises to ensure healthy balance of gender, climatic and environmental realities, human rights and ICT inside and outside the campus. It gives importance to merit, with a

sympathetic eye on the economically challenged and socially down-trodden groups. Environmental studies have been mandatorily included into the curriculum. NSS volunteers help in general environmental awareness through regular cleaning and plantation not only within the campus but in the adopted villages also. Programmes on human rights are regularly held for mass awareness. We believe in the basic principle that charity begins at home. So the college endeavours to present clean campus and healthy human relationship within and without as these are self-propagatory.

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

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

It is given that the college has not introduced any such course but has been instrumental in carrying on life enrichment programs: (Fig1.2)



FIGURE 1.2 OPENING UP THE VISTA OF CAREER S

- The College sincerely believes that only the pious and men of humility can attain true wisdom. We are a group that does not submit to the view that bookish knowledge alone is everything. The students must read, but they should also look beyond books to the practical world. They must develop values that will give them a sense of unity with the world outside. Our staffs and students are full of regard for multi-religious and multi-lingual realities of our country. Our college is in tune with communal harmony and national integrity. Our NSS and NCC units are always alert in regard to community services and national solidarity.
- We are equally aware of the changing realities of India and the world. To make our students ready to face such challenges we have set up Career-Counseling Cell,

- invite experts for counseling, and help our students to go for better career opportunities. This has yielded a great result- a good number of students / Community youths have got gainfully employed.
- Of late the college has been affiliated to the Netaji Subhas Open University and it is believed that the college will be in a position to offer better career options for the students as well as the community. (See Annex 1.4)
- **NSS Activities**
    - AIDS Rally to aware public & migrant labourer of different remote village. (Fig1.3)



FIGURE 1.3 AIDS AWARENESS RALLY

- THALASEMIA testing camp with the College & neighboring School students. (Fig1.4)



FIGURE 1.4a THALASEMIA CAMP



FIGURE 1.4b THALASEMIA DETECTION CAMP

- Health awareness Programmes with Community members in adopted village. *.(Fig1.5)*



FIGURE 1.5 HEALTH PROGRAMME

- NCC Activities
  - Swacch Bharat Abhijan. .(Fig1.6)



FIGURE 1.6 NCC'S SWACCH BHARAT ABHIYAN

- Yoga Training Camp.(Fig1.7)



FIGURE 1.7 A DOSE TOWARDS SOUND HEALTH

- Plantation. *.(Fig1.8)*



FIGURE 1.8 CADETS DISPLAY A CONCERN FOR ENVIRONMENT

- **Others Activities**
  - Organization of College fest.
  - Fresher's welcome.*(Fig1.9)*
  - Saraswati Puja. *.(Fig1.10)*



FIGURE 1.9 FRESHER'S WELCOME



FIGURE 1.10 SARASWATI PUJA

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

The feedback on the curriculum is entertained from the stakeholders, especially from the past and present students. Also, the constructive criticism on the curriculum is regularly entertained from the visiting faculties. The feedback, thus received, is circulated to the parent body, the SKBU, through the member of UGBOS to enrich the curriculum provision.

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

The college monitors all enrichment programmes through top-up and bottom-down system. The GB evaluates every programme at the end of an academic session, apart from taking final decision on all administrative matters of the college. The Staff-council monitors and evaluates academic matters. The Subcommittees framed by the Governing Body also help in monitoring and evaluation of library, canteen, infrastructure, hostel, discipline and UGC related matters. We try to keep constant touch with the throw up of the college for their feedback and frame our monitoring & evaluation system and methodology in commensurate with their comments.

## **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 College, not being an autonomous college, is not empowered for framing the curriculum. However, most of our teachers hold important positions under the university and their valuable counseling helps students to grasp the basics of the curriculum framed by the university. The teachers encourage the students to understand the rationale of the curriculum and face the challenges more effectively. Teachers help students to approach the syllabus from practical realities, develop the habit of attending library regularly, update them through exposure to the web, and they encourage them to adapt themselves to the given realities and make themselves ready to face the challenges of employment market. This integrated effort ensures the most effective implementation of the curriculum. A number of teaching staff, especially the Ex-Principal are related to the publication of text books, Reference books as well as guide books, project work covering curriculum of all Universities of the State.

### **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?**

Yes, feedback is taken from each Honours students regarding the curriculum along with the coverage made, quality of teaching, infrastructural facilities etc.

The curriculum feedback is communicated to the University SKBU in the formal UGBOS meetings through the teacher members. Sometimes, necessary modifications are incorporated in the curriculum on observance of the official procedures. The relevance and compatibility of the curriculum is judged piecemeal, point by point, and the weak spots are

located and the gaps as appear are being plugged as far as possible. Introducing internal changes in the above context is beyond the purview of the college.

**1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?**

Three General subjects, Santali, Sociology and Education are introduced. The introduction of Santali subject is directly related to the demand of the local community. i.e. the area has a 25% Santali population. This will tell upon the Endeavour of the college in building up a rapport with the local community. The other two subjects will no doubt be of considerable value in the job market; Sociology in the social sector and Education in the education sector will facilitate the students' exploration of the relevant avenues. Education will further facilitate the students getting admission in B.Ed courses with comparative ease. *(See Annex 1.5)*

## ANNEXURE 1.1 [STUDENTS FEEDBACK]

Ramananda Centenary College

Laulara, Purulia

(To be filled at the end of the session)

Student Feedback on teachers (Year 200 - 200 )

Name of the Department:

Name of the teacher:

*(Strikeout the non-applicable)*

- |  |                   |
|--|-------------------|
| 1. Knowledge base of the teacher:  | Good/Average/Poor |
| 2. Communication skills :  | Good/Average/Poor |
| 3. Ability to create interest in him and in the subject:                                       | Good/Average/Poor |
| 4. Sincerity /commitment of the teacher:   | Good/Average/Poor |
| 5. Does the teacher motivate outside class discussions:  | Yes/No            |
| 6. Is the teacher available after class for discussion:  | Yes/No            |
| 7. Is he found ready to provide academic counsel:  | Yes/No            |
| 8. Dose he discuss Model Questions and their patterns:   | Yes/No            |
| 9. Ability to integrate course material with other issues<br>to provide a broader perspective: | Good/Average/Poor |
| 10. Ability to design quizzes/examinations/assignments:  | Good/Average/Poor |
| 11. Provides suggestive studies (Reference) :  | Good/Average/Poor |
| 12. Insists on regularity of the students:   | Yes/No            |
| 13. Takes care to complete the syllabus by holding special classes:                            | Yes/No            |
| 14. Encourages the students for better performance:  | Yes/No            |
| 15. Your overall rating of the teacher:  | Good/Average/Poor |

Optional \_\_\_\_\_

Name \_\_\_\_\_

Roll \_\_\_\_\_

**ANNEXURE 1.2 [DIPLOMA COURSE ON COMMUNITY MEDIA ]**

Diploma Course on Community Media

**A joint venture of  
Ramananda Centenary College  
And  
Manbhum Ananda Ashram Nityananda Trust  
(MANT)**

*Affiliated by :*  
**Sidho-Kanho-Birsha University, Purulia**

**Course Module:**

**A. Community Media and Communication Studies**  
(Paper-I)  
(THEORY-50 MARKS & PRACTICAL-50 MARKS)

<p><b>1. Community Media:</b> Introduction, Objectives, Salient features, Management (1 week)</p> <ul style="list-style-type: none"> <li>- A brief introduction about Community Media and role it plays</li> <li>- Some major objectives</li> <li>- Distinctive features</li> <li>- Types of Community Media</li> <li>- Development of community media in India</li> <li>- Various case studies related to Community Media</li> </ul>	<p><b>2. Basics of Communication and Reporting</b> (1 week)</p> <ul style="list-style-type: none"> <li>- Definitions, objectives, features, process of Communication</li> <li>- Communicating efficiently</li> <li>- Developing soft skills</li> <li>- Definition of News</li> <li>- Structure of News</li> <li>- Types of Reporting</li> <li>- Ethics of Reporting</li> <li>- Report writing</li> </ul>
---	--

**Practical-**

- 2 writings (25 marks)
- Creative communication (25 marks)





## ANNEXURE 1.4 [PROPOSAL NSOU]


**NETAJI SUBHAS OPEN UNIVERSITY**  
 DD-26, Salt Lake , Sector-I, Kolkata-700064

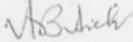
Memo No-02-01-4/K-05/ 135] Date- 22/12/15 ✓

**ORDER**

On the basis of the proposal furnished by the Principal/ Teacher-in-Charge, Ramananda Centenary College, for opening a Study Centre attached to and housed in the Institution under Netaji Subhas Open University, an Inspecting Team was deputed by the University to inspect how far the college is equipped in this respect.

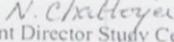
After careful consideration of the report of the Inspecting Team, the Vice-Chancellor, Netaji Subhas Open University has been pleased to approve opening a center for P.G non-lab based courses in Bengali, English, History, Political Science, Education, MSW, MLIS, ELT, Maths , PG Diploma in JMC , Second Degree Programme in BLIS and Certificate Course in Human Rights . This will be effective from July 2016 semester.

The code no. of your center is **K-05**.

  
 Director ( Study Centres)

Copy forwarded for information and necessary action to:

- ✓ 1. The Principal/ Teacher-in-Charge, Ramananda Centenary College with the request to inform the name together with the Bio-data of the Coordinator.
2. Registrar
3. Director School of Sciences
4. Director, School of Social Sciences
5. Director, School of Education
6. Officer in-Charge, School of Humanities
7. Officer in-Charge, School of Professional Studies
8. Officer in-Charge, School of Vocational Studies
9. Controller of Examinations ( Acting)
10. Finance Officer
11. Deputy Registrar, Academic
12. In-Charge, Publication
13. Information Technology Officer
14. Superintendent, Store
15. Executive Secretary to V.C for information
16. Respective file

  
 Assistant Director Study Centres

ANNEXURE 1.5 [AFFILIATION IN NEW SUBJECTS]



**SIDHO-KANHO-BIRSHA UNIVERSITY**

PURULIA: 723 101  
 Purulia Zilla Parishad, Old Administrative Building, Jubilee Compound,  
 WEST BENGAL  
 Phone : 03252-224438

RECEIVED 26  
 DIARY No. ....  
 DATE 19/06/12

---

No- CLG/Affi/242/SKBU Dated 18<sup>th</sup> June

From  
 The Registrar  
 Sidho-Kanho-Birsha University  
 Purulia

To  
 The Principal/Teacher-in-charge  
 R.C. Centenary college  
 Loulaza

**Sub:** Granting of provisional extension of affiliation in new subjects from 2012-2013 session.

Sir/Madam,

I am directed to inform you that in terms of the West Bengal State Council of Higher Education, West Bengal, Memo No- Aff-SKBU/JS/191/SCHE/2012,dt. 4.6.12. The Vice-Chancellor of this University has been pleased to grant provisional extension of affiliation in Educational (H), (G) Sociology (G) Samkrit (G) to your college w.e.f the academic session 2012-2013 with permission to admit 20 in Honours Course (Edu), 100 in (Gen) no(s) students respectively in the said subjects(s)/ course(s) of study, at present, subject to fulfillment of the following terms and conditions.

**Terms and conditions:**

- In the 1<sup>st</sup> year.....2.....Guest Lecturer(s) and in the 2<sup>nd</sup> year .....2..... Guest Lecturer(s) in the subject concerned are to be appointed by the college. *for Edu Hon and 2 in 1<sup>st</sup> Yr, 1 in 2<sup>nd</sup> Yr in other*
- The intake of students should not exceed 20 in Edu (H). *General Course.*
- Additional space need
- Adequate and needful books are to be purchased.
- Laboratory equipments according to syllabus are to be purchased immediately.

(Dr. Nachiketa Bandyopadhyay) *NB Bandyopadhyay*  
 Registrar

*Blom*  
 19.06.12.

---

## CRITERION II: TEACHING LEARNING AND EVALUATION

---

### 2.1 Student Enrolment and Profile

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

A public notice is displayed in the College website as well as in the college notice board soon after the publication of the results of the H. S. examinations conducted by the West Bengal Council of Higher Secondary Education, and other such Boards, displaying the admission rules, eligibility criteria, intake capacity, reservation policy as per government rules, dates of issue and submission of application forms and other relevant information about the admission process. Quite often admission related information are published in local & state level Newspapers. The admission process is totally computerized and it is done strictly on the basis of merit. There is no management quota. The admission committee of the college comprising of the Principal, Teachers' Council Secretary and the heads of the departments plays an important role in framing out the admission criteria based on the guidelines of Sidho-Kanho-Birsha University (S. K. B. U) and Department of Higher Education Govt. of West Bengal as well as recommendations of the departments of the college. The student intake capacity for each course and the norms for preparing the merit lists are displayed in the college website, college Prospectus and in the college notice board. Application forms for admission can be downloaded or it can be collected from the college office, and the same can only be submitted physically to the college office. The merit serial list of all Applicants is also published in the College website as well as displayed in the college notice board along with their ranks. After the first phase of admission, if there is any vacancy, the next phase of admission is done from the waiting list prepared along with the merit list. The candidates eligible for the next phase of admission are also duly notified. The aforementioned system of admission ensures total transparency. However, online admission (*See Annex 2.1*) has got started from the academic session 2015-2016 and admissions have been conducted as per the rules laid down by the Govt. of West Bengal.

#### 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.

Earlier, students were selected strictly on the basis of merit i.e. according to marks obtained in the last qualifying examination, and the selection was done by the college with the merit list displayed in the Web site as directed by the Govt. Since the introduction of the online admission process the college adhere to rules pronounced by the State Govt.

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

- The Minimum Percentage of Marks for Admission at entry level in various Programmes offered by the College is 45% in the Hons. Subject preferred along with 45% is aggregate. There is no prescribed limit for the maximum percentage—the focus is on merit; the higher the marks, the greater are the chance for admission. It is gathered that similar norms are followed in other colleges too of the district. A comparative study of the norms followed in this respect by other colleges and as followed by this college is given below.

**Table 1 FOR THE ADMISSION YEAR- 2016**

Name of the College	Maximum %	Minimum %
Ramananda Centenary College	No upper limit	40% in Honours and 30% in Pass Subject
Kashipur M.M.Maha Vidyalaya	No upper limit	40% in Honours and 30% in Pass Subject
Manbhum College	No upper limit	40% in Honours and 30% in Pass Subject
M.G.College, Lalpur	No upper limit	40% in Honours and 30% in Pass Subject
Nistarini College	No upper limit	40% in Honours and 30% in Pass Subject

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

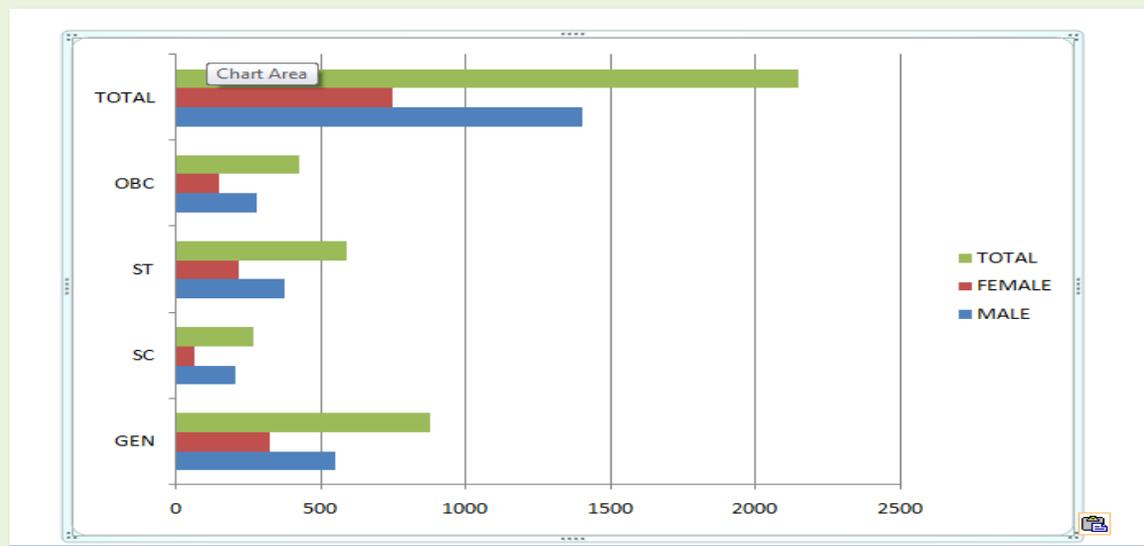
Yes. Every year at the beginning of the admission process each department submits the criteria for admission to the admission committee. The criteria for admission are based on the marks obtained in the last qualifying examination. The heads of the departments, in consultation with the other members of the departments, review the existing criteria and depending upon the progress of the students modifies the formula, if necessary. The members of the committee discuss the admission process of the previous year and modify the system, if necessary, to make it foolproof. In this way, the admission process is reviewed annually and the overall admission process is run smoothly every year, registering an improvement in each subsequent year.

**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?**

The percentage of the category wise students given below will highlight how the college is in line with the national commitment to diversity and inclusion. The college admits SC /ST candidates with relaxed norms as per government rules. Students having 50% (approx.) disability as per the medical certificate given by District Medical Board of the Health Department are admitted, subject to fulfillment of the minimum marks and other norms specified by the Government. There is no relaxation of marks in case of students coming from economically weaker section. However, certain concessions in fees in the form of granting full free studentship or half-free studentship are awarded to meritorious students, who are in indigent circumstances. There are some scholarships and stipends like merit-cum-means scholarships, minority scholarships, stipend for the SC/ST, Kanniyashree for the girl students and other financial support for the financially weaker students. The college encourages the sports personnel taking part in the State-level, National-level or University-level competitions to get admitted in this institution. Economic background of the girl students is specifically considered and necessary support is provided to ensure continuation of her studies. The strategy of the college is that every deserving candidate has access to his/her legitimate receivables.

**Table 2 STATUSES OF GEN, SC, ST, OBC, MINORITY STUDENTS**

2015-16	TOTAL	GEN	SC	ST	OBC	MINORITY
1ST YEAR	742	230	121	187	204	12
2ND YEAR	738	263	88	210	177	22
3RD YEAR	547	231	76	152	88	15

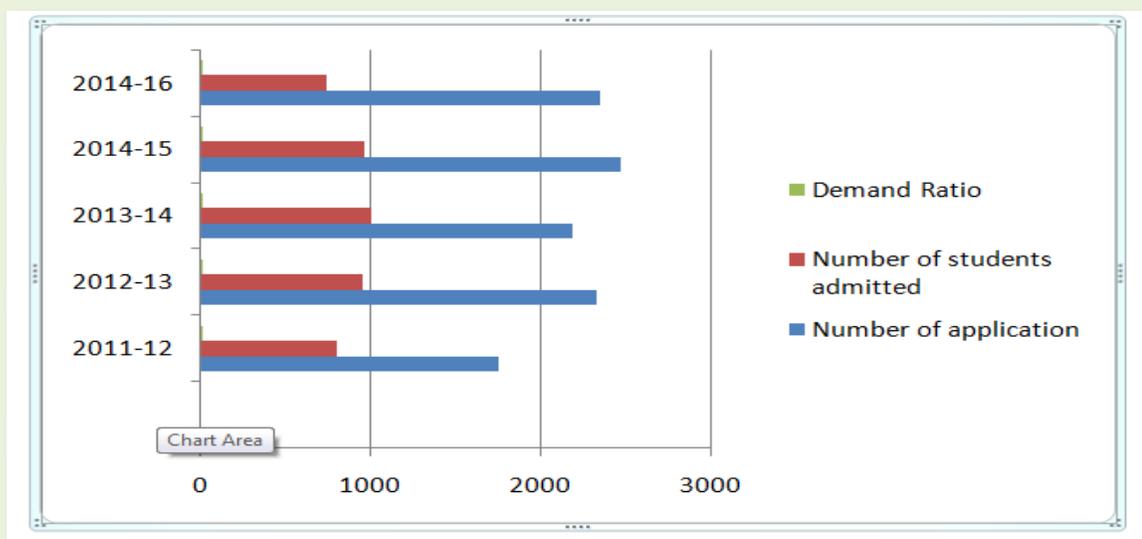


**FIGURE: STATUS OF MALE FEMALE STUDENTS**

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

**Table 3**

Programmes (UG)	Number of application	Number of students admitted	Demand Ratio (Seat: Applicant)
2011-12	1757	803	1:2
2012-13	2332	956	1:2
2013-14	2192	1001	1:2
2014-15	2478	958	1:3
2015-16	2349	742	1:3



**FIGURE: PROGRAMMES OF INCREASE / DECREASE**

## 2.2 Catering to Diverse Needs of Students

**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 college is sensitive to the differently-able students. Ramps facilitating access to administrative unit have been built. These students are provided with the wherewithal as the college can afford e.g. Remedial classes are arranged to bring the deficient students at par with the better-offs; financial support is extended to the really needy; books are provided with from the college book bank; emergency support is extended from the Poor Boys' Fund created by the college from the Sessions Charges head of the students. Nothing is allowed in the college that contravenes the Govt. Policies.

**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.**

Yes. Though the college has no formally prescribed need assessment strategy in respect of knowledge and skills of the new Students, it is done through holding of class/unit tests on matters learnt at the H.S. Classes at the initial stages of the commencement of a session—this is just to ascertain where the shoe pinches and the teachers frame their own maps to cover the gaps by focusing on the identified aspects of the student(s).

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

Slow and advanced learners are identified on the basis of classroom participation, class tests, results of mid-term examination and test exam. The teachers of different departments adopt Strategies like academic counseling, remedial classes, special classes, tutorials for the slow learners so that they can cope with other students. After publication of the results of terminal examinations conducted by the College, parent-teacher meetings are organized by the departments through which parents are intimated about the academic progress of their wards, their shortcomings and the corrective measures to be adopted at both ends to enable the students to do justice to the program they have opted for and/or offered. (See Annex 2.2)

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

- Students and staff are sensitized on issues of gender through holding seminars / invited lectures on gender-related topics. The warning relating to sexual abuse are being properly displayed at strategic places. The various ways by which the institution sensitizes the issue of inclusion are the following:

(i) The community Radio Station plays a vital role in disseminating the desired information in all of the aspects noted above along with all the issues that touch the community in some way or other in order to eke out an inclusive development. (Fig 2.1)

(ii) The institution has two students' hostels of which, one is to accommodate SC /ST students (boys) and the other is for girls. A large number of tribal students, stay in that hostel. (Fig 2.2)



**FIGURE 2.1 RADIO STATION-A HANDY TOOL FOR DISSEMINATION OF INFORMATION**



FIGURE 2.2a BOYS HOSTEL



FIGURE 2.2b GIRLS HOSTEL

- (iii) The college admits SC /ST candidates with relaxed norms as per government rules against seats reserved for them.
- (iv) Certain concessions in fees in the form of granting full free studentship and/or half-free studentship are awarded to meritorious students, who are in indigent circumstances.
- Regarding sensitization on the issue of environment the institution has the following provisions:
  - (i) Environmental Studies is included as a compulsory subject carrying 100 marks in University B.A. / B.Sc syllabus. Students are required to prepare a project on any environment related topics under the guidance of the teachers.
  - (ii) Besides this, students and teachers actively participate in the various activities performed by the 6 number of NSS units of the college like cleaning the college campus, the hostels, bus stand and neighboring adopted villages, especially nearby slums for the maintenance of hygiene, awareness programme against malaria, Aids, Leprosy etc. and Blood Donation camps are held regularly. The NSS units unfailingly observe the World Environment Day on June 5<sup>th</sup> each year to instill a feeling of clean environment among the students, staffs & the community.

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

Several departments organize students' seminars, extension lectures, invited lectures by eminent scholars from other institutions etc. Advanced learners are encouraged to sit for competitive examinations and pursue higher studies and are motivated to participate actively in seminars in the college and in other academic institutions. The College believes in the maxim that students deserve the best possible exposure to knowledge. Hence they are inspired & motivated to make the most of the brilliant library facilities of the college.

**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.)?**

All relevant information of an applicant are collected through the admission form at the time of admission. Record of results of University examinations are preserved in the college office. In this way the college maintains a profile for each of the students. Departments use these data to study the academic progress of the students of the respective departments. The dropout cases are being identified and official contacts are made with the students as such and persuasions are made to bring them back to the fold. But with the increasing opportunities for employment offered to the people of 'Jungle Mahal' by the State Govt. the dropout rate is rather high. The slow learners are made to know of the remedial classes; the economically weaker section of students is offered financial support for the continuation of their studies. In fine, the college is very much alive to the issue of arresting the drop out propensity of a section of students.

### **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.)**

At the beginning of each academic session the college prepares the academic calendar in conformity with the calendar of S. K. B. University to which the College is affiliated. This calendar is distributed to the students at the time of Admission /readmission every year. Since the college is affiliated to S. K. B. University the syllabus is primarily framed by the university. Many of the teachers of the college contribute in syllabus revision of the University by being members of relevant Boards of Study. Teachers act as the experts in the syllabus revision process and participate in the workshops conducted by the University for Syllabus Revision. Depending on the syllabus stipulated by the university and college academic calendar, each department frames the teaching plan, along with modules distributing the classes per paper / topic for every teacher at the beginning of the academic session. Some teachers individually maintain a lesson plan to complete the syllabus within a reasonable time frame. Some departments distribute study materials to the students. College Library is effectively used as ready inventory of study materials. Intra-departmental meetings are held from time to time to review the progress of study in the department in order to complete the syllabus, and for proper understanding of the subject by the students. (*See Annex 2.3*)

❖ **Organization of evaluation schedule**

- The College takes test examinations for first-year, second-year and third-year students each year. Results of these examinations are published. Answer scripts are shown to the students and the scheme of evaluation is explained. Model answers are discussed for the benefit of the students. Class tests and tutorial classes are held regularly by the departments to enable the students to grasp their subjects properly. Besides these tests, students' presentation in seminars, projects in the relevant subjects etc. also help in monitoring students' performance before the university examinations.

### 2.3.2 How does IQAC contribute to improve the teaching –learning process? Functions carried out by the IQAC to improve the teaching-learning process with administrative, academic extension activities, research and Knowledge resource extension.

- IQAC regularly meets with various stakeholders such as students, faculty, administration, parents and guardians of students, and alumni. It reviews the Teaching-Learning process and suggests means and measures to ensure quality education. It helps the administration in modulation of syllabus, distribution of classes, introducing evaluation standards along with activities that help with academic extension and research. It suggests means that would enable extension of knowledge resources, both in electronic and print formats. The College has recently initiated the process of publication of research journals in the fields of Humanities and Social Sciences and Natural Sciences. A ‘Call for Papers’ inviting research papers from faculty and researchers have been circulated widely and has received enthusiastic response from scholars at both national and international levels. Two research projects – one completed and the other ongoing – have also been conducted with encouragement from IQAC. Along with these the following activities of the IQAC are also of note.
- The R C College Magazine ‘Srijani’ is published annually (*See Annex 2.4*) Wall magazines (*Fig 2.3*) are walled up monthly. Cultivation of creativity is the primary objective of all these activities. Cultural programs are held at a regular frequency. Students of their own participate in the Community radio program through presentation of their own songs, drama, skit, discourse etc. The CR also prefers the students to be innovative in the preparation and presentation of their programs.
- Departmental seminars are arranged with external resource persons.
- Several research papers of the teachers have been published in different national and international journals.
- Several Minor Research Projects have been sanctioned by UGC, and are carried out successfully.
- Computerization of Library facilities has been completed. Internet facility is provided to some of the departments and the Library for the students/staffs.
- There are broadband connections in the College. The College has a campus-wide WI-FI network.
- Enhancement of on-campus security.
- CCTV cameras have been installed at some vantage points in the campus for centralized surveillance.
- The College Office is fully computerized.
- New schemes are put forward by the departments and administrative committees to the Principal and the IQAC core committee. These are then sent to the full board of the IQAC



FIGURE 2.3 ‘OLPO KOTHAR COLLAGE’: COLLEGE WALL MAGAZINE

which studies, refines and approves them and then obtains the approval of the Governing Body for the same. The plans are then left to the departments and committees to implement. The core committee monitors the implementation and reports back to the full IQAC board.

### 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?

- The teachers of science departments arrange for student-centric learning strategies by focusing on application-based experiments.
- Teachers of other departments along with the traditional lecture method use group discussions; students' seminar etc. to motivate them to go beyond the scope of the theoretical knowledge.
- Although the traditional chalk and talk lecture method is predominantly used, different other methods are adopted to make teaching an exciting and interactive exercise. which are follows:

- ✓ Students' seminars
- ✓ Invited lectures by external speakers
- ✓ Interactive sessions
- ✓ Group discussions with teachers facilitating
- ✓ Case studies and projects
- ✓ **Excursions (Fig 2.4)**
- ✓ Use of maps and other learning materials.
- ✓ Use of overhead projector
- ✓ Power-point presentation
- ✓ Field Visits.
- ✓ Slide show



FIGURE 2.4 FIELD VISIT BY GEOGRAPHY DEPARTMENT

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

The college inculcates in the students a creatively critical outlook and scientific temperament through a set of activities which include:

- Presenting creative models/ experiments for science exhibitions in the college.
- Visit to Laboratory of distinguished academic institutions.
- Annual publication of the college magazine named 'Srijani'.
- Regular publication of the college wall- magazines.
- Regular preparation and presentation of the programs of the Community radio. The radio provides the scope for a critical as well as scientific analysis of an afflicting problem and the likely solutions that can be offered to the community to tide over a given crisis.
- Publication of Departmental Wall -Magazine.
- Each Hostel publishes its own wall- magazine.

- Students of each Hostel organize debates and discussions on various issues.
- Organization of extempore speech competitions.
- **Youth Parliament** [Students of our college regularly participate in the Youth Parliament organized by the West Bengal Government. (Fig 2.5)
- Visits to academic institutions and museums.
- NSS activities to inculcate a sense of civic responsibility and community orientation.
- Organization of debates and symposia.
- Observance of National important dates.
- Organization of Cultural programs to satisfy their artistic zeal for self expression.



**FIGURE 2.5 COLLEGE TEAM IN INTER- COLLEGE YOUTH PARLIAMENT COMPETITION**

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

Teachers effectively make use of equipment like audiovisual aids and overhead projectors etc. to make learning a satisfying experience for the students. The Seminar Room is used by the departments for teaching with power-point presentation. Internet resources are used by the faculty for effective teaching. Some of the science departments for example, Physics and Chemistry use virtual laboratories. Internet resources are used by the faculty for effective teaching and access is made to NPTEL & NME-ICT.

### 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 students and faculty are exposed to advanced level of knowledge and Skills through the following activities:

- ✓ Students are encouraged, motivated and guided by the teachers adequately so as to participate successfully in various National and State level research-oriented promotional programmes.
- ✓ Teachers attend the UGC sponsored Orientation Programmes and Refresher Courses organized by the Academic Staff Colleges of different universities.
- ✓ They attend seminars / conferences / workshops/SYMPOSIA organized by the college and other academic institutions.
- ✓ They are engaged in research work going through books and journals in the central and departmental libraries, working with equipment and software purchased by the college

utilizing UGC-CPE, UGC-BSR and other grants. The Library subscribes to 40 no. of Journals.

- ✓ The College provides internet facilities to the teachers and students during the College hours, free of cost.
- ✓ The College deputed teachers to attend various seminars / workshops /conferences both at the national and international level etc.
- ✓ Utilizing the research support available from different organizations like the UGC (minor and major research projects) and DST-India.
- ✓ The College is a subscriber of INFLIBNET. Teachers, students utilize this resource also.
- ✓ Of late, the college has emerged as the collaborative partner of Vigyan Prasar, Department of Science & Technology, Govt. of India and would organize regular workshops to expose all connected with the college to advanced level of knowledge and skills.

**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?**

Academic and personal counseling of the students is done by the teachers of the departments, if necessary. In the practical classes of the science departments there is scope of mentoring through intimate interaction with the students. Sometimes the Principal and other senior teachers also indirectly mentor the students and provide mental support and guidance to them. There is, alas, no professional counselor available in the near vicinity to provide psycho-social support to the needy.

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

As mentioned under 2.3.3 above, during the last four years various methods are adopted by the teachers to make learning meaningfully effective as well as interesting. The college authority always encourages teachers to introduce innovative approaches provided its funds permit the same. All the appliances that would contribute to the testing of innovative methods have been installed by the college for use by the faculty and also by the students under the effective guidance of the teachers only.

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

The college has a well-equipped fully computerized library having more than 1,00,000 books including text books, reference books, advanced books, journals and periodicals on various subjects, which remains open from 10 am to 5 pm on every working day. There are many old and rare books and journals also. Teachers and students visit the library regularly. There are other support services available in the library, for example,

- The library is fully computerized.
- There is broad band connection in the library.
- Reprographic facility is available for the students and staff on payment of meager charge.

- Online access to Journals is provided by the library through INFLIBNET. (*See Annex 2.5*)
- Free Internet facility is provided in the Library during College hours. All these resources of the library contribute a lot in shaping the teaching-learning process of the college. Besides these, the question papers of college and university examinations of the previous years are preserved and are made available in the library for helping the students in preparation for examinations. Enrichment of the knowledge base with a maximum use of the resources is the primary objective.

**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.**

At present the affiliating University SKBU follows 1+1+1 system in B.A. /B.Sc Courses. Naturally, teachers have the responsibility to complete each year's syllabi within the stipulated time. Teachers therefore, unitize the syllabus, plan and organize classes according to the requirement. Some teachers maintain lesson plans in order to finish the syllabi within reasonable time. All these most of the time fails due to some unforeseen circumstances and then the departments arrange for special classes to combat the challenges in completing the curriculum within the time frame. Simultaneously, the students are also insisted to do some homework and prepare lessons to facilitate the completion of the syllabi and/or to speed up the process.

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

There is a well-established mechanism by which the institution continuously monitors and evaluates the quality of teaching:

- ✓ Classroom attendance of the students is closely monitored.
- ✓ Regular interaction between students and teachers arranged.
- ✓ Continuous Assessment done through holding class tests, terminal examinations.
- ✓ Analysis of the Students' feedback.
- ✓ Participation of students in seminars.
- ✓ Principal and the faculty members of the concerned department individually meet the parents of students putting up unsatisfactory academic performance.

## 2.4 Teacher Quality

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

**Table 4 PROFILES OF THE TEACHERS 2014-15**

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	M	F	M	F	M	F	
<b>Permanent Teachers</b>							
D.Sc/D.Litt	0	0	0	0	0	0	0
Ph. D	0	0	0	0	5	0	5
M.Phil	0	0	1	0	2	0	3
PG	0	0	1	0	4	1	6
<b>Temporary Teachers</b>							
Ph. D	0	0	0	0	0	0	0
M.Phil	0	0	0	0	0	0	0
PG	0	0	0	0	11	1	12
<b>Part-time Teachers</b>							
Ph. D	0	0	0	0	0	0	0
M.Phil	0	0	0	0	0	0	0
PG	0	0	0	0	6	1	7

### ❖ Strategies

Being a government aided college; the college doesn't enjoy any autonomy in the recruitment and retention of the permanent teachers. These teachers are appointed by the GB on the recommendation of West Bengal College Service Commission, In earlier times, the college used to recruit the Part-time teachers. However, since 2010 the recruitment and retention of Part-time teachers are monitored by the Govt. The college, however, has the power to recruit and retain the Guest Lecturers in different UG departments subject to the need of these departments by a Selection Committee graced by a subject expert nominated by the university. These recruitments, however, have to be approved by the College Governing Body and subsequently by the government.

**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 college appoints guest faculties in different departments for specific periods of time as and when the situation demands. Simultaneously Seminars/Workshops are organized to address the issue. The college has not introduced any new programme on emerging areas of study like Biotechnology, IT, Bioinformatics etc in apprehension of the problem that will trail the introduction as such in a college situated in a rural set up.

**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**

**Table 5 NOS. OF STAFF DEVELOPMENT PROGRAMMES ATTENDED**

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	3
HRD programmes	
Orientation programmes	1
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter school, workshops, etc.	

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

• **Teaching learning methods/approaches**

- The teachers are allowed to participate in Orientation Programmes, Refresher Courses, Summer/Winter Schools etc where newer teaching learning methods are discussed. Participating teachers get initiated to these newer methods/approaches.
- The college also facilitates inter-departmental interaction to develop suitable methods for teaching- learning.

• **Handling new curriculum**

- Departmental meetings are organised to discuss new curriculum framed by the University.
- Content/knowledge management
- Books and journals; the college subscribes to reputed journals to keep abreast of the latest research in their respective field of expertise.

- The college is also a part of the NLIST programmes which gives all students and faculty access to e-resources.
- Eventually distributed amongst the faculty members; they operate as a team.
- **Selection, development and use of enrichment materials**
  - Online and offline purchase of new books.
- **Assessment**
  - Feedback of the faculty members from the students.
- **Cross cutting issues:       None**
- **Audio Visual Aids/multimedia**
  - Often used in lectures.
- **OER's:                       None**
- **Teaching learning material development, selection and use**
  - Information obtained from website and also from new published books and journals are regularly incorporated in teaching materials. Training was organized for the teachers of Department of Geography for using TNT-MIPS and 21<sup>st</sup> CENTURY PROFESIONAL software

#### c) **Percentage of faculty**

- Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies is approximately: **2%**
- Participated in external Workshops / Seminars / Conferences recognized by national/international professional bodies is approximately : **10%**
- Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies is approximately : **15%**

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

The college tries its level's best to encourage all those activities required to academically 'recharge' teachers. Some of the measures taken in this direction are as follows:

- Providing study leave (for completing specific research work)
- The college also allows teachers to attend Orientation and Refresher Courses as per UGC norms and schedules.
- The college brings to the notice of teachers each and every research grant, particularly those offered by the UGC. It plays a proactive role in preparing and submitting such proposals.
- The college, as a matter of policy, tries to avail of all opportunities for organizing State/National/International Seminars, Conferences and Workshops. This alacrity of the

college in this regard is reflected in the number of successful seminars that has been organized, particularly those sponsored by the UGC.

- The college is positively responsive to teachers' proposals to pursue higher studies/research work. Such proposals are placed before the Governing Body by the Principal after consultations with the Department concerned. In the recent past all such research proposals have been sanctioned.
- The college encourages teachers to attend National and International level seminars. The college not only allows the necessary leave to the teachers for attending these seminars but also, at times, offers monetary support for the same under the UGC-CPE scheme.

**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.**

None. In fact, there is no provision for institutional encouragement from any external source.

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

The College has introduced evaluation of the teachers by the students, on a regular basis and submits report to the Principal. The students' feedback is carefully analyzed and the strengths and weaknesses in their teaching method are analyzed. Evaluation of teachers by the external peers is done at the time of academic promotion.

## **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?**

After each examination answer scripts are shown to the students and the scheme of evaluation is explained in detail. The teachers of all departments analyze the results of the examinations in departmental meetings. In the parent-teacher meetings parents are informed of the performance of their wards. In this way the evaluative methods are communicated to the students and other members of the institution. The method of creating awareness in the stakeholders about the evaluation process is as follows:

❖ **Students**

- Classroom briefing by teachers.
- Notice display on Notice Boards.
- Briefing to students by the Principal.

**❖ Examinations Teachers**

- Academic Council meeting.
- Departmental Heads' Meeting.
- Departmental faculty meeting.
- Teachers' Council Meeting

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

The S. K. B. University of Purulia to which the college is affiliated has introduced new Syllabus of all subjects of B.A. /B.Sc examination 1+1+1 system since 2011. A new pattern of questions has been introduced. Accordingly, the College also sets question papers for the College examinations in the same format. Apart from this, the answer scripts for College examinations are evaluated following the general pattern of instructions given for evaluating university examinations' answer scripts. The students can thus prepare themselves in an effective manner for the university examinations. The University has recently introduced the policy of Post- Publication Scrutiny and Right to Information in the Examination System. The college arranges access to the examined answer scripts to the students for their enlightenment of the process of evaluation followed by the college which is quite in line with that of 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?**

These evaluation reforms of the university and the college are effectively ensured through regular interaction with the affiliating university, the Controller's Office of the affiliating university in particular. Many of the teachers set papers, moderate the questions papers and evaluate the answer scripts both in the capacity of Head Examiners and examiners and thereby have become conversant with the evaluation process followed by the University and simultaneously how the students of the college are to be briefed about the process for their adaptation. Within the college, evaluation reforms are ensured by the departments through chalking out plans at the beginning of the sessions in the departmental meetings. The discussion in the Teachers' Council also contributes significantly in this regard. Every year the Teachers' Council forms three different Examination Committees (for Part I, Part II and Part III) to conduct the university examinations in the college. The successful performance of these committees also translates the planned evaluation reforms into reality.

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

Among the formative evaluation approaches adopted by the college we can mention holding of the terminal examinations, tutorials, class tests, interactive sessions, group discussions, students' seminars etc. Among the summative evaluation approaches we can mention holding of final test before the university exams, parent-teacher meetings etc. All these methods of evaluation have a positive impact on the system. Students' academic progress is monitored regularly through the formative methods. Depending upon the evaluation both the slow and the advanced learners are identified by the departments.

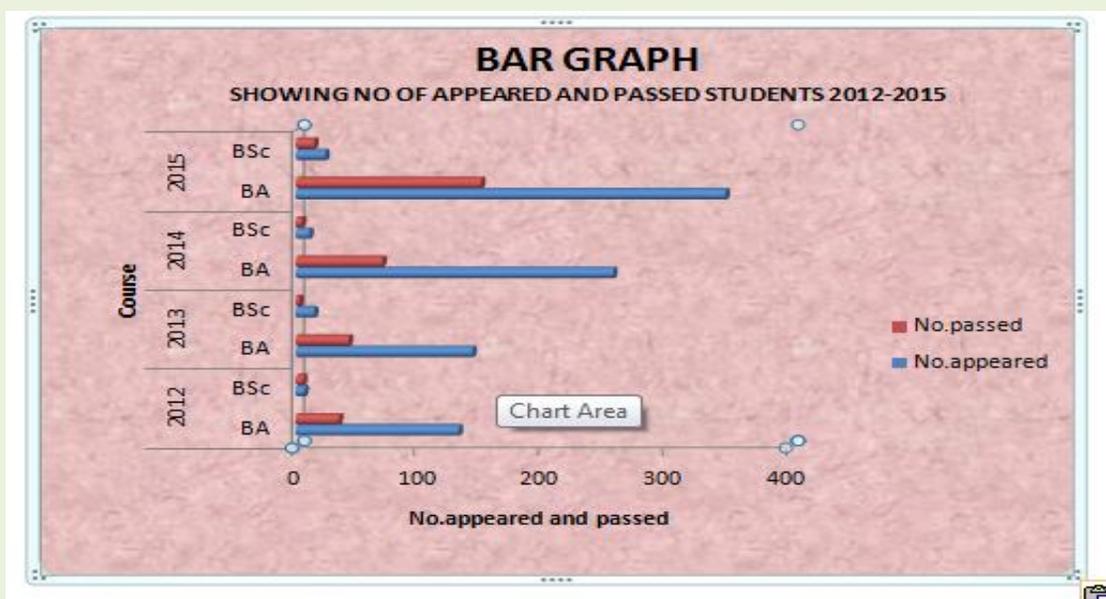
Remedial classes are often arranged for the students who could not perform satisfactorily. Advanced learners are encouraged to be engaged in higher studies and get prepared to be absorbed in more challenging jobs in future. Summative methods are helpful to know the overall performance of the students and thus help students to evaluate themselves for effective preparation for the university examinations.

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

The College holds two terminal examinations and the Final Test each year. These examinations are taken for first-year, second-year and third-year students. Results of these examinations are published centrally. The evaluated answer scripts are shown to each of the students by the departmental teachers, pointing out the mistakes and gaps of their answers. The teachers also suggest the points to be covered to address the questions. Some teachers provide the model answers in written format with relevant comments. Class tests and tutorial classes are held regularly by the departments in order to assess students' knowledge and skills. Beside these tests, students' presentation in seminars, group discussions, projects in the relevant subjects etc. also help in monitoring students' performance before the university examinations. Each department holds parent-teacher meeting. In the meetings parents are intimated about the results of the college examination, class attendance and other information relating to academic performance of their wards.

**Table 6**

Year	Course	No. appeared	No. passed
2012	BA	132	35
	BSc	07	06
2013	BA	143	43
	BSc	15	03
2014	BA	257	70
	BSc	11	05
2015	BA	348	150
	BSc	24	15



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

As the institution is an affiliated college there is little scope for these. However in order to ensure transparency in the internal assessment system the answer scripts of all examinations conducted by the college / departments are shown and explained to the students. Although formally the college cannot assign any weightage for behavioral aspects, independent learning etc. students are encouraged to participate in various extra-curricular activities within and outside the college for their overall development and for behavioral aspects the best NSS volunteer is awarded with a medal to bring out a trickledown effect among the students.

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

Yes. The College holds two terminal examinations and the Final Test for each year. These examinations are taken for first-year, second-year and third-year students. Results of these examinations are published centrally. Answer scripts are shown to the students and the scheme of evaluation is explained. Model answers are discussed for the benefit of the students. Class tests and tutorial classes are held regularly by the departments in order to assess students' knowledge and skills.

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

At the college level the students can inform the authorities about their grievances in writing immediately after the results are published. The authorities take note of these grievances, if found to be genuine, and take necessary steps e.g. the concerned teachers clarify any point raised by any student regarding evaluation and in case of omissions or errors the same are rectified with an acknowledgement of the contribution of the student. At the University level Review of answer script is permitted, provided the student justifies other norms prescribed, on payment of a fee within the specified time prescribed through the college and now even through RTI a photo copy of the answer script can be had by a student.

**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?**

Yes. The learning outcomes are stated in the college prospectus and the college website. It is also reflected in the college logo. All the stakeholders are made aware of this through classroom teaching, interactive sessions, parent teacher meetings and through programmes like the College Foundation Day, fresher’s welcome, College Social, alumni get together etc.

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

This institution monitors the progress and performance of the students through the following mechanisms:

- Monitoring the performance of the students through classroom interaction.
- Monitoring the performance of the students through class tests/tutorial tests.
- Identifying the slow and advanced learners by the above mechanisms.
- Feedback obtained in the Parents-Teachers Meeting held annually in each department.
- The same are communicated to all through the open bulletins

Table 7 RESULT OF UG PART III EXAMINATION IN THE LAST FOUR YEARS

Programme	Year	Pass Percentage College	No. of First Class Holders (College)
			<b>UG COURSE</b>
BENGALI	2013	56%	x
	2014	48%	02
	2015	44.6%	01
	2016	78%	02
ENGLISH	2013	18%	x
	2014	50%	x
	2015	8%	x
	2016	Not available	x
HISTORY	2013	50%	x
	2014	33%	50
	2015	50%	02
	2016	45%	x
GEOGRAPHY	2013	33%	x
	2014	48%	x
	2015	50%	01
	2016	50%	x
PHILOSOPHY	2013	50%	x
	2014	50%	x
	2015	33%	x
	2016	66%	x
POLITICAL SCIENCE	2013	50%	x
	2014	40%	x
	2015	100%	01
	2016	50%	x
SANSKRIT	2013	N.A.	x
	2014	N.A.	x
	2015	N.A.	x
	2016	N.A.	x
SANTALI	2013	33%	x
	2014	66%	x
	2015	60%	x
	2016	76%	x
EDUCATION	2013	N.A.	x
	2014	N.A.	x
	2015	N.A.	x
	2016	N.A.	x
ECONOMICS	2013	60%	x

	2014	100%	x
	2015	60%	x
	2016	X	x
SOCIOLOGY	2013	X	x
	2014	x	x
	2015	x	x
	2016	x	x
BOTANY	2013	x	x
	2014	40%	x
	2015	2%	x
	2016	50%	x
ZOOLOGY	2013	40%	x
	2014	x	x
	2015	66%	x
	2016	66%	x
PHYSICAL EDUCATION	2013	85%	x
	2014	86%	x
	2015	83%	x
	2016	89%	x
PHYSICS	2013	x	x
	2014	x	x
	2015	x	x
	2016	x	x
CHEMISTRY	2013	x	x
	2014	x	x
	2015	x	x
	2016	x	x
MATHEMATICS	2013	x	x
	2014	x	x
	2015	x	x
	2016	x	x

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

Our institutional mission and goal are to impart liberal education to produce intellectually developed, morally upright, socially conscious and spiritually oriented young people who will serve the society and the nation; simultaneously to equip our students to meet the challenges of a changing world through pragmatic, professionally oriented teaching. The college provides special coaching facilities for the UG student. The college provides the students with books and special study materials for examination. Apart from optimizing the syllabi and updating the teaching methodology the students are motivated towards achieving the best outcomes of the teaching-learning process. The college closely monitors all these programmes.

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

In the introductory classes of any course teachers make the newcomer students aware of the social and economic relevance of the courses. Teachers focus on how the study of the courses can be economically and socially significant by explaining the job opportunities and scope of further studies and research work in the subjects. During the courses departments organize seminars / invited lectures to discuss the issues relating to impact of studying the subject on the Society at large. The college also organizes seminars and talks by experts to emphasize on the prospects of studying different subjects.

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

- The college preserves all relevant information of students. These data are also centrally maintained by the IQAC as well as the Student section and are used to prepare the Annual Quality Assurance Reports and annual AISHE reports. (*See Annex 2.6*)
- The feedbacks obtained in the Parents-Teachers Meeting are also collected and analyzed by the Parents-Teachers Committee and subsequently by the IQAC.
- In the Departmental Meetings, the performance of the students is discussed. Suitable planning is made by each department to overcome barriers that threaten the learning of the students.
- The Career related data of the students are maintained by the Career Counselling Cell.
- The academic progresses of the students are analyzed in the departmental heads' meetings and in the departmental meetings. Departments arrange for remedial classes for the students whose progress is not satisfactory.

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

The departmental output regarding the students' performance is regularly discussed in Teachers' Council meeting. The problems are noted and possible outcomes are suggested in the meeting. The concerned department implements the suggestions and reports the feedback in the next council meeting.

**2.6.7 Does the institution and individual teacher 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 institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning.

The institution and the faculty members assess the students on the basis of the internal examinations like class tests/tutorial tests etc. After the evaluation of the scripts, the departmental faculty members show the evaluated answers scripts to the students pointing out

the deficiencies of the answer. This helps the students to identify and consequently rectify their errors and achieve good performance in the university examinations.

On the basis of the individual assessment of the students, the faculty members guide different students for different openings.

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

The college is fully aware of the fact that traditional educational approaches have resulted in a mismatch between what is taught to the students and what the job market requires. The college is, therefore, poised to gradually move for adoption of problem based learning as a solution to producing graduates who are creative, think critically and analytically to solve problems. In the near future the wants to replace fully the traditional one way teaching pattern and introduce multimedia as an innovative teaching and learning strategy in a problem based learning environment by providing them with a multimedia project to train them in this skill set. If this could be done knowledge will no longer be an end but a means to create better problem solvers and encourage lifelong learning. We are determined to tide over the inadequacies of traditional teaching and make the students learn how to learn via real life problems.

ANNEXURE 2.1 ONLINE ADMINESION

**MSS**

**TAX INVOICE**

To  
The Principal/Teacher - In-Charge  
**Ramananda Centenary College,**  
Lanchara, Purulia

VAT NO:- 19797502024  
CSI NO: 19797502024  
Tax Invoice No :- 104/2013-2016  
Dated: 8/01/2016

SI No.	Description of Items	Qty	Rate (Rs.)	Amount(Rs.)
1.	Software "eCoLEGI" College Admission and College Management Online and Off Line: 1. Dynamic Web Site Preparation 2. Online Student Management (Admission, Meritlist and Cash Collection) 3. Department Management 4. Student Management 5. SMS Facility 6. Notice and Tender Upload 7. Department Profile Upload 8. Cash Book Maintenance 9. College Journal 10. Online Examination 11. Online Marks Entry 12. Attendance Entry 13. AQAR / IQAC and SSR Upload 14. Full Control by Administrator and Principal 15. Feed Back System online 16. Online Grievance 17. Online Alumni Registration and Feedback (b) Web Server and Domain Charge for a server according to your requirement include for one year. (c) Domain: <a href="http://ramanandacentenarycollege.in/">http://ramanandacentenarycollege.in/</a> (d) SQL Server & Dot Net Support (e) SMS Server	1 Unit	1,30,000.00	1,30,000.00
			Sub. Total Rs.	1,30,000.00
			VAT @ 5% Rs.(RCC)	6500.00
			<b>Grand Total Rs.</b>	<b>1,36,500.00</b>
Total Rupees one lac thirty six thousand five hundred only				

Receiver Signature: *[Signature]* 13/1/16

31 G.T. ROAD, DHALDIGHI, BURDWAN

**MSS**  
For MSS  
Proprietor

*paid via cheque 121136 dt-19.1.16*

ANNEXURE 2.2 REMEDIAL COACHING



UNIVERSITY GRANTS COMMISSION  
EASTERN REGIONAL OFFICE  
LB 8 Sector III Salt Lake, Kolkata 700 098

RECEIVED  
DIARY No. 59  
07/09/12

No. MSSKB-003/12-13 (ERO) Date: 07-Sep-12  
 The Accounts Officer S.No 211471  
 University Grants Commission  
 Eastern Regional Office, Kolkata 700 098

Sub : Release of Grant-in-Aid during the Current financial year, during XIIth Plan, to  
**Ramananda Centenary College**

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs. 150000 towards the scheme **Merged Scheme** to the Principal, **Ramananda Centenary College** for the Plan expenditure to be incurred during the current financial year as per details given below:

Purpose of the grant	Approved allocation	Amount already sanctioned	Amount being sanctioned now	Total grant including the grant now being sanctioned
Merged Schemes-XII Plan	(Rs.)	(Rs.)	(Rs.)	(Rs.)
Other area				
Remedial -Recurring	0	0	150000	150000
Total			<span style="border: 1px solid black; padding: 2px;">150000</span>	

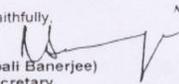
The College is requested to note:

A. SC concentrated districts- SC-50%, ST-35%, General (including Minorities)-15%,  
 B. ST concentrated districts- ST-50%, SC-35%, General (including Minorities)-15%,  
 C. Other areas- Equal distribution amongst the three (SC,ST and General)  
 D. No photocopy of bills/vouchers or the originals and detailed list of purchases should be sent with the accounts submitted unless specifically called for.

1. The sanctioned amount is debitible to the major head 1.b-(i)c-MS and valid for payment during the current financial year only.
2. The amount of the grant shall be drawn by the Accounts Officer (Drawing and Disbursing Officer), University Grants Commission on the Grant-in-Aid bill and shall be disbursed to and credited to grantee as above through Demand Draft.
3. The grant is subject to the adjustment on the basis of Utilisation Certificate in the prescribed proforma submitted by the University/College/Institution.
4. The University/College shall maintain proper accounts of the expenditure out of the grant which shall be utilised only on approved items of expenditure
5. The Utilisation Certificate to the effect that the grant has been utilised for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the closing of the current financial year.
6. The assets acquired wholly or substantially out of the University Grants Commission's grant shall not be disposed or encumbered or utilised for the purpose other than those for which the grant was given, without proper sanction of the University Grants Commission.
7. A register of assets acquired, wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.
8. The grantee institution shall ensure the utilization of grant-in-aid for which it is being sanctioned/paid. In case of non-utilization/part utilization, the simple interest @10% per annum as amended from time to time on unutilized amount from the date of drawal to the date of refund as per provisions contained in General Financial Rules of Govt. of India will be charged.
9. The University/College shall follow strictly all the instructions issued by the Government of India from time to time with regard to reservation of posts to Scheduled Castes and Scheduled Tribes.
10. The University/College shall fully implement the Official Language Policy of the Union Govt. and comply with the Official Language Act, 1963 and Official Languages (used for official purposes of the Union) Rules, 1976 etc.
11. The sanction issues in exercise of the delegation of powers vide Commission Office Order No. 25/92 dated May 01,1992.
12. An amount of Rs. \_\_\_\_\_ out of the grant of Rs. \_\_\_\_\_ sanctioned vide letter No. F. \_\_\_\_\_ (ERO) dated \_\_\_\_\_ has been utilized by the College for the purpose for which it was sanctioned and noted in the Grant-in-Aid Register.
13. The funds to the extent are available under the Scheme.

Copy forwarded for information and necessary action to :

**Ramananda Centenary College**  
Laulara, Purulia  
West Bengal 723151

Yours faithfully,  
  
(Dr. Ratnabali Banerjee)  
Joint Secretary

He/She is requested to abide by these instructions/Guidelines of sanction order.

2. Registrar/ Director, Co-ordinator, College Development Council, SKB University
3. Auditor General, Govt. of West Bengal
4. The Secretary, Higher Education, Govt. of West Bengal
5. The Director of Public Instructions (Higher Education) Govt. of West Bengal
6. Merged Schemes-XII Plan (Dr. Ratnabali Banerjee)  
Joint Secretary

## ANNEXURE 2.3 ACADEMIC CALENDAR

**ACADEMIC CALENDAR – 2014 – 2015****July, 2014**

- 1st week to 3 week : Normal classes for 1st year students  
 2nd week : Provisional admission for 3rd year students  
 3rd week : Commencement of 3rd year classes  
 4th week : Provisional admission for 2nd year students

**August, 2014**

- 1st week : Commencement of 2nd year classes  
 2nd week : Parent- teacher meeting for all Hons. Students.

**September, 2014**

- 3rd week : Normal classes for all years  
 1st periodic Test for 1st and 3rd year (Hons.)

**October, 2014**

- 3rd week : Puja vacation

**November, 2014**

- 3rd week : College reopens  
 4th week : 1st Periodic Test for 2nd year (Hons.)

**December, 2014**

- 1Day : Continuation of normal classes  
 : Observation of World AIDS Day.  
 3rd week : 2nd Periodic Test for 1st and 3rd year (Hons.)  
 23rd –24th : Elections to the Students' Union.  
 25th : Commencement of Winter Recess

**January, 2015**

- 2nd week : Resumption of classes after Winter Recess on  
 2nd January  
 2nd week : 2nd Periodic Test for 2nd year (Hons.)  
 Last Week : College Annual Sports.  
 23rd : Celebration of Netaji Birthday  
 26th : Celebration of Republic Day.

**February, 2015**

- Last week : Normal classes for all years  
 : Selection Test for 3rd year, 3rd Periodic  
 Test for 1st year (Hons.)

**March, 2015**

- 3rd week : Slack session begins.  
 : Classes according to the New time table for  
 1st and 2nd year.  
 3rd week : Selection Test for 2nd year  
 4th week : Selection Test for 1st year

**April, 2015**

- : Special classes for all the years

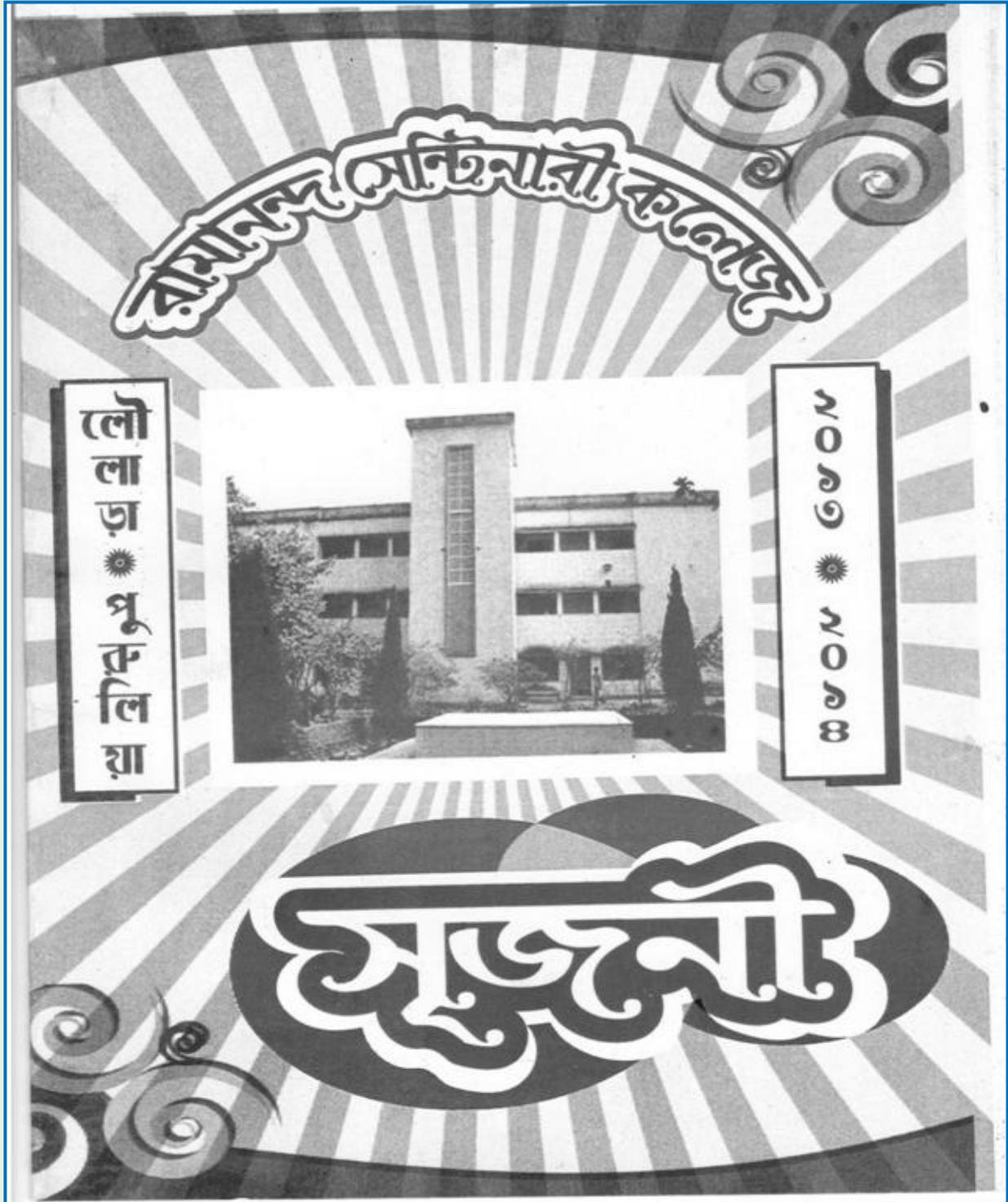
**May, 2015**

- : Special classes for all the years  
 : Observance of Rabindra Jayanti  
 : Summer Recess begins.

**June, 2015**

- 30th : End of academic session.

ANNEXURE 2.4 COLLEGE MAGAZINE



## ANNEXURE 2.5 INFLIBNET



## Information and Library Network Centre

(An Autonomous Inter-University Centre of UG)

सूचना एवं पुस्तकालय नेटवर्क के

(विश्वविद्यालय अनुदान आयोग का स्वायत्त अंतर विश्वविद्यालय के)

## National Library and Information services Infrastructure of Scholarly Content (N-LIST)

## Name and Address of Subscriber

To,  
Principal,  
Ramananda Centenary College,  
Laulara, Pancha...,  
Purulia,  
West Bengal- 723151

Our Ref.: INF/N-LIST/2016/5493

Date : 2015-09-10

Dear Sir,

We are pleased to welcome your college as a new user of NLIST Programme subsequent to successful registration. We are thankful to you for your interest in getting access to e-resources through programme entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)" college component of the UGC-INFONET Digital Library Consortium (formerly funded by the MHRD under its National Mission on Education through ICT).

The N-LIST programme provides access to more than 6000+ e-journals (with back files for 10 years) and 97,000+ e-books. The resources are accessible from <http://nlist.inflibnet.ac.in> as soon as a user from your college login. The five dummy login ID and passwords are enclosed herewith as Annexure I. The lists of E-Resources are enclosed as Annexure II.

**Please note that dummy login ID and passwords will be valid for the period of two months, you are, therefore, requested to send details of faculty and students of your college in the format given in Annexure – III (preferably as soft copy in Excel format).** We will be pleased to create additional login accounts and passwords for your students as soon as we get the desired information in the format given in Annexure-III. I am pleased to enclose write-up on "how to access E-resources available through N-LIST Programme" as Annexure IV. The User Guide is also available on website of N-LIST programme. Please visit the link <http://nlist.inflibnet.ac.in/userguide.pdf> to download the manual and make copies for distribution.

It may be kindly noted that registered N-LIST members can print Annual Membership quotation online <http://nlist.inflibnet.ac.in/printquotation.php> by using registered College/Admin email IDs submitted at the time of registration. Members can also track payment status and print payment receipt online only after realisation of DD/ Multicity Cheque and Bank Transfer. The Invoice can be printed after receipt of payments through <http://nlist.inflibnet.ac.in/ddinfo.php>.

You are requested to kindly visit above mentioned links for printing of quotation, payment receipt and invoice. You may kindly send your queries / feedback at [college@inflibnet.ac.in](mailto:college@inflibnet.ac.in) or call on + 91-079-2326-8243/8244. Thanking you,

PS:

Please note that only admin of the college can use 'college Admin' module which is provided at, **NLIST home page at <http://nlist.inflibnet.ac.in/user/login.php>,** Here Admin can check their DD status, download online receipt / invoice, user details and college usage.

Sincerely Yours

Ashok Kumar Rai  
Scientist - D



### CRITERION III: RESEARCH, CONSULTANCY & EXTENSION

#### 3.1 Promotion of Research

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

NO

##### 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

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

The college authority always encourages the faculty members to actively participate in research work through submission of research projects to UGC and other funding agencies. The measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects are:

- **Autonomy to the Principal Investigator:** Full autonomy is given to the Principal investigator for smooth conduct of the project.
- **Timely availability or release of resources:** Funds sanctioned by the different agencies are released without delay as and when required by the researcher.
- **Adequate infrastructure and human resources:** The College provides major infrastructural facilities like library, laboratory, computer and internet facilities to pursue research activities.
- **Time-off, reduced teaching load, special leave etc. to teachers:** Teachers in general are permitted to carry out their research work during summer and Puja vacations. They can also pursue their work during the winter recess. Besides, one day per week is allotted for preparatory/research work. There is also a provision for Study Leave for completing research work. Teachers who are pursuing M.Phil./ Ph.D. and required to attend Course Work are provided with flexible working schedule. Duty Leaves are given to interested teachers who will (*Fig3.1*) present papers/participate in seminars and conferences. (*See Annex 3.1*)



FIGURE 3.1a FACULTY PRESENTING PAPER AT A CONFERENCE



FIGURE 3.1b FACULTY PRESENTING PAPER AT ANOTHER CONFERENCE

- **Support in terms of technology and information needs:** Laboratory facilities, equipments, Satellite imagery, Internet, LAN and other ICT enabled research support system, etc. are made available to the researchers.
- **Facilitate timely auditing and submission of Utilization Certificate to the funding authorities:** All research grants and expenditure are audited by qualified auditors. The audit report and Utilisation Certificates are sent to the funding agencies within the time specified.

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

As the primary objective of the Institution is to develop undergraduate teaching, the scope for enhancing scientific research is very limited. However, teachers attempt to usher in a scientific temper through preparation of reports on educational tour, field survey, visit to active professional fields like mines, industries etc. It is ensured that post visit reports are prepared in a logical and scientific way. In the class rooms students are being acquainted with in-depth analysis of a given issue.

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

The guidance of the students in research is beyond the scope of the Institution. Still some of faculty members are involved in investigating different types of research project individually. Two faculty members have had their Proposals sanctioned, of which one teacher has successfully completed the Project. The details of both (One completed and another sanctioned) are given below. (*See Annex 3.2*)

**Table 1**

<b>Name of the Investigator</b>	<b>Shovan Ghosh</b>
<b>Title of project</b>	The Physico-Societal barriers of access and success of School Education at Pancha block of Purulia District-one of the backward districts of West Bengal
<b>Period</b>	<b>13-3-2012 to 31-3-2014</b>
<b>Funding Agency</b>	UGC Minor research Project
<b>Status</b>	Completed and final report submitted
<b>Sanctioned Amount</b>	<b>Rs.107000/-</b>

**Table 2**

<b>Name of the Investigator</b>	<b>Debasis Das</b>
<b>Title of project</b>	Production-Inventory Models with Trade Credit Under Uncertain Environments Using Meta Heuristic Algorithms
<b>Period</b>	<b>Two Years</b>
<b>Funding Agency</b>	UGC Minor research Project
<b>Status</b>	Sanctioned
<b>Sanctioned Amount</b>	<b>Rs.260000/-</b>

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

Table 3

Sl.No	Date	Department	Title/Type	Amount	Funding Agency
01	20 <sup>th</sup> June 2013	Secretary Hensla Haraparbati Club	Save the Girl Child/Sensitization		
02	3 Dec.2013	Principal & Mataji Niharika	Art of Mind Control/Training		
03	9 <sup>th</sup> July 2014	Debasis Bhattacharya	Employment/Workshop		
04	9 <sup>th</sup> July 2014	Debasis Bhattacharya	Mind Control/Seminar		
05	25 <sup>th</sup> July 2014	Dr.Tapas Chatterjee	Mathematics made easy/Workshop	75000	UGC
06	4 <sup>th</sup> August 2014	Sandip Sen/ Dr.Chandidas Mukherjee	Scientific Thought of Rabindranath Tagore & Acharya Prafulla Ch. Roy/Seminar	(75000)	UGC
07	21 August 2014	Swapan Banerjee/ Dr.Chandidas Mukherjee	Swami Vivekananda— the icon of the youths/Seminar	72000	UGC
08	25 <sup>th</sup> July 2014	Debasis Bhattacharya	Placement in CPAT/Training		
09	4 <sup>th</sup> August 2014	Debasis Bhattacharya	Beauty Care/Workshop		
10	21 August 2014	Debasis Bhattacharya	Orientation of “C” Cert Pass Students		

11	21 August 2014	Debasis Bhattacharya	Beauty Parlour/ Workshop		
12	18 <sup>th</sup> November 2014	Debasis Bhattacharya	Employment/Workshop		
13	25 <sup>th</sup> November 2014	ISKCON	Myths of Religion/Awareness Building		
14	13 <sup>th</sup> January 2015	Debasis Bhattacharya	Employment/Workshop		
15	5 <sup>th</sup> February 2015	Debasis Bhattacharya	Employment/Workshop		
16	4 <sup>th</sup> March 2015	Debasis Bhattacharya	Employment/Workshop		
17	17 <sup>th</sup> March 2015	Addl. Dist Judge, PRL	Role of the District Legal Aid Cell/Training		
18	19 <sup>th</sup> March 2015	R.C. College	Placement of Minority & S.C/Training		
19	March 2015	Sujoy Banerjee & Ashoke Mahato	Yoga/Training		
20	9 <sup>th</sup> April 2015	Debasis Bhattacharya	Employment/Workshop		
21	5 <sup>th</sup> August 2015	Dr. D.R. Mandal V.C, S.K.B.U & Others	Internal Quality Assessment on NAAC Assessment/ Seminar		
22	6 <sup>th</sup> August 2015	Dr. Priyanath Halder, Dr.Chandidas Mukherjee & Others	Celebration of 150 <sup>th</sup> Birth Anniversary of Ramananda Chatterjee		
23	7 <sup>th</sup> August 2015	Prof. Hemanta Kr. Majumder &	Building up a scientific temper/ Seminar		

		Others			
24	11 <sup>th</sup> August 2015	Debasis Bhattacharya	Employment/Workshop		
25	27 <sup>th</sup> August 2015	Debasis Bhattacharya	Employment/Workshop		

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

The college has Rural Development as its prioritized research area and is in search of available expertise. However, assistance is always available with us from MANT, a local NGO of National repute given to rural development. Of late the college has become a collaborative partner of Vigyan Prasar, Department of Science and Technology, Govt. of India and has selected the tribal adolescence girls as the theme for research with MANT supplying the expertise. The college envisions transforming itself into a rural university and the matter has already been set rolling.

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

The college schematically invites researchers of eminence to pay a visit to the campus and interact with the faculty and the students. Our record shows that Teachers and Scientists from eminent Institutions of India regularly visit the College and interact with the teachers/students to motivate them for future research by supplying the knowhow in this respect. A list of visitors is given in section 3. 7. 4.

### 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?

Approximately 15% of the full-time teachers are engaged in active personal research and utilize sabbatical leave for research activities. The research activities carried on by such teachers contribute two types of benefits to the institution viz; the institution is being constantly enriched by the equipment purchased by the researchers and the same are regularly being used by other faculty members for their own academic purposes, and thus a research culture is slowly gaining ground in the campus.

### 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)

No initiative has yet been taken

## 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.

Nil

- 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

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

Nil

- 3.2.4 How do 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.**

Nil

- 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 research equipment of various departments is used regularly and freely by the staffs and students of the respective department. For optimum use an attendance register is maintained and the time slot for the use of the instrument is booked.

- 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.**

Nil

- 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.**

The college motivates and spurs on the faculty to go for a research and arranges all possible means to enable them to complete the process. The college green signals all such enterprises on the part of the teachers. The college, primarily being an undergraduate teaching institution, has no resource for supporting research. However, we acknowledge with gratefulness that the external funded projects in various departments have enriched the department itself and thereby paved the way for more effective teaching of the subject. The details of the project with grants available in each case are provided in section 3.1.5.

### **3.3 Research Facilities**

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

- Advanced research equipment such as microscope, high precision weighing machine, Spectrometer, micro voltmeter, digital storage CRO with computer interface, Telescope, Polari meter, Global Positioning system (GPS), Digital Theodolite etc. are easily accessible to the students.
- Advanced software like CAMS, TALLY (ERP) etc.
- Integrated Remote Sensing and GIS Software like TNT Maps Basic, 21<sup>st</sup> Century Professional

- Internet facilities through Computer at Library reading room and use of data-base server are accessible to the students and the research scholars.

**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?**

Not framed as yet

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

NO

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

Nil

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

No specific arrangement is there.

**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.**

Nil

**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): Nil
- Original research contributing to product improvement: Nil
- Research studies or surveys benefiting the community or improving the services: Nil

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

NO

**3.4.3 Give details of publications by the faculty and students (in last 4 years):(See Annex 3.3)**

**RESEARCH PUBLICATION BY FACULTY**

- **Department of Political Science:**

 **Tanmoy Dutta**

- 1) 2012. In search of Indian nation: Introspection of Swami Vivekananda' in "Swami Vivekanandar Vikshney Jatiya Samhati o Uttaran(ed) ISBN:-9789380761268

 **Dr. Chandidas Mukhopadhyay**

- 1) Samajtattya o Bharatiya Samaj(ISBN-) Progressive Publisher, Kolkata 2011
- 2) Samakalin antarjatik Samparka(ISBN-)2015
- 3) Higher Secondary Political Science (in Bengali) Text Book for Tripura Board 2014
- 4) Prkalpa Project Work (Class XII) 2014 West Bengal Board
- 5) Higher Secondary Political Science (In Bengali Text Book for West Bengal 2015)
- 6) Prkalpa Project Work (Class XI) 2014 West Bengal Board
- 7) Rastrabigyan Samagra, Dey Book Concern, Kolkata, 2008
- 8) Rastrabigyan Samagra ( 4<sup>th</sup> Paper) Dey Book Concern, Kolkata, 2008
- 9) Ucchya Madhyaymik Rastrabigyan, Dey Book Concern, Kolkata 2008
- 10) Rastrabigyan ( Rajnaytik Tatya) Dey Book Concern, Kolkata 2008
- 11) Tulanamulak Sarkar o Rajnaytik Babystha ) Dey Book Concern, Kolkata 2008
- 12) Bharatya Sasanbabystha o Rajnity, ) Dey Book Concern, Kolkata 2008

• **Department of History:**

 **Chanchal Adhikary**

- 1) 2013 Upendra Nath Barman And Caste Politics Among The Rajbanshis Of North Bengal, Voice Of Dalit, Vol. 6, No. 2, ISSN 0974- 3545
- 2) 2014 The Kshatriya Movement Among The Rajbanshis Of North Bengal And The Agrarian Society, Quarterly Review Of Historical Studies, Vol. LIII, No. 3&4, ISSN 0033-5800
- 3) (2014). Land Grants And The Brahmanas In Pundra-Varendri: A Study On Some Inscriptional Evidences From Early Medieval Bengal, Indian Historical Studies, Vol. XI, No. 1, ISSN 0973-2713
- 4) 2013 The Violence Of Partition (1947) And The Bengalese As The Refugees With Special Reference To Sital Kuchi Police Station, Cooch Behar, RURAL OUT-MIGRATION IN INDIA: PROBLEMS AND PROSPECTS Ed. By Dr. G. Sharma, ISBN 978-81-926968-0-5
- 5) Archaeology And Antiquities Of North Bengal: Role Of Akshay Kumar Maitreya(1861-1931) And Varendra Research Society (1910), Journal Of Indian History
- 6) Land Grants In Gupta Period: A Study On The Discovered Inscriptional Evidences From Pundravardhana-Bhukti, North Bengal Past And Present Ed. By Prof. I. Sarkar
- 7) Organization Of The Merchants In The Rural Markets Of Early Medieval North Bengal Quarterly Review Of Historical Studies

• **Department of Bengali:**

 **Dr. Ramsankar Pradhan**

- 1) Sadhabar Ekadashi:Samakaler Pratirup
- 2) Dai-yala:Amaler Kalpanar Pratirup Dakghar,ISBN -97893-83016- 14-3
- 3) Shyamal Gangopadhyay er Jiban O Shahitya ISBN-978-81-922498-7-2
- 4) Bankim Biday-Gobinda Ch. Das ISBN-978-81-929245-8-8

 **Debabrata Mandal**

- 1) Rabindra Golpa Nari Mukti Ba Nari Progoti,Page-113, Malati Puthi, National (2010)
- 2) Tarashankar Golpa Joibyaprobitty,Page-09, Sahimtya shanai, National
- 3) Yogajog O Bhanga Somparka Page-35, Kalamar Mukh, National

- 4) Sabhyatar Prekhya pata otiter smriticharayan, Page-18, Swastya Alapan, ISSN-2278-4659, Peer Received
- 5) Srikrishna Krittnayar Srikrishna, Page-27, Swastya Alapan, ISSN-2278-4659
- 6) Lokgaan baulgaan page-13, Swastya Alapan, ISSN-2278-4659

- **Department of Santali:**

-  **Dayal Chandra Mandal**

- 1) Nimjhar Mela, Page No – 14 Serma – 61, April 2008, Hor Sombad, State Govt. Dumka (Jharkhand)
- 2) Johar Baba, Page – 37 Serma – 62 July 2008. Hor Sombad State Govt. Dumka (Jharkhand)
- 3) Hindi Re Lar – Charok Kan Sabad Ko Reak Santali Re Arang Lekate Bonodol (Pronunciation Of Santali Incoming Words) University Smarika – 2009, (Skmu, Dumka). University Smatika State Govt. Skmu, Dumka (Jharkhand)
- 4) Adibasi Jiyak Jiyon Charit, Page No. -30-32 Serma – 64, April 2011. Hor Sombad State Govt. Dumka (Jharkhand)
- 5) Disam Sereng Reyak Santali Te Torjoma, Page No. – 30 Serma – 65, February 2012. Hor Sombad State Govt. Dumka (Jharkhand)
- 6) Esel Kuri, Page No. – 17 Smarika, (19<sup>th</sup> to 26<sup>th</sup> February 2016) Rajkiya Janjatiya Hijla Mela Mahotsav, Dumka. Smarika Rajkiya Janjatiya Hijla Mela Mahotsav, Dumka State Govt. Dumka (Jharkhand)
- 7) Maner Katha, Page No. -58 Year 33, Vol. – 2 Phalgun - Chatra 1422, (March – April 2016) Ajker Yodhan State Rupnarayanpur (W.B)

- **Department of Economics:**

-  **Amal Kumar Datta**

- 1) K.K Datta, R.K Sharma & Amal Kumar Datta (1988) Factors Influencing potato Acreage in Himachal Pradesh A study in Lahaul-Spiti District, Agricultural Situation in India, Directorate of Economics and Statistics Department of agriculture and Co-operation Ministry of Agriculture. pp. 671-674
- 2) K.K Datta, S.S.Datta & Amal Kumar Datta (1989) Productivity, Profitability and Financial Possibility in capture Fishery-A Study in Orissa Coast, Indian Journal of Agricultural Economics, India Society of Agricultural Economics, April-june, Vol- XLIV No-2, ISSN0019-5014, PP-150-158.

- **Department of Mathematics:**

-  **Dr. Debasis Das**

- 1) (2010) Improving production policy for a deteriorating item under permissible delay in payments with stock dependent demand rate, Computers and Mathematics with Applications, Elsevier, vol.-60, No.7, ISSN 0898- 1221
- 2) (2010) A production-inventory model for a deteriorating item incorporating learning effect using Genetic Algorithm, Advances in Operations Research, Hindawi Publishing Corporation, vol.-2010, doi: 10.1155/2010/146042, ISSN 1687-9147(p) ISSN: 1687-9155 (e)
- 3) (2010) Two-warehouse production model for deteriorating inventory items with stock-dependent demand under inflation over a random planning horizon, Central

- European Journal of Operations Research, Springer, vol.-2010, doi: 10.1007/s10100-010-0165-4. ISSN 1435-246X(p),ISSN1613-9178(e)
- 4) (2011) A volume flexible economic production lot-sizing problem with imperfect quality and random machine failure in Fuzzy-stochastic environment, Computers and Mathematics with Applications, Elsevier, vol.-61, No.9, 2011, ISSN 0898- 1221
  - 5) (2011) Optimal payment time for a retailer under permitted delay of payment by the wholesaler with dynamic demand and hybrid number cost parameters, OPSEARCH, Springer, vol.-48, No.3, 2011 ISSN:0030-3887(p) ISSN: 0975-0320 (e)
  - 6) (2011) A multi-warehouse partial backlogging inventory model for deteriorating items under inflation when a delay in payment is permissible, Annals of Operations Research, DOI 10.1007/s10479-014-1691-6, 2014, ISSN 0254-5330
  - 7) (2012) A Multi-item Inventory Model for Two-stage Production System with Imperfect Processes Using Differential Evolution and Credibility Measure, International Journal of Operational Research, Vol. 9, No. 2, 87–99 (2012), ISSN online: 1745-7653 ISSN print: 1745-7645
  - 8) (2013) Two-warehouse production inventory model for a deteriorating item with time-varying demand and shortages: a genetic algorithm with varying population size approach, DOI 10.1007/s11081-013-9223-9, ISSN 1389-4420
  - 9) (2015) A production-inventory model with permissible delay incorporating learning effect in random planning horizon using Genetic Algorithm Journal of Industrial Engineering International Springer ISSN;2251- 712X(P),ISSN;1735- 5702(P) DOI 10.1007/s40092-015-0121

- **Department of Geography:**

-  **Dr. Shovan Ghosh**

- 1) (2009) Problems and Management of Bio-medical Waste in Different health Care Units of Hooghly-Chinsurah Municipality, pg—111-131., Journal of Indian Geographical Foundation, Practising Geographer 13 (2), winter 2009. ISSN 0975-3850, National
- 2) (2010), First generation Learners –Caught between two Worlds: An enquiry into Dhaniakhali Block, Hugli District W.B. 197-227, Journal of Indian Geographical Foundation, Practising Geographer 14 (2), Summer 2010. ISSN 0975-3850, National
- 3) (2010), Domestic violence Against Women:-A Study from Hugli District, West Bengal, 101-117. MS ACADEMIC, ISSN 2229-6484, International, refereed journal,
- 4) (2011), the Societal Momentum of Access and Success of Schooling at Pancha Block of Purulia District, West Bengal. 01-17, Pritam Publications, Advanced Journal of Geographical World, (AJGW) vol 1(2), June 2011, ISSN-0976 7010. National, peer reviewed.
- 5) (2012), Looking Into the Gendered Space: Through the Eyes of the Downtrodden Women. p-247-256., Journal of Landscape Systems and Ecological Studies, Vol 35(1), 0, ILEE, Kolkata, p-247-256, June 2012., ISSN-0971-417, National
- 6) (2012), Stagnation of education among Primitive tribes- a case study on Sabar Tribe....., Hill geographer, NEHU., Peer-reviewed,
- 7) (2012), Direct and Opportunity Costs of Schooling a Girl Child:--A case Study of Pancha Block of Purulia District, West Bengal, India. pp-376—381., International Journal of current Research, IJCR, Vol 4, issue 12, dec, 2012., ISSN NO.—0975,833x, International Peer Reviewed
- 8) (2012), Problems of education among Scheduled tribes in India: Finding. A balance, Geo-Analyst, North Bengal Geographical Society., ISSN—2249—2909 Indexed in Doaj, peer reviewed.

- 9) (2012), Poverty, Child Labour and Access of Schooling in India: - Finding the gaps. pp. 203-219, Asian Journal of Research in Social science and Humanities, vol3, issue 1, January 2013, Asianresearch Consortium. ISSN –2249-7315, Peer Reviewed refereed International.
- 10) (2013), Measuring Educational attainment in purulia district by block level, pp. 199-journal, 2013. ISSN 2229-6484, International refereed.
- 11) (2014) The inner contradictions of high school education in urban areas of West Bengal, India:- an analysis of a sample survey, SPECTRU Mjournal of multidisciplinary Research, Pinnacle Research Journal, vol.3, issue 2, February 2014. ISSN:--2278-0637(Online), International peer-reviewed.
- 12) (2014) The silent exclusion of first generation learners from educational scenario- a profile from puncha block of purulia district, West Bengal., International Journal of Development Research, 2230-9926, International peer-reviewed Impact Factor:-- 0.471 (2013)
- 13) (2014), Problems and planning for an efficient rural linkage stem with reference to puncha block of purulia district, West Bengal. Weekly Science Research Journal, Vol-1, Issue-34, 13<sup>th</sup> March 2014. DOI: 10.9780/2231 7871/1202013/53 , International peer-reviewed 2.1506(UIF)
- 14) Mr. Shovan Ghosh, dictation Infrastructure Index: An Attempt on Hugli District, West Bengal. PANCHAKOTESAYS Vol.-5, No.-1, May 2014. Summer Issue. Pp. 102-111., 0976-4968, International, referred
- 15) Mr. Shovan Ghosh, A comparative study of Street Vendors in India – an integral part of urban economy. Practicing Geographer Vol. 19, No. 1, summer 2015, pp.-77-88. 0975-3850, Peer-reviewed.
- 16) Mr. Shovan Ghosh, Hard realities of school education in rural areas:-a profile of Balagarh block, Hugli, west Bengal, Eastern Geographer, Utkal University. Orissa. Accepted and be published shortly, peer reviewed.
- 17) Mr. Shovan Ghosh, Connectivity pattern of roads at puncha block of purulia district, West Bengal, Human implications of environmental change, be published from Kaji Nazrul Mahavidyalaya, , Churulia, Asansol., Accepted and be published shortly., peer reviewed
- 18) Mr. Shovan Ghosh, Measuring educational and achievement Index:-- An attempt on Puncha Block, Purulia District. West Bengal., Be published from Geography Department, Bankura Christian College, Bankura, West Bengal., Accepted and be published shortly. New Delhi Publisher, peer reviewed
- 19) Mr. Shovan Ghosh, the Hidden alphabet:--educational deprivation of Girls of puncha block, Purulia District, West Bengal. Pp 129-162., edited book—Issues in Development and Sustainability, 2013, Md. Julfikar Ali & Md. Shamin Firdous SB Enterprise, Kolkata, ISBN—978-81-922957-3-2., Section C:-Women and Socio-economic issues in development.
- 20) Mr. Shovan Ghosh, Battle for School?—Hindrances of Access and success of girls Education in Puncha Block, purulia District. UGC sponsored National Seminar on Education for Sustainable Development in 21<sup>st</sup> Century, Union Christian Training College, Beharapore, and Murshidabad. 978-81-9255-36-0-3. Peer Reviewed.

- **Department Of Chemistry:**

 **Dr. Soumen Mistri**

- 1) (2015), Bis-chelated- (3-methoxy-2-oxo-benzaldehyde) - copper (II) complex: Synthesis, crystal structure, fluorescence property, DFT calculation, and catecholase activity, Polyhedron, 2015, 88, 101–109.

- 2) (2015), 3D Supra Molecular networks of Mn(II)-5-sulfosalicylate assembled with 4,4'-dipyridyl N,N'-dioxide and 4,4'-dipyridyl: Structure, photoluminescence and DFT calculations, *Polyhedron*, 2015, 89, 250-259.
- 3) Oxalato-bridged oligonuclear complexes of cadmium (II) / lead (II) with bipyridine coligands: Synthesis, crystal structure, electronic spectra, density functional theory calculation, and effect of organic compounds on the fluorescence property, *Inorganica Chimica Acta*, 2014, 409, 528–537.
- 4) The supra molecular assembly of tetra aqua-(pyridine-2, 5-dicarboxylato)-copper (II) complex: Crystal structure, TD-DFT approach, electronic spectra and photoluminescence study, *Journal of Coordination Chemistry*, 2014, 67, 1174-1185.
- 5) Syntheses, crystal structures, and magnetic properties of metal-organic hybrid materials of Mn(II)/Co(II): Three-fold interpenetrated a-polonium-like network in one of them, *Crystal Growth & Design*, 2014, 14, 3276-3285.
- 6) Synthesis, crystal structure, solid state electronic spectra and thermal study of three cobalt(II)-selenocyanate complexes: in situ room temperature transformation of 4,4'-dipyridyldisulfide to 4,4'-dipyridylsulfide, *Inorganica Chimica Acta*, 2014, 413, 166–173
- 7) Fluorescent bis-chelated-1, 10-phenanthroline-azido-copper (II) complex for selective sensing of aniline, *Polyhedron*, 2013, 50, 333–338.
- 8) A 3D coordination polymer of Sm (III) using inorganic sulphate and organic succinate building blocks, *Acta Chimica Slovenica*, 2013, 60, 5–9.
- 9) Tetra carboxyl to-bridged copper (II) complexes with ancillary N-chelating legends: Syntheses, crystal structures and effect of aromatic compounds on the fluorescence property, *Polyhedron*, 2013, 49, 252–258.
- 10) Cu (II) complexes of pyridine-2, 6-dicarboxylate and N-donor neutral ligands: Synthesis, crystal structure, thermal behavior, DFT calculation and effect of aromatic compounds on their fluorescence, *Inorganica Chimica Acta*, 2013, 405, 331–338.
- 11) A rare supra molecular assembly involving ion pairs of coordination complexes with a host–guest relationship: synthesis, crystal structure, photoluminescence and thermal study, *CrystEngComm*, 2012, 14, 7415-7422.

 **Dr. Lalan Chandra Mandal**

- 1) (2012), Crystal structure of -D-glucopyranosyloxy)-5, 7-dihydroxy-2-(4-□3-(hydroxy-3-methoxyphenyl)-4H-1-benzopyran-4-onetrihydrate. X-ray-Structure Analysis Online, 2012, 28(2), 15-16. 1883-3578
- 2) (2011), A new labdane diterpene from *Rauvolfia tetraphylla* Linn. (Apocynaceae), *Journal of Chemical Research* 2011, 35(12), 678. 1747-5198
- 3) (2011), Evaluation of Antimicrobial Potentiality of Two Flavonoids from *Limnophila* Plants, *Chemistry and Biodiversity* 2011, 8, 1139-1151, 1612- 1872 (PRINT); 1612-1880 (ONLINE)
- 4) Dr. Lalan Chandra Mandal, (2011), Stevioside and related compounds – Molecules of Pharmaceutical Promise: A Critical Overview. , *Archiv der Pharmazie – Chemistry in Life Sciences* 2011, 1, 5-19. 0365-6233 (PRINT); 1521-4184 (ONLINE),
- 5) (2011), Lupeol, a pharmaceutically potent triterpenoid, from the ripe fruits of *Rauvolfia tetraphylla* L. (Apocynaceae), *Journal of Indian Chemical Society* 2011, 88, 303-305. 0019-4522
- 6) (2010), A new long-chain secondary alkanediol from the flowers of *Argemone Mexicana*. *Journal of Chemical Research* 2010, NOVEMBER, 1747-5198 7. Cyclic voltammetric studies with plant extracts of some traditionally used Indian medicinal plants to evaluate their antioxidant potential; *Biochemistry-An Indian Journal*, 2009, 3(1), 32-35. 0974 – 7427

- 7) (2009), Cyclic voltammetric studies with plant extracts of some traditionally used Indian medicinal plants to evaluate their antioxidant potential; *Biochemistry-An Indian Journal*, 2009, 3(1), 32-35. 0974 – 7427
- 8) (2008), Cyclooxygenase (COX) — inhibitory flavonoid from *Limnophila heterophylla* RASAYAN — *Journal of Chemistry* 2008, 1(2), 288-291. 0974-1496 (Print), 0976-0083 (Online)
- 9) (2008), 5-Hydroxy-3, 7, 4'-trimethoxyflavone from *Cheilanthes farinose* Kaulf (*Cheilanthaceae*); *Journal of Indian Chemical Society*, 2008, 85, 546-547. 0019-4522

 **Sourav Baxi**

- I. NASI Award, Kolkata Chapter.
- II. National Science Day Award, Science Association of Bengal and DST
- III. Teacher's day Award, Dr. B.C.Roy Memorial Committee, Prayas Group Kolkata.

• **Department of Physics:**

 **Soumendra Nath Ruz**

- 1) Canonical formulation of the curvature-squared action in the presence of a lapse function, Abhik Kumar Sanyal, Subhra Debnath and Soumendra Nath Ruz. *Class. Quantum Grav.* 29 (2012), 215007 (24pp), Doi:10.1088/0264-9381/29/21/215007
- 2) Singularity Free Stars in (2+1) Dimensions, Farook Rahaman, Ayan Banerjee, Irina Radinschi, Sumita Banerjee, Soumendra Nath Ruz, *Int J Theor Phys.* 10(2012), Doi:10.1007/s10773-012-1406-1
- 3) Why Noether Symmetry of F(R) Theory Yields Three-Half Power Law? Kaushik Sarkar, Nayem Sk, Soumendra Nath Ruz, Subhra Debnath, Abhik Kumar Sanyal, *Int J Theor Phys*, 01(2012), Doi: 10.1007/s10773-012-1471-5.
- 4) Euclidean Wormholes in minimally coupled scalar fields, Soumendra Nath Ruz, Subhra Debnath, Abhik Kumar Sanyal and Bijan Modak, *Classical and Quantum Gravity* 08(2013); 30:175013. Doi:10.1088/0264-9381/30/17/175013.
- 5) Canonical formulation of scalar curvature squared action in higher dimensions, Subhra Debnath, Soumendra Nath Ruz, Abhik Kumar Sanyal, *Physical Review D* 08(2014); 90:047504. Doi:10.1103/PhysRevD.90.047504
- 6) Validating variational principle for higher order theory of gravity, Soumendra Nath Ruz, Kaushik Sarkar, Nayem Sk, Abhik Kumar Sanyal, Accepted in *Modern Physics Letters A*.
- 7) Resolving the issue of branched Hamiltonian in Lanczos-Lovelock gravity, Soumendra Nath Ruz, Ranajit Mandal, Subhra Debnath, Abhik Kumar Sanyal, Under revision.
- 8) Different routes to Canonical formulation of Curvature squared gravity. Soumendra Nath Ruz, Ranajit Mandal, Subhra Debnath, Abhik Kumar Sanyal Under revision.

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

- Research awards received by the faculty – **Nil**
- Recognition received by the faculty from 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?

Our college is in an industry starved area –it has made it difficult for us to arrange an interface with the industry. However, during exposure visits we sometimes succeed in arranging an interface with the industries visited.

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

The college has no stated policy to promote consultancy. The only consultancy that is made available to the students is the career guidance consultancy run under the auspices of the Career Guidance Cell. Rural development advisory programs are arranged by NSS in different villages in association with MANT, an NGO of national repute. The expertise of the NGO is utilized to the full and network of the NGO does the publicity required.

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

Whenever the college is approached by some external source for making available a resource person to utilize his expertise for a given purpose the college complies. The teacher concerned is encouraged to espouse the cause and provide the consultancy required.

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

##### A. Broad Areas:

- 1) Education
- 2) Hygiene and Sanitation (Nirmal Bangla Mission)
- 3) Adolescence Health
- 4) Socio Economic Issues with the help of Community Radio Station
- 5) Women Empowerment & Save the Girl Child along with Kannyashree

##### B. Major Consultancy Services:

The High Schools of the locality seek consultancy services regarding betterment of the academic standard within the existing infrastructure. The BDO of Puncha Block takes the NCC unit into confidence and arranges consultancy through it for advocating total sanitation in the villages. The NSS units provide free consultancy to the people of the area for their social wellbeing. The community radio station has recorded programs which are played during narrowcast on the issues that relate to the people in general. Consultancy, as sought for by the Puncha Block (Panchayat Samity), is also provided for formation and stabilization of the SHGs of women with the ultimate goal of women empowerment.

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

**Consultancy is provided free of cost.**

**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 6 number of college NSS units are used to get the college bridged up with the community. Yearlong programs for the uplift of the community are being conducted in the adopted backward villages through awareness generation and focus group discussion programs on health, education, water and sanitation, women and child development etc. The community radio station is an effective tool for social and behavior change communication. Involvement of students in the activities is the primary demand of the entire business and when they pass out of the college, they certainly are better and socially responsible citizens than they, prior to their entry into the college, were. It is gathered that some such socially motivated students have completed their MSW and are actively involved in the social platforms for bringing about a social regeneration.

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

The NSS units are advised to keep the documents of the activities being performed by the students. The attendance of students are kept in files and their performance is scaled in a special manner—by supervision, feedback from the beneficiaries—in order to find out the best performer, who is awarded with a medallion each year declared as the best NSS volunteer of the year and for this an endowment fund has been generated by the college. The NCC unit has to follow a set pattern prescribed by the Govt. to track the involvement of students in the activities taken up by it.

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

- ❖ Departmental review meetings with the students.
- ❖ Tripartite meeting of Principal – Parent –Teacher.
- ❖ Students' feedback at the time of their leaving their college.

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

The departments including the NSS units plan their own programs and inform the Principal of it in writing and it is then officially placed in the meeting of the GB for its acceptance and placement of funds, if need be. The GB freely offers suggestions for inclusion of any particular event/issue in the scheme of things drafted by the departments. Thus the program of a department becomes the program of the college. The program, however, is entrusted to the concerned department for organization.

Table 4 Budget of NSS Seminars and Special Camps

Department	Activity	Amount	2011-12	2012-13	2013-14	2014-15
NSS	Special Camping program	Grant Received	22500	22500	22500	22500
		Previous Balance	Nil	Nil	Nil	Nil
		Total Amount	22500	22500	22500	22500
		Expenditure	22500	22500	22500	N.A
NSS	Normal Activities	Grant Received	9000	22000	Nil	22500
		Previous Balance	3622	2050	8277	1536
		Total Amount	12622	24050	8277	24036
		Expenditure	10665	16022	6741	N.A
NSS	Blood Donation camp			4000	4000	
NSS	Awareness on Thalasaemia	From Normal NSS funds				
NSS	Training on Vermicomposting RP—Krishi Vigyan Kendra, Purulia	From Normal NSS funds				
NSS	Training on Kitchen garden to women in the adopted villages	From Normal NSS funds				

**Overall Impact on the Students:** The intended activities involving the students as primary objects fostered the leadership development in them along with building up of them a responsible citizenry. The socialization process got initiated and that is found to be more pronounced in future. Students learn that education is not all that the college could give it is to be closely associated with awareness and that will ensure their social well being.

**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 college over the years has build up a rich tradition of social service through its NSS /NCC units. This exacts a force upon a new entrance to be a part of the process. Moreover, each year, as the session gets started, a meeting with the freshers in presence of the faculty is being held to emphasize upon the social responsibility chapter of their studentship in the college. Applications for enrollment are them invited and selection is done.

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

No formal Survey or research has ever been done by the college in this respect. Only the NSS units have conducted demographic and Need Assessment surveys of their respective adopted villages. However, due attention is paid at the time of involvement to ensure social justice for the social underdogs and their subsequent empowerment.

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

Through extension activities students realize their status and role in the social setup and understand their surroundings and environment. They participate in different cultural programs of the locality and become acquainted with the local culture. They share their experience by writing story, essay and poem in college magazine and local news papers and the Community Radio. Through these activities they inculcate in them writing skill, oratory, responsible social behavior and synchronize them with their academic learning.

**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?**

Prior to holding any program in a village, a meeting with all the villagers is held under the auspices of NSS. Care is taken to explain to the villagers the positive outputs that are likely to visit them provided they actively participate in the proceedings that will follow. In fact, it is the befriending stance of NSS, for that matter the college that ensures the participation of the villagers in the outreach activities organized by the college. To impress the villagers and to bring them into the fold, the following activities are also held:

- NSS volunteers regularly perform free education program at the adopted villages and they motivate, also train the children of the villages to learn dance, music. NSS volunteers provide footballs to the children to play.
- NSS volunteers give support to the villagers having good cultural abilities and arrange cultural programs frequently to give them a platform to perform.
- To encourage the local artistes of the villages, cultural programs are arranged in collaboration with the Manbhumi Baul Sampraday. The same are recorded and kept in the archive of the Community Radio Station for broadcast in due course.
- Health Awareness Programs and Free Health Check up Camps are arranged in the adopted villages.

**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.**

The college carriage extension activities with many institution, such as

- A Community Radio Centre funded by UNICEF has been running within the college premises in active partnership with MANT, an NGO.
- MANT (Manbhum Ananda Ashram Nityananda Trust) and KVK, Purulia organize various social awareness programs in collaboration with the college. In fact, over the years a collaborative partnership has been developed with MANT, the sponsor and founder of the college itself
- Pancha Block Hospital organizes various health awareness programs at frequent intervals in collaboration with the college.
- Block Development Office, Pancha, Purulia organizes advocacy program on Nirmal Bangla Mission
- Science Exhibition through mobile science van in collaboration with the District Science Centre, Purulia.
- First Aid training program in collaboration with Students' Union & Arambag Health Guide & Red Cross Society, Hooghly, W.B
- Youth Parliament on yearly basis is organized in collaboration with the Block and District Administration.

**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.**

- Two cadets of NCC were selected for participation in 15<sup>th</sup> August Parade at Lal Killa, New Delhi.
- Programme officer of NSS, UNIT-V received the best NSS P.O award from the University of Burdwan in the year 2010
- Programme officer of NSS, UNIT-V received National Science Day Award from D.S.T.at Jadavpur University in 2011.

**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.**

N.A

**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.**

N.A

**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.**

N.A

**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.**

**Table 5 Department of Mathematics**

Sl. No	Name	Designation	Purpose
1	Dr.Tapas Kr.Chatterjee	Asst.Prof. Bankura Sammilani College	UGC Sponsored State Level Seminar on Mathematics made easy On 5.10.13 & 6.10.13
2.	Dr.Barun Das	Asst.Prof. Sidho Kanho Birsha University	UGC Sponsored State Level Seminar on Mathematics made easy On 5.10.13 & 6.10.13
3.	Dr. Priyanath Halder	Inspector of College,S.K.B.U	UGC Sponsored State Level Seminar on Mathematics made easy On 5.10.13 & 6.10.13
4.	Dr. Debendranath Das	Asst. Prof. Bankura Christian College, Dept. Of Physics	UGC Sponsored State Level Seminar on Mathematics made easy On 5.10.13 & 6.10.13
5.	Prof. Tapati Mukhopadhyay	V.C., S.K.B. University, Purulia	UGC Sponsored State Level Seminar on Swami Vivekananda on 15/09/2011
6.	Sri Swapan Banerjee	Ramkrishna Mission School Purulia	UGC Sponsored State Level Seminar on Swami Vivekananda on 15/09/2011
7	Prof. Dikshit Sinha	Prof. Viswabharati University	UGC Sponsored State Level Seminar on Scientific Thought of Rabindranath Tagore & Acharja Prafulla Ch. Roy on 27 <sup>th</sup> & 28 <sup>th</sup> March 2012
8	Mr. Sandhip Sen	State Science Academy Kolkata	UGC Sponsored State Level Seminar on Scientific Thought of Rabindranath Tagore & Acharja Prafulla Ch. Roy on 27 <sup>th</sup> & 28 <sup>th</sup> March 2012
9.	Prof. Dipak Ranjan Mandal	V.C., S.K.B. University, Purulia	NAAC Assessment and IQAC Seminar on 05/08/2015
10.	Prof. Siddhartha Gupta	Principal, Bankura Sarada Moni Girls' College	NAAC Assessment and IQAC Seminar on 05/08/2015

11.	Dr. Gouranga Subuddhi	Ex-Principal, Khatra Adibasi Mahavidyalaya	Celebration of 150 <sup>th</sup> Birth Anniversary of Sri Ramananda Chattopadhy on 06/08/2015
12.	Prof. Hemanta Kumar Mujumdar	Prof. Jadavpur University, Environmental Science Department.	Wonders of Science on 07/08/2015
13.	Dr. Satyabrata Mukherjee	Medical Officer, Puncha Block P.H.C	Observance of World Aids Day on 01/12/2013
14	Mataji Niharika	Durgapur B.C. Roy Engineering College	Seminar On Mind Control on 03/12/2013
15	Addl. District Judge Purulia	District Legal Service Authority, Purulia	Workshop On Legal Awareness on 17/03/2015

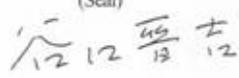
**3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated –**

Only one agreement has been arrived at with MANT, an NGO, for the establishment of a Community Radio Station within the college premises. This has facilitated the participation of the students in eking out a social behavior change design for the wide community scattered over difficult to reach terrain. This has also enhanced the communication skill of the students expressed through a cultural idiom. Again, an agreement is likely to be executed with Vigyan Prasar, Department of Science and Technology, GoI, in the near future for which a proposal has already been submitted.

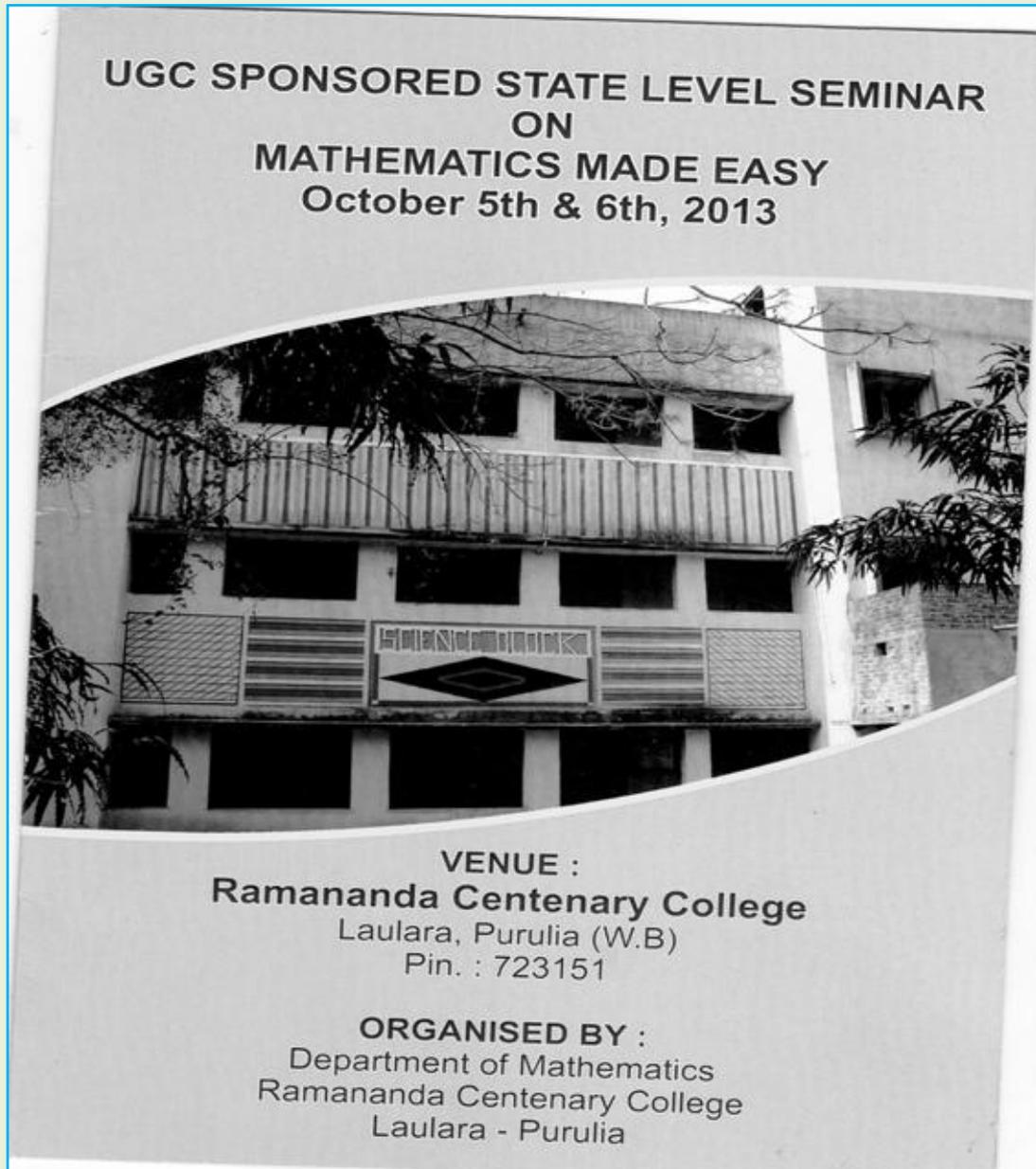
**3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.**

The college is fully alive to the need for developing linkages/collaborations with the better off places to fulfill its mission and vision in executing a holistic development of the area it serves. Any planning for an initiative whatsoever needs the green signal of the G.B. When approval is accorded by the G. B, to a proposal, it frames a small committee to negotiate matters regarding linkage /collaboration. On submission of the report by the committee, final approval for collaborative partnership is to be had from the G.B, which then authorizes the Principal to do the needful, as required.

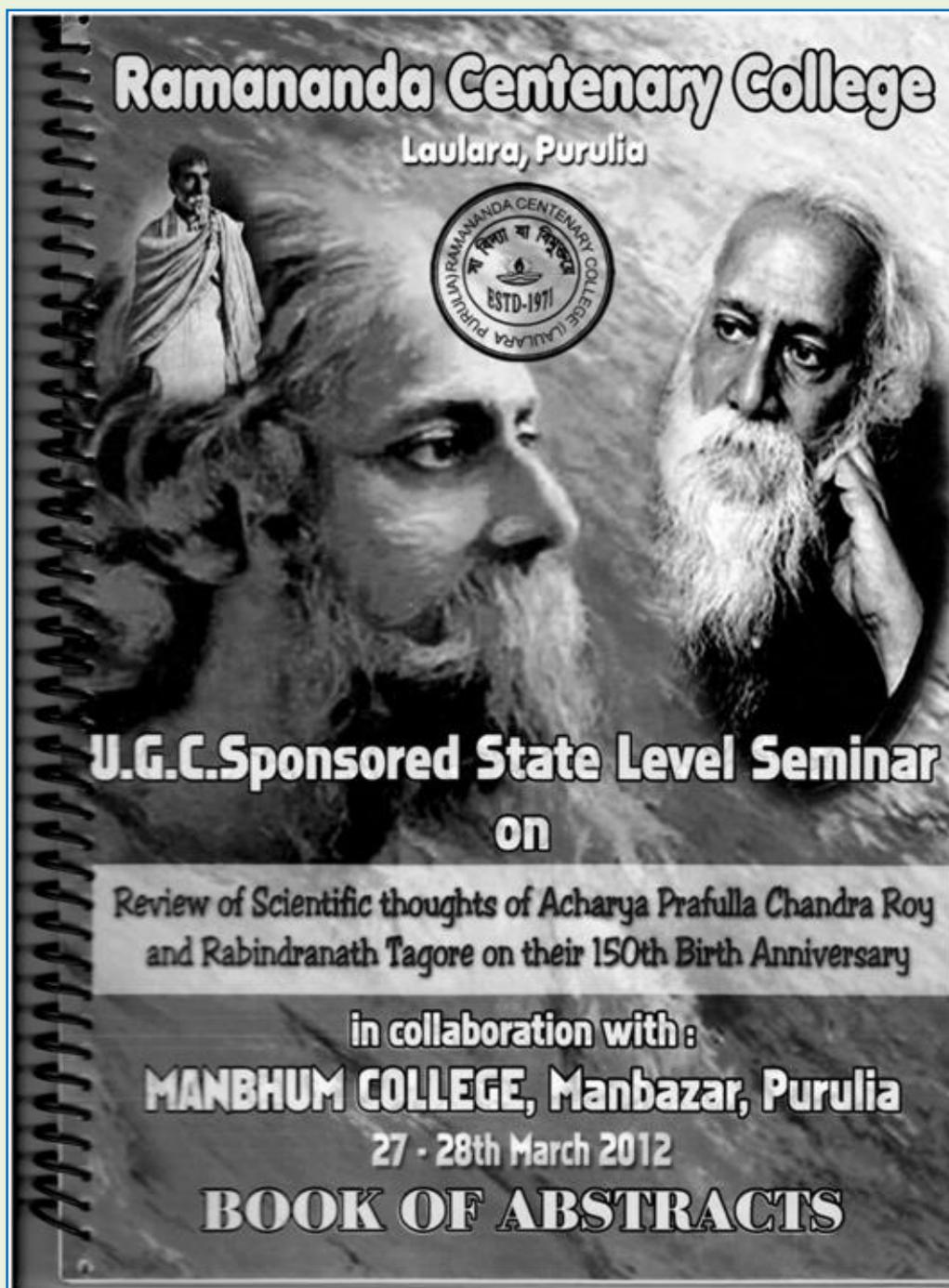
## ANNEXURE 3.1.a [Letter of Invitation to International Seminar]

<b>Letter of Reason for Invitation</b>	
(Year)2015 (Month)10 (Day)19	
To: (Ambassador/Consul-General) of Japan in	
<b>Inviting Person</b> (When an inviting person and a guarantor are the same, you may skip this section by writing "omitted".)	
Address: 〒183-8534 Room No. 733, Tokyo University of Foreign Studies, 3-1-1-1, Asahi-cho, Fuchu-shi, Tokyo, Japan	
Full name (Notre) Shinkichi Taniguchi, Professor, Tokyo University of Foreign Studies (TUFS), Graduate School of Global Studies	
Telephone number: ( 042 ) 330 - 5352 (Extension dial - in )	(Seal)
FAX number: ( ) -	
[Fill in the following items when the company/organization is extending the invitation.]	
Contact person's division:	
Contact person's full name:	
Contact person's telephone number: ( ) -	(Extension )
Contact person's FAX number: ( ) -	
<b>Visa Applicant</b> (Make sure the name is written in the Latin alphabet as it appears on his/her passport. When there are two or more applicants, fill in the representative's status below, and attach a list of all applicants.)	
Nationality : Indian	
Occupation : Teaching	
Full name (in Latin alphabet) : RAMSANKAR PRADHAN (Male)	additional applicants 0
Date of birth: 1975/09/05 (Age:40)	
(Year) / (Month) / (Day)	
<b>The purpose of inviting the above person(s) is as follows:</b> (If the space below is insufficient, use a separate sheet of paper to give a full explanation.)	
(1) Purpose of invitation: To read paper titled "'Shahjada Darashuko': A Study of the Bengali Novel by Shyamal Gangopadhyay" in the 4 <sup>th</sup> International Congress of Bengal Studies, scheduled to be held at 12-13 December, 2015, at Tokyo University of Foreign Studies.	
(2) Background to invitation: Tokyo University of Foreign Studies is hosting the 4 <sup>th</sup> International Congress of Bengal Studies, during 12-13 December, 2015, and the invitee has been invited to chair an academic session in the conference.	
(3) Relationship with visa applicant(s): Professional	
<b>(Note)</b>	
◆ When a company/organization is extending an invitation, fill out the name of the company/organization as well as your title and affix, and put the registered seal of the representative, or non-registered seal of the company or the sub-organ (a personal seal is unacceptable). If it is difficult to put the seal, a person in a position of authority at the company/organization may put his/her signature.	
◆ Foreign nationals who do not have a seal may put his/her signature here.	

**ANNEXURE 3.1.b [STATE LEVEL SEMINAR ON MATHEMATICS]**



ANNEXURE 3.1.c [State Level Seminar on Acharya Prafulla Chandra Roy and Rabindranath Tagore]



## ANNEXURE 3.1.d [Certificate of Participation in Seminar]

		
<p><u>Certificate of Participation.</u></p>		
<p>This is to certify that <u>Shovan Ghosh</u>.....participated in the international seminar 'Contextualizing Geographical Approaches to Studying Gender to Asia' organized by the IGU Commission on Gender and Geography in collaboration with the Department of Geography, University of Delhi and the College of Asia and the Pacific, Australian National University, from March 3<sup>rd</sup> to 5<sup>th</sup>, 2010 at the University of Delhi and presented a paper entitled "<u>Looking into the Gendered Space: Through the Eyes of the Downtrodden Women.</u>"</p>		
 <b>Kuntala Lahiri-Dutt</b> Fellow Resource Management in Asia-Pacific Program Australian National University	 <b>Anindita Datta</b> Assistant Professor Department of Geography Delhi School of Economics University of Delhi	
		

## ANNEXURE 3.2 [Completed and ongoing Research Projects]

**FINAL REPORT  
OF  
UGC MINOR RESEARCH PROJECT**



No:-F.PSW-166/11-12(ERO) dt.25.01.2012

↘ **PROJECT TITLE:-**

*The Physico-Societal barriers of access and success of school education with reference to Pancha Block of Puruliya District-one of the backward Districts of West Bengal.*

*Submitted by*  
**Shovan Ghosh**  
*(Principal Investigator)*  
*Assistant professor*  
*Department of Geography*  
*Ramananda Centenary College*  
*P.O:- Lulara, Dist:- Purulia,*  
*Pin:-723151,W.B.*

RECEIVED 19/5/2014  
Date: \_\_\_\_\_  
University Grants Commission  
Eastern Regional Office  
Kolkata-700003

## ANNEXURE 3.3a [Paper Published in Refereed Journal]

PHYSICAL REVIEW D 90, 047504 (2014)

## Canonical formulation of scalar curvature squared action in higher dimensions

Subhra Debnath,<sup>1,\*</sup> Soumendranath Ruz,<sup>2,†</sup> and Abhik Kumar Sanyal<sup>1,‡</sup><sup>1</sup>Department of Physics, Jangipur College, Murshidabad 742213, India<sup>2</sup>Department of Physics, University of Kalyani, Nadia 741235, India

(Received 14 May 2014; revised manuscript received 30 June 2014; published 29 August 2014)

The canonical formulation for an action containing a scalar curvature squared term ( $R^2$ ) in arbitrary dimension has been performed in a Robertson-Walker minisuperspace model. The quantum dynamics does not alter significantly from the same in four dimensions, while the continuity equation picks up a particular operator-ordering index. The classical solution is also at par with the one presented by Starobinsky for  $k = 0$  and matches with the extremum of the effective potential. Semiclassical approximation peaks around the classical solution.

DOI: 10.1103/PhysRevD.90.047504

PACS numbers: 04.50.-h

## I. INTRODUCTION

Although the action  $A = \int d^d x \sqrt{-g} [\frac{1}{16\pi G} R + \beta R^2 + \gamma R_{\mu\nu} R^{\mu\nu}]$  is renormalizable, admits a Newtonian limit in the weak field approximation, and is asymptotically free, it contains ghosts in the form of massive spin-2 excitations that are negative definite. It is possible to cast the theory so that massive spin-2 eigenstates of the free field Hamiltonian have positive definite energy, but then negative norm in the state vector space emerges, destroying the unitarity of the S matrix. With  $\gamma = 0$ , ghosts disappear, but ultraviolet catastrophe reappears. So, although  $R^2$  term does not improve ultraviolet behavior, it is in no way responsible for the violation of unitarity.

No attempt to formulate renormalized quantum theory of gravity could avoid the presence of  $R^2$  term from the action [1–4]. In the absence of a complete theory of gravity, quantum cosmology was initiated with the anticipation of extracting new physics leading to a path towards quantum gravity. Therefore, to study the issue of quantum cosmology, it is required to cast the action containing an  $R^2$  term in canonical form. A host of canonical formalisms of higher-order theory of gravity appears in the literature [5–13]. However, even for an action  $A = \int (\alpha R + \beta R^2) \sqrt{-g} d^d x$ , all the formalisms produce either a modified Wheeler-DeWitt equation, which does not provide standard quantum mechanical probabilistic interpretation, or a Schrödinger-like equation, which suffers from the disease of the loss of unitarity. This problem was circumvented by Sanyal and Modak [14] and Sanyal [15] by judiciously choosing the auxiliary variable required for canonical formulation. In the Robertson-Walker (RW)-minisuperspace model containing the lapse function  $N(t)$ , it was possible to cast the above action in the canonical form [16]  $A = \int [h_{ij} p^{ij} + K_{ij} \Pi^{ij} - N\mathcal{H}] dt d^3 x$ , where  $h_{ij}$  and  $K_{ij}$  are the metric on three-space and the extrinsic curvature tensor,  $p^{ij}$  and  $\Pi^{ij}$  are their canonically conjugate momenta,

respectively, and  $\mathcal{H}$  is the constrained Hamiltonian. It was noticed that only a particular choice of auxiliary variable leads to a viable quantum cosmological model, since such choice yields a Schrödinger-like equation for which the effective Hamiltonian turned out to be Hermitian. Thus the standard form of a continuity equation and the quantum mechanical probabilistic interpretation are admissible. Classical field equations were found to admit solutions obtained by Starobinsky [17]. Further, WKB approximation to the wave function turned out to be oscillatory, being peaked around a classical inflationary solution. From the standpoint of dimensional regularization, it is important to quantize  $R^2$  gravity in spaces of higher dimension. A model of multidimensional  $R^2$  gravity finds natural expression in the Kaluza-Klein approach. Additionally, multidimensional  $R^2$  gravity follows from superstring theory in  $D = 10$  as an effective theory. In view of the nice features realized in four dimensions, here we perform the canonical formulation of the same in arbitrary higher dimensions.

In the following section we take up the action and briefly review earlier attempts in this regard. In Sec. III we follow our earlier technique [16] to formulate canonical action and perform semiclassical approximation. We conclude in Sec. IV.

## II. THE ISSUE OF THE BOUNDARY TERM

In case of gravity, no nontrivial Lagrangian  $\mathcal{L}_g$  can be constructed from the metric  $g_{\mu\nu}$  and its first derivatives alone. Even for Einstein-Hilbert action, the Lagrangian depends on second derivatives of the metric, in the form  $\mathcal{L}_g[g, \partial g, \partial^2 g]$ . Under metric variation, setting  $\delta g_{\mu\nu}|_{\partial V} = 0$ , Einstein-Hilbert action in  $D$  dimensions yields a surface term which is identified with the Gibbons-Hawking-York boundary term ( $\Sigma_{R_g}$ ) [18]. Therefore, the complete gravitational action for general relativity is

$$A_E = \frac{1}{16\pi G} \int_V \sqrt{-g} d^D x R + \frac{1}{8\pi G} \oint_{\partial V} d^{(D-1)} x \sqrt{h} K. \quad (1)$$

\*subhra\_dbnath@yahoo.com  
 †ruzfromju@gmail.com  
 ‡sanyal\_ak@yahoo.com

ANNEXURE 3.3b [Paper Published in Reputed Journal]

<p style="text-align: center;"><b>তারাশঙ্করের গল্পে জৈব প্রবৃত্তি</b> <b>দেবব্রত মন্ডল</b></p> <p>রবীন্দ্র-শরৎচন্দ্র উভয় তারাশঙ্কর বন্দ্যোপাধ্যায় হলেন রাজত্বের সার্থক রূপকার। অংশা সমগ্র রাজত্বের রূপকার তিনি নন। বীরত্ব-বর্ধমান এবং দুর্শিলাবলে জেলার সন্ত্রাসিত অঞ্চল বা উত্তর রাঢ়ের অর্ধাণ্ড-আইই সার্থক রূপকার তিনি। তিনি নিজে এই উত্তর রাঢ়ের মাল-মালিক সন্ধান। এখানকার মাটি এবং মানুষের সঙ্গে তার ঘনিষ্ঠ পরিচয়। আর এই ঘনিষ্ঠ পরিচয়ের সার্থক কল্যাণতি হল তার কলজরী এপিকদম্বী উপন্যাস, যেগুলি তাঁকে সমসাময়িককালে এমনকি এখনও পাঠকের হৃদয়ে স্থায়ী আসন দিয়েছে। তার ‘অধোবর্ত’, ‘বৃন্দাবন বীচের উপকা’, ‘আরোগ্য নিকেতন’ ইত্যাদি কলজরী উপন্যাসগুলি বাংলা সাহিত্যের পাঠক সমাজে সশ্রদ্ধ বিশ্বে উপাসন করেছে। এ যেন শ্রেষ্ঠ ঔপন্যাসিক কেবল উপন্যাসেই নয়, অমূল্য সাহিত্যের অন্বেষণে ম্যাক্স গেল্ল রচনাতত্ত্বে শ্রেষ্ঠ অর্জন করেছেন। বর্ধিতরূপে রবীন্দ্রনাথের রচনার অনুরূপ সমাজের অভিজ্ঞতা শ্রেণির কণা পাই। মারে শরৎচন্দ্র কিছুটা মধ্যমস্থা অবলম্বন করে মধ্যবিত্ত সমাজের কহিনীকে উপজীব্য করে তার অনাম্যে শিল্পকর্ম সৃষ্টি করেন। এরপরে এল প্রথম সমাজের কল্পনা—কলিকাতা-এগতির অধ্যায়। সাহিত্যের রাজপথে ঢুক হল অল্প ইতরজনের আনন্দোনা। এমনি দিনে বাংলা সাহিত্যের অভিনয় দেখা দিলেন তারাশঙ্কর। বাংলা ছোটগল্পে তিনিই সর্বপ্রথম মাটি এবং অমূল্য প্রকৃতির সঙ্গে ঘনিষ্ঠ সম্পর্কযুক্ত অমার্জিত মানুষের জীবনকহিনী অঙ্কন করেছেন। ডোম, বাউরি, বাদনী, বেলে, সাহাব, সীতলতারের তার রচনার নায়কের হর্বাসা পেয়েছে। স্বভাব ‘আমার সহিতা জীবন’ (বিতীয় স্বভাৱে বেলে, পুঁজা, মাল্যকার, লায়িয়াল, মৌকিন্দার, ডাকহরকরা প্রকৃতি বারা সমাজের বিশেষ অংশ হুড়ে ছিল তাদের নিয়ে গল্প রচনার যোগ্যই হোক বা অভিজ্ঞাই হোক আমার মতো এসেছিল, বোধ করি তাদের কথা অন্য কেউ বিশেষ করে আশ্রয় লেনেননি বা লেনেন না বলে।’ রচনার এই পটভূমি এবং এই ধারণার অমার্জিত জৈব অংশিক মুক্ত চরিত্র সৃষ্টি বাংলা ছোট গল্পের জগতে নিঃসন্দেহে নতুন। অধ্যাপক অংশীশ ভট্টাচার্য বলেছিলেন “তারাশঙ্করের চিত্রকৃতি নয়, মানুষের বাহু প্রকৃতিরই দুর্দমনীয় বিকাশ।” এই উক্তির তাৎপর্য স্মৃতি করে বাহু প্রকৃতি অর্থে তা স্বরূপসদ মিত্র মানুষের “elemental passion” এর কথা উল্লেখ করেছেন। এই elemental passion মানুষের মৌলিক বৃত্তি এবং প্রকৃতি-জীবনের মতই যা তার অধিকারের সহজাত উপাদান। তারই অনাবৃত্ত বহু পরীরে ওপরে তারাশঙ্কর সৃষ্টিকৌশল রচনা করেছেন। এখন আমরা তারাশঙ্করের এখনই সৃষ্টিকৌশল কতকগুলি গল্পে এই জৈব প্রকৃতি গল্পের চরিত্রগুলিকে কিভাবে চিত্রিত করেছে-তা আলোচনা করে দেখব।</p>	<p>এখানেই যে গল্পটিকে আমরা আলোচনা করব তার নাম ‘অমূল্য’। গল্পটি ‘সমকর্নি’ গল্প গ্রন্থের অন্তর্গত। ‘সমকর্নি’ গল্প গ্রন্থ প্রকাশিত হয় বৈশাখ ১৩৪৫ সনে। ‘অমূল্য’ গল্পটি ভদ্রানক বৈদ্যের নব বীভলস রসের গল্প-লা নিয়ে বিতর্ক হতে পারে। কিন্তু মানুষের প্রকৃতির ধাক্কা যে কত চিত্রিত এবং ভদ্রানক হয়ে উঠতে পারে, আলোচনা গল্পটি তার প্রমাণ।</p> <p>‘অমূল্য’ গল্পটির পরিকল্পনা ও পটভূমি অতিবন্দ। মানুষের গোপনতম প্রকৃতি যে তার জীবনে নিয়তির ভূমিকা এবং করে-এই গল্পটির সার্বক পূর্ণ চরিত্রের জীবনের কল্পনা পরিচিতি তারই প্রমাণ। এ গল্পে প্রকৃতির সৃষ্টি নিয়তির জ্ঞান ও অমূল্য প্রকৃতির এক চরম রূপ প্রকাশিত হয়েছে। বাস্তবের প্রতি সর্বমাসী সৌন্দর্যতা অর্থে জীবনের সর্বসম পূর্ণ চরিত্রের রচনাত্মক একত্রীভূত হয়েছে। সাদে ছয় সূচী লম্বা এই চরিত্রের চেহারা দেখে তাকে মই বলে ঠাট্টা করলে তিনি রসগিত রচনার তাই উত্তর দেন, “বেশ পেট ভরে বইয়ে নিলেই, বসু, স্বপ্নে পড়িয়ে দেবে।” উচ্চিতি কেবল রচিনকতা নয়, এই একটি মাত্র উচ্চিতিই পূর্ণ চরিত্রের উপরপর্যায়নতা নিয়ে কিছুটা কৌতুক সৃষ্টি করলেও গল্প হুবই শোহর মিত্রে এগিয়ে গ্যারে বৌদ্ধিকতায় ততই সত্যকে বিচার দেয়। আর আমরা দেখে এক ভাববৎ এবং নির্দিষ্ট জীবন মাতার মুহূর্তটি এনে পড়াই।</p> <p>ধনী জমিদার শ্যামলাসবাবুর বাড়িতে শক্তি-স্বাধীন উপলক্ষে আয়োজিত ব্রাহ্মণ ভোজনের দিনেই আমরা পূর্ণ চরিত্রের সঙ্গে প্রথম পরিচিতি হই। এই হতভাগ্য সোতী ব্রাহ্মণটির সন্ধানভাগ্য খুবই ভাগ্য। শক্ভরে বিপুল ঐশ্বর্যের অধিকারী শ্যামলাসবাবু সন্ধানভাগ্যে বঞ্চিত। বৈবনের উচ্চকলমতাজাত বৈবনভোগের কারণে বার বার তার সন্ধান ভূমিত হয়েই অঁতুড়ে মরা যায়। তাই শ্যামলাসবাবুর দশ বিধা জমি আর অজীবন নিজে বহিনীর সৌভাগ্যে বদায়ের গোট দেখিয়ে এই অন্ত সন্ধান ব্রাহ্মণের অনুভূত্যা নিম্নের ভাষণেই বহনের জন্য সচেষ্ট হলেন। কিন্তু সৃষ্টিকায়ের ধারণা এই অনুভবজন্য পূর্ণ চরিত্রের উপস্থিতিতেও সন্ধানভাগ্যে সঞ্চিত জমিদার শ্যামলাসবাবুর ভাগ্য পরিবর্তনের কোনো লক্ষ্যই দেখা গেল না। পাল করা ভাঙারের শত স্টো সত্বেও নব জাত শিঙাটি তার অজ্ঞানের মতই একই কালব্যাহি নিয়ে ভূমিত হয়েছিল বলে সুসূত্রী হয়ে উঠল। শ্যামলাসবাবুর পত্নী শিবরানী এই নৃত্যের শিঙাটিকে প্রাণপণে মুকে আসলে রাখতে চাইলেও সামাজিক নিয়মসূত্রে শিঙাটিকে মুক্তা প্রতীকার সূত্রিকাণ্ডেরে বরাশায় ঠইয়ে রাখা হল। তখনও পূর্ণ চরিত্রই প্রেরণত। তিনি তখনও চিন্তা করে চলছেন তার ভাগ্য পরিবর্তনের। তার কল্পনার ক্ষেত্রে নিঃস্বার্থকীরে হলদে এমন জীবন্ত হয়ে উঠেছিল যে তার রচনা ভোজন রসে লিক হয়ে উঠেছিল। এদিকে একই সময়ে তার ঘরেও একটি নবজাতকের অধিষ্ঠিত হয়েছে। কথার বলে যে দরিদ্রের উপর যা ঘরীর অপেক্ষা কৃপা হয়। এই কৃপাভেই ভাগ্য পরিবর্তনের উপায় রূপ পূর্ণ চরিত্রই অধিকার করেছেন। দরিদ্র সংহারে অমৃত পরমায়ু নিয়ে তার যে গুর</p>
<p style="text-align: right;">২২*আলাপন</p>	<p style="text-align: right;">২৩*আলাপন</p>

## ANNEXURE 3.3c [Paper Published in Refereed Journal]

Author's personal copy

Computers and Mathematics with Applications 60 (2010) 1973–1985

Contents lists available at ScienceDirect

**Computers and Mathematics with Applications**

Journal homepage: [www.elsevier.com/locate/camwa](http://www.elsevier.com/locate/camwa)

**Improving production policy for a deteriorating item under permissible delay in payments with stock-dependent demand rate**

Debasis Das<sup>a,\*</sup>, Arindam Roy<sup>b</sup>, Samarjit Kar<sup>a</sup>

<sup>a</sup> Department of Mathematics, National Institute of Technology, Durgapur, W.B. Pin-713208, India  
<sup>b</sup> Department of Computer Science, Prabhat Kumar College, Cossipur, Furka-Medinihat, W.B. Pin-721401, India

---

<p><b>ARTICLE INFO</b></p> <p><b>Article history:</b>  Received 10 March 2009  Received in revised form 11 April 2010  Accepted 20 July 2010</p> <p><b>Keywords:</b>  Inventory  Trade credit  Delay in payment  Stock-dependent demand  Deteriorating items  Genetic algorithm</p>	<p><b>ABSTRACT</b></p> <p>This paper presents a production lot size inventory model in which the production rate constitutes of productions during both regular time and overtime. The demand rate is assumed as stock-dependent and the stock itself is depleted due to demand and deterioration. Supplier's incentives include price discounts and granting of credit periods for account settlement within time <math>M_1</math>, or the supplier allows interest-free credit upto an extended period <math>M_2</math>. This formulation leads to a single objective optimization problem for maximum average profit evaluation through a real-coded genetic algorithm (GA) with rank-based selection and arithmetic crossover. The model is illustrated through a numerical example, and sensitivity analyses have been done with the variation of demand and deterioration parameters on optimal profit.</p> <p style="text-align: right;">© 2010 Elsevier Ltd. All rights reserved.</p>
---	---

---

**1. Introduction**

In the classical economic production lot size (EPLS) model the production rate is pre-determined and inflexible. However, in modern manufacturing companies four systems of improving production efficiencies are highly appreciated. These are materials requirement planning (MRP), flexible manufacturing system (FMS), optimized product technology (OPT), and just in time (JIT). Adjusting the production rate where market demand is variable is a major task for FMS. Goyal and Gunasekaran [1] have developed an integrated production–inventory–marketing model involving deteriorating items for a multi-stage EPLS and EOQ system. Bhunia and Maiti [2] extend the EPLS model by using a finite production rate depending on on-hand inventory and demand simultaneously.

The traditional EOQ model assumes that the retailer must be paid for the items as soon as the items are received. In actual practice, the supplier may offer an extended credit period to the retailer to settle his account within the fixed permitted period. Thus, the delay in payment is allowed by the supplier is a kind of price discount encouraging the retailer to buy more quantity. In this regard, a number of research papers appeared, which dealt with the inventory problems involving a fixed credit period. Davis and Gaither [3] developed EOQ models for firms with suppliers offering a one time opportunity for delayed payments. Goyal [4] developed an inventory model for permissible delays in payments. Later, Aggarwall and Jaggi [5] extended the Goyal [4] model to formulate an inventory model of deteriorating items with permissible delays in payments. Jamal et al. [6] further generalized the model to allow for shortages. Amongst other authors, for example Chu et al. [7], Chung [8], Sarker et al. [9,10], Liao et al. [11], Chang and Dye [12], Teng [13], Chung and Huang [14], Salameh et al. [15], and Ouyang et al. [16] also considered similar issues relating to delay in payments. Though a considerable amount of research work has been done in this area, none has developed EPQ model incorporating the variable production rate depending on both on-hand inventory and demand under permissible delay in payment and cash discounting.

---

\* Corresponding author.  
E-mail addresses: [debasia\\_cpt@yahoo.co.in](mailto:debasia_cpt@yahoo.co.in) (D. Das), [royarindamroy@yahoo.com](mailto:royarindamroy@yahoo.com) (A. Roy), [kar\\_s\\_k@yahoo.com](mailto:kar_s_k@yahoo.com) (S. Kar).

0898-1221/\$ – see front matter © 2010 Elsevier Ltd. All rights reserved.  
doi:10.1016/j.camwa.2010.07.031

## ANNEXURE 3.3d [Paper Published in Refereed Journal]

 <p style="text-align: center;">Available online at <a href="http://www.journalijdr.com">http://www.journalijdr.com</a></p> <h1 style="text-align: center;">IJDR</h1> <p style="text-align: center;"><i>International Journal of Development Research</i> Vol. 4, Issue, 3, pp. 804-811, March, 2014</p> <p style="text-align: center;"><b>Full Length Research Article</b></p>		<p style="text-align: right;"><i>International Journal of</i> <b>DEVELOPMENT RESEARCH</b></p>
<p>ISSN: 2230-9926</p>		
<p><b>THE SILENT EXCLUSION OF FIRST GENERATION LEARNERS FROM EDUCATIONAL SCENARIO—A PROFILE FROM PUNCHA BLOCK OF PURULIA DISTRICT, WEST BENGAL</b></p> <p style="text-align: center;"><b>*Shovan Ghosh</b></p> <p style="text-align: center;">Department of Geography, Ramananda Centenary College, Lulara, Puruliya, West Bengal, India</p>		
<p><b>ARTICLE INFO</b></p> <p><b>Article History:</b> Received 13<sup>th</sup> December, 2013 Received in revised form 21<sup>st</sup> January, 2014 Accepted 28<sup>th</sup> February, 2014 Published online 29<sup>th</sup> March, 2014</p> <p><b>Key words:</b> First generation learners, Social background, Academic achievement, Self-confidence.</p>	<p><b>ABSTRACT</b></p> <p>First generation learners are the first one in their entire generation to go to school and to receive education. This exceptional nature makes them "special need children". Uneducated parents fail to provide any educational, vocational or personal guidance to their children because there is no provision of appropriate educational environment at home. The present study encompasses the first generation learners of Pancha block of Puruliya district. Low female literacy rate (41.2% according to Census, 2001) and lack of enough employment opportunity have made 21 villages (out of 170 villages) backward in the block. About 164 Primary, 5 Upper Primary and 20 numbers of Upper Primary and Sec. Higher Secondary schools are there in the Pancha block. Huge number of first generation learners predominate the educational scenario of the block under scrutiny. The study tries to highlight various facets of first generation learners like their ambitions in life, their social background, nature of drop out and factors responsible for it, their views on the present education system, etc. It also attempts to explore the problems faced by the first generation learners at school, their hesitation to communicate or share their problems, feelings or doubts with their teachers and classmates. Their low academic achievement is also an area of concern. Even in their personal life, they experience difficulty in sharing their feelings and views with their peers. Besides, inferiority complex, lack of initiative in them, maladjustment and underdeveloped personality are the various features of first generation learners to be highlighted in the present enquiry. There is need to develop positive behaviour in them.</p> <p><small>Copyright © 2014 Shovan Ghosh. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.</small></p>	
<p><b>INTRODUCTION</b></p> <p>First generation learners may be defined as those who of their family members have come for education for the first time in schools and their parents have no formal education at all. They come to school without any orientation. They are less ready and less prepared for the school life. They lack any guidance from any one neither at home nor there any stimulation for them to learn. They do not have the facilities for better learning as their parents fail to realize the importance of education. Their home environment is both discouraging and non-facilitating. This may result into poor academic achievement and less healthy attitudes towards life and society. First generation learners are likely to lack knowledge of time management, school finances, and bureaucratic operations of higher education. They have been found to less likely to encounter a welcoming environment on campus. Entering the school means for them that they are entering into</p> <p style="text-align: right;">an alien physical and social environment which they, their family and their peers have never experienced. They are faced with leaving a certain world in which they fit for an uncertain world where they know they don't fit. In fact, first generation learners may find themselves "on the margins of two cultures" and have to offer renegotiate relationship at school and at home to manage the tension between the two. As a result, they become the highest risk students for dropping out. Against this backdrop a comparative survey had been conducted to chalk out the home and school level variations of the first generation communities and non first generations. The emphasis is appropriate on two reasons, viz., firstly, students from first generation are among the least likely to be retained through degree completion, secondly, strategies that are effective for increasing persistence of first generation learners are also successful for increasing the persistence rates of general student population as well. The paper is divided into four sections. Section I represents the comparative profile of home and school perspectives of the first generation learners relative to the non first generations. The academic and social integration of the first generation learners are depicted in the</p>		
<p><small>*Corresponding author: Shovan Ghosh Department of Geography, Ramananda Centenary College, Lulara, Puruliya, West Bengal, India</small></p>		

## CRITERION IV: INFRASTRUCTURE & LEARNING RESOURCES

### 4.1 Physical Facilities

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

Creation and enhancement of infrastructural facilities for improving the teaching-learning process, and extending maximum possible educational amenities to its growing strength of learners is the primary objective of the Institution. Any major infrastructural change is discussed both in the “Teachers Council and Sub-committees” and finally in the Governing Body, after considering the views and opinions of the concerned departments and those serialized of the feedback received from the students as well as the ex-students. The suggestions coming from the community in course of our interaction through NSS and the Community Radio are also taken into consideration.

#### 4.1.2 Detail the facilities available for

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

- **Classrooms:** 13 no. of classrooms of different sizes for humanities and Science departments. Besides there are some small class rooms for conducting special classes.
- **Seminar hall:** 1 hall named Ramananda seminar hall for organizing different programme.
- **Tutorial spaces:** Held in open air.
- **Laboratories:** 6 Laboratory based departments have their own adequate laboratory spaces and are equipped with advanced instruments, needed to do justice to the demand of the curriculum. *(Fig 4.1)*
- **Botanical garden:** one herbal garden is there on the eastern side, adjacent to Principal’s office. One flower garden is there in front of the boys’ hostel and the second one is in front of girls’ hostel. These are maintained by hostel supers and the boarders. *(Fig 4.2)*



FIGURE 4.1 GEOGRAPHY LABORATORY



**FIGURE 4.2 THE HERBAL GARDEN**

- **Animal house:** Nil
  - **Specialized facilities and equipment for teaching, learning and research:** White and Green boards and markers in class rooms, LCD Projector, overhead projector slide projector, Internet facility in some departments including the Library Reading Room.
- b) Extra –curricular activities:**
- **Sports:** All sports accessories are available. A part of the college play field is apporportioned for practice of the sports activities. (*Fig 4.3*)



**FIGURE 4.3 COLLEGE SPORTS**

- **Outdoor and indoor games:** Outdoor games are played in the college play field and the indoor games are accommodated in the common rooms both for the Boys and Girls.
- **Gymnasium:** The College has a Modern multi Gym. (Fig 4.4)
- **Auditorium:** Nil.
- **NSS:** 6 Units (1 unit specially for girls headed by a Lady P.O)
- **NCC:** 1 unit
- **Cultural activities:** The College owns a well decorated open air stage within the campus for holding all the Cultural programmes arranged from time to time. (Fig 4.5)



FIGURE 4.4 MULTI-GYM



FIGURE 4.5 CULTURAL PROGRAMMES

- **Public speaking:** Two sets of Public Address system are there
- **Communication skills development:** Done through the preparation of programs for the Community Radio Station. Expertise comes from the Station staffs.
- **Yoga, health and hygiene:** Trained Instructor holds Yoga Classes for the students offering physical education. (Fig 4.6)



FIGURE 4.6 YOGA SESSION IN PROGRESS

**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).**

Basically the college is located in a rural set up in the least advanced dot of West Bengal. We carefully cut our coat according to the cloth available and cannot indulge in luxuries, whatsoever. Any development plan therefore is placed in the perspective of the academic growth sought for and its optimal use is ensured. The following table will establish the **point**:

**Table 1**

Year	Facilities Developed	Amount spent (Rs.)
2012-2013	NCC	Rs. 1,16,144.00
	Equipment	Rs. 5,52,000.00
	Remedial	Rs. 1,50,000.00
	Seminar	Rs. 34,894.00
	Lab Equipment	Rs. 38,7222.00
	Carrere Counseling	Rs. 20,000.00
	Computer	Rs. 1,87,687.00
2013-2014	Construction of Women Hostel	Rs. 20,000,000.00
	Books & Equipment	Rs. 666,6000.00
	Remedial Coaching	Rs. 1,18,750.00
	Seminars	Rs. 75,000.00
	Computer	Rs. 21,650.00
	Purchase of Geography Software	Rs. 1,15,250.00
2014-2015	IQAC	Rs. 3,00,000.00
	Books Equipment	Rs. 13,24,043.00
	Books Journals	Rs. 1,35,000.00
	NSS AIDS Programme	Rs. 4000.00
	Sports grant for University	Rs. 10,000.00
	UGC Network Resource Centre	Rs. 1,13,200.00
	Inverter	Rs. 26,800.00
	Computer	Rs. 5,58,650
2015-2016	Online Software	Rs. 30,000.00
	INFLIBNET for Library	Rs. 5600.00

Table 2 EXISTING PHYSICAL INFRASTRUCTURE

Sl. No.	Item	Used for
1	Administrative Block	Housing Principal's Office, Teachers' Room, the college office in its entirety
2	Central Library	Book racks, Reading Room, Girls' Common Room
3	Science Block	Housing all the laboratories under one roof
4	Hons. Block	Classes in 13 no. of rooms
5	New Block	Classes and Geography Laboratory
6	Old Block	Housing the Community Radio Station
7	Open air Stage	Cultural programs
8	Play Field	Football, Cricket and other outdoor games & sports
9	Multi gym	Physical Education
10	Common Room	Use by Boys & Alumni Association Office
11	Herbal garden	Botanical Studies
12	Hostel 2 no.	1 each for Boys and Girls
13	Ramananda Centenary Block	Teachers' accommodation and Students' Union Office
14	Cycle Stand	Keeping Cycles and Bikes
15	1 Room	Career Guidance Cell

### Master Plan

Starting its journey in the year 1971, the college continues to be well positioned, maintaining relevance to the pressing issues of the 21<sup>st</sup> century and to the students and the community, in the form of a homogeneous body, who has the passion to face and take on those issues and struggle to change the world in important ways. Initially as a small and intimate college, it has many opportunities to model a socially responsible and intellectually stimulating learning community. After 46 years' of its existence, it appears that some of its facilities are in need of rejuvenation and demands the introduction of several potentially relevant facilities to cope with growing needs of the ever changing socio educational scenario. These factors call for change and necessitate the grafting of a master plan that will guide the college and the posterity associated with it to reach its goal in the foreseeable and distant future.

The master plan incentives of the college revolve round three primary groupings all of which fundamentally support the educational mission of the institution:

- To accommodate needs of **existing** or **projected PROGRAMMES** due to growth and/or emerging educational directions
- To respond to the **lessening value** of **EXISTING FACILITIES** due to their age and ability to effectively accommodate the needs of the institution
- To create a **physical vision** that portrays the **INSTITUTION'S UNIQUE IDENTITY** and fosters the quality environment desired for the campus community and the extended campus community strenuously built up over the years

These incentives are not mutually exclusive and have a combined effect in the formation of the campus master plan.

It is to be noted that the master plan planning process incorporates analysis of space utilization, the identification of new and emerging educational initiatives, and analysis of the existing buildings for future renovation and/or retention.

#### ❖ PROGRAMME NEEDS

Based on the studies undertaken as part of the master planning process, it has been ascertained that the college has adequate space for academic and administrative developmental needs. However, the college will need to accommodate new academic programmes on the campus to provide facilities for the emerging academic initiatives. The college envisions;-

- All class rooms fitted with LED TV (for more than 30 students) and LCD Projector and Computer--to go for at least 3 more smart class rooms.This will enable us to introduce and enforce the multimedia mode of teaching learning, the much needed academic initiative
- Publication of the College Journal twice a year to foster the zeal of the campus community in exposing their inner self to the outside world
- Introduction of a diploma course in Tribal studies to eke out a better understanding of the neighbouring community to cement the bonhomie developed with it over the years
- Introduction of Certificate Courses, to be held during the college vacations in Organic Farming, Rainwater Harvesting, Medicinal Plantation, Nutritious Food Preparation, Local Arts like *Jhumur*, *Tusu*, *Chhau* to make a pool of workers for the much desired Rural Development, which the college prefers to actualize
- To build up Research Support Endowment Fund and arrange publication of of at least 5 papers in peer reviewed Journals in a year to inculcate a zeal for research among the campus community
- Arrangement of Harihar Mukherjee Memorial Lecture every year by an outstanding academician to pay our homage to the founder Principal of the college on the one hand and expose the stakeholders to the thought process of the academic giants on the other

#### ❖ FACILITY NEEDS

The campus of the college consists of 8.3 acres of land with 6 academic buildings and 2 hostels. While most of the buildings are in good shape one academic building where the college got housed in its initial stages is in a very bad shape and is in need of replacement with the cost of renovation close to that of new construction. This poses a considerable

challenge for the campus. The college has been frantically in search of funds for the purpose. But nevertheless the college wills to go for:-

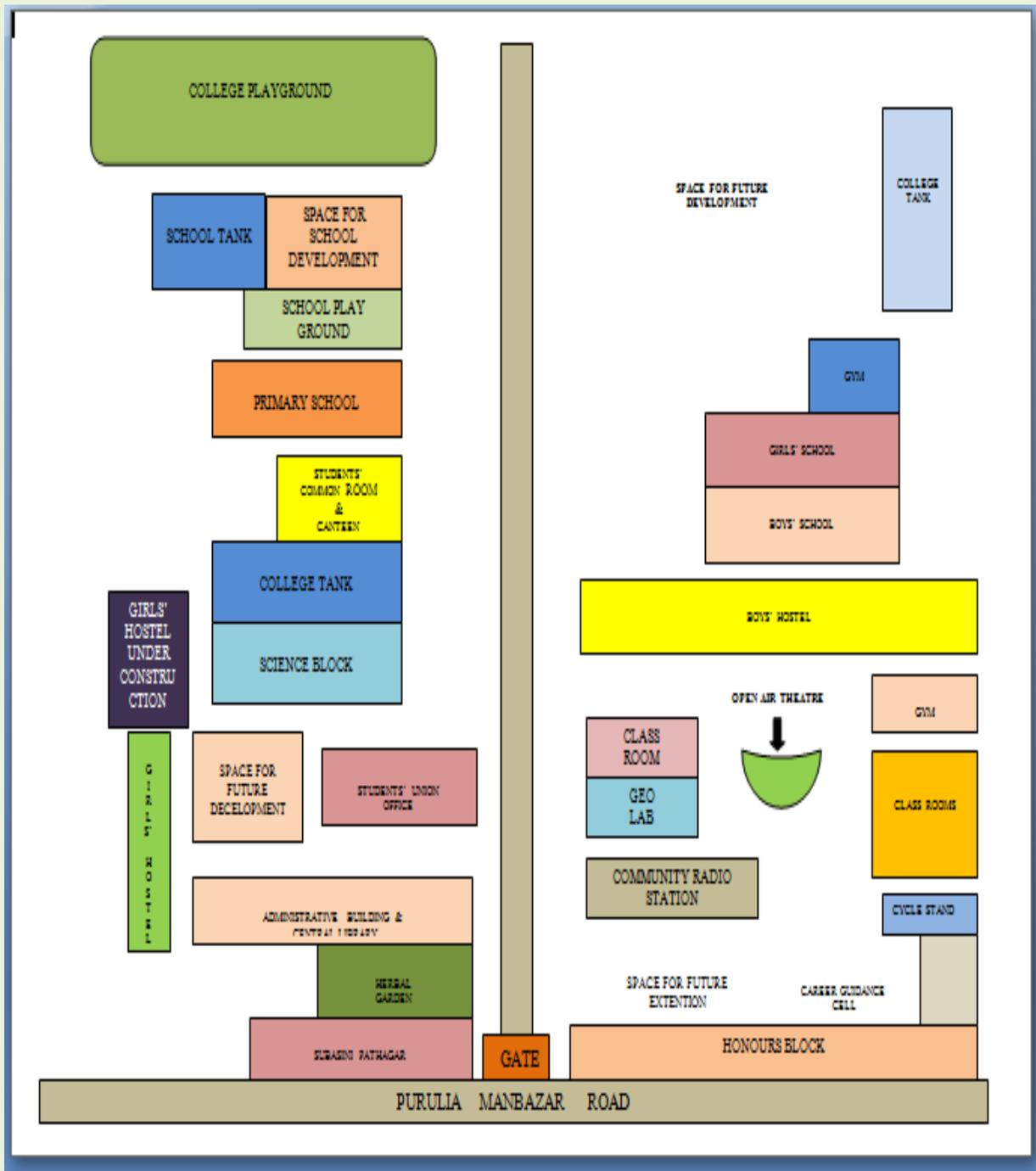
- Building up a seminar hall to accommodate regular holding of seminars, symposia etc
- Establishing an Art Hall with a seating capacity of 200 for the promotion of Local Art, Drama, Dance, Film and Songs
- Erecting a Pavilion to the playground to promote the games in a really meaningful way
- Building up of a Swimming Pool to the college tank to promote aquatic sports and games
- Building up 2 Day Care Centres, one for the Boys and the other for the Girls to facilitate exchange of views by the students among themselves
- Arranging the establishment of an Auditorium with the sitting capacity of 2500 students to hold all college programmes and festivals
- To build up an ATM in the campus to facilitate an indispensable service to the campus community

#### ❖ **SUPPORTING THE UNIQUE IDENTITY OF THE COLLEGE**

The vision of the college clearly spells out that it will not be mere institute of higher learning for students but a handy tool to influence the community to be a part of the campaign carried out by the college for changing the living and behavior pattern for holistic development of the area. This speaks for the unique identity of the college—a college that owns a Community Radio with no Undergraduate college to share the glory. To foster the image further the college proposes to:-

- Build up a tribal Art Gallery to perpetuate the traditional values and articles of the tribal community now facing the onslaught of sanskritization
- To intensify the social work activities of the NSS Units of the College to cement the rapport built up with the community over the years
- To strengthen the activities of the Career Counseling Cell to help the students and the youths of the locality to get gainful employment through an all out service rendered by it and gradually converging it into a Placement Cell.

Master Plan



**Future Planned Expansion**

- Creation of new space for laboratories and the Central Library.
- Build up separate Departmental Blocks.
- Establish links with the renowned Universities of the world for class room teaching through internet.
- Renovation of the old block and transform it into cubicles for counseling
- Construction of an ideal block fitted with ITC facilities
- Construction of a de novo Seminar Hall
- Organization and up gradation of the existing spaces, especially unused ones the construction of Classrooms and/or other buildings for newly needed infrastructure towards both horizontal and vertical expansion.
- Renovation, upgradation and modernization of the existing Laboratory Spaces, classrooms and lecture halls with a view to facilitating Improved teaching-learning process.
- Rearrangement and further modernization of the administrative block for enhanced convenience and better performance.
- Generating upgraded and advanced sports facilities by creating a more spacious gym, modernized field tracks, well-fostered playgrounds, and building up football academy. Infrastructure for indoor games e.g. an indoor stadium.
- The policy is to improve the quality of students and the skill of faculty members and non-teaching staff of the college by utilizing the fund properly from the following sources.
- University Grants Commission.
- State Govt. of West Bengal.
- M. P. Local Area Development Fund/MLA Local Area Fund /PUP/Purulia Zilla Parishad.

**Table 3**

Sl. No	Plan Submitted	Ref. No	Estimated cost	Funding Agency
1	11.12.2006	499/RCC/06	6692015	UGC
2	28.08.2014	781/RCC/14	1614972	State Govt.
3	22.06.2015	208/RCC/15	1648083	State Govt.
4	16.12.2016	315/RCC/2016	608536	PUP
5	16.12.2016	314/RCC/2016	1798356	PUP

6	24.12.2016	336/RCC/2016	1511497	MP Lab
---	------------	--------------	---------	--------

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

If there be any student of that category in a class then it is arranged in the ground floor. Access to the college office is arranged through a ramp.

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

- **Hostel Facility** – 1 hostel for boys and 1 for girls while a second one for girls will be ready very soon.
- **Recreational facilities, gymnasium, yoga center** – Common rooms; the college multi gym is almost adjacent to the hostels.
- **Computer facility including access to internet in hostel** – Not available.
- **Facilities for medical emergencies** – As and when it is required we contact the PHC (Puncha) and local doctor also.
- **Library facility in the hostels** – Not available
- **Internet and Wi-Fi facility** – Available.
- **Recreational facility** – Furnished common rooms.
- **Available residential facility for the staff** – Double bedded room for bachelors only.
- **Constant supply of safe drinking water** – Available.
- **Security** – Night guards. Day time Caretaker.

#### 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?

As and when required we contact the PHC (Puncha)—it is very near the college. If it is serious then he / she is sent to Sadar hospital, Purulia.

#### 4.1.7 Give details of the Common Facilities available on the campus – spaces

For special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Canteen, recreational spaces for students in their common room , Anti Ragging cell as per Ministry of HRD guide line, safe drinking water facility, etc. Cycle & Motor cycle stand.

Table 4

Special Units	Space available	Functioning
IQAC	Yes	Regular, reports kept in the office since – 2013
Grievance Redressal Unit	No. Meetings are held in the office of the principal.	Yes
Women's Cell	Yes	Yes
Counselling and Career & guidance Cell	Yes	Yes
Placement Unit	Yes	Yes
Health Centre	No	No
Cafeteria	Yes	Yes
Recreational Space for Staffs and Students	Yes	Yes
Safe drinking water facility	Yes	Yes

## 4.2 Library as a Learning Resource

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

Yes, the college has duly constituted Library sub-Committee comprising of the following personnel: (*See Annex 4.1*)

- The Principal, Chairman of library sub-committee.
- Prof. Members
- The Librarian, Convener of library sub-committee.
- The senior teacher of each department.
- Head Clerk.
- Accountant.
- Non-Teaching Representatives.
- G.S., Students Union

To make the library user friendly the Library Sub-Committee recommended the arrangement of a spacious Reading Room with computers and internet. It was duly done. The College subscribes to almost 40 numbers of national and international journals on the basis of a list prepared as such by the committee. Full automation of the library has been done.

#### 4.2.2 Provide details of the following:

- **Total area of the library (in sq. mts):** 3000 sq.ft (*Fig 4.7*)



**FIGURE 4.7 CENTRAL LIBRARY**

- **Total seating capacity:** 48.
- Working hours (on working days, on holidays before examination days, during examination days, during vacation).

#### ❖ Working days :

- ✓ 10.30 a.m. to 5 p.m. on weekdays.
  - ✓ 10.30a.m. to 3p.m. on Saturday.
  - ✓ On holidays: - closed
  - ✓ Before examination days - as on normal days
  - ✓ During examination days - as on normal days.
  - ✓ During summer recess - the library is open on all the working days.
  - ✓ During the Durga puja and Christmas vacation - the library remains closed.
- As open space for the student in front of the circulation computer with one Catalogue cabinet for Author/Title & Subjects. The library has one large Room on the same floor and is used as reading room for the teacher as well as students.
  - Layout of the library (individual reading cards, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
  - **Notice boards, one to display new book jackets and the other for information regarding course and career. One main circulation counter consisting of one rack for the books to be issued and returned subject wise.**

- ✓ Lending card keeping boxes (3 for students, 1 for teaching staff and 1 for non- teaching staff.
- ✓ Reading space for students with six tables.
- ✓ Spacious study room for teachers with one table.
- ✓ Two tables for post- entry book processing.
- ✓ 1 almirah containing rare books.
- ✓ 1 shelf to display career-oriented information.
- ✓ Computers for using library management software (LMS)

**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.**

Books & Journals are generally purchased from the enlisted vendors & publishers after approval of the Library Sub-Committee keeping in mind the budgetary allocation and other book grants received from various sources. Text books, reference books & journals are recommended by the faculty. After acquisition of the books, accession and categorization of the books are done. Thereafter the covers of the new arrival are displayed for information of all for 15 days and then the books are available for issue/home loan to the users.

**Table 5 Year wise new arrivals in books**

Library Holdings	2011-12		2012-13		2013-14		2014-15		2015-16	
	No.	Total Cost(Rs)								
Text Book	471	93690	1073	138069	590	103650	733	148530	72	30528
Reference Book	310	62459	701	92046	415	69100	485	99020	46	20352
Journals/ Periodicals	46	4823	65	1301	31	503	66	12073	106	10435
e-resources (INFLIBNET)	Nil		Nil		Nil		01	5600	01	
Other Book	22	7585	75	26100	27	12365	17	10892	Nil	
Any other ( Gift & Donation)	Nil		5		Nil		10		30	

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

- **OPAC:** No
- **Electronics resource management package for e-journals:** No
- **In house/ remote access to e-publication:** Yes/INFLIBNET
- **Library automation:** Yes.
- **Federated searching tools to search articles in multiply databases:** No
- **Library website:** No
- **Total number of computers for public access:** 2 (however accessible for all Dept.)
- **Total number of printers for public access:** 1 (however accessible for all Dept.)
- **Internet band width/ speed:** 2MBPS, 10MBPS, 1GB.
- **Institutional repository:** Yes.
- **Content management system for e-learning:** No.
- **Participation in resource sharing network / consortia (like INFLIBNET):** Yes.

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

- **Average number working days** – 6 days / per week (Except Holiday & Sunday)
- **Average number of books issue/returned** – 100
- **Ratio of library books to student Enrolled** – 1:13
- **Average number of books added during last three year** – 1363
- **Average number of login to OPAC** – Nil
- **Average number of login to e-resource** – 10
- **Average number of e-resource downloaded printed** – 05
- **Number of information literacy training organized** – Nil
- **Details of weeding out of book and other materials** – Nil

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

- **Manuscripts** – No
- **Reference** – Yes 100/ day
- **Reprography** – Yes 50 page print per day
- **ILL (Inter library loan service)** – Yes
- **Information deployment and notification** – Yes
- **Download** – yes 40 /day
- **Printing** – 50print / day
- **Reading list/bibliography compilation** –Yes. Done regularly
- **In house/remote access to e-resource** – Yes

- User orientation and awareness –Yes
- Annual orientation program for fresher –Yes
- Assistance in searching databases –Yes
- INFLIBNET / IUC facilities – Yes (teachers, students & staff )

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

The Library Staffs are minimal but they are accommodative. They co-operate in searching for the title, make books & journals available in the reading room and allow the rare books to be used in the reading room.

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

We have no Braille books in our racks for the visually challenged persons. The physically challenged students are offered out house services—they serve their requisitions from downstairs and the library staffs supply them with the books/journals they require.

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

A suggestion/complaint box is placed at the entrance of the library. No separate feedback for the library has been arranged—it is not possible for want of a regular librarian in place-- it is punched with the general feedback and is analyzed along with the whole set. Suggestions surfacing there are duly discussed at the various fora of the college and improvements plausible are generally installed.

### 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) –

Table 6

Departments	No. of computers	Configuration
Geography	6	Duel core
Physics	2	Duel core

Mathematics	1	Dual core
Chemistry	3	Dual core
Botany	1	Dual core
Zoology	2	1p4,1 Dual core
Principal	1Desktop,1 laptop	Dual core
Teacher's common room	1 Desktop	Dual core
Administrative Block	9 Desktops, 4 Laptops	1.I5,2 I3,4 Laptop,6 Dual core
Library	1 Desk top	Dual core
Career counseling	1 Laptop	Dual core

- **Computer-student ratio:** 1:38
- **Standalone facility:** 03 (Community Radio Station, Vocational Education and Career Guidance Cell)
- **LAN facility:** Available to all departments.
- **Licensed software:** Office:-3,Geography Department-3
- **Number of nodes/ computers with Internet facility:** Available to All
- **Wi – Fi connections, Extra switches for Laptop connections:** 10

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

Internet facility is available to the faculty and students within the campus and during the college hours only.

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

- **Desktop and printers to all the Department with internet facility:** Under consideration
- **Laptop to all the faculty members :** To all the head of departments only

- Wi-Fi connections to available Laptop: done

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

**Table 7**

Year	Procurement (in Rs)	Deployment (in Rs)	Up gradation (in Rs)	Maintenance (in Rs)
2011-12	17640	17640	17522	10500
2012-13	19740	19740		22500
2013-14	19600	19600	13780	30000
2014-15	22320	22320	57400	30000

**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?**

- Extensive use of ICT tools like LCD Projectors, screens etc. in the teaching-learning process.
- One Class room (e-class room) is being upgraded with digital facilities.
- Teachers prepare their own study materials using IT resources and supplies it to the students.
- The data of the students, his/her marks, result of terminal examination are preserved in the data-base server

**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.**

- In some of the classrooms there present on-line projection facility to use as a teaching-learning resources.
- Some of the Desktop computers are used solely by the students with internet facility – this will help them for independent learning.

**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

#### 4.4 Maintenance of Campus Facilities

- Such facilities are maintained through AMC with different agencies wherever available. Otherwise the college maintains of its own.
- Repair of Hostel, street light, canteen water supply, Guest room, Generator, Chair, Bench, Students Union /Help Desk, Visitors Rest Room is done departmentally.

#### 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)?

**Table 8**

Sl.No.	BUDGET	(in Lakh) 2011-12	(in Lakh) 2012-13	(in Lakh) 2013-14	(in Lakh) 2014-15
1.	Building	3.33275		0.67080	1.04748
2.	Furniture	2.63472	3.33898	0.11700	0.42950
3.	Equipment	1.81153	1.06814	0.53035	0.54887
4.	Computers	5.57235	3.49417	0.21650	5.58650
5.	Vehicles	----	-----	-----	-----
6.	Any Other	-----	-----	-----	-----

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

❖ **Stock verification is done annually.**

- The department concerned is to maintain its own resources.
- Annual maintenance contract is done with the respective agencies, wherever available.

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

No such arrangement could be arrived at as yet for lack of resources at our disposal; we are collecting information to get it done in near future.

#### 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 sensitive Instruments, such as Data Base server are located in a dust-free AC room, adjacent to the Administrative Block, with separate Electrical connection, having auto cut facility for high voltage fluctuation and maintained with lightning arrester. The short circuit situation is managed by using MCB switches. The digital weighing balance with six decimal significant figures (MICROGRAM) balance is installed in the chemistry department for central use with a MCB switch protection. Several water pumps, including one submersible, have been installed to ensure constant and uninterrupted supply of water.

- Each department will supply its infrastructural arrangement and list of availed equipment.

#### DEPARTMENT: PHYSICS

Table 9

Sl. No.	AVAILED EQUIPMENT	INFRASTRUCTURAL ARRANGEMENT
01	Kater's Pendulum	<ol style="list-style-type: none"> <li><b>Classroom:</b> One well decorated Class-room with all basic amenities Win fan, Bench, Desk, Blackboard etc.</li> <li><b>Laboratory:</b> One big hall, One Dark-room, One Fore-room and One Office-room. In general all sorts of experiments are done in the hall except where Dark-room is necessary, where as all types of optical experiments are done in the Dark-room</li> <li><b>Teaching and Non-teaching Staffs:</b> One full time and one guest teacher. Again there are two office assistant in the department of Physics.</li> <li><b>Computer and Printers:</b> Two Computers with Internet facilities to both of them. Again one printer.</li> <li><b>Library:</b> Don't have any departmental library. However we keep our specimen copies in the department to help our students.</li> <li><b>Toilet:</b> Separate toilet for the students.</li> </ol>
02	Rigidity Modulus apparatus	
03	Set up for measuring Young's Modulus by method of flexure	
04	Viscosity of streamline capillary tube	
05	Linear expansion of material of a rod by optical lever arrangement.	
06	Measurement of thermal conductivity by Searle method	
07	Lee's and chorlton method	
08	Combination lens method to find out focal length and power	
09	One ohm coil	
10	Dead beat type galvanometer	
11	To find out earth horizontal magnetic field using magnetometer	
12	Newton ring method	
13	Diffraction grating the resolving power of the grating	

14	Polarimeter	
15	Platinum resistance thermometer	
16	Carey foster set up	
17	OP amp set up	
18	Zener diode set up	
19	Transistor set up	
20	Digital IC set up	
21	Flip flop	
22	e/m set up	
23	Spectrometer	
24	Fresnel biprism set up	
25	Optical bench set up	

Table 10

DEPARTMENT: CHEMISTRY

Sl. No.	AVAILABLE EQUIPMENT	INFRASTRUCTURAL ARRANGEMENT
01	Conductor meter	<ol style="list-style-type: none"> <li><b>Classroom:</b> 3700 sq.ft area which contains one class room, win fan, bench, desk, blackboard etc.</li> <li><b>Laboratory:</b> one physical lab, one inorganic-organic lab, one office room and one store room . Inorganic-organic lab is well furnished with proper existing water and gas supply equipment.</li> <li><b>Teaching and non-teaching staffs:</b> three full time. Again there are one lab. Assistant in the department of chemistry</li> <li><b>Computer and printers:</b> Three computers. One printer, one projector.</li> <li><b>Library:</b> don't have any departmental library.</li> <li><b>Toilet:</b> separate toilet for the students.</li> </ol>
02	Potential meter	
03	pH meter	
04	Multipoint measurement instruments	
05	Mechanical shaker	
06	Dry air oven	
07	Water DO niger plant	
08	Projector	
09	Weighing machine	
10	Keeps operators with fume chamber	
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

## DEPARTMENT: GEOGRAPHY

Table 11

Sl. No.	AVAILED EQUIPMENT	INFRASTRUCTURAL ARRANGEMENT
01	Dumpy Level	<p><b>7. Classroom:</b> One well decorated Class-room (40' &amp; 22') with all basic amenities Win fan, Bench, Desk, Blackboard etc.</p> <p><b>8. Laboratory:</b> One big hall. In general all sorts of experiments are done in the hall except</p> <p><b>9. Teaching and Non-teaching Staffs:</b> One Full Time, Two Part-time and One Guest Teacher. Again there are two office assistant in the department of Geography</p> <p><b>10. Computer and Printers:</b> 6 Computers with RS AND GIS SOTWARE Internet facilities. Again one printer.</p> <p><b>11. Library:</b> Don't have any departmental library.</p> <p><b>12. Toilet:</b> No Separate toilet for the students.</p>
02	Theodolite	
03	Prismatic Compass	
04	Plane Table Board	
05	Garmin Etrex Vista-H	
06	Planimeter	
07	Max & Min Thermometer	
08	Wet & Dry Thermometer	
09	Theodolite ET-02	
10	ALT 30 Tripod	
11	Rotameter	
12	Auto Level	
13	Hygrometer	
14	L.E.D Projector Imported	
15	Roclss and Minerals	
16	3-D Map	
17	Clinometers	
18	RM 06 Rocks Set	
19	RM 07 Minerals Set	
20	Barometer	

## DEPARTMENT: ZOOLOGY

Table 12

Sl. No.	AVAILED EQUIPMENT	INFRASTRUCTURAL ARRANGEMENT
01	Compound Microscope.	<p><b>1. Classroom:</b> One well decorated Class-room with all basic amenities Win fan, Bench, Desk, Blackboard etc.</p> <p><b>2. Laboratory:</b> Four big hall (25'x22'),(10'x11'),(8'x11'),(20'x 11')</p> <p><b>3. Teaching and Non-teaching Staffs:</b> One Part-time. Again there are One office assistant in the department of Zoology</p> <p><b>4. Computer and Printers:</b> 2 Computers with Internet facilities. Again one printer.</p> <p><b>5. Library:</b> don't have any departmental library.</p> <p><b>6. Toilet:</b> One separate toilet for the</p>
02	Horizontal bottle shaker	
03	Digital Microscope with L.E.D. Screen OS Windows	
04	Digital Balance	
05	Centrifuge	
06	P.H. Meter	
07	Olympus Microscope HSA	
08		
09		
10		
11		
12		
13		
14		
15		
16		

17		students.
18		
19		
20		

Table 13

## DEPARTMENT: BOTANY

Sl. No.	AVAILED EQUIPMENT	INFRASTRUCTURAL ARRANGEMENT
01	Simple Microscope	<ol style="list-style-type: none"> <li>1. Two Room 187.5 Sq. ft. x 575 Sq. ft. Computer &amp; Record Room, Per Table with Running water supply.</li> <li>2. Computer 1, Laptop 1, 1 Digital Camera, 1 Refrigerator, 1 Inverter, Almari 4 (Steel), 3 Wooden Almari.</li> <li>3. <b>Teaching and Non-teaching Staffs:</b> One Guest Lecturer. Again there are One office assistant in the department of Botany</li> <li>4. <b>Toilet:</b> One separate toilet for the students.</li> </ol>
02	Compound Microscope	
03	Incubator	
04		
05		
06		
07		
08		
09		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

## ANNEXURE 4.1 [LIST OF MEMBERS OF DIFFERENT COMMITTEES (2013-2016)]

Sl. No.	1.FINANCE COMMITTEE	Sl. No.	3.ACADEMIC & ADMISSION SUB-COMMITTEE
1	Dr. Chandidas Mukhopadhyay (Principal)	1	Dr. Chandidas Mukhopadhyay (Principal)
2	Prof. Amal Kr. Datta (Bursar)	2	All Head of the Departments
3	Sri Trilochan Majhi (Accountant)	3	Sri Trilochan Majhi
4	Prof. Debabrata Mondal	4	Sri Kamalakanta Mahato
5	Prof. Shovan Ghosh	5	Smt. Krishna Sinha
6	Sri Kamalakanta Mahato	Sl. No.	4.UGC BUILDING COMMITTEE
7	Sri Prasanta Rakshit	1	Dr. Chandidas Mukhopadhyay (Principal)
8	Sri Achinta Roy (Cashier)	2	Prof. Amal Kr. Datta
Sl. No.	2.PURCHASE COMMITTEE	3	Prof. D. Mondal
1	Dr. Chandidas Mukhopadhyay (Principal)	4	Prof. Ramsankar Pradhan
2	Prof. Amal Kr. Datta (Bursar)	5	Sri Kamalakanta Mahato
3	Sri Trilochan Majhi (Accountant)	6	Sri Prasanta Rakshit
4	Prof. Debabrata Mondal	7	Engineer From Purulia Zilla Parishad/PWD
5	Prof. Shovan Ghosh	8	Sri Sujay Banerjee (S.K.B.U. Nominee)
6	Sri Kamalakanta Mahato	9	Architect
7	Sri Prasanta Rakshit	10	Sri Trilochan Majhi
8	Sri Achinta Roy (Cashier)	11	Sri Raju Dutta
		12	Prof. Shovan Ghosh

Sl. No.	<b>5. LIBRARY SUB-COMMITTEE</b>	Sl. No.	<b>7. COLLEGE ELECTION COMMISSION</b>
1	Dr. Chandidas Mukhopadhyay (Principal)	1	Dr. Chandidas Mukhopadhyay (Principal)
2	All Head of the Departments	2	Prof. Sourav Baxi (Convener)
3	Sri Mathur Ch. Mahato	3	Prof. Ramsankar Pradhan
4	Sri Kamalakanta Mahato	4	Prof. Shovan Ghosh
Sl. No.	<b>6. CULTURAL &amp; SPORTS SUB-COMMITTEE</b>	5	Prof. Debabrata Mondal
1	Dr. Chandidas Mukhopadhyay (Principal)	6	Sri Raju Dutta
2	Prof. Debabrata Mondal	7	Sri Kamalakanta Mahato
3	Prof. Shovan Ghosh	Sl. No.	<b>8. BUILDING SUB-COMMITTEE (COLLEGE)</b>
4	Sri Kamalakanta Mahato	1	Dr. Chandidas Mukhopadhyay (Principal)
5	Sri Prasanta Rakshit	2	Prof. Shovan Ghosh
6	G.S. Student's Union	3	Prof. Sourav Baxi
Sl. No.	<b>9. EXAMINATION SUB-COMMITTEE</b>	4	Sri Kamalakanta Mahato
1	Dr. Chandidas Mukhopadhyay (Principal)	5	Sri Dayamoy Dutta
2	All Head of the Departments	6	Engineer From Purulia Zilla Parishad
3	Sri Trilochan Majhi	7	Sri Sujay Banerjee (S.K.B.U. Nominee)
4	Smt. Krishna Sinha	8	Architect
Sl. No.	<b>10. REMEDIAL SUB-COMMITTEE</b>	9	Sri Trilochan Majhi
1	Dr. Chandidas Mukhopadhyay (Principal)	10	Sri Raju Dutta
2	Prof. Sourav Baxi	Sl. No.	<b>11. ANTI RAGGING CELL</b>
3	Prof. Shovan Ghosh	1	Dr. Chandidas Mukhopadhyay (Principal)
4	Prof. Debabrata Mondal	2	Sri Bidyut Khara (Hostel Super)
5	Sri Achinta Roy	3	Hostel Super of Girls' Hostel
6	Sri Prasanta Rakshit	4	Prof. Shovan Ghosh
		5	Sri Raju Dutta

		6	Sri Gour Ch. Mandal
		7	B.D.O. Puncha Block
		8	O.C. Puncha P.S.

Sl. No.	12. VOCATIONAL SUB-COMMITTEE	Sl. No.	13. CARRER & COUNCELLING CELL
1	Dr. Chandidas Mukhopadhyay (Principal)	1	Dr. Chandidas Mukhopadhyay (Principal)
2	Prof. Shovan Ghosh	2	Prof. Sourav Baxi
3	Prof. Sourav Baxi	3	Prof. Ramsankar Pradhan
4	Prof. Ramsankar Pradhan	4	Sri Raju Dutta
5	Sri Raju Dutta	5	Sri Achinta Roy
6	Sri Achinta Roy	6	Sri Prasanta Rakshit
7	Sri Prasanta Rakshit	7	Sri Kamalakanta Mahato
8	Smt. Krishna Sinha	Sl. No.	15. IQAC CELL
Sl. No.	14. CAS SUB-COMMITTEE	1	Dr. Chandidas Mukherjee (President)
1	Dr. Chandidas Mukherjee (President)	2	Dr. Chandidas Mukhopadhyay (Principal)
2	Dr. Chandidas Mukhopadhyay (Principal)	3	Prof. Sourav Baxi
3	Sri Sujay Banerjee (S.K.B.U. Nominee)	4	Prof. Shovan Ghosh
4	Sri Gurupada Tudu (Govt. Nominee)	5	Sri Sujay Banerjee (S.K.B.U. Nominee)
5	Prof. Shovan Ghosh	Sl. No.	16. LABORATORY SUB-COMMITTEE
6	Prof. Debabrata Mondal	1	Dr. Chandidas Mukhopadhyay (Principal)
7	Subject Expert	2	All Head of the Departments
8	Nominee from V.C.	3	Sri Asish Mukherjee
9	D.P.I. Nominee	4	Sri Asoke Kr. Banerjee

Sl. No.	17. HOSTEL SUB-COMMITTEE	Sl. No.	18. ASSETS MAINTENANCE COMMITTEE
1	Dr. Chandidas Mukhopadhyay (Principal)	1	Dr. Chandidas Mukhopadhyay (Principal)
2	Prof. Shovan Ghosh	2	Prof. Sourav Baxi
3	Sri Bidyut Khara (Hostel Super)	3	Prof. Shovan Ghosh
4	Hostel Super of Girls' Hostel	4	Sri Kamalakanta Mahato
5	Smt. Krishna Sinha	5	Sri Prasanta Rakshit
6	Sri Jitendranath Bauri	6	Sri Jitendranath Bauri

## 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. (See Annex 5.1) Along with the history of the college it contains the information about the Governing Body, Teachers Council, Academic Council, and faculties of the institution, non-teaching staffs, the academic calendar, combinations of the Honours and General subjects, total intake capacity, library & laboratories, fees payable, different academic activities like results, prizes, awards, college hostels, games and sports, the gym, the common rooms and other facilities available along with the rules and regulations. (Fig5.1) The rich heritage of the college is hammered at with the intention instilling a pre-view in the students about his prospective role and responsibilities and the scope that is provided for the full blooming of his burgeoning genius, if he/she has any.

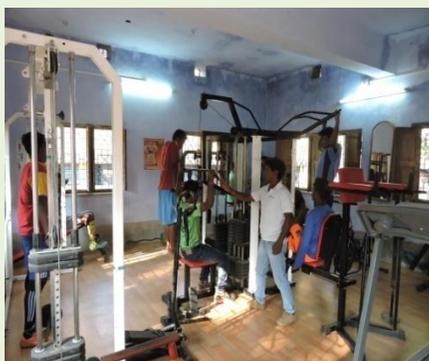


FIGURE 5.1 STUDENTS UTILIZING THE MULTI-GYM FACILITIES



FIGURE 5.1 PHYSICS LABORATORY



FIGURE 5.1 NCC OFFICE



FIGURE 5.1 BOYS' HOSTEL



FIGURE 5.1 CENTRAL LIBRARY



FIGURE 5.1 STUDENTS UTILIZING THE READING ROOM

The college endeavours to keep pace with the commitments spelt out to build up a sense of reliability among the students. The college library and the laboratories profess that the college has not been making a mountain of a molehill. The college therefore takes serious care to strengthen the library and the laboratories with the meticulousness of a ritual. The

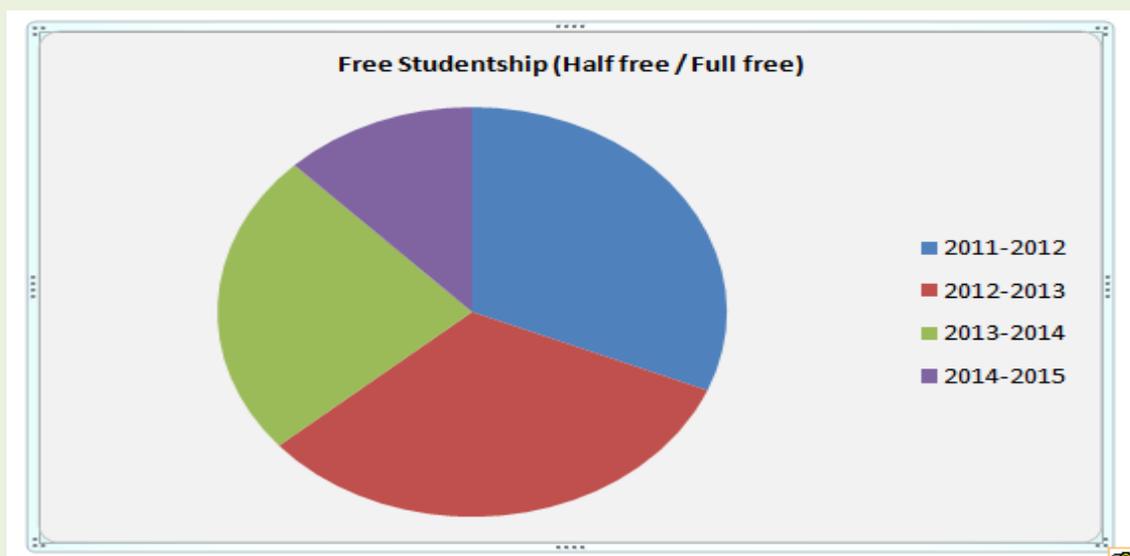
inner discipline speaks volumes about the college itself. A mutual trust grows in course of time and the college becomes more committed to bring the prospects to fruition.

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

The college has no Institutional Scholarship; it offers free ships to the poor but meritorious students and first generation learners of some underdeveloped communities. Yes, financial aid was available and the same was disbursed on time.

**Table 1 FINANCIAL SUPPORT**

Sl. No	Academic Year	Free Studentship (Half free / Full free)	Amount (Rs).
1	2011-2012	222	10,1,800/-
2	2012-2013	230	99,000/-
3	2013-2014	171	67,500/-
4	2014-2015	87	63,900/-



**FIGURE OF FINANCIAL SUPPORT**

**5.1.3 What percentage of students receives financial assistance from State Government, Central government and other National agencies?**

Following is percentage of students receiving financial assistance from the state, central and other national agencies during the last four years:

Table 2

Sl. No	Academic Year	SC	ST	OBC	Minority	Other fellowship from Private Organizations	Total no of students benefited	Total no of student	% of the students benefited
1	2011-12	262	328	349	33	18	990	2167	46%
2	2012-13	282	524	407	43	21	1277	2221	49%
3	2013-14	239	499	300	36	18	1092	1952	56%
4	2014-15	265	585	423	28	4	1305	2147	61%

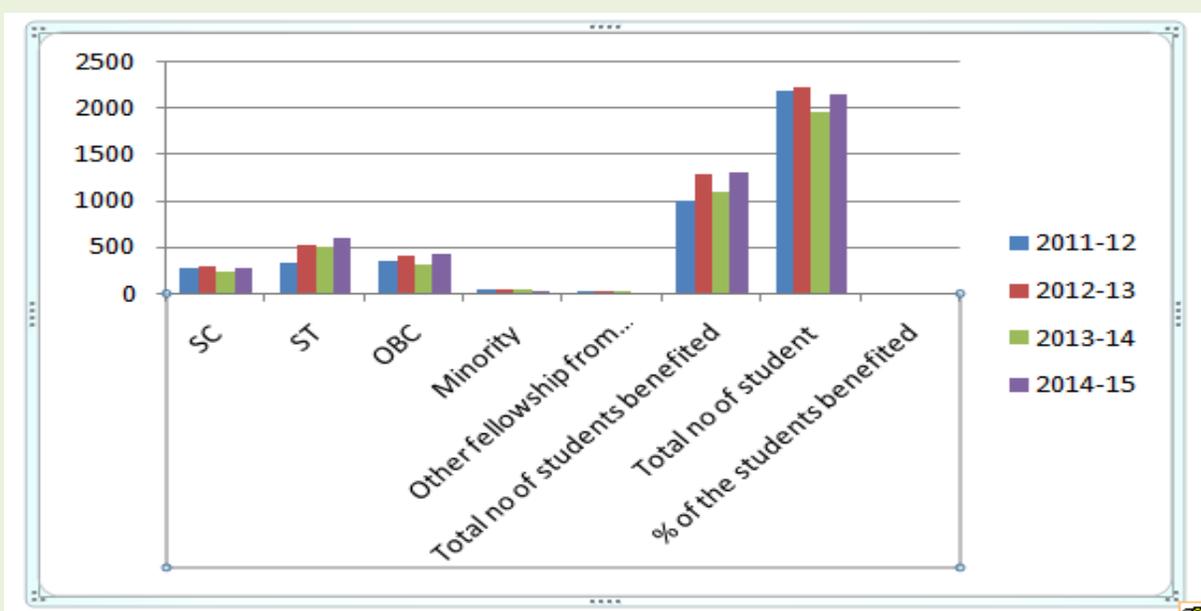


FIGURE OF PERCENTAGE BENEFITED

#### 5.1.4 What are the specific support services/facilities available for?

##### a) Students from SC/ST, OBC and economically weaker sections.

- College has seat reservations for the students coming from SC/ ST/ OBC community and the economically weaker section of the society as per University and Government norms and financial aid, if needed, is provided by the college. Certain concession in tuition fees in the form of granting full or half-tuition fees waiver are awarded to them. At times they are in receipt of financial assistance from UGC too (During the last plan period)(See Annex 5.2)

**b) Students with physical disabilities**

- College has seat reservation for the physically handicapped students as per University and Government norms and financial aid is given to the students with physical disabilities.

**c) Overseas students: N.A****d) Students to participate in various competitions/National and International**

- College provides the wherewithal for the participations as such.

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

- No provision. Arrangement with the local Block PHC has been made to reciprocate with the college when any demand as regards medical assistance for the students, especially for the boarders of the hostel is sought from it. We are in timely receipt of the assistance.

**f) Organizing coaching classes for competitive exams**

- Yes, the institution organizes coaching classes for the students for several competitive examinations, such as SSC, PSC, WBCSC etc. Coaching is provided on a wide spectrum to cover all the competitive exams as conducted by railways, banks etc. (See Annex 5.3)

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

- Computer literacy is arranged for those in need just after their admission in the college to enable them to cope with the learning process that the college meticulously follows. Earlier the college has conducted, inter alia, a certificate course on Functional English with support from UGC and we have a plan to revive it to make the students fit for facing the interviews for jobs.

**h) Support for “slow learners”**

- For slow learners special classes, Tutorial classes and Remedial Coaching classes are arranged by the departments concerned. The advanced students are told to help the weak ones with their studies. Peer education is encouraged.

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

- Occasional visits to the Thermal Plant at Santaldi are arranged for the science students. The District Science Centre with its exhibitions and special seminars is another place often visited.
- Humanities Departments Encourage Students to attend seminar and workshops so that they may familiarize themselves with scholarly developments in their subjects. (Fig5.2)



FIGURE 5.2 FIELD TRIP BY STUDENTS OF

**j) Publication of student magazines**

- College Magazine ‘Srijani’ is published on annual basis with contributions from the students and the ex-students; the faculties and others connected with the college. Wall Magazines on monthly basis is published by the faculties and students of various departments of the institution. *(See Annex 5.4)*

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

Not done.

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

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

The college has a firm policy of enthusing and roping in the students to participate in extracurricular and co-curricular activities by whosoever conducted. To get the students attracted, the college strategically offers fee concession to the serious performers and a relaxation with regard to college attendance and college examinations are is provided.

The college makes arrangement for coaching camp during the practice session of different games and sports. The college offers its infrastructure for practice as such. Sports uniforms, equipments and track suits are arranged by the college. Students are given healthy refreshments during practice sessions.

For the students participating in Quiz competitions, debate and discussions, cultural activities in different organizations, whatsoever, the college makes arrangements for guidance and rehearsals. Mock trials are made. Apart from this, the college also bears the conveyance cost of the participants for attending the venues.

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

The College organizes special Coaching classes and Carrier Guidance lectures for the students who sit for the different competitive examinations for state services only viz. School Service Commission, TET, Banking Service Commission, Railways Service Commission and the like. It is unfortunate, that we have failed to keep track with the successful candidates as most of them have joined their new assignments without proper information to the college. However, as far as our information goes we note below the performance:-

Table 3

Srl. No	Name of the Exam	No. appeared	No. qualified
1	TET	150	90
2	School Service Commission	33	17
3	Civic Police	55	37

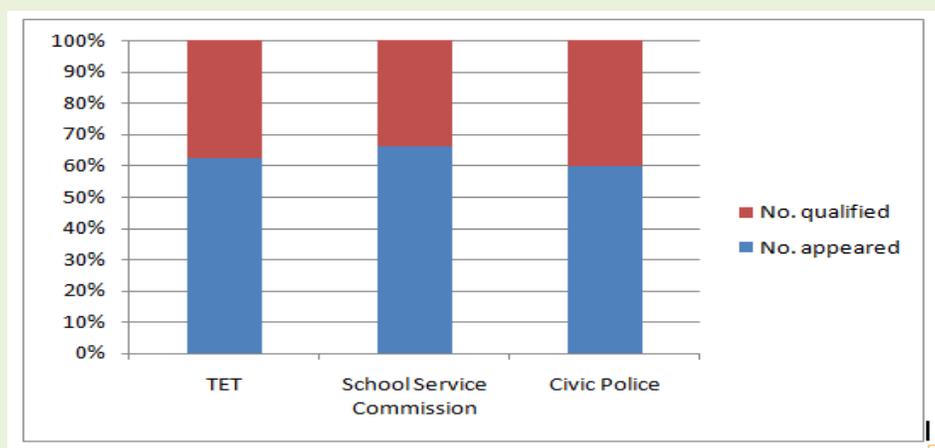


FIGURE OF STUDENTS APPEARED AND QUALIFIED IN VARIOUS

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

Generally, academic, personal and career-oriented counseling are offered by the college. With the availability of competent Resource Persons psycho-social counseling could also be arranged.

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

Yes, the institution has a Career Guidance Cell. The cell organizes information kiosks along with training for particular examinations, seminars, lectures, mock interviews. No campus interview for appointment whatsoever could be arranged. The details are given below: (Fig5.3)



FIGURE 5.3 CAREER GUIDANCE SESSION

Table 4 CAREER GUIDANCE CELL

Date	Programme	Lecture delivered by	No of students present
14/04/2012	SSC Coaching	Koushik Chakraborty, WBCS BSWO (BDO Office Pancha)	32
15/04/2012	Do	Do	37
21/04/2012	Do	Do	40
28/04/2012	Do	Do	45
03/12/2013	Seminar on the art of mind control for self poise at the time of interview	C D Mukharjee Principal, (Ramananda Centenary College) & Mataji Niharika (B C Roy Engineering College, Durgapur)	500
09/07/2014	Workshop on employment in different organizations for the SC/ ST students	Debashis Bhattachariya, Professional Counsellor	72
25/07/14	Training and placement CPAT	Do	96
04/08/2014 21/08/2014	Workshop on Beautician course for the students and employment	Do	17 18
18/11/2014	Workshop on employment	Do	38
13/01/2015	Workshop on employment	Do	34
05/02/2015	Do	Do	37
04/03/2015	Do	Do	05
19/03/2015	Free training and placement of minority and SC/ST	Do	50

❖ **Executive Summary:**

- The College publishes its updated prospectus annually and it distributes among the students.
- The College has a Governing Body.
- The College made facilities for the students with fellowships extra Coaching for the poor and comparatively weak students, equipments of the players; organize coaching classes for the competitive examination; arranges computer literacy programs.
- The College encourages the SC/ST and Physically Challenged Students.
- The College Publishes its annual magazine, where the students and teachers find a platform for expressing themselves

- In the NCC, NSS, Youth Parliament, Quiz Contest, Games and Sports students are encouraged to participate with the proper training by the institution. (Fig5.4)



FIGURE 5.4a NSS QUIZ ON WORLD



FIGURE 5.4b YOUTH PARLIAMENT

❖ **Evidence of Success:**

Many students have got the job followed by the training or counselling organized by the carrier guidance cell of our college. Here are the names of few students:

**Table 5 CAMPUS RECRUITMENT 2014-15**

Sl. No	Name with father's name	Address	Class/Year/Roll	Where placed
01	Biswarup Mukherjee, Satyanarayan Mukherjee	Laulara, Purulia	B.A. 3rd	R.C.College
02	Inul Ansary, Rabban Ansary	Damodarpur, Napara, Purulia	B.A.(H) 3rd	R.C. College
03	Akbar Ali, Keramat Ansary	Damodarpur, Napara, Purulia	B.A. 3 <sup>rd</sup>	Primary Teacher
04	Probadh Mahato. Lt. Mariram Mahato	Damodarpur, Napara, Purulia	B.A. 3 <sup>rd</sup>	
05	Raghunath Mahato, Gobardhan Mahato	Hariharpur, Purulia	B. Sc	Rajnowagarh High School
06	Tapan Banerjee, Lt. Jagadish Banerjee	Hariharpur, Purulia	B.A.	Rajnowagarh High School
07	Subhamoy Banerjee, Debidas Banerjee	Laulara, Purulia	B.A. (H)	Bari Primary School
08	Phalguni Roy,	Barameshya, Purulia	B. Sc	Primary Teacher
09	Tapas Roy	Barameshya, Purulia	B.A.	H.S. Teacher
10	Bulti Dutta	Bagda, Purulia	B.A.	Health Dept.
11	Sipra Banerjee	Puncha, Purulia	B.A.	Health Dept.
12	Beauty Banerjee	Puncha, Purulia	B.A.	Health Dept.
13	Md. Zakir Hossan	Kendadhi, Punch	B. Sc	Food Supply

		a, Purulia		
14	Diman Chakrobrotty	Polmi, Purulia	B.A.(H)	H.S. Teacher

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

Yes, the institution has a grievance redressed cell. The following cases were redressed:

**Table 6**

**Grievance Redressal Committee:**

**Action Taken Report** (Prepared in response to grievances forwarded by hostellers)

**2011:** Both hostels were repaired and painted. In response to the boarders' inconvenience the doors of seven toilets were reinstalled/ repaired.

**2012:** The fencing of both hostel buildings as taken care of. The soak-pit chambers of toilets were emptied and maintenance work on the same carried out.

**2013:** Doors and Windows of hostel rooms repaired and painted. Windows were covered with mesh-nets to prevent mosquitoes and other insects from getting in.

**2014:** Two new beds added to the hostel. Old beds were checked for repair work and the same taken care of accordingly.

**2015:** Boys' hostel was equipped with a hand pump/ tube well and a separate water tank installed beside it to supplement the needs of boarders.

**2016:** Four new beds put in. Repair work initiated to take care of electric and power installations. Bath and toilet doors are in need of repair, committee forwarded the grievance. Action to be taken in time.

- Regarding the paucity of drinking water, instruments for the practical classes, paucity of the sufficient faculties, paucity of the book in library, insufficient hostel sits and bathroom and sanitation system, regarding the condition of meals in hostels, fans in the class rooms, sanitation system in the college campus.

The redressal cell has redressed many of the problems raised by the students and some problems are in the mean of consideration.

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

The Women Cell in the footsteps of Nirvaya has been formed to look after such matter. But no sexual harassment has ever occurred or has been reported to the college authorities.

**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. We have an anti-ragging committee. During the last 4 years one such case was reported. Two students, Rajkumar Mandal and Rajesh Mandal of left the PRM Boys' Hostel suddenly on 8<sup>th</sup> January, 2015. On 9<sup>th</sup> January they reported to the Anti ragging Committee of the college that they had been assaulted by their seniors on 7<sup>th</sup> January night.

At the initiative of the Anti ragging Committee the students were brought back to the hostel and the default senior students Jaladhar Sahis and Jit Mandal, Roll No. 19, 2<sup>nd</sup> year 2014-15 were awarded exemplary punishment. Jaladhar Sahis and Jit Mandal were suspended from the Hostel for 1 year and 6 months respectively. Since then there has been no recurrence of such incidence.

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

Book Bank for the poor but meritorious students, Xerox at low rate, Fee concession for the needy, and free internet facilities for all are available.

**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 has no registered Alumni Association but preparations are underway to get the existing Association registered and to that effect bylaws and rules have been prepared. For the present the Ad-ho Committee of the Association sits on quarterly basis and irons out measures and submits that to the Principal that will contribute to the overall academic development of the college. For infrastructural development of the college the Association this year has undertaken the renovation of the Boys' Common Room and Canteen within an outlay of Rs.150000.00. The Association has been successful in organizing Annual Re-union of the ex-students of the college. (*See Annex 5.5*)

## 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.

**Table 7**

Student progression	%
UG to PG	5-10%
PG to M.Phil.	Does not arise
PG to Ph.D.	Does not arise
Employed • Campus selection • Other than campus recruitment	No campus selection could be held 12-15%

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

**Table 8 Programme wise pass percentage and completion rate for the last Four years**

Year	Course	No. appeared	No. passed
2012	BA	132	35
	BSc	07	06
2013	BA	143	43
	BSc	15	03
2014	BA	257	70
	BSc	11	05
2015	BA	348	150
	BSc	24	15

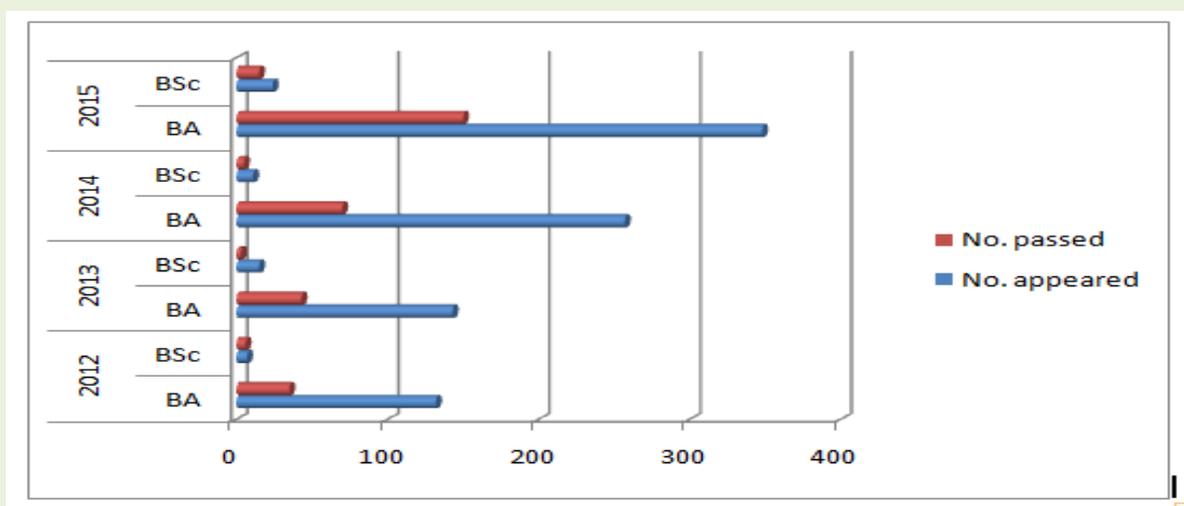


FIGURE: DETAILS OF THE PROGRAMME CHART

Table 9 Programme wise pass percentage and completion rate for the last Four years

Session Result based on Final Year	Programmes	Manbhumi Mahavidyalaya (Pass Percentage)	Kashipur M.M. Mahavidyalaya (Pass Percentage)	Ramananda Centenary College		
				Number of appeared students	Qualified in number	%
2012-13	B.A. Honours	60.43	56.36	111	68	61.26
	B.A. General	56.77	43.80	126	74	58.73
	B.SC. Honours	50.00	NA	12	02	16.67
	B.SC. General	100.00	44.44	15	08	53.33
2013-14	B.A. Honours	70.73	59.29	44	29	65.91
	B.A. General	41.55	46.55	111	27	24.32
	B.SC. Honours	57.14	NA	01	01	100
	B.SC. General	NA	0	10	04	40
2014-15	B.A. Honours	57.14	48.00	119	72	60.50
	B.A. General	25.87	26.09	237	99	41.77
	B.SC. Honours	33.33	NA	09	05	55.56

	B.SC. General	NA	0	15	10	66.67
2015-16	B.A. Honours	NA	NA	127	75	59.06
	B.A. General	NA	NA	329	99	30.09
	B.SC. Honours	NA	NA	13	06	46.15
	B.SC. General	NA	NA	18	08	44.44

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

The institution facilitates student's progression to higher level of education for the promising students through career counseling, by making available the list of the Universities, the Courses offered therein and guides them to employment through occasional orientation conducted by the carrier guidance cell addressed by some external expert.

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

- One to one counseling is arranged;
- Peer pressure and peer education are created;
- Guardians are counseled and requested to intervene;
- Different welfare facilities are thrown open;
- Special remedial classes are arranged; (*See Annex 5.6*)
- Persuading the guardians not to get their daughters married before completion of the final examination;

## 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.

Our students are offered to participate in Track and Field, Indoor games (like table tennis, badminton etc.), gymnastics, and outdoor games like football, cricket, volleyball, Kho-Kho, and in the cultural sector puja social, fresher's welcome, observance of the important days e.g. Rabindra Jayanti, Independence day etc, are the main cultural events. Extracurricular activities are being conducted by NCC & NSS units and overseen by the Students' Union. (*Fig5.5*)



FIGURE 5.5 NSS RALLY ON WORLD AIDS DAY      FIGURE 5.5 COLLEGE SPORTS EVENT

❖ **Details of program calendar:**

- Students of the college (both boys and girls) participate in the Annual College sports and games held in the month of January or February each year.
- Our students participate in the Inter College Athletic Meet and Football Tournament both at district and state level every year.
- Our students actively participate in the Inter-college competition of games and sports conducted by the University every year along with the Youth parliament and cultural competitions organized at local level.
- NSS and NCC volunteers organize cultural programs and blood donation camp on various occasions to commemorate the luminaries of various sectors.
- NSS volunteers intermittently organize different awareness programs on various occasions in order to make the students as well as the community aware of multifarious important issues e.g. AIDS, Environment pollution and protection, Global warming, Thalassemia, swine flu, Water and Sanitation (Nirmal Bangla Mission)etc.
- College teams participate in Youth Parliament and Quiz Competition both at the district and state level organized the Ministry of Parliamentary Affairs, Govt. of West Bengal.
- Organize cultural programs in association with a local association, Sanga & Kristi, peopled by our ex-students,

**5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University/State/Zonal/National/International, etc. for the previous four years. (See Annex 5.7)**

**Table 10 Details of major students “Achievements” Games and Sports**

Year	Major Achievements
2012	<p>Champion in Inter College District Sports and Games Championship, February-2012, Organized by SKBU.</p> <p>Champion in Athletics, both men and women, Organized by SKBU.</p> <p>Runners in Inter College Football Championship, Organized by SKBU.</p>
2013	<p>Inter College District Sports and Games Championship, February-2013</p> <p>Champion in Football and Athletics both for men and women.</p> <p>Champion in SKBU Inter College Kho- Kho Competition 2013 for women.</p>
2014	<p>Inter College District Sports and Games Championship, February-2014</p> <p>Champion in football and in athletics runners both for men and women.</p> <p>SKBU Inter College Meet 2014 Runners in women Athletics.</p> <p>Runners in Inter College Football Championship-(2014-15) on 26/27 August, 2014.</p> <p>SKBU Inter College Kho- Kho Competition, 2014 –Runners women.</p>
2015	<p>DPI Inter College District Sports and Games Championship, January, 2015</p> <p>Runners in Athletic (girls) And Football for boys.</p> <p>SKBU Inter College Kho- Kho Competition, 08/October 2015 –Runners women</p> <p>SKBU Inter College Football Championship- 23/September 2015</p> <p>Champion in boys.</p> <p>SKBU Inter College Kabaddi Competition, 27/August 2015 –Runners men</p>

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

The college has a mechanism (Institutional and Departmental) to seek and use data and feedback from its graduates at the end of their studentship in the college. On the basis of the students’ feedback we identify the problems of the students (academic, infrastructural etc.) and try to overcome these problems. We, however, have no mechanism to have any feedback from the employers of our ex-students. (See Annex 5.8)

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

The College forms a Magazine sub-committee from among the elected members of the Students' Union each year and the Principal places a teacher nominee with a literary bend of mind on it. Funds are allocated from the Session Charges head of the account. This involves and encourages the students to publish the Annual College magazine 'Srijani' each session. Prior to the publication wide circulation of notice inviting articles from all connected with the college is made. The wall magazines are also published by the different departments and NSS to reflect the thoughts and aspirations of the students. In addition to this, exhibitions are also organized to pave the way for explicit manifestation of creativity, contemplation, imagination and artistic potentialities of the students.

**Table 11 List of publications:**

Sl. No.	Name of the publications	No. in the last four years
1	Annual Magazine Sreejani	04
2	Wall Magazines	04

**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 its Students' Union which is the representative body of the students of all streams (Arts and Science). The student's representatives are directly elected every year by the students of the college in accordance with the provisions of the Constitution as provided by the University by means of secret ballot. The office bearers are elected by the newly elected students' representatives.

The Students Union organizes all the co-curricular, extra-curricular and cultural activities of the college through different sub-committees headed by a full-time teacher nominated by the Principal. The recreational activities of the college are also entrusted to the Students' Union. Expenses are defrayed by the college from the session charges collected from the students at the time of admission/readmission each year.

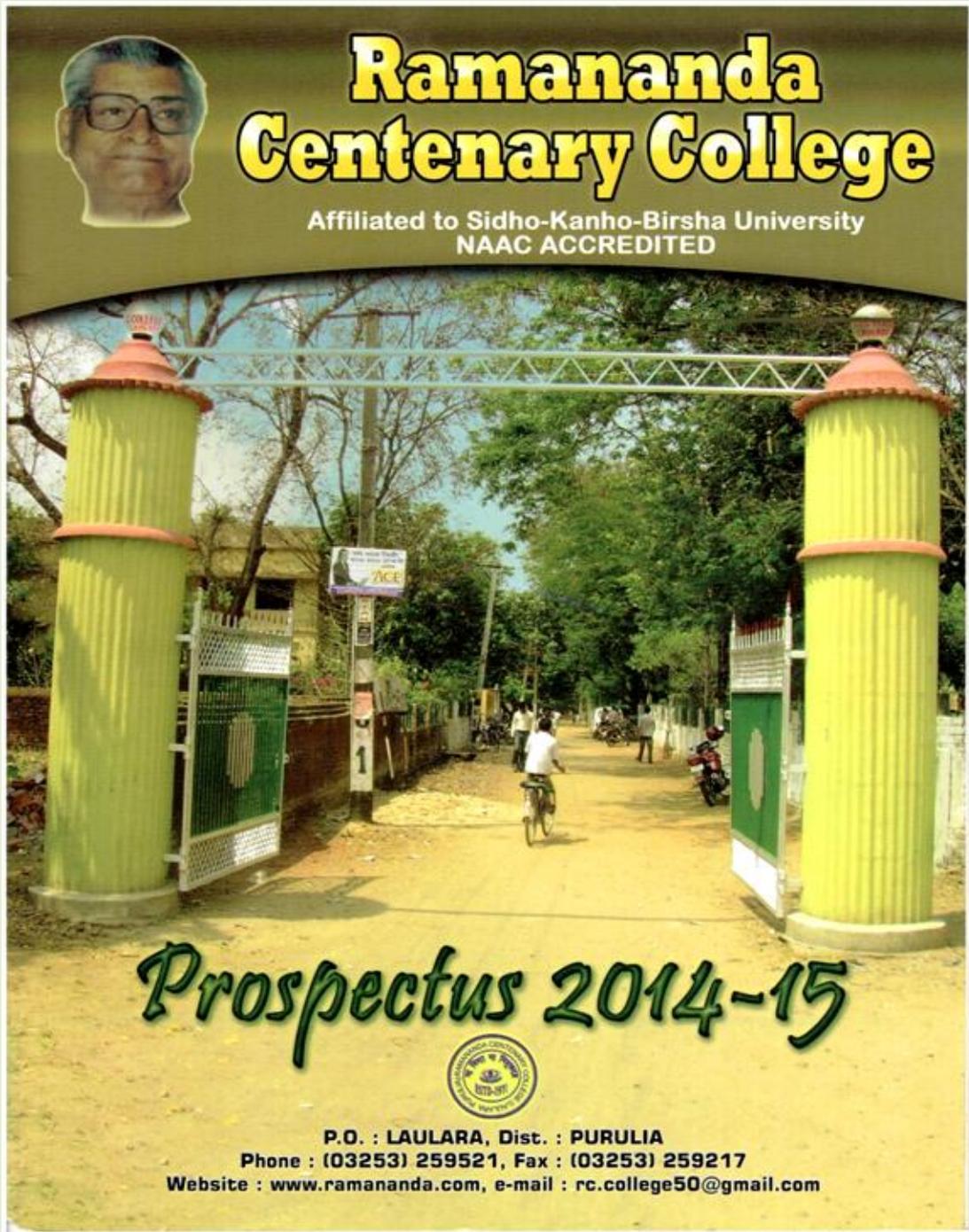
**5.3.6 Give details of various academic and administrative bodies that have student representatives on them.**

The General Secretary of the Students Union is an ex-officio member of the Governing Body, the apex administrative body of the college.

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

- Through quarterly meetings of the Alumni Association and through organization of Reunion each year.
- The former faculties are sometimes contacted for offering Guest Lectures.
- The illustrious and notably successful alumni are invited to the college to narrate their tale of success under the head Past meets the Present.
- On all the occasions of the observance of any red letter day the former faculty are invited to pay visit.
- Contact is also made through mobile and mail.

ANNEXURE 5.1 [COLLEGE PROSPECTUS]



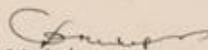
## ANNEXURE 5.2 [SC/ST/P.H/MINORITY FINANCIAL HELP]

RAMANANDA CENTENARY COLLEGE  
LAULARA PURULIA

ইউ.জি.সি. আর্থিক সাহায্য প্রাপ্তির জন্য অনুমোদিত ছাত্র/ছাত্রী তালিকা  
দ্বিতীয় দফা

SC/ST/BPL/MINORITY/PH

SI	Name	SI	Name
101	Sk Khurshed Alam	135	Namita Mahato
102	Goutam Rajowar	136	Gopal Mandi
103	Partha Mukherjee	137	Sangita Layek
104	Kanchan Murmu	138	Rakhi Bhattacharya
105	Sukumar Layek	139	Joydip Roy
106	Milan Mahanta	140	Shilpa Rakshit
107	Subal Ch. Mahata	141	Itu Mukherjee
108	Kajal Sahis	142	Suparna Karmakar
109	Bappa Sahis	143	Jhuma Karmakar
110	Samir Mahato	144	Champa Karmakar
111	Sukumar Gope	145	Babli Chatterjee
112	Samir Mahato	146	Rajib Kar
113	Ambarish Mahato	147	Subir Banerjee
114	Natabar Mahato		
115	Pallab Dey		
116	Suman Roy		
117	Mafij Ansary		
118	Bibekananda Mahato		
119	Tapas Kr. Acharya		
120	Swapan Kisku		
121	Amal Mahato		
122	Mukul Mahato		
123	Pasupati Bauri		
124	Shyamal Mandal		
125	Mrityunjoy Acharya		
126	Sudip Mukuti		
127	Bishnu Sabar		
128	Shiuli Dey		
129	Sultan Ansary		
130	Hanif Ansary		
131	Abdus Sattar Ansary		
132	Saddam Ansary (451)		
133	Saddam Ansary (528)		
134	Somnath Kar		

  
Principal  
Ramananda Centenary College  
P.O.- Laulara, Dist.- Purulia



ANNEXURE 5.4 [SRIJANI COLLEGE MAGAZINE]



ANNEXURE 5.5 [ALUMNI MEET]

Alumni Association

Dt. 27.11.2016

Members Present: -

1. [unclear] 27.11.16.
2. Krishna Chandra Babu.
3. Sampa Banerjee (Saha).
4. Somnath Chakrabarty.
5. Manoj Mukherjee
6. Nimai Chakrabarty, Bagda. 27.11.2016
7. [unclear]
8. Somnath Roy 9679166863
9. Sudip Mahato
10. Minnal Kanti Dutta 9732055125
11. Biswasjit Sahana. 9932393335
12. Jyoti Mukherjee, 9732061859
13. Partho K. Mukherjee 9732817395
14. Nimes Banerjee 9649603178
15. Tapas Sarkar 8170981775.
16. Ranavrat Sahana 9732143970
17. Anirban Chakrabarty
18. Anup Mukherjee 9483780764
19. Hemant Mukherjee 9732193298 (27/11/16)
20. Chandan Majumdar 7336917956
21. Somnath Chakrabarty. 9933415899
22. Sandip Kumar Hazra 7384877391
23. Kabir Banerjee (Purba) - 9732152889
24. Ranjit Baran Mahato (Kendukh) 9732109614
25. [unclear] 9932487150
26. [unclear] 9735118440
27. Vivekananda Mukherjee, London - 7384958486
28. Atik Jonyak 9734996998
29. Chinmay Barua 9735113033.
30. Subir Banerjee 9832804351
31. Biman Sen 8486046499
32. Pushank Datta 8972929704
33. Saikat Datta 8145656151

34. Sitandranath Mahato (Majumdar) 8116697407
35. Anirbanjit Mahato (Butgata) 7872122434
36. Mangaram Dutta (Poneta) 9732285040
37. Anis Mulla (Lauder) 9732066425
38. Anil Anand (Domodapur) 8016335331
39. Kamala Kanta Mahato (Bakirra) 9933795335
40. Charan pahari Prasad Das (Pandi) 9800603630
41. Tanu Nathi Mondal (Jambal) 9547186153
42. Santhosh Mahato (Kokira) 9800511639
43. Shrabon Mahato (pandura) 9735498868
44. Prabhakar Mahato (Purba) 9933138552
45. Chinmay Mahato (Kendukh) 9679156081
46. Shreyas K. Mahato (Purba) - 9733543335
47. Anirban Mahato (Bari) - 964955523
48. Apur Kuman Mahato (Balachandi) - 9734218912 (27/11/16)
49. Nishant Mahato (Kendukh) - 947777419
50. Achintā Roy London 9732161566

[Handwritten notes in Odia script follow]

ANNEXURE 5.6 [SANCTION FOR REMEDIAL COACHING CLASSES]



UNIVERSITY GRANTS COMMISSION  
EASTERN REGIONAL OFFICE  
LB 8 Sector III Salt Lake, Kolkata 700 098

RECEIVED  
Sl. No. 59  
11/09/12

No. MSSKB-003/12-13 (ERO) Date 07-Sep-12  
 The Accounts Officer S.No 211471  
 University Grants Commission  
 Eastern Regional Office, Kolkata 700 098

Sub : Release of Grant-in-Aid during the Current financial year, during XIIth Plan, to  
**Ramananda Centenary College**

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs. 150000 towards the scheme **Merged Scheme** to the Principal, **Ramananda Centenary College** for the Plan expenditure to be incurred during the current financial year as per details given below:

Purpose of the grant Merged Schemes-XII Plan	Approved allocation (Rs.)	Amount already sanctioned (Rs.)	Amount being sanctioned now (Rs.)	Total grant including the grant now being sanctioned (Rs.)
Other area				
Remedial-Recurring	/	0	150000	150000
Total			150000	

The College is requested to note

A. SC concentrated districts- SC-50%, ST-35%, General (including Minorities)-15%,  
 B. ST concentrated districts- ST-50%, SC-35%, General (including Minorities)-15%,  
 C. Other areas- Equal distribution amongst the three (SC,ST and General)  
 D. No photocopy of bills/vouchers or the originals and detailed list of purchases should be sent with the accounts submitted unless specifically called for.

1. The sanctioned amount is debit to the major head 13-00-MS and valid for payment during the current financial year only
2. The amount of the grant shall be drawn by the Accounts Officer (Drawing and Disbursing Officer), University Grants Commission on the Grant-in-Aid bill and shall be disbursed to and credited to grantee as above through Demand Draft.
3. The grant is subject to the adjustment on the basis of Utilisation Certificate in the prescribed proforma submitted by the University/College/Institution.
4. The University/College shall maintain proper accounts of the expenditure out of the grant which shall be utilised only on approved items of expenditure.
5. The Utilisation Certificate to the effect that the grant has been utilised for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the closing of the current financial year.
6. The assets acquired wholly or substantially out of the University Grants Commission's grant shall not be disposed or encumbered or utilised for the purpose other than those for which the grant was given, without proper sanction of the University Grants Commission.
7. A register of assets acquired, wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.
8. The grantee institution shall ensure the utilization of grant-in-aid for which it is being sanctioned/paid. In case of non-utilization/part utilization, the simple interest @ 10% per annum as amended from time to time on unutilized amount from the date of drawal to the date of refund as per provisions contained in General Financial Rules of Govt. of India will be charged.
9. The University/College shall follow strictly all the instructions issued by the Government of India from time to time with regard to reservation of posts to Scheduled Castes and Scheduled Tribes.
10. The University/College shall fully implement the Official Language Policy of the Union Govt. and comply with the Official Language Act, 1963 and Official Languages (used for official purposes of the Union) Rules, 1975 etc.
11. The sanction issues in exercise of the delegation of powers vide Commission Office Order No. 25/92 dated May 01, 1992
12. An amount of Rs. \_\_\_\_\_ out of the grant of Rs. \_\_\_\_\_ sanctioned vide letter No. F. \_\_\_\_\_ (ERO) dated \_\_\_\_\_ has been utilized by the College for the purpose for which it was sanctioned and noted in the Grant-in-Aid Register.
13. The funds to the extent are available under the Scheme

Copy forwarded for information and necessary action to:

Ramananda Centenary College  
Laulara, Purulia  
West Bengal 723151

Yours faithfully,  
*(Signature)*  
(Dr. Ratnabali Banerjee)  
Joint Secretary

He/She is requested to abide by these instructions/Guidelines of sanction order

2. Registrar/ Director, Co-ordinator, College Development Council, SKB
3. Auditor General, Govt. of West Bengal
4. The Secretary, Higher Education, Govt. of West Bengal
5. The Director of Public Instructions (Higher Education) Govt. of West Bengal
6. Merged Schemes-XII Plan

*(Signature)*  
(Dr. Ratnabali Banerjee)  
Joint Secretary

## ANNEXURE 5.7 [SPORTS AWARDS WON BY STUDENTS]

## 2012

Name of the Student	Achievement	Date	Held at
Sanatan Mahato	First Position in High Jum, in inter college sports	23.02.2012	Raghunathpur College, Purulia
Namita Mahato	Second position in High Jump	23.02.2012	Raghunathpur College, Purulia
Namita Mahato	1 <sup>st</sup> position in 1500 Mts. Race	23.02.2012	Raghunathpur College, Purulia
Namita Mahato	1 <sup>st</sup> position in High Jump	24-25 January, 2012	SKBU

## 2013

Name of the Student	Achievement	Date	Held at
Sagen Besra, Bidhan Chandra Tudu, Bikash Ch. Hembram, Prayag Sahis, Bapan Kr. Mahato, Subodh Hembram, Panchanan Mahato, Santi Mandi, Subol, mandi, Sumanta Mandi, Sankar Ch. Majhi, Rahul Hembram, Sraban Munda, Nitai Hembram, Ranjit kr. Soren, Rajib Hembram, Taras Mandi, Sandip Bajpai,	Foot ball Champion-2013, DPI inter College District Champion	07 & 08 February, 2013	Panchokot Mahavidyalaya
Gitanjali Soren, Tusta sing Sadar, Kairani Murmu, Sakuntala Soren, Niyoti Besra, Kanok Lata Hasda, Santana Hembram, Tinku Singh, Panchalata Hansda, Reba Murmu, Mamoni Mandi, Astomi Bhuiya	Kho-kho Champion -2013, University Champion	13 & 14 September, 2013	Nistarini College
Namita Mahato	2 <sup>nd</sup> Position, 1500 Mts. Race, University Athletic Meet	29 & 30 January, 2013	SKBU

## 2014

Name of the Student	Achievement	Date	Held at
Ukil Hembram, Bidhan Chandra Tudu, Sukanta Mandi, Ranjit Sing Bhuiya, Jiten Hansda, Asit Soren, Subodh Hembram, Bikash Hembram, Kisor Kr. Hembram, Satyajit Besra, Panchanan Mahato, Bapan Kr. Mahato, Kousik Singh Sardar, Prayag Sahis, Ram Hembram, Nibaran Soren, Subal Mandi, Jagannath Tudu, Sumanto Murmu, Tapas Bauri, Sanjit Murmu, Sudip Soren,	Foot ball Champion-2014, DPI inter College District Champion	27 & 28 February, 2014	J K College
Ukil Hembram, Bidhan Chandra Tudu, Sukanta Mandi, Ranjit Sing Bhuiya, Jiten Hansda, Asit Soren, Subodh Hembram, Bikash Hembram, Kisor Kr. Hembram, Satyajit Besra, Panchanan Mahato, Bapan Kr. Mahato, Kousik Singh Sardar, Prayag Sahis, Ram Hembram, Nibaran Soren, Subal Mandi, Jagannath Tudu, Sumanto Murmu, Tapas Bauri, Sanjit Murmu, Sudip Soren,	University Football Runners Up	26& 27 August, 2014	DMTTI, Santaldih
Santana Hembram	1 <sup>st</sup> Position Javelin Throw, Inter college competition	26.02.20 14	J K College
Subodh Hembram, Ranjit Singh Bhuiya	Participated in East Zone Football Champion ship	03.11.20 14	Mijoram University
Renuka Murmu, Reba Murmu	Participated in East Zone Football Champion ship	28.11.20 14	LNMU, Lucknow
Namita Mahata	1 <sup>st</sup> Position 1500 Mts. Race, Inter college competition	26.02.20 14	J K College
Sanatan Mahato	1 <sup>st</sup> Position 1500 Mts. Race, Inter college competition	26.02.20 14	J K College
Santana Hembram	Discuss throw, University Champion 3 <sup>rd</sup> position	12 & 13 February, 2014	Raghunathpur College

## 2015

Name of the Student	Achievement	Date	Held at
Bibek Mahato, Sumanta Murmu, Tapan Mahato, Subrato Gorai, Ananta Bauri, Mahitya Murmu, Raju Bauri, Ranjit Singh Bhuiya, Tapas Bauri, Sankar Ch. Majhee,	Kabadi University Runners up	27.08.2015	SKBU ground
Sakuntala Soren, Pampa Mahato, Renuka Hembram, Tusta Singh Sardar, Mamata Mahato, Sila Mudi, Niyati Besra, Pairani Murmu, Susmita Hansda, Mamoni Mahato, Panchalata Hansda, Sima Gorai,	Kho-Kho Runners up	08.10.2015	SKBU ground
Bidhan Ch. Tudu, Biplab Murmu, Nandalal Baskey, Jiten Hansda, Tapan Roy Bhuiya, Panchanan Mahato, Krishna Pada Hansda, Jagannath Tudu, Subodh Hembram, Sandeep Kr. Hansda, Subhankar Sahis, Rajesh Tewary, Chandan Singh Sardar, Ranjit Singh Bhuiya, Asit Kr. Hansda, Sukanta Mandi	Foot ball University Champion	21-23, September, 2015	KMM College
Mamoni Mandi, Susmita Hansda, Pairani Murmu, Sakuntala Soren,	Participated in East Zone Kho-Kho Championship-2015		M.G. Kashi Vidyapeeth, Varanasi, UP
Ananta Bauri, Sumanta Murmu	Participated in East Zone Kabadi Championship-2015		Banaras Hindu University, Varanasi, UP
Chandan Sing Sardar, Krishna Pada Hansda, Biplab Murmu	Participated in East Zone Football Championship-2015		M.G. Kashi Vidyapeeth, Varanasi, UP

## 2016

Name of the Student	Achievement	Date	Held at
Chandan Singh Sardar, Rajes Tewari, Nandalal Baskey, Bidhan Ch. Tudu, Asit Kr. Hansda, Ranjit Singh Bhuiya, Biplab Murmu, Ramlal Soren, Krishnapada Hansda, Jiten Hansda, Asit Soren, Panchanan Mahato, Subodh Hembram, Sisir Kr. Tudu, Tapan Roy Bhuiya,	West Bengal inter College Football Championship-2016	10-12, February, 2016	Raghunathpur College
Soma Mahato, Nabami Murmu, Amita Soren, Laxmimani Tudu, Simati Murmu, Latika Hansda, Reba Sing, Soma Mahato, Arati Hansda, Parbati Murmu, Maumita Mahato	Kabadi University Runners up-2016	..... ..2016	SKBU ground
Krishnapada Singh,	1 <sup>st</sup> position in Javelin throw, West Bengal inter College Championship-2016	10-12, February, 2016	Raghunathpur College
Gangadhar Rajak	2 <sup>nd</sup> position in 200 mts run, West Bengal inter College Championship-2016	10-12, February, 2016	Raghunathpur College
Bibek Mahato,	2 <sup>nd</sup> position in Discuss Throw, West Bengal inter College Championship-2016	10-12, February, 2016	Raghunathpur College
Amita Soren	3 <sup>rd</sup> position in Javelin throw, West Bengal inter College Championship-2016	10-12, February, 2016	Raghunathpur College
Amita Soren	1 <sup>st</sup> position in Discus Throw, West Bengal inter College Championship-2016	10-12, February, 2016	Raghunathpur College
Mala Singh Sardar,	3 <sup>rd</sup> position in High Jump, West Bengal inter College	10-12, February, 2016	Raghunathpur College

	Championship-2016		
Laxmirani Tudu	2 <sup>nd</sup> in Javelin throw, West Bengal inter College Championship-2016	10-12, February, 2016	Raghunathpur College

**ANNEXURE 5.8 [STUDENT FEEDBACK]**

1. The syllabus was

1) challenging	2) adequate	3) inadequate	4) dull	5) irrelevant	<input type="checkbox"/>
----------------	-------------	---------------	---------	---------------	--------------------------

2. How much of the syllabus was taught in class?

1) 90 to 100%	2).75 to 90%	3) 50 to 75%	4) 40 to 50%	5) less than 40%	<input type="checkbox"/>
---------------	--------------	--------------	--------------	------------------	--------------------------

3. What is your opinion about the library holdings for the course?

1) excellent	2) adequate	3) inadequate	4) poor	5) very poor	<input type="checkbox"/>
--------------	-------------	---------------	---------	--------------	--------------------------

4. Were you able to get the prescribed readings?

1) very good	2) good	3) average	4) poor	5) very poor	<input type="checkbox"/>
--------------	---------	------------	---------	--------------	--------------------------

5. The internal evaluation system as it exists is

1) very good	2) good	3) average	4) poor	5) very poor	<input type="checkbox"/>
--------------	---------	------------	---------	--------------	--------------------------

6. How do you rate the student-teacher relationship in the College as a whole?

1) very good	2) good	3) satisfactory	4) unsatisfactory	5) very poor	<input type="checkbox"/>
--------------	---------	-----------------	-------------------	--------------	--------------------------

7. How do you rate the student-teacher relationship in your department?

1) very good	2) good	3) satisfactory	4) unsatisfactory	5) very poor	<input type="checkbox"/>
--------------	---------	-----------------	-------------------	--------------	--------------------------

8. How do you find the administrative offices?

1) very helpful	2) helpful	3) indifferent	4) unhelpful	5) cumbersome	<input type="checkbox"/>
-----------------	------------	----------------	--------------	---------------	--------------------------

9. Did you participate in any of the extracurricular activities of the Department / College?

1) very often	2) often	3) sometimes	4) rarely	5) never	<input type="checkbox"/>
---------------	----------	--------------	-----------	----------	--------------------------

10. What was the attitude of teachers to extracurricular activities?

1) co-operative	2) indifferent	3) discouraging	<input type="checkbox"/>
-----------------	----------------	-----------------	--------------------------

11. Has your time at the Department/College been intellectually enriching?

1) yes	2) marginally	3) no	<input type="checkbox"/>
--------	---------------	-------	--------------------------

12. Overall Rating of the Programme [tick (✓) in the relevant cell]

Sl #	Item	Very good	Good	Average	Poor	Very poor
1	Academic content					
2	Fairness of evaluation					
3	Interaction with faculty					
4	Interaction with administration					
5	Library facilities					
6	Computer facilities					
7	Hostel facilities					
8	Recreational facilities					
9	Extra-curricular activities					
10	Sports facilities					

**CRITERION VI: GOVERNANCE LEADERSHIP & MANAGEMENT**

---

**6.1 Institutional Vision and Leadership**

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

❖ **The Vision of the College:**

To fully utilize the potential of higher education in bringing about a marked change in the living pattern of the wide community of the area and to bring them at par with the people of the better off places.

❖ **The Mission of the College:**

The institution is to impart higher education to the poor, tribal, and non tribal students, of the region so as to empower them intellectually, morally, and socially as well as enabling them to assume leadership roles in the given societal setup, underdeveloped as it is.

Integral in the college's tradition has been its consistent advocacy of the principles of academic freedom, respect for the individual cutting across social divides, concern for arresting the social blots and an unquenchable thirst for building up a lively society.

What we want is to have the students come to the institution with a whole mind and a whole body and leave it after due completion of a program, with a fuller mind and healthier body. Our mission is to convert the institution into a rural university with a diversified curricula suitably framed to address the local needs in the foreseeable future.

❖ **The Overall Objectives are:**

1. To create and sustain a permeating atmosphere, compatible with the local requirements, where maximum development of personality is fostered.
2. To provide opportunities for students to develop into intellectually, morally and socially responsible persons able to assume leadership roles, particularly those required by the Society and/or Rural Community.
3. To provide tools and resources for the acquisition of knowledge and skills required for specialization vis-à-vis the ground reality.
4. To encourage faculty creativity in the use of subject matter, in research activity and in pedagogy for their deepest professional fulfillment with an eye to the ultimate benefit of the students.
5. To serve the immediate community, the nation and the world in ways befittingly appropriate for an institution of higher learning.

❖ **Reflection in distinctive characteristics:**

The college works within the curricula framework of B.A. /B. Sc. Pass and Hons. Courses prescribed by the Sidho-Kanho-Birsha University, Purulia, West Bengal (previously by the University of Burdwan, Burdwan, West Bengal). On the foundation of the curricula, we have successfully built up a series of complementary as well as contributory activities to reach the points as envisaged in our mission and goals.

- Maximum flexibility in the choice of programmes is allowed to suit the individual academic pursuits of students.
- Syllabi, subject wise, are reviewed time to time to ensure a greater regulatory comprehension on the part of the students.
- In every sphere of the college activities, care is taken to build up college with a spirit of democracy.
- Career Oriented Vocational Courses with special emphasis on skill formation with external support (Repairing of automobile, Repairs of household electrical goods, Mobile phone repairs, for example) have been introduced. The school drop outs of the locality could avail themselves of the courses.
- Seminars, Workshops, Guest lectures are arranged to instill an analytical spirit in the students and ensure faculty creativity. (Fig6.1)
- Departmental wall magazines (Bengali, English, and Science) and College Annual Magazine are published to create space for self-expression. (Fig6.2)
- Through N.S.S. (6 No. of units) and N.C.C. (1 Unit) students are enabled to serve the immediate community, the nation and thereby the world.



FIGURE 6.1 LECTURE ON SCIENCE AWARENESS



FIGURE 6.2 COLLEGE ANNUAL MAGAZINE

- Quiz competitions are arranged (through on regular basis) to ignite the quest for knowledge in the students.

- A Career Guidance Cell has been established to help the students to have access to information to various categories of competitive examinations, through orientation meets, counsels, literatures, books etc.

- A mini-gym has been established in 2005 and is being run under the supervision of a trained coach to enable the students to build up a sound

health and their capacity for participating in various outdoor games, arranged to be played in its own play field.

- A Community Radio Station (CRS) has been built up in collaboration with a local NGO of national repute, MANT, with financial support from UNICEF and with technical support from DRISHTI, Ahmedabad to facilitate Behaviour Change Communication to the community, living within a radius of 12 km, through dissemination of information. Alongside, the CRS is to contribute to create a pool of informed students and youths, confident with an acquired communication skill, to curry favour with the local community for their holistic development. (Fig6.3)



**FIGURE 6.3 LIVE RECORDING ON COMMUNITY RADIO STATION**

- Of late, the college has been affiliated to the National Subhas Open University for starting a Study Centre over here to bring a myriad range of popular subjects for the benefit of the students as well as the community. (See Annex 6.1)

❖ **In fine, the curricula, in conformity with the mission and goals of the college, are used to eke out fivefold interest in the students:**

1. In Conversation or communication
2. In Enquiry or finding out things
3. In Making things, or construction
4. In Artistic expression.
5. In Developing a sound mind in a sound body

We may say they are natural resources, the un-invested capital lying dormant in student, the exercise of which helps and ensures an active growth of students. Our institution aims at that.

❖ **Vision for the Future:**

We cherish a vision of a multifaceted growth of the student community along with a parallel and unequivocal growth of the community. As man is no island, we cannot prefer a growth of the student in isolation and/or independent of the community.

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

The top management i.e. the Governing Body plays the key role in designing the quality policy and plans with specific instructions given to the Principal to ensure a decisive

implementation of the same. The Principal in his turn takes the faculties and IQAC into confidence and forms committees/sub-committees, as required, to play the role of the leader, in consultation with the Teachers' Council to execute the same. The GB is fed with feed-back from time to time and the same is scrutinized and, if need be, corrective measures are prescribed and placed for deliberation before acceptance by the implementing agencies. Scope is always there for a roll back, if required. This joint operational methodology helps the committees to work in close collaboration and coordination with the apex body of the institution.

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

- ⇒ **The policy statements and action plans for fulfillment of the stated mission:** The leaders are helped to assimilate the mission first and then egged on to draw an action plan. This bottom up approach helps them to get involved in realization of the mission.
- ⇒ **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan:** The college draws its prior to that proposals are invited from all concerned and the same are incorporated in the main body of the plan strictly on the merit of its feasibility.
- ⇒ **Interaction with stakeholders:** This component is primarily distributed to the leaders of various categories, including student leaders, throws up from NCC & NSS, and on the basis of the feed-back received from all corners the annual strategic plan is developed, drawn and modified.
- ⇒ **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders:** The structured questionnaire required for need analysis and research inputs are being designed and applied by them during their consultations with the stakeholders and the findings, under broad heads, are being recorded for use at appropriate level.
- ⇒ **Reinforcing the culture of excellence:** The leadership is made to understand that the culture of excellence built over the years is required to be reinforced each year to make it time relevant and sustainable. The present state of excellence of the college and its unmitigated continuation speaks volumes about the deep rooted involvement of the leadership in carrying forward the mantle.
- ⇒ **Champion organizational change:** The leadership stands rocklike behind the institution to bring about any organizational change to make the college more purpose oriented and functional. They self assume the responsibility in explaining the proposed changes to the stakeholders of all categories.

### 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?

- ✚ Meeting with departmental heads, different sub-committee, non-teaching staff, Students' Union are being conducted at regular interval for an all round evaluation of the performance of the college.
- ✚ The academic calendar and the annual plan are circulated among the stakeholders and periodic compliance is sought for consideration of the GB.
- ✚ Analysis of the feedback from the students at the end of their course and placement of the analysis report with the GB.

- ✦ Look after and fix the problems faced by the someone connected with the college.
- ✦ Deliberate over the suggestions preferred by the stakeholders and dropped in the Suggestion Box specifically placed for the purpose at a strategic place.
- ✦ Share views with the Alumni and ask for their suggestions to overcome any short fall rearing its head.
- ✦ Ensure proper and effective utilization of the resources for the attainment of academic excellence with a simultaneous tapping of the untapped resources.

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

Representatives of the faculties, democratically elected, take part in the top management apparatus itself.

- Different committees to address various aspects of the college have been formed with assignments, specifically spelt out, on inclusion of the faculty in maximum number.
- The Academic Calendar is prepared by the Faculty and duly ratified by the GB.
- The entire process of admission, examinations and students' performance evaluation has been the exclusive purview of the faculty.
- Teachers frame list of books, magazines, journals for the Library and the list of equipment for the laboratories, as and when any purchase as such is made.
- The top management encourages the faculty to arrange any innovative programme that will contribute to the overall performance of the college.
- Unassailable leadership is administered in terms of dealing with any welfare programme concerning the neighbouring community; the top management even participates to enthuse all participating in the event.
- The faculty plans their of their own any departmental programme whatsoever and the top management assents to it without any reservation.
- Participation in International Seminar by any faculty member is cheered and permitted forthwith; some conditions, concerning exclusively with the academic affairs, have to be set forth for participation in National Seminar. (Fig6.4)



FIGURE 6.4 FACULTY Dr. R.S.PRADHANPRESENTING HIS WORK AT INTERNATIONAL CONFERENCE

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

- Prospective students are helped by the senior students for online submission of forms.
- The NCC and the NSS units of the college are the basic grooming ground of the student leaders.
- The student leaders help the college to observe various National/International Days.
- Students' Union celebrates the Fresher's Welcome for the newly admitted students and arranges social functions on selected occasions. *(Fig6.5)*
- Any construction of the college is being done with a joint leadership of a teacher and a non-teaching staff with technical support arranged from external sources.
- Both the Boys' and Girls' Hostels have their own student monitors, who maintain direct liaison with the Principal.
- On the Teachers' Day the roles of the teacher and students get reversed.
- Students are encouraged to help the weaker section of the students with studies-this makes not only good students but good teachers too.
- The running of Vocational classes before the college hour begins is entrusted to 2 Non-teaching staffs.
- At community level the programmes are planned, monitored and implemented by the student leaders.
- The Special Camping programmes of NSS are being run under the stewardship of the students distributed into various committees viz. discipline committee, mess committee, reception committee etc. *(Fig6.6)*



FIGURE 6.5 STUDENTS' UNION WELCOMES FRESHERS



FIGURE 6.6 SPECIAL CAMP OF NSS

### 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?

- Each department prepares its own work schedule.
- Feedback from the students is being redirected to the departments for analysis and policy formulation.
- Books for the library and equipment for the laboratories to be purchased are solely entrusted to the departments for enlistment.
- Special classes, Tutorials and /or Remedial classes are arranged at the discretion of the departments.
- The NSS Units plan and arrange their own programme and schedule. The selection of the volunteers is also left to the concerned Programme Officer.
- The NCC Unit follows its own Govt. prescribed regulations.
- Science laboratories are allowed to function even beyond college hours without any grumbling at any corner whatsoever.

The college has devised decentralized governance system and rules and runs it through various committees/sub-committees with proportionate representation from all sections of the college spectrum and the committees have been awarded due authority to draw up its own plan and programme and are allowed to execute and implement them with command if, of course, these are not prejudicial to the greater interest of the college.

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

Yes. The college has carefully endorsed the culture of participative management assumed over the years through:

- ✓ Placement of Teaching and Non-teaching & student representative on the Governing Body, the top management body.
- ✓ Teaching, non-teaching members from different sub-committees empowered to plan and execute the plan on its own with the Principal on Chair to oversee the whole process and ensure the legal accuracy.
- ✓ The observance of the national days are done through a participative management, sometimes with the President GB and local youths participating. (Fig6.7)
- ✓ The staffs of all categories stand by the Administration in conducting the examinations, admission, elections and any other special event of merit.



FIGURE 6.7 FLAG HOISTING 15<sup>th</sup> AUGUST INDEPENDENCE DAY

## 6.2 Strategy Development and Deployment

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

The institution has an overtly stated quality policy regarding academic and other related matters, drafted and developed through a series of deliberations at various platforms and is displayed in the college prospectus and college website for information of all interested in it. The policy relates, inter alia, to the university examinations, inter-collegiate sports meet, attendance percentage, year-wise comparative examination results. The deployment of the policy is entrusted to the various committees formed by the GB. The aforementioned policies are reviewed every year to identify lapses and to devise measures and means to plug them as such.

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

The institute has a perspective plan for development in the field of academic and socio-cultural spectrum by-

- ⇒ Setting up of e-class rooms for a better pedagogy.
- ⇒ Reinforcing Teaching-Learning methodology in its extensive form.
- ⇒ Providing departments for all subjects taught.
- ⇒ Expanding the reach of social service schemes, with an enhanced including organization of Blood Donation Camps.
- ⇒ Inculcating the sense of research work among the students.
- ⇒ Formation of a Placement Board as a complement to Career Counseling Cell.
- ⇒ Organizing Health Camps for the students as well as for the community.
- ⇒ Preservation and perpetuation of some tribal cultural heritage which is on the verge of extinction through extraneous cultural invasions.
- ⇒ Building up of an Indoor Stadium and an auditorium.

### 6.2.3 Describe the Internal Organizational Structure and Decision Making Processes.

#### ❖ Internal Organizational Structure

- The Governing Body of the college is the apex body having representation from all the sections connected with the college. The Teaching and the Non-teaching staffs have their own councils. To build up a decentralized organization apparatus several committees/sub-committees are being formed by the GB to address all the aspects of the college.

#### ❖ Decision Making Processes

- All decisions are generally taken by the GB on the basis of a given agendum circulated well ahead of the scheduled meeting to allow the concerned and connected actors sufficient time to collect the opinion from their compatriots on the given issue. Free flow of thoughts is allowed in the meeting and attempts are made to arrive at a unanimous

decision. The college has no record of any dissent noted as yet—a rare camaraderie. However, at times the functional pattern is reversed and a bottom-up approach is accommodated. Any recommendation of the committees/sub-committees is accorded due weightage by the GB and if it be found aught towards anything concerning the betterment of the academic and/or physical atmosphere of the college the GB humbly accepts it for compliance. The Teachers' Council, the academic advisory body of the college, takes decision on all academic matters of routine nature and in special cases recommends it to the Governing Body for its consideration.

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

- Teaching & Learning.
- Research & Development.
- Community engagement.
- Human resource management
- Industry interaction

##### **Teaching & Learning**

- Teaching is not to be considered as a one-way traffic; participation of the students is ensured.
- Learner-centred education is inculcated through i) Use of Audio-visual Aids, ii) Seminar lectures addressed by the students, iii) quiz sessions, iv) Participatory learning through question-answer sessions, v) Preparation of model questions by the students, vi) Group Discussions and the like
- Teachers make comprehensive monthly teaching plan based on the academic planner
- Space is provided for periodical evaluation of the students
- Stress is given on use of library books and journals—the library is fitted with internet facilities for use by all.
- Remedial measures appropriately adopted to bring the educationally students at par with the advanced students

##### **Research & Development**

- Building up state of the art and well furnished Laboratories
- Teachers are to go for research project under the UGC scheme.
- Implanting the very idea of research work in the students by assigning projects and conducting evaluation.
- Arrangement of seminar lecture.

##### **Community Engagement**

- The College owes its origin to the 'mites' contributed by the common people. As a gesture of paying back, the college cares for the community. The 06 no. of NSS units have an adopted village each and awareness generation programmes are carried on there to bring about a social and behavior change in the community. The Community Radio Centre built up in collaboration with an NGO with support from UNICEF will be functional soon on the availability of the requisite license from the Ministry of Information and Broadcasting and the process will gather the required momentum. The college, in fact, seeks to grow with the community.

### Human Resource Management

- Performance evaluation of the staff members through self-appraisal
- Carving out duties and responsibilities of all the staffs as far as practicable
- Provision of staff welfare schemes—LIC salary savings; Employees' Cooperative etc.
- Character building through NCC & NSS.
- Educate and train the staffs in computer and internet operation.
- Encourage the faculties to attain an academic excellence by organizing and attending National and International seminars/Refresher/Orientation Courses
- Arrangement of training for the staff(s) whenever a change over in the existing system is executed by the Govt. or the University e.g. on-line admission, electronic staff payments and the like.

### Industry Interaction

- Industry is totally non-existent in our area; therefore interaction with the Industry is not possible. However, when the students offering Geography, Zoology, Botany go for exposure visits they get the opportunity to interact with the industry and they exploit it to the full.

#### **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?**

All activities concerning the college are to be compulsorily placed before the members in the meetings of the GB. The Principal in consultation with the President, GB, convenes meeting of the GB with an elaborate agenda of the meet along with a copy of the proceedings of the last meeting for a confirmation of the discussions held and decisions taken. Each member is free to place his opinion on a given issue or have a feedback from the Principal on the decision spelt put earlier. In emergent cases the Principal in consultation with the President, GB takes a decision only to get it reported and ratified in the next meet of the GB and then again there is no prejudice to accommodate any welcome suggestion. Thus a continuous review of the activities is being held with induction of further ramifications, if required.

#### **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 institutional processes are being compartmentalized and each compartment is entrusted to a group of teaching and non-teaching staffs to build up its efficiency and effectiveness. This decentralized management policy begs for direct involvement of the staffs in the affairs of the college and makes them answerable to the top management for any default whatsoever. Any requirement submitted by a committee is promptly met by the Principal under the standing instructions issued from the top management. Again, the teachers are encouraged to get themselves updated by organizing and participating in national/international seminar, presenting papers and writing for the established journals owning a good readership. If desired, required infrastructure available in the college is provided to the teachers for their research activities and carrying out the activities of the sanctioned projects. The President and other members, excluding the staffs, unflinchingly

participate in the social and co-curricular activities arranged by the students, NCC or NSS and offer suggestions for a better and more perfect achievement.

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

Sl. No.	Meeting No.	Date of G.B. meeting	Item No.	Resolution Adopted	Implementation
1.	1	23.07.14	2	Issuing Appointment letters to the post of Asst. Prof. in History & Philosophy as per Recommendation of W.B.C.S.C.	Appointment done
2.		-do-	4(v)	Formation of Steering Committee for NAAC	Formation completed (Head Clerk retired)
3.		-do-	(viii)	Arrangement on the supply of sufficient Water to the Guest House	Installed necessary pump for the same
4.		-do-	(xii)	Career Advancement Scheme of Lab. Instructors in terms of G.O. No. 420-Edn(CS) dt.23.5.2014	Process completed
5.	3	26.08.14	2	Proposal for the construction of Class Room with an estimated cost of rs.16,48,083/-	Received the Grant from the State Govt.
6.	4	15.11.14	2(i)	Moving Education Dept., govt. of W.B. for creation of 2 posts - Lab. Attendant (Geography) and Electrician-cum-Caretaker.	Posts created and appointment done.
7.	5	17.01.15	7(iv)	Qualification & Advertisement for the Non-teaching posts in respect of G.O. No. 841-Edn(CS) 4E-22/97 dated 14.12.2014	Duly completed the process of Advertisement, Selection and appointment in respect of the said posts.
8.	6	04.02.15	1	Appointment to the post of Asst. Prof. in Mathematics on the basis of recommendation of the CSC vide its No.1119/SKBU/Recon/CSC/15 dt. 21.1.15	Duly completed the appointment process on the basis of recommendation of the CSC.
9.	7	26.02.15	2	Appointment to the post of Asst. Prof. in English on the basis of	Appointed and joined the said post

				recommendation of the CSC vide its No.1393/SKBU/Recon/CSC/15 dt. 12.02.15	
10	7	26.02.15	6	Celebration of 150 <sup>th</sup> Birth Anniversary of Ramananda chattopadhyay	Celebrated the Anniversary on 6.08.2015 with presence of Hon'ble Inspector of Colleges, SKBU, Dr. G. Subuddhi, Ex-Principal, Khatra Adibasi Mahavidyalaya
11	11	25.04.15	4	Approval of resolution of Finance Committee and utilization of UGC Grant vide Memo No. (i) F-SKB-UC3/12-13(ERO) dated 14.3.14 on Books & Equipment (ii) AGW-445/11-12(ERO) dt. 6.2.14 for Equipment	Utilized the said grants as per due process.
12	11	25.04.15	9	Sanctioning of N.S.S. Unit VI (for Girls) as per Memo of SKBU	Formed the N.S.S. VI - Unit for Girls with appointment of Programme Officer, NSS
13	11	25.04.15	10	Prof. Sovan Ghosh was requested to brief out the programme on preparation of SSR for NAAC	Prof. Ghosh has completed the first phase of work
14	11	25.04.15	13(i)	Workshops achievements of Career Guidance Cell	Career Guidance Cell conducted regular workshops and made placements especially for SC/ST boys and girls in different sectors (e.g. Institute for Plastic technology, Haldia)
15	11	25.04.15	13(ii)	IQAC – Inclusion of additional members	Included additional members
16	11	25.04.15	13(iii)	Implementation of Online admission as per order of Dept. of Higher Education, Govt. of W.B. and opening separate Bank A/c with SBI, Purulia Br.	Govt. Order has been implemented with opening of a separate Bank Account with SBI

17	11	25.04.15	13(v)	Conferment of the status of Non-teaching staff to Hostel/Mess employees in terms of G.O. No. 874-Edn(CS)1C-63L/12 dt. 28.10.14	Conferred and papers submitted for arrear payment as N.T. staff.
18	11	25.04.15	13(vii)	Moving the WB College Service Commission for Recommendation of Assistant Prof. of the College	Prayer for recommendation already submitted.
19	12	16.06.15	2	Utilization of 2 <sup>nd</sup> instalment of grant from UGC Towards Construction of Women's Hostel	Could not be implemented due to non-availability of PWD Nominee to UGC Building Committee despite repeated prayer
20		16.06.15	6	Resolution on Online Admission process during Academic session 2015-16	Implemented

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

This concerns the university. As yet there is no information from the SKBU in this regard. With the introduction of the provision by the University the college would definitely strive to be one such.

**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?**

A complaint box for dropping of complaints/grievances is placed at a strategic position within the college campus and is opened at regular interval. A functional grievance redressal cell is there in place. The committee sits at regular interval to attend to the grievances and analyze the pattern of it, identify the nature, frequency and propensity of the complaints and recommends action to the Principal. The cell at times sits with the complainant and counsels to fix the problem. Anonymous letters are also duly attended too.

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

No.

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

Yes. The student feedback is properly analyzed and reviewed, the shortcomings are identified and corrective measures are taken to prevent the recurrence of the same in future. It has created a good impact on the faculty, the non-teaching staffs and the avenues of the college e.g. the library, the laboratories, NCC, NSS *et al.*

### **6.3 Faculty Empowerment Strategies**

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

The teachers are encouraged to attend different seminars, conferences, symposium either as participant or as resource persons. Faculties are also encouraged to attend orientation courses, refreshers’ courses conducted under UGC scheme for academic updating. The college has been providing good Laboratory, Library and Internet for use of the teachers and this instills a positive motivation in the teachers. The teachers are also enthused to conduct minor and major research program with support from UGC. Simultaneously, training is arranged for the non teaching staff for exposure to various new technologies in respect of office management and documentation. Each non-teaching office staff is provided with a computer fitted with Internet facilities for self-aggrandizement.

**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 college wholeheartedly supports the view that the faculty be empowered through training and retraining at appropriate stages of their career, whenever such opportunity crops up. Unfortunately the scope is rather limited in this respect and we could only train the NCC Officer and the NSS Programme Officers so far. They have been trained and retained, in some cases. The President, GB finds time to meet the concerned faculties to motivate them by defining their roles and responsibilities and his expectations from them.

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

The students are the best judges of their teachers. To facilitate the process, a structured questionnaire is compulsorily given to the outgoing students to put their appraisal of their studentship in the college. Stress is laid there on the appraisal of the teachers’ multifaceted activities. The same is then analyzed and a consolidated report is prepared and made available to the faculty members for their information as to where they stand in the eyes of their pupils and, thereby, getting self propelled for a improved performance in the light of the thought process of the students, the following year. The gaps and lapses detected and evidenced in other areas are plugged to ensure better appraisal with a related modification of the appraisal form. Appraisal report of 2014-2015 is attached as *Annex 6.2*.

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

The analyses of the appraisal reports are placed with the GB for review and scrutiny and its decisions are widely circulated to keep the stake holders abreast of the decisions. At times the GB instructs the Principal to notify the decisions for information of all or write to a person found defaulting. The outcome of the process is that the faculties remember that they are under a scanner and this leads to a disciplined performance by them.

**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?**

- General provident fund for the permanent staffs.
- Co-operative credit society for the permanent staffs.
- Advance for festivals to the non-teaching staffs.
- Salary Savings Scheme under LIC for the permanent staffs 100% of the staffs have been availing themselves of the benefits so extended.

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

- 1) Good relationship between the teachers and the taught.
- 2) Prevalence of good academic atmosphere.
- 3) Democratic set up in all the spheres of activities of the college.
- 4) Departmental autonomy with space for self-development.
- 5) Availability of all sorts of modern technical facilities, required for career advancement.
- 6) Liberty to use the infrastructure of the college for gaining and sustaining academic excellence
- 7) Raising no objection to the staffs' switching over to other institution/profession

**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?**

Reins lie with the Finance Committee for the utilization and management of the available financial resources. Under its instructions the accounts section functions with the Bursar keeping a hawk's eye on the expenses. Again, each bulk purchase is made by floating tenders with the concomitant paraphernalia duly observed. In some cases, however, permission is accorded to the department(s) for purchase of items of meager amount. At times prior permission is sought from the GB for any investment/purchase.

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

The college accounts are audited annually. There is no internal audit mechanism; we, however, have generated a team consisting of the Accountant, the Bursar, and some members of Finance Committee and the Principal to scrutinize the accounts from time to time. This system of maintaining accounts paves the way for error free accounts and it becomes easier for the external auditor to conduct college audit very smoothly. The last audit was done on 15-12-2014 for the FY 2013-14 and as no major objection is raised there the question of compliance does not arise.

**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 two years and the reserve fund/corpus available with Institutions, if any.**

The major sources of institutional fund are the State Govt. under the Grant-in-aid schemes and the development grant received from the UGC. Grants had also been made available from the MPLAD and the Paschimanchal Unnayan Parishad (PUP), a State Govt. funding source for Infrastructural Development. Another important source of institutional fund is the students' fees. The detailed audited income and expenditure statement is provided in the following Tables:

**Table 2 INCOMES AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2014**

EXPENDITURE	AMOUNT	INCOME	AMOUNT
Allowance to Librarian	60000.00	Admission fees	60100.00
Computer Maintanance expenses	43780.00	Annual Charges fee Received	195200.00
Advertisement	7280.00	Answer Script Evaluation charge	21430.00
Allow.Part-time From collegefund (T)	469500.00	Building Maintainance	29400.00
Audit fees	14500.00	Computer Maint. Fee	19600.00
Bank charges & Commission	2735.00	Conveyance Allowance	1050.00
Celebration Expenses	26045.00	Course fee	150090.00
Construction of Boundary wall	99522.00	Development Fee	117180.00
Conveyance Allowance	2050.00	Field work fees	28300.00
Cost Of Forms &	30000.00	Grant-in-Aid	345988.00

Prospectus		for Hostel Employee (including Bonus of Rs. 2600.00)	
Depreciation	<b>1873430.67</b>	Gymnasium fee	313994.00
Educational Tour	2250.00	Course Guidance	404170.00
Entertainment Expenses	4915.00	Incidental charges	27120.00
Financial Assistance	730.00	Interest on General Fund	67212.00
Game & Sports	34700.00	Interest on Sub-Funds	105761
Gym expenses	2920.00	Miscellaneous Fees Received	115850.00
Legal Cost	6500.00	NCC fees	39180.00
Meeting expenses	5262.00	Part-time Allow from Grant	1154228.00
Miscellaneous expenses	14501.00	Pay Packet Grant	15233386.00
N.C.C. Expences	28955.00	Platinum Ware fee	6800.00
Panalty on P Tax	252.00	Post Matric Scholarship	42000.00
Part-time Allow to NTS	365600.00	Processing Fee for Examinations	12140.00
Post Matric Scholarship	42000.00	Rent From MANT	50000.00
Postage Expenses	2219.00	Centre Leavey	82259.00
Printing & Stationary	98008.00	Sale of Forms & Prospectus	175210.00
Processing Fee	9800.00	Session charges	126925.00
Purchase of Lib. Bokks from General fund	2285.00	Transmission Fee	68670.00
Purchase of Soft ware from General fund	115250.00	Interest on Reserve Fund	395780.00
Purchase of I. Card	12000.00	Tution fees	913860.00
Repair of building	9000.00	Tutorial Fee	19600.00
Repair, replacement & small ap	75643.00	Welcome Kit	40040.00
Salary and Allowance (Teaching & Non-teaching with Bonus)	15413673.00	Electric Fee	267660
Salary to hostel Employee (Including Bonus of Rs)	392778.00	Electric Maintance	39180.00

Salary to Part-time Teachers (Grant)	1077035.00	Miscellaneous Income	13234.00
Student Union election	1071.00		
Telephone charges with Internet	28732.00		
Travelling allowance	93495.00		
Wages	24850.00		
Website Maintained	18000.00		
Welcome kit	20800.00		
Xerox Mentainance Charge	40626.00		
Exces of Income over Expenditure Transferred to G. Fund	109904.33		
<b>Total</b>	<b>20682597.00</b>	<b>Total</b>	<b>20682597.00</b>

**Table 3 INCOMES AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31<sup>ST</sup> MARCH 2015**

EXPENDITURE	AMOUNT	INCOME	AMOUNT
50% Tuition Fee Deposited to Govt.	480285.00	Admission fees	61980.00
Advertisement	16562.00	Annual Charges fee Received	222900.00
Allow. Part-time From college fund (T)	650000.00	Answer Script Evaluation charge	8242.00
Audit fees	3500.00	Building Maintainance	33480.00
Bank charges & Commission	3142.00	Centre Leaves	94680.00
Career Counseling and guidance	12250.00	College Exam fee	118090.00
Celebration Expenses	25405.00	Computer Maint. Fee	22320.00
Construction of Boundary wall	0.00	Conveyance Allowance	1840.00
Contingency	242586.00	Course fee	250840.00
Conveyance Allowance	1840.00	Course Guidance	662950.00
Cost Of Forms & Prospectus	33000.00	Development Fee	133740.00
Depreciation of Fixed Assets	1882948.96	Electric Fee	309660.00
Educational Tour	3200.00	Electric Maintance	44620.00

Entertainment Expenses	931.00	Field work fees	66455.00
Financial Assistance	2956.00	Gymnasium fee	317261.00
Game & Sports	36085.00	Incidental charges	31720.00
Gas Connection	4414.00	Interest on General Fund	96586.00
Legal Cost	5500.00	Interest on Sub-Funds	117768.00
Meeting expenses	15950.00	Miscellaneous Fees Received	115830.00
Miscellaneous expenses	11493.00	Miscellaneous Income	14500.00
N.C.C. Expences	30962.00	NCC fees	44640.00
Part-time Allow to NTS	398100.00	Platinum Ware fee	6400.00
Plan Estimate	7600.00	Post Matric Scholarship	29400.00
Post Matric Scholarship	27300.00	Processing Fee for Examinations	12585.00
Postage Expenses	6333.00	Rent From MANT	40000.00
Printing & Stationary	57633.00	Rent received From Staff Quarter	2400.00
Processing Fee	11900.00	Sale of Forms & Prospectus	198210.00
Purchase of I. Card	17000.00	Session charges	166950.00
Purchase of Lib. Books from General fund	10892.00	Transmission Fee	74190.00
Purchase of Lib. card from General fund	20000.00	Tution fees	1080340.00
Repair, replacement & small ap	54047.00	Tutorial Fee	22320.00
Student Union election	915.00	Welcome Kit	41120.00
Subject Affiliation Charge	5041.00		
Subscription and donation	8200.00		
T.A to Auditor	7440.00		
Telephone charges With Internet	28162.00		
Travelling allowance	90860.00		
Wages	14800.00		
Website Maintaice	13000.00		
Welcome kit	18000.00		
Xerox Mentainance Charge	30334.00		
Exces of Income over Expenditure Transferred to	153450.04		

Total	4444017.00	Total	4444017.00
-------	------------	-------	------------

**Table 4      The College has reserve/corpus funds maintained**

- |   |
|---|
| <p>a) SBI Purulia, FD No. 33362009847 dt. 8/10/13 for an amount of Rs.9,29,367.00;<br/> b) UBI, Pancha, FD No. CSPC/C265116 dt. 24/3/06 for an amount of Rs.1700.00;<br/> c) UBI, Pancha, FD No. MTL/A021947 dt. 17/02/14, for an amount of Rs.36,600.00;<br/> d) SBI, Manbazar,FD No11678476862 dt. 13/11/12 for an amount of Rs. 12,718.00 ;<br/> e) SBI, Manbazar,FD No 11678476873, dt. 1/2/15 for an amount of RS.18,592.00,<br/> f) SBI, Manbazar,FD No 11678480018 dt. 21/8/06 for an amount of Rs.10,000.00</p> |
|---|

#### **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 college has been trying its levels best to secure additional funds by approaching the local MLA, the MP or even approaches through the Ex-students' Union the well wishers of the college for the extension and development of the college. The Purulia Zilla Parishad and the Paschimanchal Unnayan Parishad (PUP) are also approached for support. The local Panchayat Samity, the 2<sup>nd</sup> tier of the local-self Government, has included the project of renovation of the old building of the college in its Plan for the current year at our implorations.

### **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?**

The institution has established an Internal Quality Assurance Cell (IQAC) for attaining an assured academic excellence, the prime objective of the college. The GB of the institution fervently believes that a concern for assuring a quality education will be a self-driving force for better teaching-learning process and, therefore, has to be lent all the support it requires. This cell is activity engaged in building up a congenial academic atmosphere of teaching-learning and has been instrumental in streamlining the suggestions for infrastructural development, resource mobilization, with a persistent emphasis on quality rather than quantity. IQAC sits and monitors the overall performance and also reviews, piecemeal, the entire functioning of the institution. Setting up the IQAC has made the staffs of the college cautious and conscious. It demands self- control on the part of the staff. Each and every staff is aware of his or her responsibility and work accordingly. The institution has incorporated the IQAC in its scheme of things; in fine, IQAC has been institutionalized through the following protocol – IQAC sits and reviews issues with various stakeholders, for eg., heads of departments, students, staff, and so on. From there on, the emergent issues are

discussed at the next level, for instance, Teachers' Council or Staff Council after which the suggested measures are placed in the Governing Body. The GB then directs the Principal and IQAC Coordinator to take up necessary measures to take action and resolve the issue.

**b) How do students and alumni contribute to the effective functioning of the IQAC?**

The students are given to understand that the IQAC is meant for achieving an overall development of the college with particular emphasis on the academic spectrum of it. It is for their own benefit and prospect that the Cell has been formed and has been made functional. Evidently, the students are impressed and have expressed their willingness for adopting a cooperative mind set in achieving the goals of the Cell. The Alumni has been taken into confidence and it has deputed 2 of its members to be part of the Cell and contribute all within its mite to achieve the purpose of establishing the Cell as such. It has also adopted the idea in its scheme of things and would place the matter in its own deliberative meetings and the suggestions as surface there will be corroborated to the Cell for its inclusion and compliance.

**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.**

Yes. Departments often make some new recommendations (regarding special classes, class test arrangement, order for latest books and journals, intra-departmental workshops etc) to the Cell for accommodation and consequent approbation. The departments also place their requisitions for providing better and updated technological apparatus to the IQAC core committee. IQAC then analyses, reviews and approves those recommendations and submits for approval of the governing body. Suggestions as are coming from the external sources for a better administrative mechanism are directly channelized to the GB for its deliberations and acceptance, if found suitable. This integrated framework has been designed to fit in the Cell in its scheme of work.

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

- ✓ Training is regularly provided to the administrative staffs for successful running of the College Administrative Software.
- ✓ The college has installed LAN and server system for maintenance and smooth running of the system.
- ✓ Training is provided to the laboratory attendants for documentation.
- ✓ IQAC encourages teachers as well as the students to attend different workshops and seminars within and outside the states.
- ✓ Training has been imparted to one incumbent for Generator operation and maintenance.

That the trainings have created the desired impact is evident from the efforts of the staffs, irrespective of their categories, to target at the achievement of a quality that will help shine the college in all the spheres of its existence.

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

The academic audit is done through the feedback from the students. The final results are analyzed by the academic sub-committee and ultimately by the GB. The analyses are used to plug the deficiencies and loopholes that have cropped up during a given year. When some matter relates to the body corporate of the college the matter is walled up in a bulletin form for information of one and all with a clear emphasis laid on the expected pattern of the matter. Matters concerning an individual are being talked to personally.

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

Academic atmosphere is monitored through different institutional mechanisms like class tests, college test examinations, quiz classes, framing of model questions by the students, advanced learners helping the weaker ones with studies, homework assignments, student addressing a Seminar etc. The findings and results are discussed in the IQAC, and suggestions and recommendations are sent to the concerned departments for a follow up action. Often intra-departmental meetings are convened and held to review and make an action plan for future qualitative improvement of teaching-learning process as a joint venture so that all involved in the process achieve a minimum quality standard.

**6.5.6 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance Leadership and Management which the college would like to include.**

The institute communicates its quality assurance policies to the stakeholders through;

- 1) Holding meeting.
- 2) College prospectus.
- 3) Wall notice and bulletin.
- 4) College website [www.ramanandacentenarycollege.in](http://www.ramanandacentenarycollege.in)
- 5) College Students’ Reunion and Alumni Association
- 6) Local print media
- 7) Community Radio
- 8) All stakeholders are encouraged to share with others the salient features of the IQAC

The college proudly announces and would like to mention its achieving a rare feat in establishing the concept of a team-work in the management of it. The cohesion among all the stakeholders of the college makes it the least troubled spot in the academic map of West Bengal and there is no instance in the recent or distant past that led to a breach of peace and for that matter a topsy-turvy in the academic environs of the college.

## ANNEXURE 6.1 [NSOU APPLICATION LIST]

Study Centre, K-05  
NSOU PG/BLIS/MLIS  
Sl.No. & Subject July Session-2016-17.

Sl. No.	Enrolment No.	Application No. & DOA	Name	Date of Birth	Father's Name	Address	PG/ BLIS/MLIS & Subject	Mobile No.
1.		PA002159-28/08/2016	NILANJANA PANDA	11-11-1990	LATE TRIDIB PANDA	PUNCHA, PURULIA	PG ENGLISH(PGEG)	9614381682
2.		PA003928-30/08/2016	AMBARISH MAHATO	16-05-1993	LANKESWAR MAHATO	BHUTAM, PUNCHA	PG BENGALI(PGBG)	9732306775
3.		PA001373-28/08/2016	TAPATI MAHATO	28-01-1993	SAKTIPADA MAHATO	DHARAMPUR JAMBAD KENDA PURULIA	PG ENGLISH(PGEG)	8348580851
4.		PA006168-01/09/2016	BHADU RANI MAHATA	05-03-1993	KANDARU MAHATA	BISHRI, MANH, PURULIA	PG HISTORY(PGHI)	9679355122
5.		PA007584-02/09/2016	JAYANTA SURBABU	18-08-1992	NAGENDRANATH SURBABU	AKSHAYPUR, SHYAMPUR, MAN, PURULIA	PG BENGALI(PGBG)	9800722634
6.		PA007740-02/09/2016	SUBRATA MAHATO	07-02-1992	PRAFULLA KUMAR MAHATO	MANGURIA-LALPUR, PURULIA	PG BENGALI(PGBG)	9732291418
7.		PA009839-04/09/2016	MOUSUMI DUTTA	13-04-1987	RAMPADA DUTTA	DHADKI, PUNCHA, PURULIA	PG EDUCATION(PGED)	8372082808
8.		PA008136-03/09/2016	KAJAL KR DAS	11-01-1990	LATE SUNIL CH DAS	LAHARIA BHAGABANDH, PURULIA	PG EDUCATION(PGED)	8116448658
9.		PA011794-05/09/2016	MADHUMITA MAHATO	06-03-1990	PARAMESHWAR MAHATO	DAMODARPUR, NAPARA, PRL	PG HISTORY(PGHI)	8967072287
10.		PA006525-01/09/2016	KANIKA MAHATA	24-03-1989	DEBENDRANATH MAHATA	MATHA, KENDA, PRL	PG SOCIAL WORK(PGSW)	9332287349
11.		PA010940-04/09/2016	MALAY KUMAR MONDAL	20-12-1990	JITEN MONDAL	LEDASON, SANTURI, PRL	PG EDUCATION(PGED)	9749671301
12.		PA 006527-01/09/2016	SAKUNTALA SAREN		KSHUDIRAM SAREN	AKSHAYPUR, SHYAMPUR, MAN, PURULIA	PG BENGALI(PGBG)	9933593718
13.		SD000998-08/09/2016	DURGARANI RUHIDAS	04-11-1994	YUDHISTHIR RUHIDAS	BANDWAN PRL	BACHELOR OF LIBRARY AND INFORMATION SCIENCE(BLIS)	9126035218
14.		PA009236-03/09/2016	YADAB CHANDRA ROY	30-12-1975	SARBANANDARROY	RAMKRISHNAPUR, KULUHAR, PARA, PRL	PG EDUCATION(PGED)	9932270678
15.		PA002519-29/08/2016	BISHNUPRIYA MAHATO	08-06-1992	SURYAKANTA MAHATO	DUBCHARKA, HARAMJANGA PRL	PG SOCIAL WORK(PGSW)	8016980465

## ANNEXURE 6.2 [APPRAISAL REPORT]

Feedback (2014-15)

In an attempt to iron out the views of students on learning realizing atmosphere prevailing in the College, a questionnaire containing 10 questions were set and placed before randomly selected 150 students irrespective of year (First year, Second Year, and Third Year students) by the Principal of the College.

Least students get bored while answering questions the number of questions in questionnaire was kept limited to ten only. The students filled up the questionnaire and turned back the same to the Principal.

On Scrutiny it is found that of the ten questions, seven are closed type and the remaining three are open ended. The closed type questions reeled around teaching learning process. Majority but not all respondents focused on option (i), i.e. good. This implies that atmosphere prevailing in the college is congenial to teaching learning process.

Regarding question 1 "How your days in College were spent?" 98% respondents put tick mark to option 'good'. 97.7% responded for option 'good' as regards questions 2, 3, 4. 74% respondents favoured option (ii) - 'cholonshoi' (medium) on questions 5 and 7 while remaining 25% put tick mark to option (i), i.e. 'good'. Regarding Question 6 (General Infrastructure of College) 92% vetoed on option (i), i.e., 'good' while the rest put tick mark to option (ii), 'cholonshoi' (medium).

Keeping eye on all answers revolving around closed type questions, it can be inferred that atmosphere prevailing in the college is conducive to spreading higher education. The teacher-taught relationship is good enough as also the student-administration relationship.

Concentrating on open ended questions, 8, 9, and 10, it is found that students favoured teachers like Tahir Ali Middy, Debabrata Mandal, Sourav Baxi, R.S. Pradhan, and Shovan Ghosh. So far as their depth of knowledge and process of inculcating the same to students is concerned the students are emphatic. Majority respondents (not less than 90%) mentioned that they would not like to forget the said teachers. As regards question 9 (Which issue in College life do you like to forget?) majority respondents made no specific answer. Rather they mentioned that they do not like to forget anything of College life. This implies that they could not realize the depth of the question and as such made general remarks.

Focusing on the last open ended question 10 majority students, not less than 80%, put forth the following suggestions:

- i) The College garden should be more picturesque.
- ii) More teachers need be employed.
- iii) Departments need be separated.
- iv) More cleanliness of college campus is required.
- v) College administration should be stricter.

## CRITERION VII: INNOVATIONS & BEST PRACTICES

### 7.1 Environment Consciousness

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

The college has not conducted any official Green Audit as yet, but the college has an age old environment of greenery and forestry which are not generally found elsewhere. In an otherwise arid land of Purulia the lush green of our college makes it claim to be an oasis. It is virtually a replica of Tagore's Shantiniketan, the home of peace. Constant efforts are being made to maintain the greeneries of the campus and to preserve the old trees of considerable value and properties. Alongside, new plantation of trees are meticulously taken up each year.

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

##### • Energy Conservation

- Initiative is taken by the college to install a solar unit to be used in the laboratories to go for energy conservation. On a similar note, the Girls' Hostel has been supplied with Solar Lamps. This helps on twin fronts of energy efficiency as well as security concerns during power-cuts.
- Solar energy can be used in future for other places as well.
- Energy efficient Street lights could be arranged.

- **Use of renewable energy:** No initiative has so far been taken.

- **Check dam construction:** No scope is there for the purpose.

##### • Efforts for Carbon Neutrality

- Felling of trees inside and surrounding the college, having its authority there, has been strictly prohibited.
- The college has installed one high-grade generator to keep the carbon emission at the lowest level.
- The natural greenery of the college is a great contributory factor in this regard.

##### • Plantation

- Plantation of trees has been one of the key activities in the agenda of the college.
- Each year several new species are planted in the herbal

FIGURE 7.1 TREE PLANTATION



garden so that one can have a taste of the flora and fauna of the district.

- The college has well maintained gardens and plantation there each year is a routine affair.
- The road that bisects the college is a eye-soothing boulevard lined with mango trees, which are well maintained and with natural damage of any tree a new one is planted in its place.

(Fig7.1)

- **Hazardous Waste Management**

- Solid wastes are disposed in closed containers stationed at various points within the college premises and are regularly cleaned away.
- Hazardous effluents from the Chemistry laboratory are disposed in the pits/dugs and covered.
- Initiatives are being taken to make future purchase of bio-degradable equipment.

- **e-waste management**

- E-wastes are collected and kept in a store room on regular basis and disposed of at a convenient time.

## 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.

- Eco-friendly approach has been adopted for use of server database for record keeping and documentation leading to less use of papers.
- The college has taken the initiative to generate organic manure on pilot basis for creating an awareness among the local farmers and peasants to desist from the use of inorganic fertilizers.
- The College authority is mulling over to install CC TV in the library and at the main entry point for proper surveillance of its valuable resources.
- The college has subscribed to the INFLIBNET facility to promote an easier access to the national and international journals. (See Annex 7.1)
- The college has conducted various state-level and national-level seminars. (Fig7.2)
- New methods are on the anvil to produce distilled water within the college premises itself.
- Keeping up of Teachers' class record and Students Attendance in the same register on line in the data base server.
- Approach is made for keeping all-round information of a registered student, having unique roll no., especially, his/her entry level academic record, class record, College examination performance in the data base server, through a terminal given to the department.

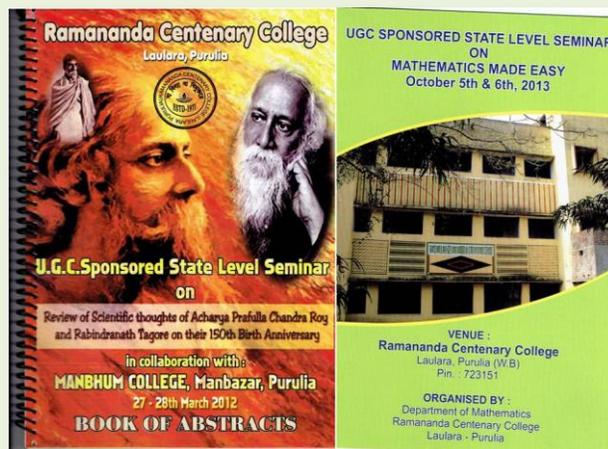


FIGURE 7.2 UGC SPONSORED STATE LEVEL SEMINARS

- Introduction of Grievance Redressal Cell, Career Guidance Cell, Anti-sexual harassment cell and Anti-ragging cell.
- Establishment of a Community Radio Station for having a communication tool in hand for a better rapport building with the community with the dissemination of the required information. Simultaneously, the students are having their own media for self expression and for fostering their individual cultural competence and propensity.
- NSS services are utilized for serving the senior citizens and the adolescents of the area.
- Agreement with Vigyan Prasar, Department of Science and Technology, Govt. of India for spreading the use of science in everyday life for a total wellbeing.
- The being situated in a predominantly tribal area attempts are made to uphold the art and culture of the tribal community to save them from the cultural onslaught and Sanskritization.

### **7.3 Best Practices**

#### **7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.**

##### **BEST PRACTICE I**

###### **Title of Practice**

###### **a) Placement of Youths through Career Guidance**

###### **Goal /Aim**

- a) To provide proper information to the students, ex-students and unemployed youths of the locality on every job opportunity in various sectors, public or private.
- b) To keep record of the pool of prospective job seekers in the locality.
- c) To arrange proper filling up and submission of application form, to provide guidelines and arrange training for meeting the job requirement.
- d) To establish a point that the college cares for the community and thereby befriend it.
- e) To secure a quality improvement in respect of the core activities of the college.

###### **The Context**

Purulia, where the college is located, is marked as one of the most backward and underdeveloped districts of West Bengal. The people over here have no viable agricultural, commercial or industrial economic base. Most of the tribal and non-tribal belong to the B.P.L category. They depend on traditional rain fed agriculture. Rainfall is rather erratic in Purulia. The forest economy of the tribal people is on the verge of being extinct. The extremist outfits took advantage of this underdevelopment by spewing venom into the ears of the youths to lead them astray. There must be somebody to befriend the youths and guide them for a gainful employment. The college plays its role well.

###### **The Practice**

At first, information regarding any employment notification is walled up at the college notice board for general information with a copy of the notification endorsed to the GS of the Students' Union for favour of a wide circulation. Then for the interested and enthusiastic candidates a workshop is held with the help of identified and competent resource personals. The would-be applicants are imparted with lessons and practice e.g. mock interview for facing an interview in a befitting manner.

**Evidence of success**

Many students have been offered appointment. Here are the names of few of them following:

<b>Table 1 CAMPUS RECRUITMENT 2014-15</b>				
<b>Sl. No</b>	<b>Name with father's name</b>	<b>Address</b>	<b>Class/Year/Roll</b>	<b>Where placed</b>
01	Biswarup Mukherjee, Satyanarayan Mukherjee	Laulara, Purulia	B.A. 3rd	R.C.College
02	Inul Ansary, Rabban Ansary	Damodarpur, Napara, Purulia	B.A.(H) 3rd	R.C. College
03	Akbar Ali, Keramat Ansary	Damodarpur, Napara, Purulia	B.A. 3 <sup>rd</sup>	Primary Teacher
04	Probadh Mahato. Lt. Mariram Mahato	Damodarpur, Napara, Purulia	B.A. 3 <sup>rd</sup>	
05	Raghunath Mahato, Gobardhan Mahato	Hariharpur, Purulia	B. Sc	Rajnowagarh High School
06	Tapan Banerjee, Lt. Jagadish Banerjee	Hariharpur, Purulia	B.A.	Rajnowagarh High School
07	Subhamoy Banerjee, Debidas Banerjee	Laulara, Purulia	B.A. (H)	Bari Primary School
08	Phalguni Roy,	Barameshya, Purulia	B. Sc	Primary Teacher
09	Tapas Roy	Barameshya, Purulia	B.A.	H.S. Teacher
10	Bulti Dutta	Bagda, Purulia	B.A.	Health Dept.
11	Sipra Banerjee	Puncha, Purulia	B.A.	Health Dept.
12	Beauty Banerjee	Puncha, Purulia	B.A.	Health Dept.
13	Md. Zakir Hossan	Kendadhi,Puncha, Purulia	B. Sc	Food Supply
14	Diman Chakrobrotty	Polmi, Purulia	B.A.(H)	H.S. Teacher

**BEST PRACTICE II****Title of Practice**

- Promotion of Games & Sports among the Backward Class Boys and Girls. (Fig7.3)



FIGURE 7.3 CONSISTENT ATTENTION TO DEVELOPMENT OF SPORTING CULTURE HAS SHOWN RESULTS

**Goal /Aim**

- The enable the backward class boys and girls to acquire skill and competence in various forms of games & sports to be at par with their counterparts of better off places.

**The Context**

- The Rocky soil of Purulia imparts a rocky hardness in the physique of its people. But a mere well built body and a stout physique won't do even though they are blessed with a never-say-die attitude and an enviable degree of stamina with a dogged determination. What the youths of Purulia lack is skill and it is to be acquired through intense training and practice. They can hardly afford to go to Kolkata or some other place to nourish their talent. The college thought to bring them the opportunity to sharpen their latent talent.

**The Practice**

- The college organizes coaching camp for the students selected on the basis of their physical vigour and strength. The college has established a gym for that purpose and it has its own play field. The selected players/ sportsmen are being placed under the care of a qualified physical trainer. Our success in this feat is enumerated below:

**Table 2 MAJOR ACHIEVEMENTS 2012-2015**

Year	Major Achievements
2012	<ul style="list-style-type: none"> <li>• Champion in Inter College District Sports and Games Championship, February-2012, Organized by SKBU.</li> <li>• Champion in Athletics, both men and women, Organized by SKBU.</li> <li>• Runners in Inter College Football Championship, Organized by SKBU.</li> </ul>
2013	<ul style="list-style-type: none"> <li>• Inter College District Sports and Games Championship, February-2013 Champion in Football and Athletics both men and women.</li> <li>• Champion in SKBU inter College Kho- Kho Competition 2013 for women.</li> </ul>
2014	<ul style="list-style-type: none"> <li>• Inter College District Sports and Games Championship, February-2014 Champion in football and in athletics runners both in men and women.</li> <li>• SKBU Inter College Meet 2014 Runners in women Athletics.</li> <li>• Runners up in Inter College Football Championship-(2014-15)</li> <li>• SKBU inter College Kho- Kho Competition, 2014 –Runners women.</li> </ul>
2015	<ul style="list-style-type: none"> <li>• Inter College District Sports and Games Championship, January, 2015 Runners up in Athletics (girls) and Football (boys)</li> </ul>

## ANNEXURE 7.1 [SUBSCRIPTION TO INFLIBNET SERVICES]



**INFLIBNET**

**Information and Library Network Centre**  
(An Autonomous Inter-University Centre of UGC)

**सूचना एवं पुस्तकालय नेटवर्क केन्द्र**  
(विश्वविद्यालय अनुदान आयोग का स्वायत्त अंतर विश्वविद्यालय केन्द्र)

**National Library and Information services Infrastructure of Scholarly Content (N-LIST)  
Quotation**

**Name and Address of Subscriber**

To,  
Principal,  
Ramananda Centenary College  
Lalura, Pancha  
Puruli  
West Bengal- 723151

Date : 2015-09-09 09:36:24(Website)

Sl No	Membership Fee	Period of Membership	Amount In Rs
1	Annual Membership Fee	April 2015 to March 2016	Rs. 5,000.00
	Service Tax @ 14.00%		Rs. 700.00
<b>Total</b>			<b>Rs. 5,700.00</b>

TDS is not applicable on membership f.a. Service Tax No. AAAT11480JSD001 DT. 05.10.2012

You are requested to kindly send your order along with the annual membership fee.

1. Mode of Payment: Annual Membership fee shall be paid through.
  - (a) Demand Draft in favour of "INFLIBNET-NLIST Account" payable at Gandhinagar or
  - (b) RTGS/NEFT fund transfer to INFLIBNET-NLIST Account as per the details given below:
 

Beneficiary Name: INFLIBNET - NLIST Account  
Bank Name: State Bank of India  
Branch: Infocity, Gandhinagar  
Bank Address: Unit GWGF/2, Ground Floor, Infocity, Gandhinagar, Gujarat  
Bank Account No: 31104082931  
IFSC Code: SBIN0012700  
MICR Code: 380002151
- Important Note:
  - In case of RTGS/NEFT payment, kindly send the payment details viz UTR No., date of payment to INFLIBNET Centre through email at college@inflibnet.ac.in or letter to INFLIBNET Centre Gandhinagar
  - You are requested to kindly mentioned the Invoice Number and the name of the payee college on the reverse of the DD.
2. Payment should be made within 15 days of receipt of quotation.

Sincerely Yours



**Ashok Kumar Rai**  
Scientist - D

INFLIBNET, सूचना एवं पुस्तकालय नेटवर्क केन्द्र (NLIST)  
Infocity, Gandhinagar - 380007, Gujarat, INDIA.  
Phone : +91-79-23288000 - 022 , Email: director@inflibnet.ac.in, Web: http://www.inflibnet.ac.in

**SECTION: E**

*Evaluative Reports of the Departments*

---

## DEPARTMENT *OF* BENGALI



## Evaluative Report of the Department: BENGALI

1. Name of the department: **BENGALI**
2. Year of Establishment: **B.A Pass Course: 1971-72**  
**B.A. Honours Course: 1995-96**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **N.A**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Assistant Professors	<b>03</b>	<b>02</b>
Part-Time	Nil	Nil

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Dr. Ramsankar Pradhan	M.A, Ph.D.	Assistant Professor	Tagore Literature	13 yrs	Nil
Debabrata Mandal	M.A, B Ed	Assistant Professor	Katha Sahitya	8 yrs	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Ranjit Pramanik	M.A., B.Ed	Guest Lecturer	Tagore Literature	3 yrs	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Not Applicable
13. Student -Teacher Ratio (programme wise): 64:1 (Honours.) & 550:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.:  
M.Phil:M.Ph.d.:1 & P.G:1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Applied for
18. Research Centre /facility recognized by the University: Nil
19. Publications: (Publication per faculty)

- Number of papers published in peer reviewed Journals (national/International) by faculty and students: **10**
- Number of Publications listed in International Database (For Eg. Web of Science, Scopus, Humanities International Complete, Dare database- International Social Science Directory, EBSCO host, etc.): **Nil**

Table 3

Publication	2009	2010	2011	2012	2013	2014	2015	Total
Total year wise publication of the Dept.	-	-	-	-	-	1	2	3
No. of papers published in peer reviewed journals by faculty and students	-	-	-	-	-	-	-	-
No. of publication listed in International Database	-	-	-	-	-	-	-	-
Monographs	-	-	-	-	-	-	-	-
Chapter in Books	-	-	-	-	-	-	-	-
Books Edited	-	-	-	-	-	-	-	-
Books with ISBN / ISSN numbers with details of publishers	-	-	-	-	3	1	2	6
Citation Index	-	-	-	-	-	-	-	-
SNIP	-	-	-	-	-	-	-	-
SJR	-	-	-	-	-	-	-	-
Impact factor	-	-	-	-	-	-	-	-
h-index	-	-	-	-	-	-	-	-

 **Prof. Debabrata Mandal**

- 1) **Rabindra Golpa Nari Mukti Ba Nari Progoti**,Page-113, Malati Puthi, National
- 2) **Tarashankar Golpa Joibyaprobitty**,Page-09, Sahimtya shanai, National
- 3) **Yogajog O Bhanga Somparka** Page-35, Kalamar Mukh, National
- 4) **Sabhyatar Prekhya pata otiter smriticharayan**,Page-18, Swastya Alapan,ISSN-2278-4659, Peer Received
- 5) **Srikrishna Krittnayar Srikrishna**,Page-27, Swastya Alapan, ISSN-2278-4659
- 6) **Lokgaan baulgaan** page-13, Swastya Alapan, ISSN-2278-4659

 **Dr. Ramshankar Pradhan**

- 1) **Doi-wala: Amaler Kalpanar Pratirup** Article in Book (Dakghar) Pragnabikash (2014) National ISBN-97893-83016-14-3 Peer Reviewed
- 2) **Shyamal Gangopadhyay er Jiban O Shahitya** National Publication, Kol-2015 National ISBN-978-81-922498-7-2 Peer Reviewed
- 3) **Bankim Biday-Gobinda Ch. Das** Article In Book(Unish-Bisher Kabita) Banjan Barna Kol-2015 National ISBN-978-81-929245-8-8 Peer Reviewed
- 4) **Sadhabar Ekadashi: Samakaler Pratirup Udalak** Kol.49 National Peer Reviewed

 **Dr. Ramshankar Pradhan** (Papers in Seminars, Conferences)

1. **British Birodhi Bangla Natak O Tiner Talwar**, J.K.College Purulia, Sep.29-30-2011 National (UGC)
2. **Sahajada Dara Suko-Oitihashik Upanyaser Nutan Sanga**, Manbhumi Maha Vidyalaya Purulia, Sep.30-Oct. 1<sup>st</sup> 2013 National (UGC)
3. **Upanyase Samajer Bhumika: Sarat Sahityer Tar Swarup Unmochan**, M.G.College Purulia, Nov.13-14<sup>th</sup> 2014 National (UGC)
4. **Prabashi O Ramananda Chattopadhyay**, R.C.College Purulia, August 5<sup>th</sup> - 6<sup>th</sup> -7<sup>th</sup> 2015 STATE
5. **Jete Pari Kintu Keno Jabo: Shakti Chattopadhyayer Ak Ananta Jiban Jignasa**, Khatra Adibasi Maha Vidyalaya Bankura, Sep. 23<sup>rd</sup> -24<sup>th</sup> - 2015 National (UGC)
6. **Sudhindra Nather Saswati: Udbigna Bishad Theke Premer Swarge Uttran**, Manbhumi Maha Vidyalaya Purulia, Sep.30-Oct. 1<sup>st</sup> 2015 National (UGC)
7. **Shyamal Gongopadhyayer 'Alo-Nei' : Desh Bhager Ak Marmantik Alekhya**, University of Ranchi Jharkhand, Oct. 6<sup>th</sup> -7<sup>th</sup> 2015 International
8. **'Sahajada Dara Sukoh' : By Shyamal Gangopadhyay: The Most Ignored Icon of Communal Integrity in Mughal Era**, Tokyo University of Foreign Studies Tokyo, Japan, Dec. 12-13<sup>th</sup> 2015 International

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in**

- a) **National committees:** Nil
- b) **International Committees:** Nil
- 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: Sought for
26. Student profile Programme/course wise:

Table 4

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
BENGALI HONOURS	B.A PART -I	14	9	3	11	37	25	5	1	12	43	80
	B.A PART II	10	7	3	9	29	17	0	0	5	22	51
	B.A PART III	20	9	1	8	38	13	2	0	7	22	60
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
BENGALI GENERAL	B.A PART -I	168	82	140	110	500	96	18	81	62	257	760
	B.A PART II	125	45	113	47	330	73	25	57	23	178	508

B.A PART III	106	26	60	35	227	70	09	49	26	154	381

### 27. Diversity of Students:

Table 5

NAME OF THE COURSE	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(H)	100%	Nil	Nil
B.A(P)	100%	Nil	Nil

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

- 50 no. of students got employment through SSC. All the students of the college have appeared for the TET held last year the results of which are awaited.

### 29. Student Progression:

Table 6

Student progression	Against % Enrolled
UG to PG	4%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	No Campus selection held
• Campus selection	

• Other than campus recruitment	5 students through the Career Guidance Cell
Entrepreneurship/Self-employment	3-4%

### 30. Details of Infrastructural facilities:

#### a) Library:

➤ The Central Library, a pride of the college is staffed with books of the department.

#### b) Internet facilities for Staff & Students:

➤ Available for Staff & Students

#### c) Class Rooms with ICT facility :

➤ 1 classroom holds the facility and used in turn by the departments

### 31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.

➤ Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

### 32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: **Not done till date.**

### 33. Teaching methods adopted to improve student learning:

➤ Participatory learning process is followed. Open forum discussions in the Honours Classes are held regularly. Peer education is practiced at.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

• The NCC and NSS Units have roped in most of the students in their fold and it is learnt that the students are now well versed with the concept of social service. Campus cleaning and its beautification has been major program of the NSS. Different extension activities are also being organized by NSS and all these have contributed to inject a spirit of ISR in the students.

## 35. SWOC analysis of the department and Future plans:

Table 7

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Rich Library with internet facilities.</li> <li>☞ The administration's whole-hearted support for building up a conducive atmosphere of learning.</li> <li>☞ Remedial Class and Peer education.</li> <li>☞ Ideal Teacher-Student Relationship.</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Shortage of Fulltime Faculties.</li> <li>⊗ Non-availability of Classrooms for Exclusive use by the Department.</li> <li>⊗ Irregular attendance of the students.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ Freedom from the administration for experimentation with the teaching process and support for introducing any innovative enterprise for the students of the college to make them fit for advanced studies.</li> </ul>	<ul style="list-style-type: none"> <li>☞ To issue a departmental journal on compliance of the paraphernalia and transform it into a platform for self-expression and thereby acquire an investigative acumen both by the teachers and the taught.</li> <li>☞ To befriend the students and make them more college bound in these hard days when playing truancy has become the norm.</li> </ul>

## **DEPARTMENT *OF* ENGLISH**



## Evaluative Report of the Department: ENGLISH

1. Name of the department: **ENGLISH**
2. Year of Establishment: **B.A Pass Course: 1971-72**  
**B.A Honours Course: 1996-97**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	02	01
Guest Lecturer	Nil	02

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Arpita Ghosh	M.A	Asst. Prof	Gender Studies, Cultural Studies	3.6 yrs	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Hridoy Roy	M.A	Guest Lecturer	Poetry	3 yrs	Nil
Gopal Mahanty	M.A	Guest Lecturer	Linguistics & ELT, New Literature	1.6 yrs	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 48%
13. Student -Teacher Ratio (programme wise): 7:1 (General) & 34:1 (Honours)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical-Nil & Admn-Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:M.Phil: PG: 3
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: No Publication
20. Areas of consultancy and income generated: Nil

**21. Faculty as members in**

- a) National committees: Nil  
 b) International Committees: Nil  
 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:**

- 1 Seminar was organized with support from UGC

**26. Student profile Programme/course wise****Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
ENGLISH GENERAL	B.A PART -I	4		1		5	3		1		4	9
	B.A PART II	5		2		7						7
	B.A. PART III	1		3	1	5						5

SESSION 2014-15		MALE					FEMALE					MALE & FEMAE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
ENGLISH HONOURS	B.A PART -I	14	3	1	7	25	7	1		5	13	38
	B.A PART II	19		1	4	24	6	1		4	11	35
	B.A. PART III	13	2	1	4	20	8			1	9	29

### 27. Diversity of Students:

Table 4

Name of the Course	% of Students from the same State	% of Students from the other State	% of Students from Abroad
B.A(H)	100%	Nil	Nil
B.A(P)	100%	Nil	Nil

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

- The exact number of students getting a job cannot be certified for lack of proper information. From different sources it was gathered that many students got job under SSC last year. This year all the students of this department have taken the TET examinations the results of which are not yet declared.

**29. Student Progression:****Table 5**

Student progression	Against % Enrolled
UG to PG	7%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus Placement 20% under SSC
Entrepreneurship/Self-employment	9%

**30. Details of Infrastructural facilities:****a) Library:**

- The rich Central Library is used as the department has no space to house its own library now.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- Yes. 1 room is marked for that and is used by all the departments whenever use of the room is necessitated.

**d) Laboratories:**

- N.A

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Participatory learning process is being tested and found to be handy. Simultaneously, Peer education is introduced—the good students help the educationally backward students. Quiz competitions are being held with the questions prepared by the students themselves severally. Impromptu speech by the students on issues of text books is arranged and incentives are offered to the good performers. The department seeks to inculcate a spirit of belongingness among its students so that all cares to sustain the good will developed by the department are being offered by them.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC of their own. The socialization process initiated by the units, especially by the NSS, has made the desired inroad in the students. They actively take part in the programs arranged from time to time by NSS to befriend the community and so far some students of the department had been in receipt of the best social volunteer award from the college. The students are advised to note their findings of the maladies that have been afflicting the local community and suggest measures to curb them and simultaneously to instill a spirit of confidence in the community. These findings are published in the departmental wall magazine to get disseminated among the students of the college and inject in them an unflinching spirit of ISR

**35. SWOC analysis of the department and Future plans:****Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Interaction outside the classroom through WhatsApp group, blog and departmental website.</li> <li>☞ Infrastructure of the college including clean and quiet environment.</li> <li>☞ Facility of Remedial class to take care of the educationally backward students.</li> <li>☞ Good teacher-student relationship.</li> <li>☞ College is the least politically disturbed.</li> <li>☞ Good library along with a furnished reading room and internet facility.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of fulltime faculties.</li> <li>☹ Student absenteeism.</li> <li>☹ No institutional membership of the elite Libraries.</li> <li>☹ No separate annex for the department</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ To explore the favorable and conducive academic atmosphere of the college.</li> </ul>	<ul style="list-style-type: none"> <li>☹ To transform the wall magazine into a departmental journal to be operated by the students with articles sought from various learned sources.</li> <li>☹ To make the students come to the college regularly.</li> <li>☹ To form a self contained department in the coming days.</li> </ul>

## DEPARTMENT OF SANSKRIT



## Evaluative Report of the Department: SANSKRIT

1. Name of the department: **SANSKRIT**
2. Year of Establishment: **B.A Pass Course: 2013 – 14**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	Nil	Nil
Guest Lecturer	Nil	01

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Nil					
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Dhananjay Goswami	M.A.	Guest Lecturer	Vedic Studies	3 yrs	Nil

11. List of senior visiting faculty: N.A
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): 79:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:M.Phil. : Nil
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: No Publication
20. Areas of consultancy and income generated: Nil
21. Faculty as members in
- a) National committees: Nil
- b) International Committees: Nil
- 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: Nil**

**26. Student profile Programme/course wise:**

**Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
SANSKRIT GENERAL	B.A PART -I	10	5	14	1	30	12	2	2	3	19	49
	B.A PART II	9	2	3		14	7	3	6		16	30
	B.A. PART III											

**27. Diversity of Students:**

**Table 4**

Name of the Course	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(P)	100%	Nil	Nil

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

- The subject has just been introduced.

**29. Student progression:**

**Table 5**

Student progression	Against % Enrolled
UG to PG	NA
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	Nil
• Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Newly introduced subject

**30. Details of Infrastructural facilities:**

**a) Library:**

- Dept. has no separate Lib; however college lib meets the need of departmental students.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- 1 classroom is fitted with ICT facilities; we are permitted to use it, if required.

**d) Laboratories:**

- NA

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts:** Not done till date

**33. Teaching methods adopted to improve student learning:**

- Taking a drive for teaching learning methodology

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC to learn ISR

**35. SWOC analysis of the department and Future plans:**

**Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Rich central library.</li> <li>☞ Good infrastructure of the college including clean and quiet environment.</li> <li>☞ Remedial class</li> <li>☞ Communication with the students beyond class hours.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of fulltime faculties.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ To explore the favorable and conducive academic atmosphere of the college.</li> <li>☞ Newly introduced subject—scope for making a good beginning</li> </ul>	<ul style="list-style-type: none"> <li>☹ To make the subject attract the best students of the college to offer it</li> </ul>

## **DEPARTMENT *OF* HISTORY**



## Evaluative Report of the Department: HISTORY

1. Name of the department: **HISTORY**
2. Year of Establishment: **B.A Pass Course: 1971**  
**B.A Honours Course: 1999**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	02	01

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

Table 2

Name	Qualification	Designation	Specialization	No. Of Years of Experience	No. Of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Mr. Chanchal Adhikary	M.A., M. Phil	Assistant Professor	Ancient Indian History	2 yrs	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Mr. Bidyut Khara	M.A.	Part-Time Lecturer	Ancient Indian History	12 yrs	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 50%
13. Student -Teacher Ratio (programme wise): Honours: 49:1 General: 787:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil/PG.:  
Ph.D.: Nil; M. Phil: 1 & PG: 2
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: (Publication per faculty)

Table 3

Publication	2009	2010	2011	2012	2013	2014	2015	Total
Total year wise publication of the Dept.						02	01	
No. of papers published in peer reviewed journals by faculty and students						02	01	
No. of publication listed in International Database								
Monographs								
Chapter in Books								
Books Edited								
Books with ISBN / ISSN numbers with details of publishers								
Citation Index								
SNIP								
SJR								
Impact factor								
h-index								

 **Mr. Chanchal Adhikary**

- 1) (2013) Upendra Nath Barman and Caste Politics Among the Rajbanshis of North Bengal, Voice of Dalit, Vol. 6, No. 2, ISSN 0974- 3545
- 2) (2013) The Violence of Partition (1947) and the Bengalese as the Refugees with Special Reference to Sital Kuchi Police Station, Cooch Behar, RURAL OUT-MIGRATION IN INDIA: PROBLEMS AND PROSPECTS Ed. By Dr. G. Sharma, ISBN 978-81-926968-0-5
- 3) (2014) The Kshatriya Movement among the Rajbanshis of North Bengal and the Agrarian Society, Quarterly Review of Historical Studies, Vol. LIII, No. 3&4, ISSN 0033-5800
- 4) (2014). Land Grants and the Brahmanas in Pundra-Varendri: A Study on Some Inscriptional Evidences from Early Medieval Bengal, Indian Historical Studies, Vol. XI, No. 1, ISSN 0973-2713
- 5) (2015) Archaeology and Antiquities of North Bengal: Role of Akshay Kumar Maitreya(1861-1931) and Varendra Research Society (1910), Journal of Indian History, Vol. XCL.
- 6) (2016), Organization of the Merchants in the Rural Markets of Early Medieval North Bengal Quarterly Review of Historical Studies

- 7) Land Grants in Gupta Period: A Study on the Discovered Inscriptional Evidences from Pundravardhana-Bhukti, North Bengal Past and Present Ed. By Prof. I. Sarkar (forthcoming)

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- a) National committees: 01  
 b) International Committees: Nil  
 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:

- a) National: Nil  
 b) International: Nil

26. Student profile Programme/course wise:

Table 4

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
HISTORY HONOURS	B.A PART - I	13	4	5	5	27	6	1			7	34
	B.A PART II	9	9	3	2	23	5	1	1	2	9	32
	B.A. PART III	16	4	2	4	26	2	3			5	31
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL

<b>HISTORY GENERAL</b>	<b>B.A PART -I</b>	130	74	86	94	384	88	17	53	63	221	607
	<b>B.A PART II</b>	136	41	79	52	308	81	21	36	27	165	573
	<b>B.A.PART III</b>	113	33	46	35	227	83	8	42	34	167	394

### 27. Diversity of Students:

**Table 5**

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B. A. (H)	100%	Nil	Nil
B. A. (P)	100%	Nil	Nil

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

- Near about 50 students got appointment through SSC last year. A good many students have appeared in the TET this year the results of which are awaited.

### 29. Student progression

**Table 6**

Student progression	Against % Enrolled
UG to PG	5%
PG to M.Phil.	Nil
PG to Ph.D	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No campus selection was held 7%

Entrepreneurship/Self-employment	4%
----------------------------------	----

### 30. Details of Infrastructural facilities:

#### a) Library:

- No Departmental Library, Central Library is there.

#### b) Internet facilities for Staff & Students:

- Available

#### c) Class rooms with ICT facility:

- 1 class room is transformed into an information hub fitted with ICT facility

#### d) Laboratories:

- Nil

### 31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-15.

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

### 32. Details on student enrichment programmes (special lectures / workshops /Seminar) with external experts: Nil

### 33. Teaching methods adopted to improve student learning:

- Teaching learning methodology is being practiced at and the students are gradually becoming acclimatized to the method

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- The NSS has involved all the students of the department to get them imbued with the spirit of ISR. The students feel self propelled to get involved in the activities of NSS as this offers them a direct chance to interact with the community. The socialization process initiated by NSS has made them realize their position in the social set up and the role he is expected to play in the future days to serve the community. A good number of students participate in the project preparation of the Community Radio Station.

## 35. SWOC analysis of the department and Future plans:

Table 7

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Faculty members use the modern teaching methodologies.</li> <li>☞ Rich college library with internet facility.</li> <li>☞ The idyllic set up of the college makes it a peaceful centre of learning .</li> <li>☞ Ideal teacher student relationship.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Department is overburdened with the shortage of faculty.</li> <li>☹ Public conveyance system is poor leading to poor attendance in the afternoon classes</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ To use the scope to make it a hub of learning.</li> <li>☞ To utilize the prevailing peaceful atmosphere of the college and transform it into real hub of learning</li> <li>☞ To utilize the administrative collaboration to the full to own an independent departmental infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>☹ To make the rural pupils at par with the fortunate ones of the advanced dots.</li> <li>☹ To bring down the dropout rate of the students.</li> </ul>

## DEPARTMENT *OF* PHILOSOPHY



## Evaluative Report of the Department: PHILOSOPHY

1. Name of the department: **PHILOSOPHY**
2. Year of Establishment: **B.A Pass Course: 1971-72**  
**B.A. Honours Course: 1996-97**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	02	02

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Ujjal Halder	M.A., M. Phil	Assistant Professors	Social & political Philosophy	2 yrs 4 Months	Nil
Subrata Das	M.A	Assistant Professors	Nyaya & Vedanta	2 Months	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Madhushree Panda	M.A., B. Ed	Part-Time Lecturer	Vedanta	7 yrs	Nil
Tahar Ali Mondal	M.A., B. Ed	Guest Lecturer	Advanced Logic	6 yrs	Nil

11. List of senior visiting faculty: **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **50%**
13. Student -Teacher Ratio (programme wise): **8:1 (Honours.) & 123:1 (General)**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Technical: Nil & Admn: Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:  
**M.Phil: 1 & P.G:3**
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications: **No Publication**
20. Areas of consultancy and income generated: **N.A**

**21. Faculty as members in**

- a) National committees: Nil  
 b) International Committees: Nil  
 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: Nil****26. Student profile Programme/course wise:****Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
PHILOSOPHY HONOURS	B.A PART -I	1	1	3	2	7	3	1	1	5	12	19
	B.A PART II	5		1	1	7	1	1			2	9
	B.A PART III	0	1	3		4			1		1	5

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
PHILOSOPHY GENERAL	B.A PART -I	51	19	19	37	126	39	1	8	28	76	202
	B.A PART II	52	12	18	18	100	40	6	11	15	72	172
	B.A PART III	37	7	7	14	65	33	2	3	16	54	119

### 27. Diversity of Students:

Table 4

NAME OF THE COURSE	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(H)	100%	Nil	Nil
B.A(P)	100%	Nil	Nil

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

- No systematic record has yet been kept, but many students qualified in different administrative Services Examinations and other competitive examinations, including NET, SLET, GATE & School Service Commission, Railway Service commission, Banking Examinations.etc.

**29. Student progression:****Table 5**

<b>Student progression</b>	<b>Against % Enrolled</b>
UG to PG	1%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No campus selection has ever been done Cannot be ascertained
Entrepreneurship/Self-employment	2-3%

**30. Details of Infrastructural facilities****a) Library:**

- Dept. has no separate Library; however college library meets the need of departmental students

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- Only 1 room fitted with ICT facility and is shared by all department with prior information to the Principal so that availability is ascertained.

**d) Laboratories:**

- Not required

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Participative learning process is followed. All attempts are made to replace the chalk and talk methodology. Peer education for the academically poor students is introduced. Students are given homework and are made to present the paper in the class and this is followed by a detailed discussion.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC and get infused with a social responsibility and quite a few of them are so imbued with the idea that they have chosen to complete MSW and after acquiring the skill for the purpose will dive for a career in social work.

**35. SWOC analysis of the department and Future plans:**

Table 6

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ A compulsion of shouldering the glorious heritage, that the college has acquired over the years.</li> <li>☞ Extensive Library facilities, including INFLIBNET.</li> <li>☞ Peaceful ambience of the college.</li> <li>☞ Scope for arranging Remedial Classes.</li> <li>☞ Good teacher-student relationship.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of fulltime faculties.</li> <li>☹ No space for an exclusive department.</li> <li>☹ Irregular attendance of students—most often they play truant.</li> <li>☹ The college Library is not associated with any Library of repute e.g. The British Council.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☝ Favorable and conducive academic atmosphere in the college.</li> <li>☝ The administration is earnestly concerned with the holistic development of the college.</li> </ul>	<ul style="list-style-type: none"> <li>☝ To obtain the allotment of an ISBN/ISSN so that the department may issue its own journal to which contributions by eminent academicians, researchers, and Teachers may be sought.</li> <li>☝ To evolve as a centre of excellence with academic flexibility so that faculty Members can recharge themselves and students gain recognition and reward.</li> <li>☝ To use fully the infrastructure available with assured students' participation.</li> </ul>

**DEPARTMENT OF POLITICAL SCIENCE**



## Evaluative Report of the Department: POLITICAL SCIENCE

1. Name of the department: **POLITICAL SCIENCE**
2. Year of Establishment: **B.A Pass Course: 1971 – 72**  
**B.A. Honours Course: 2001 – 2002**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	02	01
Part-Time Teacher	02	02

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Dr. Chandidas Mukhopadhyay	M.A., Ph.D.	Principal	Sociology	23 yrs	Nil.
Sri Tanmoy Dutta	M.A	Assistant Professors	International Relation.	1 yr	Nil.
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Sri Phatik Roy Mahata	M.A	Part-Time Lecturer	Public Administration & Local Govt.	7 yrs	Nil.
Sri Mritunjoy Mondal	M.A	Part-Time Lecturer	Sociology	5 yrs	Nil.

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 50%
13. Student -Teacher Ratio (programme wise): 6:1 (Honours) & 137:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled. : Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:  
Ph.D: 1 & PG: 3
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil

**19. Publications: (Publication per faculty)****Dr. Chandidas Mukhopadhyay**

- 1) Samajtattya o Bharatiya Samaj(ISBN-) Progressive Publisher, Kolkata 2011
- 2) Samakalin antarjatik Samparka(ISBN-)2015
- 3) Higher Secondary Political Science (in Bengali) Text Book for Tripura Board 2014
- 4) Prakaalpa Project Work (Class XII) 2014 West Bengal Board
- 5) Higher Secondary Political Science (In Bengali Text Book for West Bengal 2015)
- 6) Prakaalpa Project Work (Class XI) 2014 West Bengal Board
- 7) Rastrabigyan Samagra, Dey Book Concern, Kolkata, 2008
- 8) Rastrabigyan Samagra ( 4<sup>th</sup> Paper) Dey Book Concern, Kolkata, 2008
- 9) Ucchya Madhyaymik Rastrabigyan, Dey Book Concern, Kolkata 2008
- 10) Rastrabigyan ( Rajnaytik Taty) Dey Book Concern, Kolkata 2008
- 11) Tulanamulak Sarkar o Rajnaytik Babystha ) Dey Book Concern, Kolkata 2008
- 12) Bharatya Sasanbabystha o Rajnity, ) Dey Book Concern, Kolkata 2008

**Tanmoy Dutta**

- 1) In search of Indian nation: Introspection of Swami Vivekananda' in "Swami Vivekanandar Vikshney Jatiya Samhati o Uttaran(ed),2012, ISBN:- 9789380761268

**20. Areas of consultancy and income generated: Nil****21. Faculty as members in**

- a) **National committees: Nil**
- b) **International Committees: Nil**
- c) **Editorial Boards: Nil**

**22. Student projects**

- a) Percentage of students who have done in-house projects including inter departmental/programme: **One in youth parliament**
- 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: Nil**

## 26. Student profile Programme/course wise

Table 3

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
POL.SCIENCE HONOURS	B.A PART -I	3	1	3	2	9			1		1	10
	B.A PART II	2	1	2		5	1				1	6
	B.A PART III	3		1	1	5			1		1	6
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
POL.SCIENCE GENERAL	B.A PART -I	37	31	21	24	113	33	8	18	13	72	185
	B.A PART II	54	24	41	19	138	30	7	18	8	63	201
	B.A PART III	55	18	13	16	102	34	5	11	10	60	162

**27. Diversity of Students:****Table 4**

Name of the Course	% of Students from the same state	% of students from other state	% of students from aboard
B.A(H)	100%	Nil	Nil
B.A(P)	100%	Nil	Nil

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

- It is gathered that a good number of students have taken the TET examination that results of which are yet to be published. Regarding appearing in other competitive examinations we at present have no record whatsoever.

**29. Student progression:****Table 5**

Student progression	Against % Enrolled
UG to PG	2%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus Interview arranged 2-3%
Entrepreneurship/Self-employment	2-3%

**30. Details of Infrastructural facilities****a) Library:**

- The college has a well staffed Central Library and the departmental students are advised to utilize it to the full.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- 1 class room is generated that offers ICT facility

**d) Laboratories:**

- Does not concern

**31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Teaching learning methodology is followed. Students are not only patient listeners they take active part in the learning process. Occasional Quiz competitions are arranged and the questions are prepared by the students themselves so that they become well versed with the learning staff and the answers thereto.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC and take active part in their normal, special and extension programs with a palpable effect on their moral and ethical values that are likely to sustain them in their afterlife.

**35. SWOC analysis of the department and Future plans:**

**Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ The entry level is kept high to admit only the capable students.</li> <li>☞ The motivation to the students is ensured by the application of modern teaching methodologies.</li> <li>☞ Rich Central library—advocacy for its proper use.</li> <li>☞ Good infrastructure of the college including clean and quiet environment.</li> <li>☞ Communication with the students beyond class hours.</li> <li>☞ Cordial teacher-student relationship.</li> <li>☞ Good interpersonal relationship among faculty members.</li> <li>☞ Ex-students often visit the college &amp; share their knowledge &amp; experience with the students.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Department is overburdened in respect of student-teacher ratio.</li> <li>☹ Shortage of fulltime faculties.</li> <li>☹ Lack of access to libraries outside the campus e.g. British Council.</li> <li>☹ No exclusive department.</li> <li>☹ Lack of microphone in classroom.</li> <li>☹ No Smart class room.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ To use the scope provided by academic liberty for better</li> </ul>	<ul style="list-style-type: none"> <li>☹ To ensure regularity of students in attending classes.</li> </ul>

<p>performance.</p> <ul style="list-style-type: none"><li>👉 Exploration of interactive teaching methodology.</li><li>👉 Utilization of the administrative collaboration.</li></ul>	<ul style="list-style-type: none"><li>👉 To use the low student-teacher ratio to the full so that the available infrastructure is meaningfully and effectively utilized.</li><li>👉 To instill moral and social values in the students in these hard days</li></ul>
---	---

## **DEPARTMENT *OF* SANTALI**



## Evaluative Report of the Department: SANTALI

1. Name of the department: **SANTALI**
2. Year of Establishment: **B.A. Pass Course: 2008 – 09**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	01	01
Guest Lecturer	Nil	01

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Dayal Chandra Mandal	M.A	Asst. Prof	Katha Sahitya	1 Month (Guest Lecturer in other college from 14 <sup>th</sup> Dec. 2012 to 15 <sup>th</sup> Jan 2016)	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Tapan Murmu	M.A	Guest Lecturer	Katha Sahitya	2 yrs	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 25%
13. Student -Teacher Ratio (programme wise): 145:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:M.Phil: Nil
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil

**19. Publications: (Publication per faculty)**

- Number of papers published in peer reviewed Journals (national/International) by faculty and students: **07**
- Number of Publications listed in International Database (For Eg. Web of Science, Scopus, Humanities International Complete, Dare database- International Social Science Directory, EBSCO host, etc.): **NIL**

**Dayal Chandra Mandal**

- 1) Nimjhar Mela, Page No – 14 SERMA – 61, April 2008, Hor Sombad, State Govt. Dumka (Jharkhand)
- 2) Johar Baba, Page – 37 SERMA – 62 July 2008. HOR SOMBAD State Govt. Dumka (Jharkhand)
- 3) Hindi Re Lar – Charok Kan Sabad Ko Reak Santali Re Arang Lekate Bonodol (Pronunciation Of Santali Incoming Words) University Smarika – 2009, (SKMU, Dumka). University Smatika State Govt. SKMU, Dumka (Jharkhand)
- 4) Adibasi Jiyak Jiyon Charit, Page No. -30-32 SERMA – 64, April 2011. Hor Sombad State Govt. Dumka (Jharkhand)
- 5) Disam Sereng Reyak Santali Te Torjoma, Page No. – 30 SERMA – 65, February 2012. Hor Sombad State Govt. Dumka (Jharkhand)
- 6) Esel Kuri, Page No. – 17 SMARIKA, (19<sup>th</sup> to 26<sup>th</sup> February 2016) Rajkiya Janjatiya Hijla Mela Mahotsav, Dumka. Smarika Rajkiya Janjatiya Hijla Mela Mahotsav, Dumka State Govt. Dumka (Jharkhand)
- 7) Maner Katha, Page No. -58 year 33, Vol. – 2 Phalgun - Chatra 1422, (March – April 2016) Ajker Yodhan State Rupnarayanpur (W.B)

**20. Areas of consultancy and income generated:**

- Has been assisting the local tribal cultural associations with ideas for their presentations whatsoever and has been continuously reminding them of their rich cultural heritage and the role they are expected to play to preserve the heritage from being lost through extraneous cultural invasion. The consultation, as is directed and practiced by the college, is provided without any charge.

**21. Faculty as members in**

- a) **National committees:** Nil
- b) **International Committees:** Nil
- 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: Nil**

**26. Student profile Programme/course wise:**

**Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
SANTALI GENERAL	B.A PART -I	1		70		71			61		61	132
	B.A PART II	2		60		62			37		37	99
	B.A. PART III			37		37			21		21	58

**27. Diversity of Students:**

**Table 4**

NAME OF THE COURSE	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(P)	100%	Nil	Nil

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

- The subject is comparatively a new one to produce the effect as asked for.

**29. Student progression:**

**Table 5**

Student progression	Against % Enrolled
UG to PG	NA
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	Nil
Entrepreneurship/Self-employment	2-3%

**30. Details of Infrastructural facilities:**

**a) Library:**

- Books in Santali are not galore. However, those required are to be found in the Central Library.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- There is 1 such room which at present we are not in need of use

**d) Laboratories: NA**

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- More participatory than lecture oriented

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC. NSS services in particular are more tribal biased so the departmental students feel an extra dose of interest in participating in the ISR activities.

**35. SWOC analysis of the department and Future plans:**

**Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Glorious heritage in respect of performance of the students.</li> <li>☞ Rich central library.</li> <li>☞ Good infrastructure of the college including clean and quiet environment.</li> <li>☞ Remedial classes.</li> <li>☞ Informal teacher-student relationship.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of requisite number of fulltime faculties.</li> <li>☹ Non-availability of books in Santali.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>🔥 Favourable and conducive academic atmosphere in the college.</li> </ul>	<ul style="list-style-type: none"> <li>🔥 To get the subject relate to the ground reality for eking out a better community participation in all the aspects of the college.</li> </ul>

## **DEPARTMENT *OF* ECONOMICS**



## Evaluative Report of the Department: ECONOMICS

1. Name of the department: **ECONOMICS**
2. Year of Establishment: **B.A Pass Course: 1971-72**  
**B.A. Honours Course: 2001-02**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	01(CAS)
Assistant Professors	02	Nil

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Amal Kumar Datta	M.A, M. Phil	Associate Professor	a) Planning & Public Economics b) Monetary Economics	30 yrs	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Nil					

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Not Applicable
13. Student -Teacher Ratio (programme wise): 1:1 (Honours.) & 9:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical: Nil & Admn.: Nil
15. Qualifications of teaching faculty with: PG: M.Phil.
16. Number of faculty with ongoing projects from: a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: (Publication per faculty)



### Prof. Amal Kumar Datta

- 1) K.K Datta, R.K Sharma & Amal Kumar Datta (1988) Factors Influencing potato Acreage in Himachal Pradesh A study in Lahaul-Spiti District, Agricultural Situation in India, Directorate of Economics and Statistics Department of agriculture and Co-operation Ministry of Agriculture. pp. 671-674.
- 2) K.K Datta, S.S.Datta & Amal Kumar Datta (1989) Productivity, Profitability and Financial Possibility in capture Fishery-A Study in Orissa Coast, Indian Journal of Agricultural Economics, India Society of Agricultural Economics, April-June, Vol-XLIV No-2, ISSN0019-5014, PP-150-158.

#### 20. Areas of consultancy and income generated:

- Consultancy is being provided to the local NGOs to ascertain the economic viability of a project and/or preparation of the budget for the project free of cost.

#### 21. Faculty as members in

- a) National committees: Nil
- b) International Committees: Nil
- 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: Nil

#### 26. Student profile Programme/course wise:

Table 3

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
ECONA MICS HONOURS	B.A PART -I		1			1						1

	B.A PART II											
	B.A PART III											
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
<b>ECONOMICS GENERAL</b>	B.A PART -I	1				1				2	2	3
	B.A PART II	3		1	1	5						5
	B.A PART III	1				1						1

**27. Diversity of Students:****Table 4**

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A.(H)	100%	Nil	Nil
B.A.(P)	100%	Nil	Nil

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

- 2 students reported of their appointment under the School Service Commission (SSC). All the students offering Economics have taken the TET this year, the results of which are awaited.

**29. Student progression:****Table 5**

<b>Student Progression</b>	<b>Against % Enrolled</b>
UG to PG	100%
PG to M.Phil	No Information received
PG to Ph.D.	No Information received
Ph.D. to Post-Doctoral	No Information received
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus selection held 50%
Entrepreneurship/Self-employment	Business/ Private School/Computer training centre/coaching centre

**30. Details of Infrastructural facilities****a) Library:**

- Department has no separate Library. However the college Central Library meets the need of departmental students

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students

**c) Class rooms with ICT facility:**

- 1 room is there with ICT facility and used by all the departments severally whenever required

**d) Laboratories:**

- N.A

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2012-16**

- Across the different categories of students, at least 10% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Number of students being small we have adopted the policy of teaching and learning at one and the same time. Classes, therefore, are held in a participatory methodology

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- The NSS Units are assigned the task of inculcating the ISR in the students and NSS is rather successful in incorporating the responsibility within the students.

**35. SWOC analysis of the department and Future plans:****Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Library is up to the satisfaction of both the teacher and the students.</li> <li>☞ Remedial coaching for the backward classes to bring them at par with the better offs</li> <li>☞ Cordial teacher-student relationship.</li> <li>☞ Good interpersonal relationship among faculty members.</li> <li>☞ Counseling on the scope and future prospects of economics</li> <li>☞ Installation of INFLIBNET</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of fulltime faculties.</li> <li>☹ Institutional Membership with the British Council/USIS is not there</li> <li>☹ Irregular Attendance of students</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ The existing infrastructure of the college if used properly can yield an enviable result</li> <li>☞ The college far from the madding crowd and is least disturbed to transact the academic business undeterred.</li> </ul>	<ul style="list-style-type: none"> <li>☹ This one teacher department seeks to cover all the duties and responsibilities as are incumbent generally.</li> </ul>

## **DEPARTMENT *OF* GEOGRAPHY**



## Evaluative Report of the Department: GEOGRAPHY

1. Name of the department: **GEOGRAPHY**
2. Year of Establishment: **B.A. Pass Course: 1996-97**  
**B.A. Honours Course: 2008-09**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	<b>Sanctioned</b>	<b>Filled</b>
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	01	01
Part-time	02	02

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

Table 2

Name	Qualification	Designation	Specialization	No. Of Years of Experience	No. Of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Dr. Shovan Ghosh	M.A. Ph.D	Assistant Professor	Environmental Issues in Geography	10 yrs	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Mr. Sajal Kumar Mahato	M.A.	Part- Time Lecturer	Geology and advanced Geomorphology	13 yrs	Nil
Mr. Swapan Kumar Mahato	M.A.	Part- Time Lecturer	Urban and Regional Geography	13 yrs	Nil
Mr. Asimananda Hazra	M.A.	Guest Lecturer	Geology and advanced Geomorphology	3.6 yrs	Nil
<b>C) PRESENT TECHNICAL STAFF</b>					
Prasanta Rakshit	B.A	Lab. Attendant.		18 yrs	
Swapan Kumar Dhibar	B.A	Lab. Attendant.		1 yr	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 15%

13. Student -Teacher Ratio (programme wise): Honours: 15:1 & General: 22:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical support staff: 02

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil/PG.:

Ph.D. – 01, PG – 04

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 01 (UGC): Rs. 1, 07,000.00

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications: (Publication per faculty)

Table 3

Publication	2009	2010	2011	2012	2013	2014	2015	Total
Total year wise publication of the Dept.	1	1	1	7	3	5	2	20
No. of papers published in peer reviewed journals by faculty and students	Nil	Nil	1	3	2	5	1	12
No. of publication listed in International Database	-	-	-	-	-	-	-	-
Monographs	-	-	-	-	-	-	-	-
Chapter in Books	-	-	-	-	1	-	1	-
Books Edited	-	-	-	-	-	-	-	-
Books with ISBN / ISSN numbers with details of publishers	-	-	-	-	-	-	-	-
Citation Index	-	-	-	-	-	-	-	-
SNIP	-	-	-	-	-	-	-	-
SJR	-	-	-	-	-	-	-	-
Impact factor	-	-	-	3.845	4.557 (2015)	4.221 (2013); 2.8210 (2016); 3.686 (2014)	-	05
h-index	-	-	-	-	-	-	-	-

- Number of papers published in peer reviewed Journals (National/International) by faculty and students: 12
- Number of Publications listed in International Database (For eg. Web of Science, Scopus, Humanities International Complete, Dare database- International Social Science Directory, EBSCO host, etc.): 07

 Dr. Shovan Ghosh

 Research Papers Published in Journals

1. **Contemporary Issue-Problems and Management of Bio-medical Waste in Different Health Care Units of Hooghly-Chinsurah Municipality.** Practising Geographer-A Reviewed Journal of Indian Geographical Foundation. Volumn 13, No. (2), Winter 2009. ISSN 0975-3850.
2. **First generation Learners –Caught between two Worlds:-An enquiry into Dhaniakhali Block, Hugli District.** Practising Geographer-A Reviewed Journal of Indian Geographical Foundation. Volume 14, No. (2), Winter 2010. ISSN 0975-3850.
3. **The Societal Momentum of Access And Success Of Schooling At Puncha Block of Purulia District, West Bengal.** A Peer- Reviewed Advanced *Journal of Geographical World,(AJGW)* , Pritam Publications, Volume 1, No.2, June, 2011, ISSN-0976- 7010.
4. **Domestic violence Against Women:-A Study from Hugli District, West Bengal.** MS Academic. An International Multidisciplinary, Refereed journal. *Council for MS ACADEMIC* . Volume 2, No.1, January, 2012. ISSN 2229-6484.
5. **Problems of education among Scheduled tribes in India: Finding a balance.** *Geo-Analyst*. North Bengal Geographical Society. Indexed to DOAJ. Volume 2, No.1, 2012. ISSN 2249-2909.
6. **Looking Into The Gendered Space: Through The Eyes Of The Downtrodden Women.** Pp. 247—256, *Journal of Landscape Systems and Ecological Studies*. Institute of Landscape, Ecology and Ekistics, Kolkata. Volume 35, No.1, June,2012, ISSN 0971-4170.
7. **Direct and Opportuanity Costs of Schooling a Girl Child:--A case Study of Puncha Block of Purulia District, West Bengal, India.** *International Journal of current Research, IJCR*, A Peer-Reviewed International Multidisciplinary journal. Volume 4, Number 12. December, 2012. ISSN 0975- 833X.
8. **Spatial Problems of Secondary Education In Hugli District.** *Geo-Analyst*. North Bengal Geographical Society. Indexed to DOAJ. Volume 2, No.2, December 2012. ISSN 2249-2909.
9. **Stagnation of Education among Primitive Tribe of Puncha Block of Purulia District, West Bengal, India.** *Hill geographer-* . International Peer Reviewed and Referred Journal of North Eastern Hill Geographical Society. Volume XXVIII, No. 1, 2012.
10. **Poverty, Child Labour and Access of Schooling in India: - Finding the gaps.** *Asian Journal of Research in Social science and Humanities-* International Peer Reviewed Refereed Journal of Asian research Consortium. Volume 3, Issue 1, January 2013. ISSN – 2249-7315.
11. **Measuring Educational Attainment in Purulia District by Block level.** MS Academic. An International Multidisciplinary, Refereed journal. *Council for MS ACADEMIC* . Volume 3, Issue 1, 2013. ISSN 2229-6484.
12. **The inner Contradictions of High School Education in Urban Areas of West Bengal, India :--An Analysis of a Sample survey.** *SPECTRUM:-An International Peer Reviewed Journal of Multidisciplinary Research*, Pinnacle Research Journal. Volume 3, Issue 2, February, 2014. ISSN:-2278-0637 (Online).
13. **The Silent Exclusion of First Generation Learners from Educational Scenario- A Profile from Puncha Block of Purulia District, West Bengal.** *International Journal of*

Developmental Research, an International Peer Reviewed and Refereed Journal. Volume 4, Issue 3, March, 2014. ISSN 2230-9926.

14. **Problems and Planning for an Efficient Rural Linkage System with Reference to Pancha Block of Purulia District, West Bengal.** Weekly Science Research Journal- International Peer Reviewed and Refereed Journal. Volume 1, Number 34, March 2014. 2321-7871 DOI 10.9780
15. **Hard Realities of School Education in Rural Areas: A Profile of Balagarh Block, Hugli, West Bengal.** Eastern Geographer, Peer Reviewed and Referred Journal. Volumn XX, Number 1, January 2014. ISSN 0973-7642.
16. **Education Infrastructure Index: An Attempt on Hugli District, West Bengal.** Panchakot eSSAYS, Peer Reviewed and Referred Journal. Volume 5, No 1, May 2014. ISSN 0976-4968.
17. **A Comparative Study of Street Vendors in India- An Integral Part of Urban Economy.** Practising Geographer-A Reviewed Journal of Indian Geographical Foundation. Volumn 19, No. 1, Summer 2015. ISSN 0975-3850.
18. **Spatial Pattern of Road Transport Connectivity At Pancha Block Of Purulia District, West Bengal.** e-Traversal- a Peer Reviewed and Referred Journal of Indian Journal of Spatial Science.
19. **Spatial Disparities of Educational Development In Hooghly District, West Bengal.** Deccan Geographer- Peer Reviewed and Referred Journal of The Deccan Geographical Society, Pune. Maharashtra, India.

#### ☛ Research Papers Accepted for Publication in Journals

1. **Measuring Inequalities in Infrastructure and Achievement of High School Education in Hooghly District, West Bengal.** *Population Geography*- Peer Reviewed and Referred Journal of Population Geographers of India, Punjab University, India.
2. **Factorial Ecology of Rural and Urban Areas of Hooghly District in the Context Of School Educational Development and Infrastructure.** Eastern Geographer- Peer Reviewed and Referred Journal. ISSN 0973-7642

#### ☛ Research Papers Published in Books

1. **The Hidden alphabet:--Educational Deprivation of Girls of Pancha block, Purulia District, West Bengal** In Ali, J. and Firdous, S. (eds.) Issues in Development and Sustainability. Publisher: S.B.Enterprise, Kolkata (2013). ISBN: 978-81-922957-3-2
2. **Education Infrastructure and Achievement Index: An Attempt on Pancha Block of Puruliya District, West Bengal.** In Pan,S., Mukherjee, S., Chakraborty, D., Ganguly, S (eds.) Environment, People and Management. A Developmental Perspective.Publisher: Renu Publishers, New Delhi. ISBN: 978-93-85502-15-6

#### ☛ Research Papers Accepted for Publication in Books

1. **The Measure of Accessibility And Aspect of Schooling with reference to Pancha Block of Purulia District, West Bengal.**UGC sponsored National Seminar on Man-Environment Interrelations: Issues, Challenges and Remedies. 2<sup>nd</sup> and 3<sup>rd</sup> December, 2015. Organized by Department of Geography, Bankura Christian College, Bankura, W.B.

☛ **Research Papers Published in Seminar Proceedings**

1. Shovan Ghosh **Battle For School”-Hindrances of Access and Success of Girls Education in Pancha Block, Purulia District.** Peer-Reviewed. UGC sponsored National Seminar on Education for Sustainable Development in 21<sup>st</sup> Century. 4<sup>th</sup> and 5<sup>th</sup> October, 2012. Organized by Union Christian Training College, Berhampore, Murshidabad, W.B. ISBN 978-81-925536-0-3

 **Dr. Shovan Ghosh**

☛ **Papers Presented in National and International Seminars/Conferences  
National Level**

1. ‘Problems and Management of Bio-Medical Waste from different Health care units of Hooghly-Chinsurah Municipality’. **Paper Presented** on National Level Seminar on Contemporary Issues in Geography, organized by Indian Geographical Foundation, 27<sup>th</sup> and 28<sup>th</sup> February, 2009.
2. ‘The Spatiality of Domestic Violence against Women: A case study from Rural-Urban Geographical Environment in Hooghly District, W.B.’ **Paper Presented** on Two day National Level Seminar on Globalizing Urban Governance and Sustainable Development organized by Department of Geography, Dr. Gour Mohan College, Manteswar, Burdwan on 8<sup>th</sup> and 9<sup>th</sup> October, 2010.
3. Hard realities of School Education in Rural Areas:-A Profile of Balagarh Block, Hooghly district, West Bengal. ’ **Paper Presented** on Three day 33<sup>rd</sup> Indian Geography Congress, organized by Department of Geography, The University of Burdwan, Burdwan on 11<sup>th</sup> to 13<sup>th</sup> November, 2011.
4. ‘Hurdles of high school education in rural areas’. **Paper Presented** on Three day National Seminar on Geography of Today: Problems and Prospects organized by Indian Geographical Foundation, Kolkata on 23<sup>rd</sup> to 25<sup>th</sup> March, 2012.
5. ‘The Societal Momentum of Access and Success of Schooling at Pancha Block of Purulia District, W.B. **Paper Presented** on Two day National Seminar on Human Dimensions of Environmental Change, organized by Department of Geography, Kaji Nazrul Islam Mahavidyalaya, Churulia, West Bengal on 8<sup>th</sup> -9<sup>th</sup> February, 2013.
6. ‘Does Good Education Infrastructure ensure Educational Development? Perspectives from Hugli District, West Bengal’. **Paper Presented** on One day National level Seminar on Social Well-being: Issues and Challenges, organized by Department of Geography, University of Gour Banga, Maldah, West Bengal on 7<sup>th</sup> January, 2015.
7. ‘Impact of Natural Hazard on Educational Momentum: A Case study’. **Paper Presented** on two day National level Seminar Natural Hazard in South Bengal, 9<sup>th</sup> October, 2015.
8. ‘Connectivity, Accessibility and Momentum for The High School Education of Pancha Block of Purulia District’. **Paper Presented** on Two day National level Seminar on Man-Environment Interrelations: Issues, Challenges and Remedies, organized by Department of Geography, Bankura Christian College, Bankura, West Bengal on 2<sup>nd</sup> and 3<sup>rd</sup> December, 2015.
9. ‘Conflicting Dimensions of High school Education at suburbs of Calcutta: A profile from Chandannagore Municipal Corporation, Hooghly District’. **Paper Presented** on Two day National level Seminar on Contextualising Issues in Applied Geography. March 04-05,

2016 at Department of Geography and Environment Management, Vidyasagar University, Midnapore, West Bengal.

10. 'Challenges to Urban Regional schools: A Profile'. **Paper Presented** on Two day National level Seminar on Contemporary Research in Geography, 05-06 March, 2016 at Department of Geography, Bhairab Ganguly College, Belgharia, West Bengal.

#### **International Level**

1. Domestic violence Against Women: A Case Study in Hooghly District, W.B. **Paper Presented** on Environment, Agriculture and Food Security in India, XXXI Annual Conference of Institute of Indian Geographers, organized by Post Graduate Department of Geography, Bangalore University, Karnataka, India from 19<sup>th</sup> to 21<sup>st</sup> February, 2010.
2. 'Looking into the Gendered Space: Through the eyes of the Downtrodden Women'. **Paper Presented** on Contextualizing Geographical Approaches To Studying Gender in Asia, organized by IGU Commission on Gender and Geography in Collaboration with Department of Geography, University of Delhi and College of Asia and Pacific, Australian National University at the University of Delhi, from 3<sup>rd</sup> March to 5<sup>th</sup> March, 2010.
3. 'Problems and Prospects of First Generation Learners-An enquiry into Dhaniakhali Block, Hugli'. **Paper Presented** on Environment, Resource and Regional Development, organized by Department of Geography, The University of Burdwan from 8<sup>th</sup> March to 9<sup>th</sup> March, 2010.
4. 'Urban High school education and its changing interface'. **Paper Presented** on Dimensions of Development and Resource conservation, organized by Dept. of Geography, The University of Calcutta, from 10<sup>th</sup> March to 12<sup>th</sup> March, 2012.
5. 'Are Traditional Bengali Medium High Schools in Urban areas Suffocating? An Analysis of a Sample Survey'. **Paper Presented** in International Geographical Union (IGU) Conference on Geo-informatics for Biodiversity and Climate Change, organized by Maharshi Dayanand University, Rohtak, Hariyana, India. from 14<sup>th</sup> March to 16<sup>th</sup> March, 2013.
6. 'Problems of Swelling and Shrinking of Enrolment : A Study from Chandannagore Municipal Corporation, Hugli Dist, W.B, India'. **Paper Presented** on 35<sup>th</sup> Indian Geographers' Meet and International Conference, organized by Department of Geography, The University of Burdwan, West Bengal, India from 11<sup>th</sup> November to 13<sup>th</sup> November, 2013
7. 'Conflicting Dimensions of High school Education at suburbs of Kolkata: glimpses from Chandannagore Municipal Corporation, Hooghly District'. Paper Presented in three day international conference on Urbanisation and Regional Sustainability , organized by Dept. of Geography. The University of Calcutta on 28-30 January, 2016

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

- a) National committees: 05  
 b) International Committees: Nil  
 c) Editorial Boards: Nil

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: 90%  
 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: 01

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

Table 4

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
GEOGRAPHY HONOURS	B.A PART -I	6	7		4	17	6			2	8	25
	B.A PART II	5	1	2	1	9	6	1			7	16
	B.A. PART III	7	4	1	1	13	2			5	7	20
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
APHY GENERAL	B.A PART -I	6	5	7	9	27	4		1	5	10	37

	B.A PART II	10	1	6	4	21	3	1	4	2	10	31
	B.A. PART III	4		1	5	10	4		3	1	8	18

## 27. Diversity of Students

Table 5

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B. A. (H)	100%	Nil	Nil
B. A. (P)	100%	Nil	Nil

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

- As per the information received so far, two (02) students have so far quailed UGC NET Examination with one students qualifying for Junior Research Fellowship Scheme.
- We take personal interest in respect of appointment of any student, who have not yet developed the duty to report the matter to the college. Our reports show that many students have got appointment in schools after crossing the hurdle of the SSC. This year too all the students of our department have taken the TET the results of which are yet to be published.

## 29. Student progression

Table 6

Student progression	Against % Enrolled
UG to PG	25%
PG to M.Phil.	Nil
PG to Ph.D	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No campus selection held 7%
Entrepreneurship/Self-employment	3%

**30. Details of Infrastructural facilities****a) Library:**

- No Departmental Library, Central Library serves the purpose.

**b) Internet facilities for Staff & Students:**

- Available with Remote sensing and GIS Software ( TNT MIFs Basic and 21<sup>st</sup> century Professional) for Students

**c) Class rooms with ICT facility:**

- 1 room is fitted with ICT facility

**d) Laboratories:**

- Well furnished departmental laboratory

**31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-15**

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmes (special lectures / workshops /Seminar) with external experts: Nil****33. Teaching methods adopted to improve student learning:**

- Interactive methods via Powerpoint presentations, field trips, and excursions help building confidence in the students.
- Projects concerning land use survey, door to door survey, GPS survey, topographical survey, topological mapping are carried out extensively along with the applications of GIS and remote sensing software.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- NSS in the college offers the desired platform to the students to discharge their ISR. Students are found to take a great interest in the matter as this allows them to have a direct communication with the community he comes from. NSS also organizes training programs to build up the capacity and skill of the students and participation in such programs appears to be a boon to them.

## 35. SWOC analysis of the department and Future plans

Table 7

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Enriched Laboratory with Computer, Internet and. Remote Sensing &amp; GIS Software.</li> <li>☞ Faculty members use the modern Teaching methodologies.</li> <li>☞ Departmental Field Survey is organized every year</li> <li>☞ Rich college library with some Renowned Journals subscribed.</li> <li>☞ Good infrastructure of the college including clean and quiet Environment.</li> <li>☞ Remedial classes for the Academically poor students.</li> <li>☞ Good interpersonal relationship Among faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of full-time faculties.</li> <li>☹ Shortage of classrooms for exclusive use by the department.</li> <li>☹ No departmental Library.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ To use the scope provided by academic autonomy to develop</li> <li>☞ Extensive Administrative Collaboration.</li> <li>☞ Intake capacity being limited personal care of the enrolled students could be taken.</li> <li>☞ Development of a GIS and RS Lab.</li> </ul>	<ul style="list-style-type: none"> <li>☹ To introduce the computerized repository system so that the students can collect the study materials</li> <li>☹ To make the department more information oriented.</li> <li>☹ To see that the students do not play truant</li> </ul>

## DEPARTMENT *OF* PHYSICS



## Evaluative Report of the Department: PHYSICS

1. Name of the department: **PHYSICS**
2. Year of Establishment: **B.Sc Pass Course: 1971-72**  
**B.Sc. Honours Course: 2001-02**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
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 departments: **N.A**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **N.A**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	02	01
Guest Lecturer	Nil	01

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Soumendra Nath Ruz	M.Sc	Assistant Professors	Cosmology and General Relativity	1yr 10 months	Nil
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Ujjal Bid	M.Sc	Guest Lecturer	Electronics	2 yrs 7 months	Nil
<b>C) PRESENT TECHNICAL STAFF</b>					
Dayamoy Dutta	B.Sc			15 yrs	
Inul Ansary	B.Sc			1 yr	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (programme wise by temporary faculty): 54%

13. Student -Teacher Ratio (programme wise): 12:1 (Honours) & 34:1 (General)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical – 02 & Admn. – Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:

Ph.D/ M.Phil. Nil & P.G:2

16 Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17 Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18 Research Centre /facility recognized by the University: Nil

**19 Publications: (Publication per faculty)**

 **Soumendra Nath Ruz**

- 1) Canonical formulation of the curvature-squared action in the presence of a lapse function, Abhik Kumar Sanyal, Subhra Debnath and Soumendra Nath Ruz. *Class. Quantum Grav.* 29 (2012), 215007 (24pp), Doi:10.1088/0264-9381/29/21/215007
- 2) Singularity Free Stars in (2+1) Dimensions, Farook Rahaman, Ayan Banerjee, Irina Radinschi, Sumita Banerjee, Soumendra Nath Ruz, *Int J Theor Phys.* 10(2012), Doi:10.1007/s10773-012-1406-1
- 3) Why Noether Symmetry of F(R) Theory Yields Three-Half Power Law? Kaushik Sarkar, Nayem Sk, Soumendra Nath Ruz, Subhra Debnath, Abhik Kumar Sanyal, *Int J Theor Phys.* 01(2012), Doi: 10.1007/s10773-012-1471-5.
- 4) Euclidean Wormholes in minimally coupled scalar fields, Soumendra Nath Ruz, Subhra Debnath, Abhik Kumar Sanyal and Bijan Modak, *Classical and Quantum Gravity* 08(2013); 30:175013. Doi:10.1088/0264-9381/30/17/175013.
- 5) Canonical formulation of scalar curvature squared action in higher dimensions, Subhra Debnath, Soumendra Nath Ruz, Abhik Kumar Sanyal, *Physical Review D* 08(2014); 90:047504. Doi:10.1103/PhysRevD.90.047504
- 6) Validating variational principle for higher order theory of gravity, Soumendra Nath Ruz, Kaushik Sarkar, Nayem Sk, Abhik Kumar Sanyal, Accepted in *Modern Physics Letters A*.
- 7) Resolving the issue of branched Hamiltonian in Lanczos-Lovelock gravity, Soumendra Nath Ruz, Ranajit Mandal, Subhra Debnath, Abhik Kumar Sanyal. Under revision.
- 8) Different routes to Canonical formulation of Curvature squared gravity. Soumendra Nath Ruz, Ranajit Mandal, Subhra Debnath, Abhik Kumar Sanyal. Under revision.

**20. Areas of consultancy and income generated:** N.A

**21. Faculty as members in:**

- a) **National committees:** Nil
- b) **International Committees:** Nil
- 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:**

- National Scholarship, University Gold Medal, NET, JRF, GATE

**24. List of eminent academicians and scientists/ visitors to the department:** NIL

**25. Seminars/ Conferences/Workshops organized & the source of funding:** N.A

## 26. Student profile Programme/course wise:

Table 3

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
PHYSICS HONOURS	B.Sc. PART -I	6	1		5	12						12
	B.Sc. PART II	2	1	1	3	7						7
	B.Sc. PART III	1	0	0	3	4						4
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
PHYSICS GENERAL	B.Sc. PART -I	11	3	3	11	28	2			2	4	32
	B.Sc. PART II	11	1		7	19	2					21
	B.Sc. PART III	8			3	11	2	1				14

**27. Diversity of Students:****Table 4**

NAME OF THE COURSE	% of Students from the same State	% of Students from the other State	% of Students from Aboard
B.Sc. (H)	100%	Nil	Nil
B.Sc. (P)	100%	Nil	Nil

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

- No systematic record has yet been kept, but many students qualified in different administrative Services Examinations and other competitive examinations, including NET, SLET, GATE & School Service Commission, Railway Service commission, Banking Examinations.etc.

**29. Student progression:****Table 5**

Student progression	Against % Enrolled
UG to PG	N.A
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus Recruitment
Entrepreneurship/Self-employment	Business/ Private School/Computer training centre/coaching centre

**30. Details of Infrastructural facilities.****a) Library:**

- Dept. has no separate Lib; however college lib meets the need of departmental students.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- No

**d) Laboratories:**

- Available for Students

**31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-2015:**

- Across the different categories of students, at least 90% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops /seminar) with external experts: Not done till date****33. Teaching methods adopted to improve student learning:**

- Interactive Project work, Lecture Method, Demonstration Method, Participatory Learning process, PPT presentation and a replication on the part of the students.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC and feel impelled to serve the community through the opportunity offered by the Units.

**35. SWOC analysis of the department and Future plans****Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Intimate relationship among teacher, non-teaching staffs and students.</li> <li>☞ Students are very obedient.</li> <li>☞ No political disturbance.</li> <li>☞ Strong inter-departmental relationship.</li> </ul>	<ul style="list-style-type: none"> <li>☒ Acute shortage of teaching staffs</li> <li>☒ Lack of instruments in the Laboratory</li> <li>☒ Lack of sufficient class-rooms.</li> <li>☒ Lack of computers, internet.</li> <li>☒ No audio-visual aids to make class more attractive</li> <li>☒ No departmental library.</li> <li>☒ Very poor public transport system.</li> <li>☒ Students are very backward with respect to their socio-economic status.</li> </ul>
Opportunities	Challenges

<ul style="list-style-type: none"> <li>☞ In our campus there remains one primary school, one upper primary school and one higher secondary school. So by making strong collaboration we can provide the local community a total education up-to undergraduate level.</li> <li>☞ There remains a vast open land to construct various new infrastructures in future keeping in mind quality education for our students.</li> <li>☞ We can start departmental library by gathering specimen copies we get each year from the publishers.</li> <li>☞ Our management is very helpful and supportive to us which will help us to initiate various new educational projects.</li> <li>☞ At though geographically our region is under remote and backward category we can avail various govt. funds available for modernization of this region to extend our resource.</li> <li>☞ The relationship with the senior colleagues working in physics dept. of other reputed colleges is very nice. So we can arrange some special classes by inviting them.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Despite various deficiencies we can work together to provide our students a good quality education.</li> <li>☞ We want to develop our department as a source of intellectuals who will further enlighten their societies.</li> <li>☞ We shall try our best to fetch various govt. funds to build our resources.</li> </ul>
--	---

## Future Plans

### The Department aims at focusing on the following points:

- Our students are economically poor but obedient and laborious. We want to construct a **departmental library** at first. For this we shall write various publishers to send specimen copies of various fields of Physics and collect then for departmental library. Again we shall try to collect funds from our reputed alumni. For this we shall stress on arrangement of reunion in every year.
- To provide them a quality education we shall try to send them on various **summer projects** arranged by various research institutes.
- We are trying to collect more **computers and audio visual aids** to make our classes more attractive.
- It is well known that our lesson will not complete until we can represent them in a very popular way to a common person so that he/she can at least feel what we want to say. We shall try to arrange various **model and poster presents** by our students on a specific topic. They will present them to the community and school children. By doing this our students will get more confidence and accrue complete education.

- We shall invite **govt. officials, MLA, MPs** on some particular occasion to visit our department and try to **collect some funds**.
- We shall contact to the **eminent science personalities to deliver some talks** on some specific topic to motivate our students in the field of science and to aware them what are the works going on in the recent times in various branches of physics.
- We want to arrange some science awareness programmes in our locality by our students to enlighten this backward region.

## **DEPARTMENT *OF* CHEMISTRY**



## Evaluative Report of the Department: CHEMISTRY

1. Name of the department: **CHEMISTRY**
2. Year of Establishment: **B.Sc Pass Course: 1971-72**  
**B.Sc. Honours Course: 1989-90**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	01(CAS)
Asst. Professors	03	02

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Sourav Baxi	M.Sc.	Associate Professor	Physical	24 yrs	Nil
Dr .Lalan ch. Mandal	M. Sc., B.Ed., Ph.D.	Assistant Professor	Organic	1 yr	Nil
Dr. Soumen Mistri	M.Sc., Ph.D.	Assistant Professor	Any	1 yr	Nil
<b>B) PRESENT TECHNICAL STAFF</b>					
Kamalakanta Mahato	B.Sc.	Lab. Attendant		17 yrs	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 15%
13. Student -Teacher Ratio (programme wise): 15:1 (Honours.) & 25:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical -01 & Admn- Nil.
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.:  
Ph. D: 2 & P.G:5
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications: (Publication per faculty)

Table 3

Publication	2009	2010	2011	2012	2013	2014	2015	Total
Total year wise publication of the Dept.	1	1	4	1	2	4	2	15
No. of papers published in peer reviewed journals by faculty and students	-	-	-	-	-	-	-	-
No. of publication listed in International Database	-	-	-	-	-	-	-	-
Monographs	-	-	-	-	-	-	-	-
Chapter in Books	-	-	-	-	-	-	-	-
Books Edited	-	-	-	-	-	-	-	-
Books with ISBN / ISSN numbers with details of publishers	-	-	-	-	-	-	-	-
Citation Index	-	-	-	-	-	-	-	-
SNIP	-	-	-	-	-	-	-	-
SJR	-	-	-	-	-	-	-	-
Impact factor	-	-	-	-	-	-	-	-
h-index	-	-	-	-	-	-	-	-

 **Dr. Lalan Chandra Mandal**

- (2012), Crystal structure of -D-glucopyranosyloxy)-5, 7-dihydroxy-2-(4-□3-(hydroxy-3-methoxyphenyl)-4H-1-benzopyran-4-onetrihydrate. X-ray-Structure Analysis Online, 2012, 28(2), 15-16. 1883-3578
- (2011), A new labdane diterpene from Rauvolfia tetraphylla Linn. (Apocynaceae), Journal of Chemical Research 2011, 35(12), 678. 1747-5198
- (2011), Evaluation of Antimicrobial Potentiality of Two Flavonoids from Linnophila Plants, Chemistry and Biodiversity 2011, 8, 1139-1151, 1612- 1872 (PRINT); 1612-1880 (ONLINE)
- Dr. Lalan Chandra Mandal, (2011), Stevioside and related compounds – Molecules of Pharmaceutical Promise: A Critical Overview. , Archiv der Pharmazie – Chemistry in Life Sciences 2011, 1, 5-19. 0365-6233 (PRINT); 1521-4184 (ONLINE),
- (2011), Lupeol, a pharmaceutically potent triterpenoid, from the ripe fruits of Rauvolfia tetraphylla L. (Apocynaceae), Journal of Indian Chemical Society 2011, 88, 303-305. 0019-4522

- 6) (2010), A new long-chain secondary alkanediol from the flowers of *Argemone Mexicana*. *Journal of Chemical Research* 2010, NOVEMBER, 1747-5198
- 7) (2009), Cyclic voltammetric studies with plant extracts of some traditionally used Indian medicinal plants to evaluate their antioxidant potential; *Biochemistry-An Indian Journal*, 2009, 3(1), 32-35. 0974 – 7427
- 8) (2008), Cyclooxygenase (COX) — inhibitory flavonoid from *Limnophila heterophylla* RASAYAN — *Journal of Chemistry* 2008, 1(2), 288-291. 0974-1496 (Print), 0976-0083 (Online)
- 9) (2008), 5-Hydroxy-3, 7, 4'-trimethoxyflavone from *Cheilanthes farinose* Kaulf (*Cheilantheaceae*); *Journal of Indian Chemical Society*, 2008, 85, 546-547. 0019-4522

**Dr. Soumen Mistri**

- 1) (2015), Bis-chelated- (3-methoxy-2-oxo-benzaldehyde) - copper (II) complex: Synthesis, crystal structure, fluorescence property, DFT calculation, and catecholase activity, *Polyhedron*, 2015, 88, 101–109.
- 2) (2015), 3D Supra Molecular networks of Mn(II)-5-sulfosalicylate assembled with 4,4'-dipyridyl N,N'-dioxide and 4,4'-dipyridyl: Structure, photoluminescence and DFT calculations, *Polyhedron*, 2015, 89, 250-259.
- 3) Oxalato-bridged oligonuclear complexes of cadmium (II) / lead (II) with bipyridine coligands: Synthesis, crystal structure, electronic spectra, density functional theory calculation, and effect of organic compounds on the fluorescence property, *Inorganica Chimica Acta*, 2014, 409, 528–537.
- 4) The supra molecular assembly of tetra aqua-(pyridine-2, 5-dicarboxylato)-copper (II) complex: Crystal structure, TD-DFT approach, electronic spectra and photoluminescence study, *Journal of Coordination Chemistry*, 2014, 67, 1174-1185.
- 5) Syntheses, crystal structures, and magnetic properties of metal-organic hybrid materials of Mn(II)/Co(II): Three-fold interpenetrated a-polonium-like network in one of them, *Crystal Growth & Design*, 2014, 14, 3276-3285.
- 6) Synthesis, crystal structure, solid state electronic spectra and thermal study of three cobalt(II)-selenocyanate complexes: in situ room temperature transformation of 4,4'-dipyridyldisulfide to 4,4'-dipyridylsulfide, *Inorganica Chimica Acta*, 2014, 413, 166–173
- 7) Fluorescent bis-chelated-1, 10-phenanthroline-azido-copper (II) complex for selective sensing of aniline, *Polyhedron*, 2013, 50, 333–338.
- 8) A 3D coordination polymer of Sm (III) using inorganic sulphate and organic succinate building blocks, *Acta Chimica Slovenica*, 2013, 60, 5–9.
- 9) Tetra carboxyl to-bridged copper (II) complexes with ancillary N-chelating legends: Syntheses, crystal structures and effect of aromatic compounds on the fluorescence property, *Polyhedron*, 2013, 49, 252–258.
- 10) Cu (II) complexes of pyridine-2, 6-dicarboxylate and N-donor neutral ligands: Synthesis, crystal structure, thermal behavior, DFT calculation and effect of aromatic compounds on their fluorescence, *Inorganica Chimica Acta*, 2013, 405, 331–338.
- 11) A rare supra molecular assembly involving ion pairs of coordination complexes with a host–guest relationship: synthesis, crystal structure, photoluminescence and thermal study, *CrystEngComm*, 2012, 14, 7415-7422.

**20. Areas of consultancy and income generated:**

- Occasionally soil testing is being done on the request of the local farmers free of cost. Water tests are also at the laboratories and no fee is realized for the purpose – we consider it to be a service to the community.

**21. Faculty as members in**

- a) **National committees:** Nil  
 b) **International Committees:** Nil  
 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:****Table 4**

Sl. No.	Name of Faculty/Student	Award/ Recognition
01	Sourav Baxi, Associate Professor	I. NASI Award, Kolkata Chapter. II. National Science Day Award, Science Association of Bengal and DST III. Teacher's day Award, Dr. B.C.Roy Memorial Committee, Prayas Group Kolkata.

**24. List of eminent academicians and scientists/ visitors to the department:****Table 5**

Eminent academician/ scientist/ visitor	Affiliation	Purpose of visit	Year
Prof. A. Bannodpadhyay	Director / curator of Birla Planetarium Kolkata West Benga	As guest speaker for the seminar "mystery of the universe"	
Prof. D Sinha,	Professor Department of Rural Development Viswabharati University West Bengal	As guest speaker for the UGC Sponsored seminar in department of Chemistry	

## 25. Seminars/ Conferences/Workshops organized &amp; the source of funding:

01 Seminar (UGC Sponsored)

## 26. Student profile Programme/course wise:

Table 6

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
CHEMISTRY HONOURS	B.Sc PART -I	9	2	3	8	22	1			2	3	25
	B.ScPA RT II	9			5	14	1				1	15
	B.Sc. PART III	4			2	6						6
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
CHEMISTRY GENERAL	B.Sc PART -I	13	3	1	16	33	3			1	4	37
	B.Sc PART II	11	2	1	9	23	1				1	24
	B.Sc PART III	7	1		4	12	2	1			3	15

## 27. Diversity of Students:

Table 7

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc.(H)	100%	Nil	Nil
B.Sc.(P)	100%	Nil	Nil

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

- Feedback from the concerned persons are not being received properly; it is difficult to ascertain the exact number of beneficiaries. But the trend over here is that the students graduating from the college take the SSC examination – in the last such exam 10 students met us with the information of their jobs and placements. This year all the students of our department have gone for TET examinations the results of which are awaited.

## 29. Student progression

Table 8

Student Progression	Against % Enrolled
UG to PG	25%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus selection has ever been done 50% SSC/PRIMARY/WB GOVT /KPS etc.
Entrepreneurship/Self-employment	5%

**30. Details of Infrastructural facilities:****a) Library :**

- Of late we have started a seminar Library in our department and have a plan to have at least one volume each of the books that are stacked in the Central Library.

**b) Internet facilities for Staff & Students :**

- Available for Staff & Students

**c) Class rooms with ICT facility :**

- 1 room is fitted with the accessories of ICT; we use it whenever necessary with prior permission from the Principal and have never been denied

**d) Laboratories :**

- Well Equipped

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

**Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Teaching Learning methodology is followed punctiliously by replacing the age old chalk and talk method. Students are given prior intimation of the item to be taken up in the next class so that they may come prepared and we could have a panel discussion over the matter. This participatory system is backed up by Peer Education for academically poor students. Care is also taken of them in the Remedial classes exclusively arranged for them.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- The students are particularly advised to get involved in the NCC & NSS activities conducted by the college, which they do with sincerity and dedication.

## 35. SWOC analysis of the department and Future plans:

Table 9

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Rich library with Book Bank facility.</li> <li>☞ Good infrastructure of the college including clean and quiet environment.</li> <li>☞ Remedial classes for the backward Students</li> <li>☞ Ideal teacher-student relationship in these hard days.</li> <li>☞ Every year a good number of sincere students perform well in University examinations. Such Ex-students visit the college &amp; share their knowledge &amp; Experience with current students.</li> </ul>	<ul style="list-style-type: none"> <li>☹ Department is overburdened with the students-teacher ratio.</li> <li>☹ No Smart class room.</li> <li>☹ No Industry in the district</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☝ Scope is there to achieve academic brilliance within the University framework</li> <li>☝ Collaboration with neighbouring colleges</li> </ul>	<ul style="list-style-type: none"> <li>☹ To evolve as a centre of excellence with academic flexibility so that faculty members can recharge themselves and students gain recognition and reward.</li> <li>☹ To fulfill the expectations of the students and their parents within the straightjacket of faculty by building up an unfailing affinity within the existing staffs</li> </ul>

## DEPARTMENT OF MATHEMATICS



## Evaluative Report of the Department: MATHEMATICS

---

1. Name of the department: **MATHEMATICS**
2. Year of Establishment: **B.Sc Pass Course: 1971**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annually**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	02	01

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

Table 2

Name	Qualification	Designation	Specialization	No. Of Years of Experience	No. Of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Dr. Debasis Das	M.Sc., B.Ed., Ph.D	Assistant Professor	Operation Research	1 yr	Nil

**11. List of senior visiting faculty:**

- Dr. Tapas Kumar Chatterjee, Associate Professor, Bankura Smmilani College, Bankura

**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 50%****13. Student -Teacher Ratio (programme wise): General: 91:1****14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil****15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.:**

Ph.D.: 1, M.Phil: Nil &amp; PG: Nil

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.****17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil****18. Research Centre /facility recognized by the University: Nil****19. Publications: (Publication per faculty)**

 **Dr. Debasis Das**

✦ **Published Papers in the Research Journals**

- 1) (2010) Improving production policy for a deteriorating item under permissible delay in payments with stock dependent demand rate, Computers and Mathematics with Applications, Elsevier, vol.-60, No.7, ISSN 0898- 1221
- 2) (2010) A production-inventory model for a deteriorating item incorporating learning effect using Genetic Algorithm, Advances in Operations Research, Hindawi Publishing Corporation, vol.-2010, doi: 10.1155/2010/146042, ISSN 1687-9147(p) ISSN: 1687-9155 (e)
- 3) (2010) Two-warehouse production model for deteriorating inventory items with stock-dependent demand under inflation over a random planning horizon, Central European Journal of Operations Research, Springer, vol.-2010, doi: 10.1007/s10100-010-0165-4. ISSN 1435-246X(p),ISSN1613-9178(e)
- 4) (2011) A volume flexible economic production lot-sizing problem with imperfect quality and random machine failure in Fuzzy-stochastic environment, Computers and Mathematics with Applications, Elsevier, vol.-61, No.9, 2011, ISSN 0898- 1221
- 5) (2011) Optimal payment time for a retailer under permitted delay of payment by the wholesaler with dynamic demand and hybrid number cost parameters, OPSEARCH, Springer, vol.-48, No.3, 2011 ISSN:0030-3887(p) ISSN: 0975-0320 (e)
- 6) (2011) A multi-warehouse partial backlogging inventory model for deteriorating items under inflation when a delay in payment is permissible, Annals of Operations Research, DOI 10.1007/s10479-014-1691-6, 2014, ISSN 0254-5330
- 7) (2012) A Multi-item Inventory Model for Two-stage Production System with Imperfect Processes Using Differential Evolution and Credibility Measure, International Journal of Operational Research, Vol. 9, No. 2, 87–99 (2012), ISSN online: 1745-7653 ISSN print: 1745-7645
- 8) (2013) Two-warehouse production inventory model for a deteriorating item with time-varying demand and shortages: a genetic algorithm with varying population size approach, DOI 10.1007/s11081-013-9223-9, ISSN 1389-4420
- 9) (2015) A production-inventory model with permissible delay incorporating learning effect in random planning horizon using Genetic Algorithm Journal of Industrial Engineering International Springer ISSN;2251- 712X(P),ISSN;1735- 5702(P) DOI 10.1007/s40092-015-0121

 **Dr. Debasis Das**

✦ **Seminars and Conferences**

1. National seminar on “**Recent Advances in Applied Mathematics**” held on 18-19 March, 2004 in Vidyasagar University, Midnapore.
2. National seminar on “**Mathematics and its Applications**” held on March 27, 2004 in B.E. College, Howrah.
3. National Seminar on “**Role of Mathematics in Socio-Economic Research (RMSER 2015)**” held on 28<sup>th</sup> March, 2015 in Heritage Institute of Technology, Kolkata.

20. Areas of consultancy and income generated: **None**

21. Faculty as members in

- a) National committees: **Nil**  
 b) International Committees: **Nil**  
 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:

- a) **National:** Seminar on “Mathematics made Easy” conducted with support from UGC.  
 b) **International:** **Nil**

26. Student profile Programme/course wise:

**Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
<b>Mathematics</b>	<b>Pass</b>											
	<b>B.Sc. PART -I</b>	18	4	3	16	41	2			2	4	45
	<b>B.Sc. PART II</b>	13	2	1	10	26	2				2	28
	<b>B.Sc. PART III</b>	9			6	15	2	1			3	18

**27. Diversity of Students :****Table 4**

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. (P)	100%	Nil	Nil

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

- 10 students got appointed through SSC last year. This year all the students offering Mathematics appeared in the TET the results of which are awaited.

**29. Student progression: Not Applicable****30. Details of Infrastructural facilities****a) Library:**

- No departmental Library but the Central Library of the college serves the purpose

**b) Internet facilities for Staff & Students:**

- Available

**c) Class rooms with ICT facility:**

- 1 room with ICT facility incorporated is used by all the departments.

**d) Laboratories:**

- 1 Computer Laboratory is earmarked for the department

**31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-15:**

- Across the different categories of students, at least 10% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmes (special lectures / workshops /Seminar) with external experts: Nil****33. Teaching methods adopted to improve student learning:**

- Practice is underway to enable the students understand the teaching learning methodology and it is hoped that soon the students will get adapted to the learning process introduced.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Some of our students participate in NSS, NCC, and actively take part in the socialization process practiced by NSS in particular. Evidence is there that some of the students regularly visit the adopted villages and interact with the people to understand their living pattern and the problems that haunt them in keeping their bare existence.

**35. SWOC analysis of the department and Future plans:****Table 5**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Faculty members are adopting modern teaching methodologies.</li> <li>☞ The college library with free internet service is worth the while</li> <li>☞ A number of Research Papers published in various International Journals by one teacher.</li> <li>☞ The small number of students facilitates individual care of them</li> </ul>	<ul style="list-style-type: none"> <li>☹ Shortage of fulltime faculties.</li> <li>☹ No availability of classrooms exclusively for use by the department.</li> <li>☹ No permanent technical assistant post /staff for computer Laboratory</li> <li>☹ Absenteeism of students hamper regular progress and completion of the syllabus</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ To go for introducing Honours</li> <li>☞ Exploit the Collaborative stance of the administration.</li> <li>☞ Bonhomie with other teachers of Science department may someday lead to actualization of owning interdisciplinary courses, innovative as it is in a rural set up as ours.</li> </ul>	<ul style="list-style-type: none"> <li>☹ To make the students come to the college in flocks to attend regular classes and make them at par with the fortunate ones of the better off places.</li> </ul>

## Evaluative Report of the Department: BOTANY

1. Name of the department: **BOTANY**
2. Year of Establishment: **B.Sc. (Bio) Pass Course: 1988-89**  
**B.Sc. (Honours): Not yet introduced**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	01	Nil

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Nil					
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Pinaki Dey	M.Sc	Guest Lecturer	Ecology	2 yrs	Nil
<b>C) PRESENT TECHNICAL STAFF</b>					
Ashis Mukherjee	B.Sc	Lab. Attendant.		16 yrs	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): 32:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical support staff 01
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: P.G.:1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: Nil
20. Areas of consultancy and income generated: Nil

**21. Faculty as members in**

- a) National committees: Nil  
 b) International Committees: Nil  
 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: Nil****26. Student profile Programme/course wise:****Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
BOTANY B.Sc (Bio) Pass	B.Sc PART-I	5		3	4	12			1	5	6	18
	B.Sc PART II		1		4	5						5
	B.Sc PART III	6			3	9						9

**27. Diversity of Students:****Table 4**

Name of the Course	% of Students from the same state	% of students from other state	% of students from abroad
B. Sc(P)	100%	Nil	Nil

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

- No systematic record is available with the department

**29. Student progression****Table 5**

Student Progression	Against % Enrolled
UG to PG	Nil
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus selection has ever been made 5% in the SSC/PRIMARY/WB GOVT /KPS etc.
Entrepreneurship/Self-employment	<b>4%</b>

**30. Details of Infrastructural facilities****a) Library:**

- The Central Library is well staffed and is used by the department

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students

**c) Class rooms with ICT facility:**

- 1 room is made for the purpose; the department may use if required

**d) Laboratories:**

- Well furnished Laboratories

**31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Excursions are done**

**33. Teaching methods adopted to improve student learning: Participatory learning process**

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC

**35. SWOC analysis of the department and Future plans:**

**Table 6**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>☞ Some students are really motivated and heartily participate in the learning process.</li> <li>☞ Adequate number of text and reference books in the library.</li> <li>☞ Good infrastructure of the college including clean and quiet environment.</li> <li>☞ Availability of Remedial classes.</li> <li>☞ Good interpersonal relationship among faculty members.</li> <li>☞ Well furnished laboratory.</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Overburdening student-teacher ratio.</li> <li>⊗ No fulltime faculty.</li> </ul>
<b>Opportunities</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>☝ To use the scope provided for a better academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>🔴 To run a laboratory based subject without any full time teacher.</li> </ul>

**DEPARTMENT OF ZOOLOGY**



## Evaluative Report of the Department: ZOOLOGY

1. Name of the department: **ZOOLOGY**
2. Year of Establishment: **B.Sc Pass Course: 1988-89**  
**B.Sc. Honours: Not introduced**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	Nil	Nil
Part - Time	01	01

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Nil					
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Ramanath Mahato	M.Sc	Part-Time Lecturer	Ichthyology & Fisheries	7 yrs	Nil
<b>C) PRESENT TECHNICAL STAFF</b>					
Ashoke Banerjee	B.Sc	Lab. Attendants		17 yrs	

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): 24:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical support staff 01
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: 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. Publications: Nil
20. Areas of consultancy and income generated: Nil

**21. Faculty as members in**

- a) National committees: Nil  
 b) International Committees: Nil  
 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: Nil****26. Student profile Programme/course wise:****Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
ZOOLOGY B. Sc (Bio) Pass	B. Sc. PART -I		3	1	5	9	1			1	2	11
	B. Sc. PART II	6			4	10						10
	B. Sc. PART III	2	1			3						3

**27. Diversity of Students:****Table 4**

Name of the Course	% of Students from the same state	% of students from other state	% of students from abroad
B. Sc(P)	100%	Nil	Nil

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

- 3 students got appointment through SSC last year. This year all the students sat for the TET the results are yet to be published.

**29. Student progression****Table 5**

Student progression	Against % Enrolled
UG to PG	Nil
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	No Campus selection held 50% SSC/PRIMARY/WB GOVT /KPS etc.
Entrepreneurship/Self-employment	2%

**30. Details of Infrastructural facilities****a) Library:**

- No departmental Library—the Central Library is used instead.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- Yes. 1 room is fitted with ICT facility and use is made by all the departments when situation so demands.

**d) Laboratories:**

- Yes—moderately furnished

**31. Number of students receiving financial assistance from college, university, government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Interactive class sessions are held

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS. They have imbibed the spirit of ISR. They visit the adopted villages, interact with the community and take up the matter of solving their problems through parley with the appropriate authorities' viz. PRIs, Govt. etc.

**35. SWOC analysis of the department and Future plans:**

**Table 6**

Strength-	Weakness-
<ul style="list-style-type: none"> <li>☞ Good infrastructure of the college including its clean and quiet environment.</li> <li>☞ Good teacher-student relationship.</li> </ul>	<ul style="list-style-type: none"> <li>☹ No fulltime faculty for a laboratory based subject.</li> <li>☹ Absenteeism of students.</li> </ul>
Opportunity-	Challenge-
<ul style="list-style-type: none"> <li>☞ Scope for a multifaceted development of the department.</li> <li>☞ Development oriented GB.</li> </ul>	<ul style="list-style-type: none"> <li>☹ To bring back the students to the class even with limited resources.</li> </ul>

**DEPARTMENT OF PHYSICAL EDUCATION**



## Evaluative Report of the Department: PHYSICAL EDUCATION

1. Name of the department: **PHYSICAL EDUCATION**
2. Year of Establishment: **B.A Pass Course: 2006 – 07**  
**B.A. (Honours): Not yet introduced**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
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 departments: **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:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	Nil	Nil

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Nil					
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Kousik Mallick	M.P.Ed	Guest Lecturer	Volley Ball	5 yrs	Nil

11. List of senior visiting faculty: N.A
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): 447:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical-Nil & Admn.: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG: P.G:-1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: No Publication as yet
20. Areas of consultancy and income generated:
- Free consultancy and active participation in respect of Sports & Games is provided to the local clubs organizing programs/competitions as such.

**21. Faculty as members in**

- a) National committees: Nil  
 b) International Committees: Nil  
 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:**

- The students are in receipt of different Sports Awards for the last four years.

**24. List of eminent academicians and scientists/ visitors to the department: Nil**

**25. Seminars/ Conferences/Workshops organized & the source of funding: N.A**

**26. Student profile Programme/course wise:**

Table 3

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
PHYSICAL EDUCATION GENERAL	B.A PART -I	56	21	51	20	148	17	8	25	4	54	202
	B.A PART II	43	17	48	16	124	22	6	13	6	47	171
	B.A. PART III	22	13	8	4	47	9	3	11	4	27	74

**27. Diversity of Students:****Table 4**

NAME OF THE COURSE	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(P)	100%	Nil	Nil

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

- All the students passing out with physical education have appeared in the TET examination the results of which are awaited. However, we have no information about such students appearing in other competitive examinations.

**29. Student progression:****Table 5**

Student progression	Against % Enrolled
UG to PG	Nil
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	Not done 1%
Entrepreneurship/Self-employment	3-4%

**30. Details of Infrastructural facilities****a) Library:**

- Books are available from the Central Library of the college

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- 1 classroom is there fitted with ICT facility

**d) Laboratories:**

- We have a multi gym

### 31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.

- Across the different categories of students, at least 90% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

### 32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts:

- A workshop on Yoga was held with the expertise coming from external sources.

### 33. Teaching methods adopted to improve student learning:

- The subject demands both theoretical and hands-on training and both these are to have active participation of the students. Care is taken to hold interactive sessions to generate interest in the students. Quiz competition plays a great role in building up leadership in the students. Open demonstration program is often held to sharpen the ability of the students.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Majority of the students of this participate in NSS, NCC. The active socialization process of NSS in particular has created a dent in the minds of the students. They volunteer their services in building up awareness among the members of the community on various issues that beset humanity.

### 35. SWOC analysis of the department and Future plans:

Table 6

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Sufficient accessories for Games &amp; Sports.</li> <li>☞ Existence of a multi-gym.</li> <li>☞ Has its own sprawling lush play field.</li> <li>☞ Compulsory participation in various Sports &amp; Games Events organized by the Alma mater and the State Govt. to build up the requisite temperament.</li> <li>☞ The stamina and zealous attitude of the students.</li> <li>☞ Intra-college competitions are held each year in football, cricket and volleyball.</li> <li>☞ Annual sports is regularly held.</li> </ul>	<ul style="list-style-type: none"> <li>☹ There is no full time teacher and trained physical trainer.</li> <li>☹ No indoor stadium is there.</li> <li>☹ The multi-gym is not that spacious.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☝ The tribal students are found to be astoundingly fit and agile; a little dose of skill might help them shine</li> </ul>	<ul style="list-style-type: none"> <li>☹ To arrange for some dietary supplement for the sports persons representing the college in</li> </ul>

<p>better in the world of Sports &amp; Games and don the national jersey.</p> <p>👉 The management displays a remarkable alacrity to cater to the growing needs of the department.</p>	<p>various events to eke out the best in them.</p> <p>💡 To be able to retain the top slot obtained by the college in the inter-college competitions in the coming days.</p>
---	---

## Evaluative Report of the Department: EDUCATION

1. Name of the department: **EDUCATION**
2. Year of Establishment: **B.A Pass Course: 2012-13**  
**B.A. Honours Course: 2012-13**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrate Masters; Integrated Ph.D., etc.): **UG**
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 departments: **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:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	Nil	Nil

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Nil					
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Mousumi Chattaraj	M.A, B. Ed	Guest Lecturer	1)Information Communication Technology 2)Teacher Education 3)Tagore Study	3 yrs	Nil
Samir Kumar Sen	M.A	Guest Lecturer	1) Non-formal Education 2)Education of children with special needs	2 yrs	Nil

11. List of senior visiting faculty: N.A.
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): 23:1 (Honours.) & 189:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical: Nil & Admn.: Nil
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.:  
M. Phil: 0 & P.G: 2
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil.
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: No Publication

**20. Areas of consultancy and income generated:**

- Consultancy, whenever sought for by any insider or outsider, with regard to advanced career in Education, is provided – no consultancy fee is charged

**21. Faculty as members in**

- a) **National committees:** Nil
- b) **International Committees:** Nil
- 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: Nil**

**26. Student profile Programme/course wise:**

**Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
<b>EDUCATION HONOURS</b>	<b>B.A PART -I</b>	5	4	3	8	20	4		3	3	10	30
	<b>B.A PART II</b>	3	2	4		9	1	2	1	2	6	15
	<b>B.A. PART III</b>											
SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL

EDUCATION GENERAL	B.A PART -I	62	28	58	36	184	43	10	26	26	105	289
	B.A PART II	16	2	31	9	58	13	5	11	4	33	88
	B.A. PART III											

### 27. Diversity of Students:

Table 4

NAME OF THE COURSE	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(H)	100%	Nil	Nil
B.A(P)	100%	Nil	Nil

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

- The first throw up of the Department was completed only last year and since then only TET examination has been held almost all of the students have appeared in the examination but the results have not been declared yet.

### 29. Student progression:

Table 5

Student progression	Against % Enrolled
UG to PG	2%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>Campus selection</li> </ul>	

• Other than campus recruitment	Results of TET awaited
Entrepreneurship/Self-employment	No report is available

### 30. Details of Infrastructural facilities

#### a) Library:

- Dept. has no separate Library. However, the college library meets the need of departmental students

#### b) Internet facilities for Staff & Students:

- Available for Staff & Students.

#### c) Class rooms with ICT facility:

- 1 room is available and is used by all as per their need

### 31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.

- Across the different categories of students, at least 10% from the unreserved category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organisations. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

### 32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: **Not done till date**

### 33. Teaching methods adopted to improve student learning: **Interactive Project work**

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Many students are volunteers of NSS, and cadets of NCC. They take active part in the delivery of the ISR. The department is a comparatively new one with no full time faculty, hence it does not possess the wherewithal to go for a drive in extension activities.

### 35. SWOC analysis of the department and Future plans:

**Table 6**

Strengths	Weaknesses
☞ Glorious heritage of the college.	☹ Shortage of fulltime faculties.
☞ Rich central library with Book Bank facility.	☹ No separate department and concomitant shortcomings.
☞ Good infrastructure of the college including clean and quiet environment.	☹ No Institutional membership with renowned libraries
☞ Scope for holding Remedial classes to care for the academically backward students.	

<p>☞ Exemplary teacher-student relationship.</p>	
Opportunities	Challenges
<p>☞ Favorable and conducive academic atmosphere in the college.</p> <p>☞ A pro-active GB given to the development of the institution.</p>	<p>☞ To obtain the allotment of an ISBN/ISSN so that the department may issue its own journal to which contributions by eminent academicians, researchers, and Teachers may be sought.</p> <p>☞ To evolve as a centre of excellence with academic flexibility so that faculty members can recharge themselves and students gain recognition and reward.</p> <p>☞ To cope with the changing times having our base in a rural and underdeveloped set up.</p>

**DEPARTMENT OF SOCIOLOGY**



## Evaluative Report of the Department: SOCIOLOGY

1. Name of the department: **SOCIOLOGY**
2. Year of Establishment: **B.A Pass Course: 2013 – 14**  
**B.A Honours: Not introduced**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of teaching posts:

**Table 1**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	Nil	Nil
Guest Lecturer	Nil	01

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

Table 2

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
<b>A) PRESENT FACULTY (PERMANENT, FULL TIME)</b>					
Nil					
<b>B) PRESENT FACULTY (PART TIME &amp; GUEST)</b>					
Dilkush Ansary	M.A.	Guest Lecturer	Higher Education of problem	3 yrs	Nil

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise): 30:1 (General)
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: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: Nil
19. Publications: No Publication

**20. Areas of consultancy and income generated:**

- Consultancy is provided to the local NGOs for preparation of development projects for submission to different funding sources. No consultancy, as per college norms, is charged.

**21. Faculty as members in**

- a) **National committees:** Nil  
 b) **International Committees:** Nil  
 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: Nil****26. Student profile Programme/course wise:****Table 3**

SESSION 2014-15		MALE					FEMALE					MALE & FEMALE
COURSE		GEN	SC	ST	BC	TOTAL	GEN	SC	ST	BC	TOTAL	TOTAL
SOCIOLOGY GENERAL	B.A PART -I	3	2	1	1	7	3		1	1	5	12
	B.A PART II	8	2	2		12	5			1	6	18
	B.A. PART III											

**27. Diversity of Students:****Table 4**

NAME OF THE COURSE	% of Students from the same state	% of students from the other state	% of students from Aboard
B.A(P)	100%		

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

- The subject has been newly introduced and time is not ripe for such an investigation by the department.

**29. Student progression:****Table 5**

Student progression	Against % Enrolled
UG to PG	2%
PG to M.Phil	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	Nil
Entrepreneurship/Self-employment	Nil

**30. Details of Infrastructural facilities:****a) Library:**

- Dept. has no separate Library; however college library meets the need of departmental students.

**b) Internet facilities for Staff & Students:**

- Available for Staff & Students.

**c) Class rooms with ICT facility:**

- The college has one such room; the department is free to use it, if required.

**d) Laboratories: NA**

**31. Number of students receiving financial assistance from college, university, Government or other agencies for the year 2014-15.**

- Across the different categories of students, at least 90% from the unreserved and economically backward category receive waiver on tuition fees. The rest are benefitted by a number of scholarships offered by the State or Central Government and non-governmental organizations such as Kanyashree Scholarships, Scholarships for students belonging to SC/ST and minority sections. Recent Government policy now calls for a direct to beneficiary link, thereby eliminating the role of the College administration in disbursement. However, the College extends all possible help to students who apply for Full/ Half Fee waiver, and any other information regarding eligibility criteria for scholarships.

**32. Details on student enrichment programmers (special lectures / workshops / seminar) with external experts: Not done till date**

**33. Teaching methods adopted to improve student learning:**

- Interactive teaching in place of the old chalk and talk formula. Students are asked to prepare projects and present them in the class followed by a detailed discussion.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

- Many students participate in NSS, NCC. Students offering Sociology have a natural affinity for social work which they exploit to the full with NSS. And this automatically inculcates in them an ISR that may sustain even after they leave the college.

**35. SWOC analysis of the department and Future plans:**

**Table 6**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>☞ Rich central library.</li> <li>☞ Peaceful academic ambience.</li> <li>☞ Availability of INFLIBNET</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Shortage of fulltime faculties.</li> </ul>
Opportunities	Challenges
<ul style="list-style-type: none"> <li>☞ Freedom in introducing innovative learning</li> </ul>	<ul style="list-style-type: none"> <li>☞ To make the subject a popular one so that the best students getting admitted in the college may offer the subject as a combination.</li> </ul>



**SECTION: F**

*Post Accreditation Initiatives*

---

## **SECTION F: Post NAAC Accreditation Initiatives**

---

After a careful analysis of the SSR submitted by the institute during its Cycle I Visit, the Peer Team noted with pleasure that Ramananda Centenary College of Purulia have been largely successful in implementation of Higher Education among the predominantly backward communities of this area. The Peer Team commended the college for having been consistent in performance with its limited resources. Ramananda Centenary College can humbly claim to have sustained areas of strength while also branching out into newer directions keeping in mind changes that have taken place at global and local level since the last visit.

The following are the post accreditation initiatives taken by the institutions.

- Access to INFLIBNET Services in the library and across the campus has been provided leading to a marked increase in facilitation of research activities for students and faculty alike.
- The Library is periodically updated to reflect the latest developments in research and scholarship through addition of reference books, text books, and subscription to relevant periodicals and journals. A well planned reading room for teachers and students further supplements the requirements of a well developed modern library.
- Sixty five computers (including laptops) with latest configurations and internet broadband and Wi-Fi through LAN are functional across various academic and administrative departments.
- Career Oriented Courses for students like Community Media (Diploma Course) and Functional English (Six month Course) have been approved and about to be introduced.
- A fully fledged Career Guidance Cell has been set up which provides information about various training programmes and vacancies to the students. This has been particularly instrumental for placement of the SC/ST and financially backward students.
- The college offers coaching and consultancy services to encourage and coach students to appear for various competitive examinations such as School Service Commission, Civil Services and so on. This has reaped rich results as our students have successfully qualified in these examinations.
- Installation of CCTV in the Library and Administrative Building has ensured safety and security measures.
- The College facilitates regular health checkups, including blood group testing for students and staff alike. A Thalassemia detection Camp organised recently, is a continuation of the efforts of the college in this regard.
- More importance was given to NSS activities in recent times. One Girls' Unit – VI has been introduced. Adoption of villages, organizing blood donation camps and

offering free health checkups of the inhabitants of surrounding villages are some of the prime measures taken by the NSS in recent years.

- The college has also organized some value based education seminars in the college to promote the importance of moral integrity among the students and staff of the college. Yoga training classes are done with the help of expert organization.
- A Gymnasium with Multi-Gym facilities is fully functional and has been an indispensable asset to the students since a sizable number is actively involved in training for various sporting events.
- Recently an MOU has been signed for PG Study Centre under Netaji Subhas Open University. (NSOU)
- Indoor games facilities including Table Tennis, Chess and Carom have been supplied in the common rooms for Boys and Girls for recreational purposes.
- MOU with MANT, an NGO, and a Community Radio Centre has been set up with support from UNICEF. This helps the college in reaching out to the community while also demonstrating ways of integration in society to our students.

The post accreditation initiatives are taken to promote quality enhancement in every sphere of institutional development. These steps were considered imperative for quality assurance and enhancement. These might not cover all the required steps; and all of them have not been completely executed till date. However, efforts are on to achieve the goal of owning an institution of excellence.

## **SECTION: G**

### *SWOC Analysis*

---

## **SECTION G: SWOC ANALYSIS**

---

### **☞ STRENGTHS**

- Sylvan surroundings of the college prove to be a booster for a quality education ambience.
- The bonhomie between the college and the community contributes to keeping a peaceful atmosphere in the college.
- The teacher student relationship is very cordial in effecting a two way mode of education.
- A good relationship with the peers and other elected members ensures the physical development of the Institute.
- Teaching faculty is given to devising innovative modes of imparting education.
- College library is a real inventory so far as pursuance of education is concerned. Well equipped labs provide scope for hands on training of budding scientific minds.
- The NSS and NCC units of college actively participate in social work, inculcating devotion to the nation, and giving back to the community. The six units of NSS, including ones women unit, undertake various awareness initiatives in adopted villages.

### **☹ WEAKNESSES**

- There is a lack of full time faculty leading to a skewed student teacher ratio.
- Similarly, the limited number of support and administrative staff acts as a constraint.
- Traditionally poverty stricken area makes resource generation a formidable and difficult task.
- The significant drop out rates – mainly occasioned by early marriage of girl students, and seasonal migration of boys – is an unsettling issue.
- There being no industry in the locality, the college for its development has to bank on UGC and State government assistance.
- Inadequate infrastructure vis-a-vis the actual requirement has been limiting the potential growth of the college.

### **☝ OPPORTUNITIES**

- The College could capitalise on its good relationship with the members of various elected bodies for a need based development of physical infrastructure.
- College could explore avenues of support from Backward Classes Welfare Department as ours is predominantly a tribal area.
- Community Radio Centre could help in further strengthening the relationship of the college with the community in more meaningful ways.

- The college is already liberal in giving teachers opportunities in developing innovations in teaching-learning and research process. This could be explored further.
- The substantial alumni network could be invited to participate in constructive dialogue about devising ways to address high dropout rates among present batches.
- College has sufficient land to house future development projects of various types, a veritable advantage.

#### **CHALLENGES & FUTURE PLANS**

- To bring down dropout rates and curb student absenteeism
- To ensure financial support for students hailing from bottom rungs of society
- To build model classrooms for multimedia based education, thus bridging the virtual divide
- To sustain good relationships built up with the community over the years which has been one of the major assets of the college
- To bring in funds for development from Corporate sector under CSR schemes along with surveying employment opportunities for students.



## **SECTION: H**

### *Declaration of the Principal/Teacher-in-Charge*

---

**RAMANANDA CENTENARY COLLEGE**

P.O.- LAULARA, DIST.- PURULIA

PIN - 723151

Phone : (03253) 259521

FAX : (03253) 259217

No. 338 /RCC/2016Dated : 24-12-2016**Declaration by the Head of the Institution**

I certify that the data included in this self Study report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussion and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team Visit.

Teacher-in-Charge  
Ramananda Centenary College  
P.O. -Laulara, Dist.-Purulia



# **SECTION: I**

## *Enclosures*

---

## ENCLOSURE: I



## ENCLOSURE: II

UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI

124 JUN 1977  
Dated June 1977

No. F.B-19/77(Q)

To  
The Registrar,  
University of Burdwan,  
Burdwan (W.B.).

Subj- List of Colleges prepared under Section 2(f) of the U.G.C.  
Act 1956 - inclusion of New Colleges in the -

Sir,

I am directed to refer to your letter No.F.IV.2/70/3 dated 1.6.1977 on the above subject and to say that the name of the following College has been included in the above list under Non-Govt. Colleges teaching upto Bachelor's degree :-

<u>Name of the College.</u>	<u>Year of Estt.</u>
Ramanada Centenary College, P.O. Laldara, Dist. Purulia (W.B.). (Permanent) Shri Harihar Mukherjee.	1971

The Indemnity Bond and other documents in respect of the above College have been accepted by the Commission.

Yours faithfully,  
*Inder Lal*  
( Inder Lal )  
Assistant Secretary

381  
24/7

Copy forwarded to :-

1. The Principal, Ramanada Centenary College, P.O. Laldara, Dist. Purulia (W.B.).
2. All Officers/Sections.

*Inder Lal*  
( Inder Lal )  
Assistant Secretary

Q.C. 24/7

## ENCLOSURE: III



## SIDHO-KANHO-BIRSHA UNIVERSITY

Ranchi Road, Purulia, West Bengal, 723104

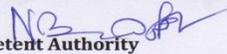
Ref. No : R/1178/CLG-AFFI/SKBUI/16

Dt: 13th December'2016

### TO WHOM IT MAY CONCERN

This is to certify that **Ramananda Centenary College, Lulara, Purulia, West Bengal** is affiliated to the **Sidho-Kanho-Birsha University, Purulia** since 2010 and recognized by the University Grants Commission and the following Courses/Subjects are taught in the said college as per approval :-

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permane nt	Tempora ry	
(I)	Three year B.A. Hons. Courses in Bengali, English, Geography, History, Pol Science, Philosophy, Economics & Education.	Permanent		----
(II)	Three year B.A. Genl. Courses in Bengali, English, Geography, History, Pol Science, Philosophy, Economics, Education, Sanskrit, Santali, Phy. Education & Sociology	Permanent		----
(III)	Three year B.Sc Hons. Courses in Physics, Chemistry, Mathematics	Permanent		.....
(IV)	Three year B.Sc Genl. Courses in Physics, Chemistry, Mathematics, Botany & Zoology	Permanent		.....

  
Competent Authority

(with Name, Designation, Seal and Signature)

**Registrar**  
Sidho-Kanho-Birsha University  
PURULIA