KIDDERPORE COLLEGE





SELF-STUDY REPORT (SSR) SUBMITTED TO THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) BANGALORE, INDIA

FOR
2ND CYCLE
ACCREDITATION

2015

Kidderpore College

2 & 3 Pitamber Sircar Lane
Kolkata – 700 023
West Bengal
Estd. – 1966

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Founder: Sri Jitendranath Banerjee

Self Study Report Kidderpore College

Contents	Page no.
A. Preface	vi
B. Executive Summary	1
C. Profile of the College	12
D. Criteria-wise Analytical Report	24
CRITERION I	
Curricular Aspects	24
CRITERION II	
Teaching, Learning and Evaluation	40
CRITERION III	
Research, Consultancy and Extension	70
CRITERION IV	
Infrastructure and Learning Resources	

CRITERION V

5	Student Support and Progression	133
(CRITERION VI	
(Governance, Leadership and Management	170
(CRITERION VII	
I	Innovations and Best Practices	199
1	E. Evaluative Reports of the Departments	208
_		
	Bengali	
	CommerceEconomics	
	EducationEnglish	
	Geography	
	Hindi	
	History	
	Islamic History and Culture	
	Journalism and Mass Communication	
	Mathematics	
	Persian	306
	Philosophy	315
	Physical Education	
	Political Science	
	• Urdu	345
1	F. Post-Accreditation Initiatives	355

G. Declaration by the Head of The Institution	357	7
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Enclosures:

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

Annexure II: Affiliation Certificate from the University of Calcutta

Annexure III: Master Plan of the College

Annexure IV: NAAC Accreditation Certificate

PREFACE

Inception of Kidderpore College did not commence from nowhere, rather it had grown out of some prolific changes in socio-cultural milieu since the nineteenth century, heralded under the influences of Michael Madhusudan Dutta, Rangalal Bandopadhayay and Hem Chandra



Bandopadhyay, the three luminaries in the galaxy of Bengali litterateurs. All of them lived in Kidderpore and as a tribute to them one street has been christened as 'Kabitirtha Sarani' and alongside that the naming of Vidhansabha constituency as Kabitirtha bears the legacy of the three greats of Bengali literature. In keeping with the tradition it is found that since the second half of the last century Kidderpore, a place situated in the middle of Kolkata has emerged as an education hub in the city. The Christian missionaries had once begun to set up missionary schools in this part of the city after the British rulers sought to educate the Indians following the dictum of Lord Macaulay. Given the missing links of history in hindsight, the founding of Kidderpore College draws one back to the time of the 1960s, when there was no College in Kidderpore, to open the doors of higher education to the residents of this locality. At that time the much-needed job was voluntarily rendered by Sri Jitendranath Banerjee, a forward-looking educationist in Kidderpore who was also the Headmaster of the nearby school Kidderpore Academy. The establishment of Kidderpore College was the outcome of the untiring efforts of that silent pathbreaker as he was a catalyst in setting up the College in 1966. Also it is extensively acknowledged that aside from the extraordinary deeds of Sri Banerjee, the descendants of Maharaja Jaynarayan Ghosal of the royal family of Bhukailash (a neighbourhood area) donated a piece of land to set up the College. In addition, generous contributions from several patrons like Sachi Rani Devi and Rani Durgagati facilitated its inception. Evidently, the confluence of multiple initiatives had

progressed towards the birth of the College in that year. Thus after independence

when the nation was moving for tryst with destiny the founders of the College

realized that not school education alone, but higher education would be a bulwark of

enlightenment, progress and excellence. Indeed, the shared endeavors catalyzed the

dream into a reality.

Kidderpore College exemplifies that the students from under-privileged sections of

society are given plenty of opportunities in higher education since education needs to

surpass any kind of social and economic barrier. Since most of the students from

affluent families prefer English-medium as well as sophisticated schools and

colleges, Kidderpore College refrains from being elitist in that sense and prefers to

remain committed to the educational needs of the students who are socio-

economically handicapped and in urgent need of higher education for emancipation

from victimhood caused by poverty, ignorance and inequality. The College exists to

eliminate those impeding factors and in so doing the institution is heading in the

direction of enlightenment, commitment and progress. Presently in its Golden Jubilee

year the College reiterates its pledge for education, excellence and enlightenment.

Diba Hashmi

Teacher-in-Charge,

Kidderpore College

[B]

EXECUTIVE SUMMARY – SWOC ANALYSIS

SWOC ANALYSIS

Kidderpore College situated in Kolkata, the capital city of West Bengal submits Self Study Report (SSR) for re-accreditation by the NAAC for the second cycle in November 2015. The Report conveys our sincere endeavour for the betterment of educational environment and upgradation of infrastructure since the College, situated in the heart of the city of Kolkata is committed to provide quality education to vast number of students coming from different social, economic and cultural backgrounds. From this point of view it has been a stimulating effort that the College has to interlace different threads of cultural diversity arising from socio-cultural plurality. In this opportunity it is appropriate to affirm that despite some perennial problems the College has evolved as a nucleus for dissemination of knowledge and infusion of rational thoughts in the curious minds of the students cruising for bright future. In this way it is the fervent approach of this institution to put in sincere efforts for educational and socio-cultural advancement of the students and in so doing has productively gathered the confidence of the guardians of the students.

CURRICULAR ASPECTS

In compliance with the Statute of the University of Calcutta (CU), curriculum development as well as introduction of new courses is governed by the regulations of the University. Till now the College has been able to offer Honours courses in

11 subjects and General courses in 16 subjects (BA/ B.SC/B.COM) at the Under Graduate (UG) level. There is no Post Graduate (PG) course run by the College as yet. Important institutional features are given below:

- Kidderpore College follows the curricula approved by the University of Calcutta.
- A handful of faculty members of the College are the members of the Under Graduate Board of Studies of the University of Calcutta and take part in framing and modifying the curricula as and when required by the University.
- The College has only a day-shift which accommodates both Honours and General Courses in all 16 subjects at the UG Level. This ensures maximum possible utilization of the existing infrastructure, provided by the College at present.
- For the well-being of the society and also for the benefit of the drop-out students the College has set up a Study Centre of Netaji Subhash Open University (NSOU) so as to enable them to receive education through the distance mode of education. Distance Education under Indira Gandhi National Open University was operative till 2013.
- Honours Courses in Journalism and Mass Communication have started in the new session commencing from July, 2015.
- The College also offers UGC-sponsored programmes such as, Remedial Classes and Entry-in-Services to help the students in need of additional educational support.

TEACHING, LEARNING AND EVALUATION

Keeping the objectives in mind the College unequivocally dispenses its distinctive task to elevate Teaching, Learning and Evaluation to a productive level which is alive to the particular needs of the learners coming from diverse socio-cultural orbits. Towards this end the institution is committed to ensure transparency in the admission procedure by displaying notifications at the main entrance and in the notice boards as well as publishing them in the popular newspapers. Besides, all notifications on the admission procedure are updated and uploaded to the College website to put on public view the date and time of admission, submission of application forms, preparation of merit list and schedule of counselling that essentially conform to the instructions of the Directorate of Public Instructions and the notifications of the Calcutta University, issued from time to time.

- The criteria of admission as set forth by the University of Calcutta require 50 per cent in aggregate with 45 per cent in the subject or 55 per cent in the subject, selected by the applicants for his/her Honours course. For the General courses, only the applicants who have successfully passed class XII are eligible for admission and all the required norms are strictly maintained at the time of admission. The Admission Committee headed by the Teacher-in-Charge (TIC) monitors the entire process of admission with unfaltering involvement of all teaching and non-teaching staff. From 2015 onwards the entire procedure of admission has become 'ONLINE'.
- After admission to different courses offered by the College, knowledge and proficiency of both the advanced and weak students are taken care of and monitored through some useful methods like tutorials, class tests, quiz, group discussions and students' seminars, etc.
- For additional assistance 'Remedial Classes' are offered to the disadvantaged and weak students who belong to the categories of SC/ST/OBC and minority and who cannot cope with the steady progress of the syllabus through regular classes. This sort of special assistance is provided to the students under the financial support of the UGC without charging any additional fees. Also the students of the general category, in need of additional educational support, are offered this facility if the administration so decides by taking into account of certain variables, such as: economic status of the students, merit, class attendance, conduct, compliance to discipline, etc.
- In 2010, the College Library installed a portal which keeps the teachers/students/staff updated on the availability of the books, journals and magazines in the Library. It has been subsequently uploaded to the College website to encourage students for the optimum use of those resources.
- Teaching Plan of all the Departments, within the ambit of the overall Academic Plan of the College is formulated by the Departments through formal meetings of the Departments to cultivate a process of shared thinking.
- The College supplements the lecture-method by various 'off-the-curriculum' modes of transmission of knowledge which are: tutorials, group discussion, students' seminars and educational tours. In view of that, department-wise visits to the remarkable places like the Indian Museum, National Library, Asiatic Society, the State Legislative Assembly, Kolkata Municipal Corporation --- to name a few, are undertaken on a regular basis to equip the students with some hands-on knowledge on the underlying connection between the curriculum and their manifestations in our broader social, cultural and political realm.
- At different periods of each academic session the College monitors the
 performance and success-ratio of the students. These are done through the
 meetings of the Academic Sub-Committee, Results Publication Committee,
 Departmental meetings and above all the meetings of the Teachers' Council,
 devoted to review and scrutinize the class attendance of the students, their

pre-examination progresses and eventually their results. The outcomes of the meetings are duly communicated to the guardians as well as to the students through department-wise parent-teacher meetings where the faculties keep them abreast of their strengths and weaknesses and disseminate the instructions for their better performance in the forthcoming examinations.

- The 'Parent-Teacher Meet' at the departmental level and 'Grievance Redressal' system in general are the valuable means to derive feedbacks from them and the inputs, thus drawn from the feedback mechanism are routed through the internal process to the apex body where the Annual Academic Plan is framed.
- As per the rules of the University it is mandatory for the College to conduct annual examinations. But before allowing the students to appear in the final examinations, they are given the opportunity to appear in the selection tests. In addition to that, mid-term tests are taken in the middle of the session, i.e. after the Puja vacation keeping in sight the pressing needs of the students during the crucial hours of the subsequent selection tests and University examinations.

RESEARCH, CONSULTANCY AND EXTENSION

The College encourages the faculty members to take part in research work for furtherance of studies. At present a sizeable number of teachers are engaged in Minor Research Projects, funded by the UGC.

- The College has a Research Committee to encourage the teachers in taking up major and minor research projects under the sponsorship of various funding bodies like the University Grants Commission (UGC), Indian Council of Social Science Research (ICSSR), etc., and motivate the teachers without Ph. D for research-oriented work towards obtaining Ph. D and accomplishment of scholarship.
- Seminars are normally held to develop the much-needed skills of the teachers in research work and for advancing scholarship. Quite often seminars are addressed by the faculties of the College as internal resource persons, and external resource persons are also invited to present papers and deliver lectures which are followed by interactive sessions. Particular attention is given to the young and junior teachers so that they get opportunities to present papers, deliver lectures and to interact in the post-presentation

- deliberations which are expected to improve their skills in this field and prepare them to deliver on bigger occasions.
- The teachers are granted leave under the Faculty Development Programme of the UGC to facilitate them in writing their Ph. D thesis.

INFRASTRUCTURE AND LEARNING RESOURCE

There is ample scope for the development of infrastructure in so far as the profile of the College, regarding such inadequacies, is quite instructive to acknowledge that the institution is lagging behind in the development of bare minimum infrastructure needed for its spatial expansion. Infrastructure development is indeed essential to accommodate new and career-oriented popular courses and for the opening of the Science stream. On that count the Management of the College has been making painstaking efforts at different levels and has initiated meetings with the occupants to repossess the land adjacent to the College premises. The efforts are still on, but it seems more time is required to overcome the impasse. As a result, construction of new building to introduce the courses in Science, post-graduate courses in several disciplines and job-oriented courses has remained a non-starter. Unfortunately, the UGC funds and the funds sanctioned from the Local Area Development Fund of the MPs have remained unutilized and returned to the funding authorities. The problem has persisted over the decades and the College is yet to overcome this. Key aspects pertaining to existing infrastructure are stated below:

- Regular supervision and upkeeping, and the Caretaker's constant vigil make sure that the infrastructure of the College is properly maintained;
- Each room and the valuable accessories are properly maintained and utilized to the optimum level;
- At present there are 33 computers (both desktop & laptop). Besides, there are 2 photocopiers, 1 scanner, 4 printers and 1 LCD projector. The instruments provide technological support to various educational programmes as and when required by the College.

STUDENT SUPPORT AND PROGRESSION

The College always makes sincere efforts to help the students build up a bright career in future. Towards fulfilling this objective the institution keeps a series of the following programs in its 'to-do list':

- Remedial coaching for the backward and slow-learning students;
- Coaching for Entry-in-Services;
- Health care awareness campaign for the benefit of the students; and
- Generation of social awareness and imparting citizenship education through the extension services of the National Social Survey (NSS) and National Cadet Corps (NCC) units.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

The College is committed to providing good governance which is a prerequisite for successful delivery of quality teaching to the attentive students. For this, the steps already taken and mentioned below are of vast importance:

- The Academic Core Committee, constituted by the Teachers' Council and acting under the guidance of the Governing Body helps the authorities of the College implement the decisions to help students perform better;
- The College has developed an in-built mechanism to check efficiency of the non-teaching staff. The mechanism of 'Attendance-cum-job Diary' is in force to evaluate their efficiency level and timely delivery of services; and
- Financial audit including internal auditing of the Provident Fund is done regularly.

INNOVATION AND BEST PRACTICES

A variety of innovative practices have been introduced in the College since the academic session 2004-2005. They are furnished below:

- Feedbacks are obtained from the third year students after the completion of their final examinations;
- Department-wise students' seminars are regularly arranged under the guidance of the teachers;
- Departmental activities comprising class-tests, tutorials, group discussions, short educational tours and publication of wall magazines, etc., are cyclically done every year;
- Annual cultural competitions on various events like quiz, debate, essaywriting, extempore, recitation, drama competition, song competition, etc., take place in the College with great care to cultivate finer socio-cultural values among the boys and girls who have just attained adulthood. Hopefully this would greatly contribute to enrich and deepen their attachments with public life in the years to come;
- Lectures/Seminars are organized in the classes by inviting expert faculties from other colleges and Universities and eminent scholars from outside to make the students familiar with new thoughts, ideas and words, and on the whole to broaden their worldview;
- Participation of College students in inter-college drama competition, intercollege sports, athletics and debate competitions gives the students some wonderful opportunities to excel in those fields;
- Organization of several awareness programmes conducted by Units I and II
 of the NSS involving student-volunteers for campaigning against social evils
 like child labour, child marriage, dowry, etc., has created a new facet of good
 practices. Likewise, equal right to education, campaign for the prevention of
 AIDS and Leprosy are also some remarkable innovations that the College
 has carried out in recent years.

SWOC ANALYSIS

Strength

- The main strength of this institution is derived from the constructive mind-set of the stakeholders to shape the institution into a centre of higher studies in this locality where the youth from underprivileged sections of society do not get adequate opportunities to pursue education. From that point of view despite some entrenched hindrances, the College is moving in the right direction.
- The College has a pool of well-qualified and sincere teachers, a team of efficient non-teaching staff as well as responsive and attentive students from

diverse socio-economic backgrounds. A number of undergraduate courses are offered to the students through effective delivery of the curriculum, i.e. holding regular classes, systematic evaluation and remedial classes for the backward and slow learners.

- The College endeavours to provide student support mechanisms, such as medical check-ups, regular physical training, career counseling and providing financial assistance through the provisions created under the system of Students' Aid Fund.
- The College embodies the catchphrase 'unity in diversity' since the students come from diverse linguistic as well as socio-cultural backgrounds displaying a profound resemblance with India's plurality.
- Convenient location of the College with good communication network enables the students to reach College from different parts of the city and its suburbs.

Weaknesses

- Shortage of space is the major weakness that cripples progress of this institution. Existing space, far below the requirements prevents expansion of the College and rules out any appreciable progress in expanding the infrastructure. Apart from the failure to open the Science stream, the constraint of space also prevents creation of some key facilities, like conference room, seminar room, spacious room for teachers, auditorium, automated office, recreational room, etc.
- Financially the College is not well-off since revenue generation is not adequate to fulfill the needs of infrastructural development. Grants from higher authorities are not sufficient either, and the College management cannot raise the fees of the students as many of them come from poor economic background. Therefore, the College management has to maintain frugality in making expenditures under different budgetary heads.
- It also needs to be noted that due to our preference to admit almost all eligible applicants to cope with local demand, the College has to admit a high proportion of students belonging to the weaker sections of the society and low income groups. Many of them do not have impressive background in terms of school education and the factor causes accretion of slow learners impacting on the overall performance of the institution in the university examinations.
- Since a considerable number of students are first generation learners and are predominantly from Urdu and Hindi medium background, they encounter enormous difficulty to cope with the studies only through Bengali and English the two languages approved by the University of Calcutta at the UG level. They face difficulties both in reading the basic texts/reference books

and in writing the answers in internal and University examinations. This has been a perennial problem of the College and no simple repair to this glitch is still in sight due to the predominance of Urdu and Hindi-medium schools in the continuum of pre-College education system consisting of primary, secondary and higher-secondary schools in the surrounding areas. As a result, being downbeat and weak in pursuing studies through English and Bengali some students either drop out or become irregular; some also look for employment before completion. Nevertheless bulks of them continue, but the unease with those languages persists as a deterrent and sometimes consequences of this produce low performance of the students in the university examinations in terms of the percentage of success.

• The College is in dire need of a playground not only for the students of Physical Education, but for all. Unable to avail of the facility of a playground the students face difficulty in improving their skills in sports, athletics, etc., and sometimes lag behind the participants of other colleges in inter-college tournaments. Besides, the College cannot provide the facility of hostel to boys and girls coming from distant places and from other states as a result of which those students opt for other colleges.

Opportunities

Sometimes it is felt that a problem, perceived as a factor of perpetual weakness might create ways to step into a province of opportunities in the long run. It is already noted that the College requires its own land which is presently occupied by some locals. Towards this objective the authority has been making efforts to expand the area of college building by acquiring the said piece of land. The land needs to be freed from such occupancies which will be utilized to introduce the Science stream and other courses valued for their potential to generate employment. This would also enable us to start various courses in pure science and a new department of Computer Science which would open vistas of opportunities in future.

Challenges

Sustaining a congenial atmosphere for healthy intermingling of students from
different socio-economic, religious and cultural background is a major
challenge before the institution. A number of students lack good
communication skill in English and Bengali – the medium of instruction and
evaluation prescribed by the University of Calcutta. This poses a challenge
for the faculty to enable such students in overcoming their language-difficulty
on the one hand and completing the university-prescribed syllabus within the
stipulated time frame.

- Another challenge that the College faces is that a major bulk of the students are lagging behind in standard communication skills and proficiency in English and Bengali, and this constraint has become the Achilles' heel that amounts to significant decline in students' performance in the university examinations. It is felt that this bottleneck will not be cleared unless adequate numbers of Bengali and English-medium schools come up in the neighbourhood and create a balanced demand for school education through those two languages. Government's effective intervention to offset this problem is awaited and it seems that the problem would have to be met later at a higher social cost if not handled now by proper planning. The problem of language will not disappear unless a uniform standard is set by replacing the education system based on linguistic diversities. Thus the problem persists which the teachers encounter in times of teaching, conduct of examinations, paper evaluation and promotion.
- Expansion of the College building and opening of new courses by introducing the Science stream will enable the College to draw the best talents in Kidderpore and its neighbourhood. Time has now come to face the challenge so as to find out the ways and means to reach this goal.

[C] PROFILE OF THE COLLEGE

Profile of the College

1. Name and address of the College:

Name: KIDDERPORE COLLEGE

Address: 2 & 3, Pitamber Sircar Lane, Kolkata – 700 023.

City: Kolkata. Pin: 700 023 State: West Bengal

Website: www.kidderporecollege.com

2. For communication:

Designation	Name	Telephone	Mobile	Fax	E Mail
		with STD			
		code			
Teacher –	Dr. Diba	O:	9831776497		drdiba10@gmail.com
In – Charge	Hashmi	R:			
Vice		O:			
Principal		R:			
Steering	Subrata	O:	9836599476		sbagchi84@gmail.com
Committee	Bagchi	R:			
Co –					
ordinator					

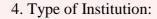
Yes

3.	Status	of	the	Insti	ituti	ion
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Affiliated College

Constituent College

Any Other (Specify)



- a. By Gender
 - i. For Men
 - ii. For Women
 - iii. Co education



- b. By Shift
 - i. Regular
 - ii. Day

iii. Evening

Yes	

5. Is it Ye		institution?	[✓ ·	
If yes	specify the minority	status (Relig	gious / li	nguistic	/ any other) and provide
docum	nentary evidence.				
		NA	1		
G G S A		_		1.10.1966	5(dd/mm/ yyyy) h governs the College (if
it is a	constituent College)	Ţ	JNIVER	SITY OF	CALCUTTA
c. D	etails of UGC recognit	tion:			
	Under Section		Ionth & I		Remarks (If any)
	i. 2 (f)	1969 vi	de UGC		UGC affiliated Colleges
		WF 69			Manuals SL. 68
	ii. 12 (B)	1969			P – 62 (UGC Pub 2000)

(Please see Annexure I for Certificate of recognition u / s 2 (f) and 12 (B) of the UGC Act downloaded from the UGC Website)

d. Details of recognition / approval by statutory / regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.): NOT APPLICABLE

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

(Enclose the recognition / approval letter)

8. Does the affiliating University Act prov	vide for conferment of autonomy (as
recognized by the UGC), on its affiliated	
Yes	No 🗸
If yes, has the College applied for ava	Ť
Yes	No 🗸
O Is the Callege recognized	
9. Is the College recognized -	for Evanlance (CDE)?
a. By UGC as a College with Potential Yes	NT
TCS	No 🗸
If yes, date of recognition :	NA (dd /mm /vvvv)
b. For its performance by any other go	
Yes	No NA.
	144.
If yes, Name of the agencyN.	A and
Date of recognition	
10. Location of the campus and area in sq	. mts.:
Location	Urban
Campus area in sq.mts.	18 kt 11 ch (0.95 bigha)
Built up area in sq.mts.	
1 1	
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Built up area in sq.mts. (* Urban, Semi – urban, Rural, Tribal, Hill 11. Facilities available on the campus (Tidenumbers or other details at appropriate platagreement with other agencies in using an information on the facilities covered under • Auditorium / seminar complex vortices are play Ground – X ★ Play Ground – X ★ Swimming Pool – X ★ Gymnasium - ✓ • Hostel ★ Boys' Hostel – X	Ily Area, Any others specify.) Ek the available facility and provide aces) or in case the institute has an any of the listed facilities provide or the agreement: With infrastructural facilities - X
Built up area in sq.mts. (* Urban, Semi – urban, Rural, Tribal, Hill 11. Facilities available on the campus (Tidenumbers or other details at appropriate platagreement with other agencies in using an information on the facilities covered under • Auditorium / seminar complex vortices are seminar complex vortices. • Sports Facilities - ✓ ★ Play Ground – X ★ Swimming Pool – X ★ Gymnasium - ✓ • Hostel ★ Boys' Hostel – X i. Number of Hostels -	lly Area, Any others specify.) ck the available facility and provide aces) or in case the institute has an any of the listed facilities provide respectively. The agreement: with infrastructural facilities - X - X - X
Built up area in sq.mts. (* Urban, Semi – urban, Rural, Tribal, Hill 11. Facilities available on the campus (Tidenumbers or other details at appropriate platagreement with other agencies in using an information on the facilities covered under • Auditorium / seminar complex with the seminar c	lly Area, Any others specify.) ck the available facility and provide aces) or in case the institute has an any of the listed facilities provide respectively. The agreement: with infrastructural facilities - X - X - X
Built up area in sq.mts. (* Urban, Semi – urban, Rural, Tribal, Hill 11. Facilities available on the campus (Tidenumbers or other details at appropriate platagreement with other agencies in using an information on the facilities covered under • Auditorium / seminar complex with the seminar c	lly Area, Any others specify.) Ek the available facility and provide aces) or in case the institute has an any of the listed facilities provide rethe agreement: with infrastructural facilities - X - X available facilities) - X
Built up area in sq.mts. (* Urban, Semi – urban, Rural, Tribal, Hill 11. Facilities available on the campus (Tich numbers or other details at appropriate plat agreement with other agencies in using ant information on the facilities covered unde • Auditorium / seminar complex v • Sports Facilities - ✓ ★ Play Ground – X ★ Swimming Pool – X ★ Gymnasium - ✓ • Hostel ★ Boys' Hostel – X i. Number of Hostels - ii. Number of Inmates iii. Facilities (mention at ★ Girls' Hostel – X	ally Area, Any others specify.) Ek the available facility and provide aces) or in case the institute has an any of the listed facilities provide agreement: With infrastructural facilities - X - X Evailable facilities) - X
Built up area in sq.mts. (* Urban, Semi – urban, Rural, Tribal, Hill 11. Facilities available on the campus (Tidenumbers or other details at appropriate platagreement with other agencies in using antinformation on the facilities covered under • Auditorium / seminar complex with the seminar c	lly Area, Any others specify.) ck the available facility and provide aces) or in case the institute has an any of the listed facilities provide respectively. The agreement: with infrastructural facilities - X - X available facilities) - X - X - X - X

- i. Number of inmates -X
- ii. Facilities (mention available facilities)- X
- Residential facilities for teaching and non teaching staff (give numbers available – cadre wise) – X
- Cafeteria ✓
- Health Centre To restart

First aid,	Inpatient, Emerg	ency care facility	y, Health centro	e staff –_	
Ou	alified Doctor	Full Time		Part –	√

- Facilities like banking, post office, book shops X
- Transport facilities to cater to the needs of students and staff X
- Animal House X
- Biological waste disposal X
- Generator or other facility for management / regulation of electricity and voltage – Yes
- Solid waste management facility X
- Waste water management X
- Water harvesting X

12. Details of Programmes Offered by the College (Give data for current academic year)

Jean)		I	_	3 7 11		.
Programme	Name of the	Duration	Entry	Medium	Approved	No. of
Level	Programme		Qualification	of	Student	Students
				Instruction	Strenth	Admitted
Undergraduate	Bengali	3 Years	45% in the	Bengali	36 for	40
B.A.	Hons / General		subject and		Hons and	Students
			50% in		150 for	in Hons
			aggregate at		General	and in
			10+2 level			General
			or 55%			20
			marks in the			
			subject. Or			
			50% in			
			aggredate			
			when the			
			candidate			
			hasn't			
			studied			
			Bengali in			
			10+2 level.			
			For General			
			only Pass			
			Marks at			
			10+2 level			
B.A.	English	3 Years	55% in the	English	51 for	38
	Hons / General		subject and	8	Hons and	students
			60% in the		150 for	in Hons
			aggregate or		General	and 68 in
			60% in the			General
L	l	I				

	1		1 1 1	1	I	1
			subject and			
			55% in			
			aggregate.			
			For General			
			course, Pass			
			Marks at			
			10+2 level			
B.A.	Hindi	3 Years	45% in the	Hindi	36 for	48 in
	Hons / General		subject and		Hons and	Hons
			50% in		150 for	and 134
			aggregate at		General.	in
			10+2 level			General.
			or 55%			
			marks in the			
			subject or			
			50% in			
			aggregate if			
			the			
			candidate			
			had not			
			studied			
			Hindi at			
			10+2 level			
			and Pass			
			Marks at			
			10+2 level		_	
			for General			
B.A.	Urdu	3 Years	45% in the	Urdu	65 for	23 in
D.A.	Hons / General	3 Tears	subject and	Oldu	Hons and	Hons
	Holis / Gelieral		50% in the		150 for	and 134
					General	in
			aggregate at 10+2 level		General	General.
			or 55%			General.
			marks in the			
			subject or			
			50% in			
			aggregate if			
			the			
			candidate			
			hadn't			
			studied Urdu			
			at 10+2			
D 4	TT'	0.77	level.	D 1: 1 /	266	11.
B.A.	History	3 Years	45% in the	English /	36 for	11 in
	Hons / General		subject and	Bengali /	Hons and	Hons
			50% in the	Hindi	150 for	and 150
			aggregate at		General	in
			10+2 level			General
			or 55% in			
			the subject			
			or 50% in			
			aggregate if			
			the			
			candidate			
			did not study			

			History at			
B.A.	Political	3 Years	10+2 level. 45% in the	English /	36 for	25 in
	Science		subject and	Bengali /	Hons and	Hons
	Hons / General		50% in the	Hindi	150 for	and 118
_			aggregate at		General	in
			10+2 level			General.
			or 55% in			
			the subject			
			or 50% in			
			aggregate in			
			case of			
			absence of			
			Political Science at			
			10+2 level.			
B.A.	Philosophy	3 Years	Same As	English /	36 for	4 in
	Hons / General		Above	Bengali	Hons and	Hons
					150 for	and 7 in
B.A.	Education	3 Years	Same As	English /	General 38 for	General. 38 in
D.A.	Hons / General	5 Tears	Above	English / Bengali /	Hons and	Hons
	Tions / General		Above	Hindi	200 for	and 200
				Timai	General	in
					General	General
B.A.	Islamic History	3 Years	Only Pass	English /	100	15
	General		Marks at 10+2 level.	Bengali		
B.A.	Persian	3 Years	Only Pass	Persian	100	13
	General		Marks at	and Urdu		
			10+2 level.			
B.A.	Geography	3 Years	Only Pass	English /	25	11
			Marks at	Bengali		
B.A.	Journalism and	3 Years	10+2 level. 50% in the	English /	25 in	12
D .71.	Mass	3 Tours	aggregate at	Bengali	Hons and	12
	Communication		10+2 level		25 in	
	(General till		for Hons and		General	
	2014 – 15 but		Pass Marks			
	Hons		at 10+2 level			
	introduced in		for General.			
B.A.	2015 – 16)	3 Years	Pass Marks	English /	25	8
D.A.	Physical Education	5 Tears	at 10+2	English / Bengali	23	0
	(General)		level.	Deligan		
B.Sc.	Economics	3 Years	Candidate	English /	12 for	1 in
	(Hons /		should have	Bengali	Honours	Hons
	General)		Mathematics		and 150	and 1 in
			at 10+2 level		for	General.
			and 50% in		General	
			the			
			aggregate			
			for Hons.			
			The same			

B.Sc. B.Com	Mathematics (General) Accounting an Finance (Hons / General)	3 Years ad 3 Years	qualification is required for General, but the candidate needs to possess only Pass Marks instead of 50% at 10+2 level. Pass Marks at 10+2 level 50% in aggregate and 50% marks in either Accountancy or Mathematics at 10+2 level for Hons and Pass Marks at 10+2 level	English / Bengali English / Bengali / Hindi	20 105 for Hons and 220 for General	1 66 in Hons and 79 in General.	
			for General.				
13. Does the College offer self – financed Programmes?							
Yes	No	✓					
If yes, how	many?	NA					

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

Yes X No ✓ Number 0

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.)

Particulars	UG				
Science	Economics, Mathematics				
Arts	Bengali, English, Hindi, Urdu, History,				
	Political Science, Philosophy, Education,				
	Islamic History, Persian, Geography,				
	Journalism & Mass Communication,				
	Physical Education.				
Commerce	Accounting & Finance				

16. N	Number	of P	rogrammes	offered	under	(Programme	means	a d	legree	course	like
B.A.	, B.Sc.,	M.A	., M.Com)							

a. Annual Systemb. Semester System

16 None

c. Trimester System None
17. Number of Programmes with
a. Choice Based Credit System Nil
b. Inter / Multidisciplinary Approach Nil
c. Any other (specify and provide details) Nil
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)NA(dd / mm / yyyy)
And number of batches that completed the programme NA
b. NCTE recognition details (if applicable) Noticification No. :NA
DateNA
ValidityNA
c. Is the Institution opting for assessment and accreditation of Teacher Education Programme separately?
Education Frogramme separatery.
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)10.10.2004(dd / mm / yyyy)
And number of batchers that completed the programme 10
b. NCTE recognition details (if applicable) Notification No.:NA
Date:(dd / mm / yyyy) NA Validity: NA

c. Is the Institution opting for as	ssessment an	nd accreditation	of Physical
Education Programme separa	ately?		

Yes No

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

Positions	Teaching Faculty						Non – Teaching		Technical Staff	
	Profe	essor	Asso	ciate	Assi	stant	Staff			
			Profe	essor	Profe	essor				
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the			3	6	4	11	20	2		
UGC / University										
/ State										
Government										
Recruited										
Yet to Recruit										
Sanctioned by the	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Management /										
society or other										
authorized bodies										
Recruited										
Yet to Recruit										

^{*}M – Male *F – Female

21. Qualifications of the Teaching Staff:

Highest	Professor		Associate		Assistant		Total
Qualification			Professor		Professor		
	Male	Female	Male	Female	Male	Female	
Permanent			3	6	4	11	
Teachers							
Ph. D		1	3	4	4	8	
M. Phil				1	1	3	

Guest Teachers

Highest Qualifications	Male	Female
Ph. D	X	X
M. Phil	X	2
P.G.	3	8

Part Time Teachers

Highest Qualifications	Male	Female
Ph. D	X	X
M. Phil	X	3
P.G.	3	9

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

12

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

Categories	2010	- 2011	2011	- 2012	2012	- 2013	2013	- 2014	20	14-15
	Male	Female								
SC	14	2	14	2	1	4	4	0	13	4
ST	0	0	2	0	0	1	0	0	0	0
OBC	16	5	16	5	6	12	16	3	32	16
General	170	36	160	36	50	81	103	55	261	140
Minority	228	145	223	156	247	452	352	222	500	608

Type of Students	UG
Students from the same state where the	861
College is located	
Students from other states of India	11
NRI Students	None
Foreign Students	1
Total	873

24. Details on students enrollment in the Co	ollege during the current academic year:
Type of Students	UG
Students from the same state where the	861
College is located	
Students from other states of India	11
NRI Students	None
Foreign Students	1
Total	873
25. Dropout rate in UG and PG (average of UG None PG	
26. Unit Cost of Education (Unit Cost = Total annual recurring expenditure (actual) divided by total number of students enrolled)	
	Rs. 40481.43
a. Including the salary component	10. 10 101.13
b. Excluding the salary component	Rs. 1981.00
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.	
Yes	
b. Name of the University which has granted such registration.	
Netaji Subhash Open Univ	rersity

Number of programmes offered

c. Programmes carry the recognition of the Distance Education Council.
Yes V No
28. Provide Teacher – student ratio for each of the programme / course offered: 2:3
29. Is the College applying for Accreditation:
Cycle 1 Cycle 2 Cycle 3 Cycle 4 Cycle
Re – Assessment
(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re – accreditation)
30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re – assessment only)
Cycle 1:03.05.2004 (dd / mm / yyyy) Accreditation Outcome /
ResultB
Cycle 2 :N.A (dd / mm / yyyy) Accreditation Outcome / Result
Cycle 3 :N.A (dd / mm / yyyy) Accreditation Outcome /
Result
*Kindly enclose copy of accreditation certificate(s) and peer team report(s) as Annexure IV.
31. Number of working days during the last academic year.
225
32. Number of teaching days during the last academic year (Teaching days means days on which lectures were engaged excluding the examination days)
182
33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC26.02.2005

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

- 1. AQAR.... 2004-05 (08/12/2005)
 2. AQAR.... 2005-06 (02/01/2007)
 3. AQAR.... 2006-07 (08/12/2008)
 4. AQAR.... 2010-11 (23/11/2015)
 5. AQAR.... 2011-12 (24/11/2015)
 6. AQAR.... 2012-13 (26/11/2015)
 7. AQAR.... 2013-14 (27/11/2015)
- 8. AQAR.... 2014-15 (28/11/2015)
- 35. Any other relevant data (not covered above) the College would like to include. (Do not include explanatory / descriptive information).

[D]

CRITERIA-WISE ANALYTICAL REPORT

CRITERION I CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

Vision and Mission

Vision

Kidderpore College started its journey with the vision that this educational institution would develop into an institution of enlightenment and advancement of learning, and

eventually shape young minds in harmony with the requirements of globalizing education. In this effort it is the responsibility of the College to tap human resources available in the neighbourhood. It is also the vision of the College to guide the students to excel in education as well as in the field of social responsiveness that revolves round diffusion of essential human values thriving on wisdom, universalism and cultural pluralism. To realize this vision the College heralds an inspirational ambience that stimulates all, especially the students to deliver their best leading to the advancement of the College and society as a whole.

Mission

To focus on its mission for advancement of knowledge and merit the College embarks on the enrichment of academic quality and human resources, development of healthy practices and social awareness among the students through a host of social, cultural and 'within-the-campus' and 'off-the-campus' activities and delivers all kinds of assistance to the students utilizing the infrastructure and inputs from the faculty members.

Objectives

As the only institution in Kidderpore and in the surrounding neighbourhood for the advancement of higher education, the College aims to fulfill the objectives illustrated below:

- Proliferation of higher education laced with humane outlook amongst all students with an orientation for the students from the underprivileged and backward sections of the society. To suffice their requirements the institution aims to provide education to espouse the cause of civility and social inclusion keeping in mind the exigencies of capacity building;
- Dissemination of lessons within the time-frame in keeping with the curriculum formulated by the University of Calcutta in the best possible way so as to grow their potential and skills, considered necessary for employment and entrepreneurship; and
- Insemination of progressive, liberal and secular ways of life into the fervent minds of the students in tune with the underlying statements of the curriculum.

The Prospectus of the College reflecting the vision, mission and objectives of the institution outlined above is duly provided to all concerned as required. Besides, they are often highlighted by the teachers in the classes to keep the newly admitted students well-informed on the guidelines delineated in the Prospectus. Furthermore, parent-teacher meetings are used as a tool to transmit those messages epitomized in the vision, mission and objectives to the guardians who are the essential components of the institution.

The teaching and the non-teaching staff who discharge important responsibilities in the institution are equally responsive to the institutional vision, mission and objectives. However, they are also frequently reminded and urged upon by the authority, especially by the TIC to achieve the long-cherished goals of the College through superior work culture. It is also to note that sometimes the senior teachers and senior non-teaching employees of the College gladly advise and help their junior colleagues to overcome any impasse. Dissemination of the key messages are sometimes made in the meetings of the Teachers' Council, meetings with the non-teaching staff, Annual Social of the Students' Union, Annual Sports, etc., where the TIC addresses all to make a reaffirmation of the pledges outlined in the vision, mission and objectives of the College.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process.

- Ensure complete implementation of the curriculum through distribution of chapters and topics among the teachers in accordance with their areas of aptitude, research interest and above all the number of classes, allotted to them (full time/part time/guest) in each academic session;
- Departmental meetings are regularly held for distribution of topics among the teachers as also to formulate a departmental teaching plan which is strictly followed to ensure completion of syllabus within the stipulated time frame. Departments also monitor the progress of each of teacher to see that the assignments from the syllabus are complete within the time limit, set in accordance with the teaching plan;
- Introductory lectures are delivered to the students to familiarize them with the fundamental components of the subjects and in so doing to enable them to overcome initial difficulties;
- methods of teaching are made conducive and flexible to the learning capacity of the students;
- illustrative lectures are delivered by the teachers;
- class notes and synopsis are prepared by the teachers and delivered to the students by providing important information from various sources, such as – books, periodicals, journals, internet sources, newspaper articles and magazines;
- lecture-seminars are delivered in the classes by subject-experts invited from different colleges and Universities to provide additional educational support to the students;

- departmental seminars are occasionally organized and the subject-experts from our own College as well as from other colleges and also from the Universities deliver lectures to enrich the students;
- inter-active sessions and group discussions are usually arranged by the students under the guidance of the departmental teachers;
- tutorials and remedial classes are regularly held to ensure implementation of the entire curriculum;
- parent-teacher meetings are regularly held in each academic session for face-to-face communication between the parents and the teachers. Such meetings help in exchanging views on the progress of the students and assessment of the departments on their performance in examinations and in the classes;
- subjects requiring practical training use appropriate teaching tools for field surveys and project writing.

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

a) The support received by the teachers from the affiliating University are furnished below:

- Workshops and seminars on the syllabus of each subject, periodically organized by the University of Calcutta and its affiliated colleges provide useful guidance to the teachers in imparting the curriculum in a comprehensive manner;
- Syllabus of each subject formulated by the University is made available
 to the students and its comprehensive reading list enables the teachers for
 guiding the students;

b) Variety of supports that the teachers receive from the College are listed below:

• The College provides adequate opportunities to the teachers to pursue research work/projects, participation in seminars, workshops, symposia, refresher courses, orientation programmes, summer and winter schools, and also encourages them to take part in the seminars as resource persons organized by other academic institutions. All these opportunities, provided by the institution are intended to improve the quality of teaching and the scholarship of the faculty members which enable them to interact with scholars of national and international repute;

 The College provides infrastructural and financial support to organize departmental seminars, extension lectures and short educational tours to enrich the students of each department. Also institutional funding is available for department-wise publication of wall magazines and the students of each department carry out the responsibility with utmost sincerity; and

c) The following infrastructural endowment and technical support are noteworthy in matters of delivery of curriculum and improving teaching practices:

- The Library has adequate stock of basic texts and reference books based on the reading list provided in the syllabus and also currently published books, relevant to the topics included in the syllabus of each subject.
- The ICT-enabled computers enable the teachers to procure knowledge and information by exploring the resources through internet;
- The Library has subscribed to British Council's online Library system in March 2015 to access the resources at their disposal. It includes a database of 7,000 full-text Journals and 50 Magazines. Our library has also submitted a proposal to be a member of N-List e-journals and e-books database of INFLIBNET which has been approved by the Library Committee, but awaits the Finance Committee's endorsement for budgetary support. The database has more than 6000 e-journals and 97,000 e-books. In addition, the library regularly subscribes for the printed versions of a good number of scholarly journals.
- The projector of the College is available for departmental seminars and screening of films relevant to the curriculum;
- The departments of Geography, Journalism and Mass Communication and Commerce have well set-up laboratories for the purpose of imparting the practical segment of curriculum to the students;
- The College provides all possible institutional support to the activities for curriculum enrichment like educational short tours, seminars and social awareness programmes.
- 1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

The institutional initiatives include:

- The College strictly follows the curriculum approved by the University of Calcutta;
- The College regularly organizes meetings of the Teachers' Council to follow the Academic Calendar, issued by the University;
- For the benefit of the students the College Library takes care to create adequate collection of books recommended in the syllabus of each subject as well as those titles which are provided in the reading list of the University's curriculum. The Library also continues to subscribe to British Council's Online Library system to expand the resource-base of the 'reference books'. Expansion of the resource-base through this exploration enables both the teachers and students to get access to huge quantity of current books and journals at the disposal of the said online system of the British Council Library;
- Assignment of teaching responsibilities following the curriculum is made in accordance with the lesson plan and each teacher's area of specialization, research interests and proficiency in dissemination so as to ascertain the best possible delivery and implementation of the curriculum;
- The College tries to enhance the quality of its teachers by encouraging them
 for research work (Doctoral/Minor Research Projects) and enriching them
 by allowing participation in seminars, workshops, refresher courses and
 orientation programmes. These measures help the teachers improve their
 proficiency in teaching and dissemination of knowledge;
- The College proposes that the departments should arrange remedial classes for the purpose of providing additional supports to weak and slow learners. The College ensures that in addition to the University's schedule for internal assessment of the students (mid-term and selection tests) each department regularly conducts students' assessment throughout the academic year to detect the loopholes in the delivery of curriculum and nature of students' response in class;
- The funds allocated to the departments through annual budget enables the departments to invite external experts for departmental seminars as a part of student-enrichment programmes. This provides opportunities to the students to interact with the resource-persons and to participate in the deliberations on a topic from the prescribed curriculum; and
- The College collects feedbacks from the 3rd year students by administering structured questionnaire to them on the performance of individual teachers. This ensures delivery of the entire curriculum anchored on quality, flexibility and effectiveness.

The Teachers' initiatives include:

The teachers deliver lectures to the students in the classrooms and provide answers and sometimes synopsis of the answers, prepared from numerous sources like --books, journals, newspaper, articles, e-resources and alike. Also the teachers prepare supplementary reading list in addition to the basic list recommended by the University. They encourage and assist the students to prepare and put up wall magazines containing essays, commentaries and short pieces on the topics relevant to their curriculum. Department-wise competitions on the basis of events like, quiz, debate and elocution are monitored by the teachers to upgrade their knowledge and enhance their capacity to deliver in the forthcoming events.

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?

a) Interaction and Network with the University of Calcutta:

- The College maintains regular connection with the postgraduate faculties of the corresponding departments of the University as well as the administrative functionaries of the University and networks with them for a number of interconnected issues at the level of University-College interface which is mutually beneficial for its various academic and administrative requirements. One Assistant Professor of the Department of Commerce serves as a guest lecturer in the Postgraduate Department of Commerce of Calcutta University. One Associate Professor of the Department of Urdu, Calcutta University. Also one Associate Professor of the Department of Political Science serves as a guest teacher in the Postgraduate Department of South Asia and South-East Asian Studies, University of Calcutta;
- The teachers of this College are in regular interaction with the members
 of the Board of Studies, University of Calcutta as also with such bodies
 of other Universities. Usually the teachers exchange ideas on certain
 handicaps they encounter and offer suggestions to the said Board. Two
 faculties of this College have been acting as members of the Board of
 Studies of the University of Calcutta, University of Burdwan and the
 University of North Bengal;
- Teachers of this College are always encouraged to attend workshops, seminars and symposia organized by the Universities and the colleges

affiliated to different Universities to cope with the expanding epistemological frontiers of the respective disciplines.

b) Interaction with Research Bodies:

The teachers of the College maintain active liaison with various academic and research-oriented bodies. They are: Ramakrishna Mission Institute of Culture (Kolkata), the Indian Institute of Philosophical Research (Lucknow), Institute of Development Studies, Kolkata, Tagore Research Institute (Kolkata), The Indian Accounting Association, Melus Melow Society, Centre for the Studies in Social Sciences (Kolkata), Bangiya Sahitya Parishad, West Bengal Urdu Academy, Kolkata Centre for Contemporary Studies, etc.

c) Interaction with the Industry:

The Department of Journalism & Mass Communication of the College is in the process of developing interaction with the reputed media houses currently popular in the state after opening Honours course in this subject.

1.1.6 What are the contributions of the institution and / or its staff members to the development of the curriculum by the University?

The contributions of the institution and/or its staff members to the development of the curriculum include:

Since 2005 a senior member of the teaching faculty in the Department of Urdu has been a member of the Undergraduate Board of Studies of the University of Calcutta and also in the Board of Studies of the University of North Bengal since 2011. Another senior member of the teaching faculty of the Department of Hindi has been serving as a member of the Undergraduate Board of Studies in the University of Burdwan for the last three years. She actively participates in the preparation and moderation of the curriculum. As a member of the Board of Studies of Burdwan University she has suggested incorporation of the contributions made by Urdu litterateurs for the enrichment of Hindi literature oriented to the undergraduate Honours course for the purpose of cross-fertilization.

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 and the courses for which the curriculum has been developed.

- As per the statute, curriculum development for the UG courses is accomplished by the University since the College has no autonomy pertaining to curriculum development. Accordingly, the College as an affiliated institution does not prepare any curriculum and purely follows the curriculum prepared by the Board of Studies of the University;
- The College has started a short course on Communicative English which will definitely help the students to get employment for which proficiency in English is an undeniable necessity.
- To equip the students with the basic knowledge in computer science the
 institution is about to come up with a plan to offer a certificate course on
 basic computing with the support of the Department of Computer
 Science. A Certificate course on basic computing was available in the
 College till 2008, but discontinued due to certain unavoidable difficulties.

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

- The departments of various subjects take class tests on a regular basis to assess the progress of the students. The students who lag behind others are suggested to join the Remedial Coaching Classes funded by the UGC and taking place in the College.
- The departments also arrange parent-teacher meetings to assess the merits and demerits of the prevailing teaching & learning process.

1.2 Academic Flexibility

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

The objective of the proposed certificate course on basic computing is to:

- Improve the level of computer literacy of the students so that they can pursue higher studies after the completion of the three year degree course and prove their competence and efficiency at their workplaces in future;
- Enable the students to utilize the benefits of advanced technology in every sphere of life.

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

As per the statute of the University of Calcutta, there is no provision for pursuing dual degree programmes simultaneously. Therefore, the College does not offer any such programme.

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

The College offers Honours and General courses for all sixteen subjects at the undergraduate level. It is noteworthy that both the disciplines --- Journalism & Mass Communication and Physical Education are supportive to the students in terms of enhancing academic mobility and potential for employability.

The range of options for Honours and General subjects approved by the University of Calcutta are also offered by the College, except minor restrictions imposed for the sake of framing an integrated class routine within the constraint of space. Apart from this, the College provides UGC-assisted enrichment programmes, such as Remedial Coaching and Coaching for Entry in Services.

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.

At present there is no self-financed programme or course run by the College.

1.2.5 Does the College provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programmes and the beneficiaries.

Coaching classes for entry into services such as Banking, West Bengal Public Service Commission, Union Public Service Commission, School Service Commission and other competitive examinations are provided under the auspices of UGC-sponsored Coaching Centre for Entry in Services.

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 of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

As per the statute of the University of Calcutta there is no provision for combining regular face-to-face mode of education with that of distance mode of education.

1.3 Curriculum Enrichment

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

The College prefers a curriculum keeping in mind the requirements of students' personality and the demands of the job market simultaneously. The faculty of the College puts in its best efforts to realize the ideas and policies as resolved in the meetings of the Teachers' Council and Academic Committee with suggestions for improvement.

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

The faculty members actively participate in the seminars and symposia conducted by the University for alterations in syllabus and for innovative interventions. For example, Dr. Syed Ali Irfan Naqvi, Associate Professor of the Department of Urdu, as a member of the Board of Studies of the University has suggested for the incorporation of new topics into the undergraduate Urdu syllabus. He has proposed for the inclusion of Urdu poetry authored by contemporary Urdu poets in the undergraduate syllabus. Similarly Dr. Itu Singh, Associate Professor of the Department of Hindi, as a member of the Board of Studies of the University of Burdwan has suggested inclusion of the literary pieces authored by Urdu writers in Hindi undergraduate syllabus for Honours courses.

The Teachers of the College regularly collect relevant information from e-resources and accordingly arrange tutorial classes to help the students understand the latest developments in the discipline.

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 makes efforts to incorporate socially relevant issues into the curriculum with the help of some active cells and units such as: Career Counseling Cell, Women's Forum, NSS and NCC. The Students' Union of the College and all the departments play a vital role in assisting these cells in the implementation of their plans and policies. The Career Counseling Cell for example conducts counseling of the students by inviting some private sector companies like Metlife, Frankfinn, Kotak Mahindra, etc., to enable the students to pursue careers according to their preferences. The Women's Forum organizes awareness programmes on violence against women, gender discrimination --- sometimes in collaboration with NGOs like SWAYAM and some others to awaken the girl students to their rights. Units I and II of the NSS periodically organize awareness programmes in the local areas to improve the level of consciousness of the local people regarding personal hygiene, prevention of AIDS, leprosy, etc., and undertake tree-plantation programmes to curb the level of pollution and global warming. The College has introduced NCC for both male and female students to promote discipline and strengthen civil defense.

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

 Observance of the Days of National Importance: Independence Day, Republic Day, Teachers' Day, Communal Harmony Day, Women's Day, World Physical Disability Day, etc., are observed with the vow to hold aloft the high spirit of nation-building, secularism, civility, human rights and alike. • Observance of Religious Festivals of various sections and communities: The College encourages celebrations of various religious festivals like Eid, Saraswati Puja, etc.



Students in Tree Plantation Programme





Teachers and Students in blood donation camp

The College encourages the following practices to generate social orientation among the students:

- Tree Plantation
- Blood Donation Camp
- Road Safety Awareness Campaign on the eve of Durga Puja Festival

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

The College is not empowered to enrich the curriculum which is exclusively done by the University of Calcutta through the Board of Studies, a body of experts in which the College teachers also participate as members. Recently in 2015 the mechanism of manual feedback from the students on curriculum enrichment has been introduced. Each final year student is provided with a 'feedback form' at the time of collection of their mark sheets from office. After submission of their feedback forms, data are collected and made available to the College Management for analysis.

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

The enrichment programmes include NSS activities and Physical Training. The College organizes teacher-seminars, student-seminars and awareness programmes on some contemporary issues in order to develop awareness among all.

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?

- Teachers are actively connected with the Undergraduate Board of Studies dealing with the issues related to curriculum development. At present there are two professors who are the members of the Undergraduate Board of Studies, University of Calcutta.
- Teachers participate in seminars and workshops on the curriculum of respective subjects organized by the affiliating University.

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 new programmes?

As per rules there is no formal mechanism to obtain feedback from students and stakeholders on Curriculum due to the nonexistence of autonomy with respect to curriculum development. There is indeed a mechanism to obtain manual feedback from the students, but that is not focused on designing the curriculum since anything pertaining to curriculum development is within the purview of the University. Since there is no room for curriculum enrichment at the College level introducing new programmes is not a feasible proposition. But, sometimes the suggestions derived from the workshops organized by different colleges are communicated to the University through the members of the Board of Studies. However, it is under consideration that an improved feedback mechanism needs to be placed to obtain feedback from the parents for the next session.

But although the College has no role relating to designing the curriculum, feedbacks are derived from the students and their guardians about the courses imparted to their children. In this way the College derives glimpses of their understanding of the curriculum. Data collected through students' feedback forms are processed and then each department communicates them to the TIC and the Management. Internally these feedback data are carefully assessed and the areas of students' learning difficulties are addressed.

Findings of feedback analysis ensure certain improvements as mentioned under:

- Teachers seek to revise their teaching skills and methods for the delivery of study materials.
- Resource persons from other Colleges are invited to deliver lectures to the students in the classes.
- Supplementary lectures are delivered.
- Remedial classes are arranged for slow and weak learners.
- Teachers of the College of inter-connected disciplines are consulted on inter-disciplinary aspects entirely on informal basis. For example, to help the students of Political Science in studying the dynamics of Gandhian politics in connection with the khilafat movement within the ambit of national freedom struggle, the help of the Department of History was sought. The concerned teachers of the Department of History provided the required help and the materials, literature on that topic including synopsis was given to the students of Political Science.

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?

- In the academic year of 2015-2016 Honours courses in Journalism and Mass Communication have been introduced. The rationale for introducing Honours course in that subject is rooted in the necessity to properly educate the students for the emerging employment opportunities in today's proliferating media and entertainment industry, both print and electronic. Journalism and Mass Communication continues to be a popular choice for those students aspiring for a career in print and electronic media.
- A short course in Communicative English has been introduced to enhance the competence of students in English language and to prepare them for jobs which require proficiency in English.
- Relevant information in this regard is that due to space constraint introduction of some new programmes and courses has not taken place.

The College offers a variety of courses at the undergraduate level. The curricula are framed by the University of Calcutta and the College is not authorized to make any changes in the curriculum. It is the responsibility of the College to see that the curricula are properly delivered to the students as per the instructions issued by the University.

CRITERION II

TEACHING-LEARNING EVALUATION

2.1 Student enrollment and profile

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

In order to ensure transparency the College issues admission notices on its official website as well as on the notice board clearly specifying the criteria of selection that strictly follow the norms stipulated by the University. To ensure transparency, the merit lists are prepared on the basis of the percentage of marks obtained by the applicants and uploaded to the College website as also on the notice board, accessible to all. The dates of admission are announced by exactly following the schedule notified by the university and there is no room for any deviation from the said norms.

2.1.2 Explain in detail the criteria adapted and the process of admission (I x (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.

This is mandatory for the College to follow the criteria of admission to various courses as stipulated by the University. The students are admitted solely on the basis of the percentage of marks obtained in the preceding Board examination. Merit lists

are prepared for each of the courses which are closely monitored by the faculties of each department. The lists having the names of applicants along with the marks secured by them in the Board examination are displayed on the College website and also on the notice board.

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 College sticks to the University norms regarding the minimum percentage of marks required for admission to various UG courses. A candidate applying for admission to Honours course must have secured (i) 50% in aggregate and 45% marks in the subject or in the allied subject or (ii) 55% marks in the subject or in the related subject or (iii) 50% marks in aggregate when it appears that the applicant has not studied the subject at the board level.

The minimum and maximum percentage of marks secured at the (10+2) Board examination by students admitted to various courses offered by the institution are presented in the following table:

Course of Study	Year of Admission			Percentage of Marks				
	2011	2011			2013	2014		
	Max	Min	Max	Min	Max	Min	Max	Min
English (Hons)	80	60	84	60	75	62	85	62
Education (Hons)	65	48	72	54	70	50	75	46
History (Hons)	75	62	76	60	75	54	80	52
Bengali (Hons)	62	48	65	50	58	50	60	50
Economics (Hons)	80	60	78	55	82	58	80	55
Hindi (Hons)	75	52	78	50	84	50	85	54
Political Science	76	52	78	51	77	53	75	51
Philosophy (Hons)	85	58	88	54	85	52	84	50
Urdu (Hons)	82	50	79	52	85	50	88	56
Commerce (Hons)	80	50	88	54	85	52	88	50
B.A. (General)	60	42	70	46	65	40	70	45
B.Sc. (General)	62	40	67	43	66	45	70	52
B.Com (General)	65	48	62	45	70	55	72	50

In this respect a comparison with other Colleges of the affiliating University clarifies that only for a few courses like English (Hons), Education (Hons), Urdu (Hons), Hindi (Hons.), Political Science (Hons), B.Com (Hons), students who score relatively good percentage of marks in the 10+2 level examination take admission in

this College. But the case is not same for all other subjects. Particularly the students with relatively low percentage of marks at 10+2 level opt for General courses. Furthermore, for the purpose of a realistic comparison with other colleges in Kolkata one unavoidable point is that due to availability of the courses in Urdu and Hindi (both Hons. & Gen.) majority of the students from Urdu and Hindi speaking backgrounds seek admission in this college who are not adequately proficient in reading and writing in English whereas Calcutta University permits only Bengali and English as medium of learning at the undergraduate level. This linguistic disparity stands out as a prickly contrast that largely impedes students' progress and performance in the examinations. Most probably, other colleges in the city do not have to confront this problem to such an extent while Kidderpore College has no mechanism at hand to come out of this fiasco. The problem needs to be taken into account by the higher authorities of 'education governance' in the state.

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

After admission is over the outcomes of the process are reviewed in the meetings of Academic Subcommittee and Admission Committee from time to time. The institution assures that admissions in the new session are done as per the norms and regulations of the University of Calcutta and the notifications of the Education Department of the State Government. Students are admitted to each programme after careful scrutiny of their credentials and the admission process is also meticulously reviewed by the Admission Committee.

In respect of students' profiles sometimes it is felt that the College should introduce certain yardsticks to admit only the applicants with high percentage of marks so that only the meritorious students get opportunities to study here. The issue has been taken up by the Admission Committee and above all by the Teachers' Council and Governing Body (GB) of the College on different occasions. But considering the non-availability of any other college in this locality and more importantly to educate the learners from the weaker sections of the society and local demand, the College has refrained from taking any such drastic step. So our motto is to be responsive, and to understand the bottlenecks that grip our education scenario and to accelerate the process keeping in mind the surrounding factors. Various thoughts like this are under consideration for improvements which will hopefully take place in due course to elicit the true meaning of education. The outcome is that the review of admission process is yet to hatch a policy to restrict admission of weak and mediocre students.

However, to initiate a transparent process the College has embarked on the procedure of online admission and has finally implemented this policy in the year 2015.

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

The institution upholds the principles of inclusive education and welfare of the underprivileged as enshrined in the national commitment to diversity and inclusion. Its genuine concern for equity can be seen in the admission process which is devoted to the cause of social justice. The College is not authorized to chalk out its own admission policy so as to provide maximum possible privileges to the underprivileged sections of the society, except what is instructed by the government policies. But at the same time as per the government regulations the institution keeps certain seats under reservation which follows the state-policy of reservation for the SCs, STs, Dalits and OBCs and sportspersons. The table furnished below amply reveals the volume of students coming from the categories of OBC and Muslim minority and female:

	Year 1		Year 2		Year 3		Year 4	
Categories	2010-1	.1	2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	17	4	19	3	17	15	0	1
ST	1	1	2	0	0	1	0	2
OBC	18	16	20	16	43	36	119	83
Muslim	358	219	419	333	343	455	448	368
Minority								
General	789	402	861	391	814	615	821	570

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

Sl No.	Name of the programme	Year	No. of Applicants	No. of Students admitted	Demand Ratio
1	Bengali	2010-11	12	7	2:1

	(Hons)				
	(210110)	2011 12	10	1	10 1
		2011-12	12	1	12:1
		2012-13	6	5	1.2:1
	TT: 1: (TT	2013-14	8	4	2:1
2	Hindi (Hons)	2010-11	18	11	2:1
		2011-12	20	20	1:1
		2012-13	20	18	1:1
		2013-14	35	23	1.5:1
3	Urdu (Hons)	2010-11	24	20	1.2:1
		2011-12	16	9	1.7:1
		2012-13	19	16	1.18:1
		2013-14	30	24	1.25 : 1
4	History (Hons)	2010-11	30	19	1.57 : 1
		2011-12	32	24	1.3:1
		2012-13	22	20	1.1:1
		2013-14	20	11	1.8:1
5	Philosophy (Hons.)	2010-11	10	3	3:1
		2011-12	10	0	0:1
		2012-13	2	2	1:1
		2013-14	3	0	0:1
6	Political Sc. (Hons)	2010-11	22	15	2:1
		2011-12	12	10	1.2:1
		2012-13	16	15	1.06:1
		2013-14	18	10	2:1
7	English (Hons)	2010-11	60	42	1.42 : 1
		2011-12	37	34	1.08:1
		2012-13	38	35	1.08:1
		2013-14	30	23	1.3:1
8	Education (Hons)	2010-11	25	18	1.38:1
		2011-12	17	7	2.4:1
		2012-13	28	20	1.4:1
		2013-14	30	24	1.25 : 1
9	Economics (Hons)	2010-11	5	1	5:1
		2011-12	5	3	1.6:1
		2012-13	0	0	0:0
		2013-14	6	2	3:1
10	Commerce (Hons)	2010-11	140	123	1.13:1
		2011-12	98	92	1.06:1
		2012-13	116	103	1.12:1
		2013-14	102	91	1.12:1
11	B.A.(General)	2010-11	930	827	1.12:1

		2011-12	1000	923	1.08:1
		2012-13	1050	1012	1.03:1
		2013-14	1306	1232	1.06:1
12	B.Sc (General)	2010-11	3	2	1.5:1
		2011-12	3	2	1.5:1
		2012-13	12	8	1.5:1
		2013-14	16	11	1.45:1
13	B.Com (General)	2010-11	148	116	1.27 : 1
		2011-12	168	125	1.34:1
		2012-13	198	156	1.2:1
		2013-14	202	144	1.4:1

Demand for admission to the general courses is very high in this College. Also demands for admission to some Honours courses have increased. However, since the College has no provision for degree courses in pure science, only the students taking up Geography, Economics and Mathematics can pursue B. Sc degree without honours. But the College is seriously trying to open Honours courses in Mathematics and Geography. The demand for admission to the courses in Philosophy, Economics and Bengali is relatively low compared to the demand for other disciplines. There are valid reasons for this particular deficit in respect of the demand side. Demands for the subjects like, Economics and Philosophy have dropped in view of low employment opportunities through School Service Commission which has currently opened up opportunity of employment in West Bengal. The demand for Bengali has always been low in this College since majority of the applicants belong to the neighbourhood of Kidderpore, Ekbalpore, Mominpore, Metiabruz, etc., and are from Urdu and Hindi speaking background. Their preferences are mostly for Hindi and Urdu. As a result the demands for the courses in Hindi and Urdu are rather high in this College compared to other Colleges of the city.

To cater to the increasing need for higher education, the College intends to start more UG programmes. With this objective in mind the College has forwarded proposals to the University of Calcutta and the Government of West Bengal to start a new course in Computer Science. It has already introduced Honours course in Journalism and Mass Communication and has made attempts to introduce Honours courses in Geography and Persian Language and Literature. An inspection team from the University and the Department of Higher Education came to consider the suitability of opening Computer Science in this College but the University has turned down the proposal due to non-availability of adequate space and has suggested creation of the required space for the purpose. Accordingly the College is trying to create space needed to begin the course. In view of the existing demand for higher education of the students, the College hosts a study centre for 'distance education', affiliated to Netaji Subhash Open University.

2.2 Catering to Diverse Needs of Students

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

The College is responsive towards the needs of the differently-abled students. As per the admission guidelines those students are given admission, and necessary infrastructural provisions have been created for their mobility, regular class attendance, etc. and so on.

The College has provided facilities to those differently-abled students through the HEPSN scheme funded by UGC. But due to unavoidable reasons the HEPSN programme has ceased to exist. But planning is underway to restart the programme for the welfare of differently-abled students.

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 of the process.

At the beginning of each session the teachers of each department meet the new students to collect information regarding their needs and difficulties which they usually face in the new set-up. In the process the College derives the students' orientations and aptitudes in different fields and their academic ambitions in future. In this effort the College serves to meet their educational needs by flexible delivery of the curriculum under the University rules. In addition, sometimes steps are taken to assist the students if they exhibit aptitude in athletics, sports, etc.

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 programmes of their choice? (Bridge / Remedial / add – on / Enrichment courses etc)

The UGC-funded remedial coaching classes are held to improve the perception level of slow and weak learners. Besides, tutorial classes are taken to enable them to cope with the progress of their courses. This two-pronged strategy is implemented to reduce the knowledge gap of the slow and weak learners.

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

Workshops and awareness programmes are organized by Women's Forum to sensitize the students on issues like gender and environment. Every year on 6 December 'Kidderpore College Women's Forum' organizes an awareness programme on "Violence against Women at the Time of Communal Riots and Making Women Aware of Their Fundamental Rights".

Apart from that, in September 2014, the Women's Forum also organized an awareness programme on 'Equal Opportunity of Education' involving both the boys and girls in collaboration with SWAYAM, an NGO by utilizing the fund available under Equal Opportunity Cell of the UGC.

Also the NSS and NCC units of the College take initiatives to create awareness among the students for protection of environment and sustainable development through its outreach programme of tree-plantation, and conduct workshops to promote awareness about personal hygiene.

As per the UGC guidelines the College is also planning to set-up an anti-Ragging Cell to protect personal dignity, physical and psychological safety and security of each student ---irrespective of caste, community, gender and any other social background.

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

Advanced learners are identified through their performance in the classes and unit tests, mid-term examinations and finally the selection tests. Also day-to-day

interactions with the students enable the teachers to identify the advanced learners. But given the prevalence of the principle of 'equal opportunity' it is not practicable to make some special provision in the lesson plan and in the class routine for those advanced students as it would create a dichotomy among the students. But still merit counts and cannot be browbeaten. So the teachers tend to innovate some methods. Through improvised methods of teaching they satisfy the needs of the advanced students. Sustained explorations in the classes as well as outside sharpen their mind and thought-process. The College library has also submitted a proposal for the membership of e-journals and e-books database of INFLIBNET to the Library Committee which would provide adequate exposure to the advanced learners of the College and the proposal has been accepted by the Library Committee, but awaiting the Finance Committee's approval. Also the students are encouraged to present papers in student seminars, departmental quiz contest, debate, extempore and elocution competition which are the spaces to exude brilliance of those advanced learners.

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

The students who are at the risk of dropping out are identified through day-to-day interaction in the classes and by analyzing their results in unit tests and mid-term tests. Based on the collection of information by means of participatory observation the departments analyze the issues in the frequently held departmental meetings and inform the College authority about the downbeat scenario. For the students from the disadvantaged sections of society the College provides financial assistance to the students through the scheme of Student Aid Fund. The College encourages students belonging to the minority community to apply for minority scholarships provided by the Government of West Bengal and financial help under the recently-introduced 'Kanyashree' scheme which provides a modicum of financial relief to the girl students. But apart from them the College has no more means at hand to prevent them from dropping out except arranging the parent-teacher meetings regularly where guardians are consistently counseled for not allowing their children to leave the precincts of college education. Fortunately, in spite of the perennial difficulties the guardians, especially the female guardians, i.e. mothers of the girl students have been coming forward resolutely to allow their girl children to pursue until their college education is complete. This way a silent revolution is taking place almost behind everybody's gaze which is the ray of hope for future. For the physically challenged students the College is dedicated to help them when they face problems;

but there is no such student at present in the College and in the previous years no physically challenged student dropped out which is an achievement to be taken into account.

2.3 Teaching – Learning Process

2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic Calendar, teaching plan, evaluation blue print, etc)?

The College has no opportunity to chalk out the Academic Calendar for the whole year. The academic programmes of the College follow the Academic Calendar of the University of Calcutta. Apart from that, an academic plan specific to our College is prepared along with department-wise teaching plans that contain the names of individual teachers; the papers and the topics to be taught by each of them are prepared at the departmental level and supplied to the students at the beginning of the session. Progress of the syllabus is done according to the teaching plan which is carefully kept and followed by each department. Planning and preparation for unit tests are done in the departmental meetings and the evaluated scripts are shown to the students for identification and correction of their mistakes. The Selection Tests are held every year before the students appear in the final examinations. The final evaluation of the students is done according to the University schedule. The results of examinations are published and mark-sheets are issued by the University as per schedule. The mark sheets are delivered to the students by the College after the University hands them over to the college.

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

The departments submit their teaching plans at the beginning of each academic session and the records of departmental activities at the end of each session are submitted to the IQAC. The IQAC encourages the departments to organize departmental seminars, teachers' seminars and invited lectures. IQAC has also proposed to supplement the usual talk and chalk method by the use of ICT in class-room which needs time, adequate space and adequate fund for implementation.

At present the IQAC is planning to organize workshops in each academic session for the enrichment of teaching quality.

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?

Student-centric learning is ensured in the following manner:

- Teachers encourage interactive learning through group discussion among the students on a particular topic. Interactive learning also occurs in the classes when the students interact with the teachers on the topics being taught;
- Departmental educational tours, students' seminars, departmental wall
 magazines published by the students under regular supervision of the
 teachers are the systems of 'collaborative learning' that orients the
 community of learners towards cultivating shared experiences. All those
 academic endeavours are premeditated to generate a support system for
 collaborative learning and the students are induced to explore the
 learning resources from beyond what the typical classroom teaching
 regularly delivers;
- Teachers identify the advanced and slow learners on the basis of their performances in the unit tests and mid-term tests. By that measure it is found that the learning abilities of the students are never the same. But although due to the official policy of equal opportunity there cannot be a clear-cut split between the advanced and slow-learners, but to fulfill their requirements the advanced learners are given advanced reading resources for enrichment and to hone the skill for independent learning, while the slow learners are offered supplementary assistance through remedial classes; and
- The method of curriculum delivery moves progressively from simpler to complex topics and this method is designed to help the students to comprehend the logical structure of the curriculum and linkage between

the topics. This process is adopted to raise the capacity of the students for independent learning.

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

The institution seeks to accomplish those objectives through various means stated below:

- Students are encouraged to visit the College library and other libraries like the National Library to access plenty of reading resources like journals and periodicals, apart from the text and reference books recommended by the teachers in the classes. Reading numerous writings on many topics sensitizes them to grow a faculty of critical thinking that induces them to developing creative urge. The institution also nurtures their minds to grow scientific thinking to make them receptive to the drives against environment pollution, scientific queries instead of abstract thinking, superstition, gender inequality and so on. It is also imparted to them that learning is a life-long process and that it does not end up with the completion of formal education in the schools, colleges and universities. Above all, it is taught to them that the 'society is a gigantic school' and an eternal source of learning which a student, as today's torch-bearer, needs to explore in order to pass on the provable knowledge to the humanists of next generations.
- Under the supervision of the teachers, students participate in cultural activities and programmes which nurture their creative potential in developing skills in the areas of performing arts like music, dance and drama. The College also under the supervision of the IQAC plans to arrange workshops to motivate them to creative writing.
- Awareness programmes and activities under Women's Forum, NSS units
 (I and II) help to instill a sense of civic responsibility, impartial social
 vision and universal consciousness, which also assist in building a
 scientific temper among the students.
- 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?

The usual chalk-and-talk method is supplemented by short educational tours, screening of films relevant to the texts of the learners with the help of LCD projector, use of maps and lecture seminars by inviting renowned resource-persons from other Colleges and Universities. The College library has also taken initiative to get it registered under the N-List Programme of INFLIBNET which gives the faculty access to on-line journals for unhindered advancement of knowledge needed for effective teaching. The teachers of the College are also provided with the facility of institutional membership of the British Council Library. However, the institution is yet to build up the required infrastructural support system to develop the facilities like, virtual laboratory, e-learning resources from the NPTEL and NME-ICT, etc.

- 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 College teachers are encouraged to acquire advanced level of knowledge by enrolling in Orientation Programmes, Refresher Courses, workshops, summer and winter schools, national and international seminars, symposia and other faculty development programmes;
 - The teachers who are motivated towards research have been granted financial assistance from the UGC for Minor Research Projects. During the last four years (2010-14) three (03) Minor Research Projects have been completed and two (02) are undertaken by the faculty;
 - The departments organize seminars, workshops and invite experts from various disciplinary fields for lectures;
 - The endowment of the College Library in terms of books, magazines and journals is perfectly suited for blended learning.
 - The College encourages inter-disciplinary learning by initiating interdepartmental collaborative seminars, quiz contests and inter-departmental collaborative teaching.

- 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?
 - Remedial classes are held to cater to the needs of slow learners as an academic support, supplementing the regular classes. All through the last four years (2010 2014) nearly 2000 remedial classes had been attended and taken by the teachers;
 - The Career Counseling Cell under the UGC scheme facilitates entrance tests for students for professional courses and jobs. Professional agencies are invited to prepare students for various professions. Many students of the earlier periods have secured training initially and thereafter recruited by Metlife, IBM, Frankfin, etc.
 - Teachers provide academic advice and guidance to the students beyond class hours to improve their learning skills. This reflects commitment and sincerity of the teachers to the needs of the students.
- 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?

The innovative teaching approaches/methods adopted by the faculty during the last four years involve:

- Encouragement to creative thinking among the students, certain select content are enacted through play-acting as this contains high recall value wherein learners can forge associative links between the play and the course content. For example in the department of Political Science, when the students are taught the composition, functions of the Indian Parliament and relation between the Lok Sabha and Rajya Sabha, the programme of 'Youth Parliament' is staged by involving the students in the drama so that they can get a practical knowledge of the functioning of the Parliament;
- Teaching aids like maps, films and charts are used to involve the students actively in the teaching-learning process;

- Student seminars are initiated and wall magazines are published to engage the students actively in the learning procedure and ensuring that it is tantamount to an overall capacity-building exercise where they can exhibit their own skills to practically implement what they learn;
- Experts are invited from various disciplines to deliver lectures to the students either in the class or in the departmental seminars, organized by all departments to expose the students to research-oriented specialized knowledge; and
- Hands-on learning is encouraged through departmental educational tours and project works.

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

The College library has developed a library portal containing alphabetically arranged list of books and installed it in the College Website. The students can get first-hand knowledge about the books available in the College library by accessing this portal. The library provides sufficient reading space and congenial ambience to the students. In the library they can access books, newspapers, journals and magazines, and if necessary, can photocopy the reading materials. New editions of books are added regularly and the library stock is updated with current volumes. Books, journals and magazines are issued to the students by maintaining a system of manual catalogue.

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

The College makes every effort to impart the entire syllabi as per the lesson plan within the available working days. But, sometimes classes are hampered due to irregular attendance of the students. To overcome this problem, the parents of particularly irregular students are called to make them aware of this lapse. Both the students and their parents are counseled and urged upon to ensure regular attendance.

If the measures fail the teachers arrange extra classes beyond the scheduled hour to compensate the shortfall.

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

The institution advises the faculty members to improve teaching strategies based on the analysis of results of the class-tests and mid-term tests. Sometimes departments arrange 'guardian meet' to receive feedback on existing teaching method so that the teachers can modify their teaching plan.

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 resources (qualified and competent teachers) to meet the changing requirements of the curriculum.
 - The full-time teachers of the College are recruited through the recommendations of the West Bengal College Service Commission as per the norms of UGC and Government of West Bengal.
 - The Part-time and Guest lecturers are recruited by the Selection Committee, consisting of the TIC, Heads of the Departments and external subject experts through interview. But the Government has stalled the recruitment of part-time teachers.
 - The College appoints Guest lecturers to increase the number of teachers, if needed.
 - Teachers regularly update themselves by attending orientation programmes, refresher courses, faculty development programmes, seminars, workshops, etc.

2.4.2 How does the institution cope with the growing demand / scarcity of qualified senior faculty members to teach new programmes / modern areas of study being introduced (Bio technology, 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 encourages the existing faculty members to cope with the changes in the University-prescribed syllabi. In the case of inadequate number of full time teachers guest lecturers are recruited. For the appointment of guest lecturers, advertisements are published in the leading newspapers. The requisite qualifications for applying for the post of guest lecturer are as per the UGC norms. Appointments are made through interview by a duly constituted selection committee. In this way the recruitment of competent teachers is ensured.

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.

Nomination to staff development programmes

Academic	Staff	Development	Number	of	Faculty	Members
Programmes	1		Nominated	l		
Refresher Co	urses		21			
Orientation P	rogrammes		22			
Human	Resource	Development	2 (F.D.P.)			
Programmes						
Summer/Win	10					

Faculty members' Training Programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning:

During the last four years the institution has not been able to organize any training programme to empower and enable the use of tools and technology for improved teaching-learning. However the institution encourages the faculty members to attend the training programmes conducted by the University on Evaluation and Assessment.

Percentage of Faculty Members:

- Invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies 20%
- Participated in external Workshops/Seminars/Conferences recognized by national/International professional bodies – 90%
- Presented papers in Workshops/Seminars/Conferences conducted by recognized professional agencies – 46%
- 2.4.4 What policies / systems are in place to recharge teachers? (e.g. providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes, etc.)

Teachers are encouraged to pursue research and to avail of research grants from the UGC and other academic bodies. All research proposals are examined and approved by the Research and Publication Sub-Committee of the Teachers' Council before sending them to the UGC for approval. Seven of our teachers have completed their Minor Research Projects funded by the UGC. Five teachers are engaged in doctoral research. One faculty member has submitted Ph. D thesis under the FIP Scheme and another teacher has completed Ph. D work under the FIP Scheme. Under the FIP Scheme of the UGC, teachers are released from College duties to complete their research work including thesis-writing. The College authority encourages teachers to attend and present papers in Seminars and Conferences. Some of our faculty members have published articles in reputed and peer-reviewed journals and six of them have authored books.

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

Till date there is no faculty member in this College who has received awards/recognition at the state, national, international level for excellence in teaching during the last four years.

However, the institutional emphasis on the effort to develop excellence in teaching by various methods and measures has inspired the teaching faculty to bring out the best in them.

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 teaching-learning process?

The College has developed a mechanism for the evaluation of teachers by the students. For this purpose a system of manual feedback has been introduced in 2015. A 'feedback form' is issued to the students who appear in the final examination and visit the college to collect his/her mark sheets from College office. The 'feedback form' contains a structured questionnaire which helps the students to record their assessment of the teachers on individual basis. Data are analyzed and reviewed by the faculty members and in accordance with the findings the teachers try to improve their teaching-skills subsequently. The manual feedback system unfolds the areas that need improvement in teaching and delivery of learning materials in and out of the classroom.

But till now there is no rule or scope with regard to evaluation of the teachers by external peers or any specialized agency apart from the NAAC whose evaluation was done in 2004. However, for the purpose of evaluation by the teachers themselves there is a system of self-appraisal of the incumbent faculties. The teachers are required to fill up a self-appraisal form to assess their own performance over a certain period which itself speaks on the strength and weaknesses of each them and the areas where their performance requires improvement. Above all, introduction of Academic Performance Index (API) score of individual teachers leaves no room for overlooking this important aspect of self-appraisal since the new mechanism is linked with the promotion and career development of all teachers. So evaluation of the teachers by the students, authority and of course by themselves is consistently maintained which in due course is bound to contribute to the achievements of the institution.

2.5 Evaluation Process and Reforms

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

The students are informed about the methods of evaluation right at the beginning of each academic session. The question papers of the University examinations held previously are provided to the students by the teachers and the College Library. The students are informed about class tests, mid-term tests and selection tests in advance. They are also made aware of the updates on curriculum revision, alterations in the question patterns and the best way to prepare for the examinations. Due to occasional changes in the patterns of examination and evaluation of answer-scripts, the University provides guidelines of evaluation in detail; and each year the Coordinator of the Zonal Centre at the College issues the instructions/guidelines to the examiners in compliance with the university system. The Head Examiners also shoulder responsibilities to keep the examiners aware of the evaluation process to ensure uniformity.

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 major evaluation reform introduced by the University of Calcutta and adopted by the affiliated Colleges is the (1+1+1) annual system of evaluation where students have to appear in University examination at the end of each year. The most recent evaluation reform introduced by the University is the system of supplementary examination for students who fail to clear the Part I examination.

The College has the authority to introduce evaluation reforms relating to internal assessment which is not included in the final assessment by the University. However during the last four years no remarkable change or reform has been introduced to the internal evaluation process.

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

The College ensures effective implementation of the evaluation reforms introduced by the University by following the academic calendar of the University. The teachers put in every possible effort to complete the syllabus for all UG courses offered by the College within the scheduled time. The internally held examinations and evaluation process are concluded to enable the students to fill up forms to appear in the University examination within the dates fixed by the University.

Furthermore, the College makes its infrastructure and manpower available for holding the University examinations (B.A/B. Sc/B.Com Part I, II, III supplementary and compulsory languages). Each year under the directions of the University, the College as the Examination Centre holds Part I, II & III examinations and thereby accommodates hundreds of students from three or more Colleges according to the allotments made by the University.

Since the College has not introduced any notable reform in its internal evaluation system, the question of effective implementation of those reforms does not arise.

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

A number of standard methods of formative assessment like tutorials, class tests and home assignments are adopted by all departments to measure students' achievement after imparting two or three inter-related topics. Regular interaction with the students in classes also enables the teachers to assess their understanding of a particular topic. For the purpose of summative assessment, concerned departments look forward to mid-term tests and selection tests which demonstrate overall performance of a particular class comprising both advanced and weak learners. The teachers are used to reorient their methods of teaching on the basis of the findings of those assessments.

It is to report that the selection tests are held before sending the students for final University examinations after the completion of the entire syllabus. It helps to assess the overall preparation of the students for the forthcoming University examinations. Formative assessment of the students' achievements has cast a positive impact in the sense that slow and weak learners are identified at this stage and measures are taken to improve their performance through remedial coaching classes. Advanced learners are also identified through formative assessment and necessary support and guidance is provided to them by arranging tutorial classes for further improvements on their performance.

Summative assessment has also a positive impact in the sense that students get opportunities to be aware of the pattern of University examinations beforehand. They also benefit while going through their evaluated answer scripts. Thus, they are sensitized to their own lapses that require more learning and reading to get rid of the errors and oversights during the remaining time.

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

Adequate scope to ensure rigor and transparency in internal assessments is a variable proposition in the context of University's total control over the process of student assessment. The College is not an autonomous institution to run a parallel assessment system, except making the students aware of their deficiencies in writing the answers correctly within the stipulated hours. However, internal tests are taken for the sake of keeping them under the leash of evaluation process. The evaluated scripts of all internal assessments are shown to them to make it open and transparent so that the students themselves can verify their strength and weaknesses and the amount of workload they would have to undertake before the final examinations. In that sense the internal assessments act as a premonition to keep them alert of the demands of forthcoming examinations.

On matters of students' behavior the Teacher-in-Charge and teachers at the beginning of each session keep them well-informed on the behavioural norms to be strictly followed. These sessions are held to orient them to the code of conduct as specified in the Students' Prospectus failing which they face punitive measures from the College authority. The Discipline Maintenance Committee constituted by the Teachers' Council takes a leading part in shaping the behaviour and conduct of the students within the precincts of the college. Since the College is a co-educational institution, special care is always in place to ensure the dignity and safety of the female students which is perhaps evident in the increasing enrolment of female students every year. Also the faculty members always alert the students against using mobile phones in the class-rooms and playing music on those devices inside the college. If any lapses occur, the students involved are heavily reprimanded and warned to keep the ambience unsullied.

Students are also encouraged to independent learning through participation in student seminars, group discussions and projects which they have to do independently in an effort to grow self-reliant.

There is no denying that at present communication skill is a pressing need. This seems to be particularly important for the courses in English, Journalism and Mass

Communication. Nevertheless, there is no room for complacency in the case of other subjects too and for all the departments communication skills are sharpened through students' paper presentations, participation in inter-college debate competition, drama competition and extempore speech, essay-writing, recitation, etc.

2.5.6 What are the graduates attributes specified by the College / affiliating University? How does the College ensure the attainment of these by the Students?

In addition to curriculum-based knowledge in their respective disciplines, the attributes acquired by the students graduated from this institution are:

- their ability to think rationally and critically about various social, economic and political issues;
- development of impartial judgmental and rational faculty;
- consciousness about environment and a sense of civic responsibility and sincerity;
- the urge to become economically and socially independent; and
- an awareness to improve the living conditions of the neighbourhood community.

The teachers of this College put in maximum effort to ensure the attainment of all these attributes by creating an atmosphere of confidence, competence and unflawed accountability to the students. The arena of cordial relation between the teachers and the students is discerned as a meeting ground which enables every teacher to know about his/her student's quality/merit individually which is expressed through various extra-curricular activities, cultural programmes, sports, NSS and NCC activities held by the College, sometimes in collaboration with the Students' Union. Also it needs to be highlighted that the students are inspired to cherish aspirations and visions so as to visualize their future in terms of uprightness, self-esteem, value-judgment and building the country along lines of dignity, morality and empathy. Being the members of young India they are encouraged to be the forerunners of change that the country is in need today.

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

So far as the grievances regarding internal evaluation process are concerned, after the completion of each class-test, mid-term and selection test, the evaluated scripts are handed over to the students so that they can go through it. If they have any grievance regarding the marks obtained, they can directly communicate their grievances to the teacher concerned, who takes care of such grievances by an open discussion with the students. Apart from this, there is a Grievance Redressal Cell to address the complaints of the students in general.

So far as the University examinations are concerned, the students get the opportunity to review their answer scripts after the results are published. Any student can apply for a review of his/her answer script through this own College. The right to see one's own evaluated answer script of a particular University examination is also assured to the students through RTI.

2.6 Student Performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

The major learning outcomes of this College are clearly stated in the institutional vision, mission and the objectives (please see 1.1.1 for the details). The main objective is to train the students adequately in the undergraduate programmes and courses and to enable them to pursue higher education further to secure decent employment and self-reliance. These learning outcomes are communicated to all the stakeholders in some special occasions like the Annual Sports, Prize Distribution Ceremony, Cultural Programmes and Commemorative Functions, etc.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of the students through the duration of the course / programme? Provide an analysis of the students' results / achievements (Programme / course wise for the last four years) and

explain the differences if any and patterns of achievement across the programmes / courses offered

The institution monitors the progress and performance of students by holding regular class tests and by conducting the mid-term and selection tests. The same is communicated to the parents by holding Parents-Teachers' meeting on a regular basis throughout the duration of the courses/programmes.

The students' results and achievements during the last four years are given as follows:

B.A. Honours and General – Final Examination, University of Calcutta.

B.A. & B.Com Honours 2010 – 11

Subject	No. of	Students	No. of	Students	No. of	Students
	Appeari	ng in	Passed	the	Passed	With
	Part	III	Examina	ation	60% or	Above
	Examina	ation				
	Male	Female	Male	Female	Male	Female
1. Bengali	3	2	3	2	0	0
2. Hindi	2	9	2	9	0	1
3. Urdu	8	24	9	21	1	1
4. History	0	3	0	3	0	0
5. Philosophy	0	0	0	0	0	0
6. Political	0	1	0	1	0	0
Science						
7. English	6	3	6	3	0	0
8. Education	0	2	0	2	0	0
9. Economics	0	0	0	0	0	0
10. Accounting &	18	3	18	3	4	1
Finance						
(Commerce)						

2010 - 11

Name of the Programme	Year	Appeare	Students d in Part ination		Part III
		Male	Female	Male	Female
B.A. (General)	2010 – 2011	174	194	102	85
B.Com (General)	2010 – 2011	108	28	69	05

B.A. & B.Com Honours 2011 – **12**

Subje	ct	No. of	Students	No. of	Students	No. of	Students
		Appear	ing in	Passed	the	Passed	With
		Part	III	Examin	ation	60% or	Above
		Examin	ation				
		Male	Female	Male	Female	Male	Female
1.	Bengali	2	3	2	2	0	0
2.	Hindi	3	9	0	4	0	0
3.	Urdu	1	10	2	3	0	1
4.	History	1	6	0	5	0	0
5.	Philosophy	0	0	0	0	0	0
6.	Political	0	1	0	1	0	0
	Science						
7.	English	4	7	0	3	0	0
8.	Education	0	1	0	1	0	0
9.	Economics	0	0	0	0	0	0
10	. Accounting &	86	5	70	8	5	1
	Finance						
	(Commerce)						

2011 – 12

Name of the Programme	Year	Appeared	Students l in Part ination		Part III
		Male	Female	Male	Female
B.A (General)	2011 – 2012	48	60	30	45
B.Com (General)	2011 – 2012	52	22	31	4

B.A. & B.Com Honours 2012 – 13

Appearing in		No. of Students Passed Part III Examination				
	Male	Female	Male	Female	Male	Female
1. Bengali	0	2	0	2	0	0
2. Hindi	3	6	2	6	0	1
3. Urdu	1	15	1	15	1	0
4. History	0	1	0	1	0	0
5. Philosophy	0	0	0	0	0	0

6.	Political	0	1	0	1	0	0
	Science						
7.	English	4	6	4	6	0	0
8.	Education	0	2	0	2	0	0
9.	Economics	0	0	0	0	0	0
10.	Accounting &	32	22	26	5	4	0
	Finance						
	(Commerce)						

2012 – 13

Name of the Programme	Year	Appeared	Students I in Part	Passed	Part III
				Examina	
		Male	Female	Male	Female
B.A. (General)	2012 – 2013	45	96	22	31
B.Com (General)	2012 – 2013	43	22	21	4

B.A. & B.Com Honours 2013 – 14

Subject	No. of	Students	No. of	Students	No. of	Students	
	Appeari	ing in	Passed	Part III	With	60% or	
	Part	III	Examina	ation	Above		
	Examin	ation	100				
	Male	Female	Male	Female	Male	Female	
1. Bengali	3	1	3	1	0	0	
2. Hindi	4	11	1	11	0	0	
3. Urdu	3	4	3	4	0	3	
4. History	0	2	0	2	0	0	
5. Philosophy	0	0	0	0	0	0	
6. Political	0	2	0	1	0	0	
Science							
7. English	1	2	1	2	1	1	
8. Education	2	3	1	2	0	0	
9. Economics	0	0	0	0	0	0	
10. Accounting &	31	13	6	3	4	1	
Finance							
(Commerce)							

2013 – 14

Name of the Programme	Year		Students in Part ination		Part III
		Male	Female	Male	Female
B.A. (General)	2013 – 2014	65	81	5	19
B.Com (General)	2013 – 2014	44	21	21	4

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

Majority of the students, admitted in this College hail from the economically underprivileged classes. So the College authority tries its best to trim down the expenditures on education to be borne by the guardians and also provides financial assistance through the student Aid-Fund and minority Scholarship Scheme to the needy students. As a part of the teaching-learning strategy, the institution provides the students with unfettered access to the library resources, photocopy facility at a minimum cost in the library, remedial coaching, Entry in Services facilities and the opportunity of interaction with experts through special lectures and seminars.

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?





Programme of the Career Conselling Cell

All the programmes offered in this institution equip the students to take up jobs or become self-employed to satisfy their career ambitions. Under the UGC Scheme, the College facilitates entrance tests for students through the Career-counseling Cell for professional courses and jobs. Several professional agencies have been invited from time to time to prepare the students for various professions. In the preceding years many students have got training initially and thereafter recruited by Metlife, IBM, Frankfin, etc. Apart from this, there is a provision of UGC-sponsored Minority students' coaching for competitive examinations through the Entry into Service Cell. Under this scheme, the students of this College as well as the aspirants from the local community can avail of the opportunity to prepare themselves for competitive

examinations like SSC, PSC, WBCS, etc. It is noted here that the Camelia Institute of Management and IIJT have organized training sessions in the College.

Other than Career Counseling and Entry into services cells, the College is also proposing to open a certificate course on Basic Computer Learning for the interested students.

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

The institution collects data on students' learning primarily on the basis of their performance in the class tests, mid-term and selection tests and in the University examinations. Accordingly the College offers special guidance to slow and weak learners through remedial classes and provides additional resources to the advanced learners through tutorial classes.

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

The Institution monitors the learning outcomes through reviews of teaching and learning methods in departmental and Teachers' Council meetings and ensures improved learning outcomes through regular classes, home assignments, wall magazines published by the students under the close supervision of the teachers. The institutional practice of parent-teachers' meeting also serves as a catalyst to ensure their learning outcomes.

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

Yes, the institution and the individual teachers use assessment/evaluation outcomes as an indicator to evaluate student performance, achievement of learning objectives and planning. Relevant information are given below:

 Formative assessments in the form of class tests and home assignments, arranged after the completion of each topic help detect the deficiencies in each individual student to understand a particular topic. The class tests and home assignments also help the teachers to identify slow and

- advanced learners. Accordingly the teachers arrange remedial classes for weak students and tutorial classes for advanced students.
- Summative assessments in the form of mid-term and selection tests are helpful in judging the overall preparation of students for the University examinations. Accordingly, extra classes are taken by the teachers beyond the scheduled academic session to enable the students to overcome their deficiencies before the University examination. The College would like to include any other relevant information regarding Teacher-Learning and Evaluation.
- Due to the institutional policy of providing maximum access to the students from diverse social strata, the cut-off marks at the entry level is the minimum as stipulated by the affiliating University. The teachers, therefore, try to make the teaching-learning process as much student-centric as possible in view of the limited learning capacity of a significant number of students in all courses run by the institution. Another important fact is that most of the students, due to their poor economic background are employed. They earn to maintain their family and to bear the expenses of their college education. So, under compulsion they take recourse to 'earn and learn'. These students are unable to attend classes regularly. As a result the teachers have to arrange special classes at the end of the academic session to enable them to complete their syllabi and to perform well in the University examination.

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

This College is an undergraduate institution, so it has no such facility.

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

There is a Research and Publication Committee in the College to raise interests in research among the faculty members. The Committee encourages the teachers to apply for Minor Research Projects, the teachers with doctoral degree to pursue post-doctoral research works and teachers without Ph. D to pursue Ph. D. The Committee comprises the TIC of the College as the Chairman, one faculty member as the Convener and other faculty members of different departments of the College as members. However, since this institution does not have a well-equipped research centre, or a regularly published research journal, the Research and Publication Committee cannot make recommendations for, or implement any major research project.

The Committee can only encourage the faculty members to apply for Minor Research Projects. It also puts in sincere efforts to organize seminar/symposia/workshop to motivate and attract the faculty members for research. The Committee also extends its support and cooperation to the departments in organising departmental seminars. Besides, the Committee has a plan to publish a

bi-annual multi-disciplinary research journal inviting articles from scholars of various disciplines across different colleges and universities.

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

The authority always encourages the faculty members in carrying out their individual research projects by providing various facilities like:

- Time-off, reduced teaching load, leave as per Faculty Improvement Programme, etc.
- Fulfillment of information requirements.
- Timely audit and submission of utilization certificate to the funding authorities.

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

The institution encourages the students to participate and present papers in students' seminars organized by the individual departments under the initiative of the Research and Publication Committee and to participate in the workshops and seminars organized by other institutions. This facilitates development of scientific spirit and aptitude for research among them. Besides, educational short tours arranged by all departments help the students in stimulating their observation and analytical power necessary for scientific temper and research ability.

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

SL NO.	FACULTY	ACTIVITY		
1.	Subrata Bagchi,	Subrata Bagchi has completed the		
	Associate Professor of	following Minor Research Projects funded		
	Political Science.	by UGC.		
		1. "Muslim Women, Education and		
		Citizenship: A study of Their Exclusion in		
		Kolkata and in the districts of North and		
		South 24 Parganas".		
		2. "Child Labour, Grass-root Realities and		

		the Agenda of Human Development: a case study of Central and South Kolkata and Adjoining Areas of South 24 Parganas" Period of report: 2002 – 2003. A number of articles authored by Subrata Bagchi and published in various Peerreviewed journals, the books authored by him and papers presented and published in conferences, seminars, workshops and symposia are materials of great assistance to the students, teachers and research scholars.
2.	Dr. Ruma Bandopadhyay, Associate Professor of Bengali	Dr. Ruma Bandyopadhyay has completed the following Minor Research Projects funded by UGC. 1. "Madhyayuger Bangle Mangal Kabya Nimnabarger Abasthiti (15 th to 18 th Century)" UGC approval No. and Date: PHW - 018/02, November 14, 2002. Period of report: from 2002 to 2004. 2. "Prak — Swadhinata Parber Bangla Upanyase Nimna-barger Abasthan (1858 — 1956)",
		UGC approval No. and Date:
		PHW – 067/09-10 Period of report: from 2009 Political Science.to 2011. The huge volumes of research articles published by Dr. Ruma Bandyopadhyay in different journals are valuable documents in Bengali literature.
3.	Dr. Jyoti Prasad Bhattacharya, Associate Professor of Philosophy	Dr. Jyoti Prasad Bhattacharya has guided 2 research scholars towards obtaining Ph.D. MRP (UGC) – Title: "Saptapadarthi: A Bengali translation" (2008)
4.	Dr. Itu Singh, Associate Professor of Hindi	Completed the following Minor Research Project funded by UGC – "Kolkatta Ka Hindi Rangmanch" Period of report – 2005 – 2008. Dr. Itu Singh at present guides 2 Research Scholars on the following areas – 1. "Kashinath Singh ka katha Sahitya: Kathya aur Shilp" 2. "Hindi Poet Nagarjun's Relevance In View Of Contemporary Discourse". The huge volume of research papers and articles published by Dr. Itu Singh in a variety of journals and the books authored

		by her serve as significant guide to the		
		students aspiring to be research scholars		
		and teachers.		
5.	Dr. Avijit Sikdar,	Doing his Minor Research Project titled –		
	Assistant Professor of	Value – Based Measure and Share Price		
	Commerce	Behaviour: An Empirical Study B.S.E		
		Sensex Company.		
		UGC funded Minor Research Project, dated		
		− 18.03.2014.		
		Grant Sanctioned – Rs. 1,60,000.		

• In addition, some faculty members are engaged in individual research work and regularly publish papers in renowned journals and present papers in national and international seminars.

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

As stated before, the College lacks a well-equipped research centre. However, there is a Research and Publication Committee to motivate the teachers and students towards research. But due to dearth of infrastructure it has not been possible for the College to organize workshops or training programmes focusing on capacity building in terms of research and advancement of research culture.

However, departmental seminars are organized by the departments to encourage the faculties to be in tune with the recent developments in their respective disciplines. These are effective in promoting research culture among the teachers. But there is no way to encourage students in research since it is a college for undergraduate studies.

Furthermore, Women's Forum and Awareness against Sexual Harassment Cell organize Workshops and awareness programmes to sensitize the staff and students on issues like equal respect and opportunity for men and women, gender justice, women's rights etc.

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

The details of research areas and the Ph. D projects of the faculty are given below:

Name	Department	Area of Research	Ph. D Project
1. Dr. Diba Hashmi	Urdu	Fiction in Urdu	Ph. D awarded in
		Literature	2007.
2. Subrata Bagchi	Political Science	Dynamics of Urban Development Administration in small and medium towns.	Ph. D awarded in 1999.
3. Dr. Prabodh Kumar Mishra	Commerce	Role of Non – Bank Financial Intermediaries in Savings Mobilization In India : A case study of Peerless General Finance and Investment Company Limited	Ph. D awarded in 2008.
4. Dr. Ruma Bandyopadhyay	Bengali	Bangla Upanyashe Nimnabarger Abasthan	Ph. D awarded in 2005
5. Dr. Sudakshina Sarkar Roy	Political Science	Environmental Politics in India	Ph. D awarded in 2014
6. Dr. Syed Ali Irfan Naqvi	Urdu	Wahshat Kalkatvi : Hayat Aur Karname	Ph. D awarded in 2011
7. Dr. Sunanda Mukherjee	English	Modern European Literature: The 20 th Century Novels	Ph. D awarded in 2010
8. Tanika	Philosophy	Creativity in Art and	2014
Bhattacharya		Problem of	
		Communication	
9. Dr. Itu Singh	Hindi	Harishankar Parsari Ka Vyangaya Sahitya	Ph. D awarded in 2003
10. Dr. Sohag Joardar	Commerce	Ownership Structure and Corporate Performance in Indian Companies	Ph. D awarded in 2010
11. Pravabati Das Mullick	Philosophy	Smritir Swarup O Pramanasastre Smritir Bhumika	Submitted Ph. D thesis in 2015
12. Dr. Swati Pal	Economics	Energy use, Structural change and Development in the context of Indian and Pakistani Economics.	Awarded Ph. D in 2012
13. Dr. Drakhshan Zarrine	Urdu	Urdu Linguistics	Awarded Ph. D in 2005
14. Dr. Avijit Sikdar	Commerce	Value – Based Performance Indicators Versus Accounting Earnings Based Performance Indicators	Awarded Ph. D in 2014
15. Dr. Sonali Sarkar	English	Feminist studies in American and	Awarded Ph. D in 2008

		African – American	
		Literature	
16. Dr. Chandrabali	Political Science	Rising Islamic	Awarded Ph. D in
Das		Militancy In	2014
		Bangladesh And Its	
		Impact on Indo –	
		Bangladesh Bilateral	
		Relations.	
17. Sraboni Roy	Journalism and Mass	Changing Patterns of	Pursuing Ph. D
Maiti	Communication	Santali	C .
		Communication from	
		1855 Onwards : A	
		Study of Three	
		Districts of West	
10 Dr. Anoma Dal	Dangeli	Bengal The Postry of	Awarded Ph. D in
18. Dr. Aparna Pal	Bengali	The Poetry of	
		Subhash	2008.
		Mukhopadhyay and	
		Nirendranath	
		Chakraborty	
19. Dr. Mizanur	Bengali	Post – Partition	Awarded Ph. D in
Rahman		Bengali Plays	2008.
20. Dr. Archana	Hindi	Kathya Aur Shilp	Awarded Ph. D in
Pandey		Kee Drishti Se	2010
•		Dharamver Bharati	
		Ke Kavya Ka	
		Moolyankan.	
21. Amajit Basu	Economics	Structural	Ph. D Thesis
211111111111111111111111111111111111111	20000000	Equivalance of	submitted in
		countries in the	August, 2015.
		Worldwide FDI Flow	11agast, 2015.
22. Kankana Dhara	History	Political Trends in	Pursuing Ph. D
22. Kankana Dhara	Thstory		Tursumg Th. D
	1.0	Bengali (1937 –	
22 D. 01 '1	TI	1947)	A1 1 D1 D '
23. Dr. Sharmila	History	Educational Ideas of	Awarded Ph. D in
Bose		Sir Ashutosh	1995
		Mukherjee	
24. Dr. Rama Mishra	Hindi	Chhayawadi	Awarded Ph. D in
		Sanskriti Aur Pant	2007
		Kee Kavita.	
25. Dr. Dibyendu	Physical Education	Attitude of Students,	Awarded Ph. D in
Roy		Teachers, Parents and	2011
		Administration	
		towards Physical	
		Education	
26. Amrita	Mathematics	Bending Light in the	Submitted Ph. D
Bhattacharya	1viamentaties	Wormhole and	
Dilattacilai ya		Galactic Halo	Thesis in June,
			2015.
		Spacetime.	

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

The institution arranges seminars where eminent researchers are invited to deliver lectures and interact with the teachers as well as the students.

The names of some of the researchers and academicians of eminence who visited the College are as follows:

Depar	tment	Eminent Academicians Visiting The
		Department
1.	Commerce	1. Prof. Ratan Khasnabis, Director,
		MHROM Course, Department of Business
		Management, University of Calcutta.
		2. Prof. Shubhayan Basu, Chartered
		Accountant, Associated Professor,
	F 11.1	Anandamohan College
2.	English	Prof. Krishna Sen, Professor, Department of
	DI'I I	English, University of Calcutta.
3.	Philosophy	1. Dr. Shefali Moitra, Ex-Professor of
		Philosophy, Jadavpur University.
		2. Dr. Priyambada Sarkar, Professor of Philosophy, University of Calcutta.
		3. Dr. Dikshit Gupta, Ex-Professor of
		Philosophy, University of Calcutta.
4	Political Science	1. Prof. Achin Chakraborty, Institute of
т.	1 ontical science	Development Studies, Kolkata.
		2. Prof. Geraldine Forbes, Distinguished
		Professor, New York State University,
		USA.
		3. Dr. Iman Kalyan Lahiri, Reader,
		Department of International Relations,
		Jadavpur University.
5.	Urdu	1. Dr. Dilaram Karamat, Research Scholar,
		University of Turkistan.
		2. Dr. Shahnaz Nabi, Professor and Iqbal
		Chair Holder, University of Calcutta.
		3. Dr. Kafeel Ahmed Naseem, Assistant
		Professor, Central University of Bihar.
6.	Persian	Dr. Mansoor Alam, Ex-Professor, Maulana
		Azad College.

3.1.9 What percentage of 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?

Some of our faculty members have benefitted from the leave granted to them for pursuing research work. Exemption from teaching, invigilation and evaluation duties enables them to concentrate entirely on their work. Such enrichment of the teachers leads to the enrichment of the students and advancement of research culture in the institution.

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).

There is no well-defined policy for the transfer of the research findings of the institution either to the students or to the community. Research work and projects are undertaken by the faculties, but cannot be directly transferred to the students and community because imparting the lessons according to the 'Academic Plan' leaves no room for such transfer of the research findings. Also the local community cannot be directly disseminated since there is no system for everyday communication with them. However, the reports of the MRP are submitted to UGC which is supposed to bring the key findings of the studies to the notice of the government's implementing agencies. It is the task of the government agencies to chalk out a course of action on the basis of the reports which obviously benefit the local community. In this way the research undertaken by the teachers are taken to the grassroots level for larger benefit of the students and the local community. Impact of the research projects are thus measured through implementation by the agencies of the state. Besides, the teachers while imparting the curriculum-based topics draw on their findings when felt necessary in course of teaching. All these take place in unstructured and various ways because the College being an institution for undergraduate studies cannot act like a specialized unit for conducting research and project implementation which are usually done by the expert institutions.

3.2 Resource, Mobilisation for Research

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

The College is not authorized to furnish a budget head for research activities. Minor requirements like computers, internet facilities, etc., are provided by the College. Faculty members have to meet the major expenditure through financial assistance from external funding agencies like the UGC. However the College provides infrastructural facilities and administrative support to the faculty members pursuing Minor Research Projects.

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.

Under the financial regulations of the College no such provision can be made to provide seed money to the faculty for undertaking research.

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

No such financial support can be provided by the College for Student research project since it is an institution of undergraduate studies.

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

The College has not been able to undertake inter-disciplinary research till date. However, a positive step in this direction has been taken through interdisciplinary initiatives by organizing interdisciplinary Teachers' Seminars connecting several departments. Also, sometimes faculty members of one department take classes and deliver lectures to the students of a related discipline which broaden the areas of interdisciplinary endeavours. For example, the teachers of the Hindi Department have delivered lectures to the students of the Urdu Department regarding the contributions of Hindi literary persons like Munshi Premchand in Urdu Literature. Similarly, the teachers of the Department of History have delivered lectures on the history of Cold War to the students of Political Science. These are some preliminary steps to promote interdisciplinary academic activities involving both teachers and students. Apart from this, the departments organize interdisciplinary Teachers' Seminars.

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

This College being an institution of undergraduate studies primarily in the disciplines of humanities and commerce does not have any significant scope for equipment-based research. However, the available equipments and facilities like -- computer, camera, projector, audio-visual systems, etc., are optimally used and maintained by the staff and students.

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

So far the institution has not received any special grant or finances from the industry or other beneficiary agency for developing research facilities. But the faculties have received grants from the UGC to pursue their own research projects.

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 authority provides support to the faculty members by forwarding their applications and proposals to the external funding agencies, mainly the UGC for funds. Not only that, it also provides the necessary infrastructural support in the form of books, journals, periodicals available in the library and e-sources by providing internet facility. The details of ongoing and completed projects and grants received during the last four years are given below:

Teacher	Department	Name of the	Funding	Grants
		Project and the	Agency	Received
		period		(Rs.)
1. Subrata	Political	Muslim Women,	UGC funded	56,000
Bagchi	Science	Education and	Minor	
		Citizenship: a study	Research	
		of their exclusion in	Project	
		Kolkata and the		
		districts of North &		

2 Dr. Burns	Donasli	South 24 Parganas. Period – 2010 – 11 (Completed Project)	LICC funded	1.02.000
2. Dr. Ruma Bandyopadhyay	Bengali	Prak – Swadhinata Parber Bangla Upanyashe Nimna Barger Abasthan (1858 – 1956): Period – 2010 – 2011 (Completed Project)	UGC funded Minor Research Project	1,02,000
3. Dr. Jyoti Prasad Bhattacharya	Philosophy	MRP (UGC) – Title: "Saptapadarthi: A Bengali translation" (2008)	UGC funded Minor Research Project	50,000
4. Dr. Avijit Sikdar	Commerce	Value – Based Measure And Share Price Behaviour: An Empirical Study of BS.E Sensex Company Dated – 18.03.2014 (Ongoing Project)	UGC funded Minor Research Project	1,60,000

3.3 Research Facilities

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

As stated earlier, our College does not have any advanced and well-equipped research centre to facilitate research works by the students. In fact, as a college for undergraduate studies the institution has no scope to recruit research scholars while such opportunities are available to the universities. However, the College library enriched with many valuable books, journals and computers with internet connectivity enable the teachers to proceed with their research. But no research facilities are available for the students till date.

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?

There is no specific strategy to upgrade infrastructural facilities for research as the institution is committed to the educational needs of the undergraduate students. Nevertheless, the College makes adequate funds available to subscribe for new journals and to purchase new books as recommended by different departments. The College Library has also taken initiative to get registered in the N-List programme of INFLIBNET to get access to a variety of scholarly e-journals and internet sources like, JSTOR, Oxford scholarly e-books, etc.

The library has also proposed institutional as well as on-line membership of British Council Library to facilitate advanced studies and research.

3.3.3 Has the institution received any special grant or finance from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the facilities created during the last four years?

The institution has not received any special grant or finance from the industry or other beneficiary agency for developing research facilities.

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

Institutional memberships are available while on-line memberships of the British Council Library have been proposed.

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

There is no separate library/information/resource centre earmarked for the researchers. But there is a separate space in the library, specified for the teachers pursuing higher studies, Ph. D and research projects.

What are the collaborative research facilities developed / created by the research institutes in the College? For e.g. – laboratories, library, instruments, computers, new technology etc?

The College is an institution of undergraduate studies in the disciplines of humanities and commerce. Up to now it has not been able to develop collaborative research facilities.

3.4 Research Publications and Awards

- 3.4.1 Highlight the major research achievements of the staff and students in terms of -a) Patents obtained and filed (process and produce) b) Original research contributing to product improvement. c) Research studies or surveys benefitting the community or improving the services. d) Research inputs contributing to new initiatives and social development.
- a) Patents obtained and filed process and produce: NIL

b) Original research contributing to product improvement:

The volume 'Beyond the Private World: Indian Women in the Public Sphere', published by Primus Books, New Delhi, 2014, edited by Subrata Bagchi reflects original research in the field of 'Women Studies' in India in the light of private-public dichotomy as well as their interconnectedness in reference to caste, community, tribe, women's participation in fine arts and sports, involving the issues of modernity, Indian tradition/orthodoxy, violence against women since the ancient period down to postcolonial period. While reviewing the book, the volume has been recognized by reputed scholars as an original contribution in the area of women studies in India which has improved the state of knowledge and unfolded the changing dynamics of gender relations in India. This is recommended in different universities and institutes as a reference book.

c) Research studies or surveys benefitting the community or improving the services:

The UGC-funded field-work based two MRPs:

- i. Child Labour, Grass-root Realities and the Agenda of Human Development: a case study of Central and South Kolkata and Adjoining Areas of South 24 Parganas. Findings of the study strengthened the point that the 'Right to Education' cannot be secured unless child labour is abolished, and for that purpose the state needs to ensure school attendance and decent childhood.
- ii. 'Muslim Women, Education and Citizenship: a Study of Their Exclusion in Kolkata and in the Districts of North & South 24 Parganas' is supposed to cast impact on policy-making both at the central and state level if the findings are taken care of. The study provides essential inputs to the policy-makers at different levels of our governance and helps the policy-makers to provide some crucial incentives to boost up Muslim women's education; and iii. A paper based on field-work on the plight of the hand-rickshaw pullers in Kolkata entitled 'Discards of City Development: the Unheard Voices of Kolkata's Rickshawalas' was presented in the Autumn School at the Indian Institute of Advanced Studies, Shimla in 2010 which unfolds the miserable plight of the rickshawalas in Kolkata who are about to be eliminated due to government's decision to remove them so as to modernize the city as a part of its urban renewal programme under the impact of neo-liberal globalization.

d) Research inputs contributing to new initiatives and social development

These field-work based works are believed to cast impact on policy-making both at the central and state level provided the findings/recommendations are duly implemented. It is hard to measure the degree of impact, yet there is no denying the fact that these studies provide essential inputs to the policy-makers at different levels of our governance.

3.4.2 Does the institution publish or partner any 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.

The institution does not publish any research journal and hence there is no editorial board. However, it publishes an annual magazine where both the faculty members of

the College and students contribute articles, essays, poetry, etc. in various languages. The magazine reflects linguistic diversity that the College intends to pursue. However, the Research and Publication Committee plans to publish a multidisciplinary journal with the required ISSN number where there would be contributions of articles, commentaries and critical pieces from students and teachers of this and other academic institutions. All the members of the Research and Publication Committee intend to execute this plan as early as possible.

3.4.3 Give details of publications by the faculty and students.

A. Papers published in Journals

Teacher		Title of the Paper	Journal	ISSN	Year
1.	Subrata Bagchi	1. Revisiting The Cuban Revolution:	Frontier	No. ISSN 0016 –	June 29 – July 5
	(Political Science)	Che Guevara and the 26 th July Movement		2094, Vol. 46, No.	2014.
		Movement		40, No. 51	
		2. Colonial Bengal	Society Today:	ISSN	2013
		Muslim Women	An	2319 –	
		and the Edges of	interdisciplinary	3328,	
		Social change	Journal of Social	Vol. 1	
			Science	No 3	
		3. Child Labour	Burdwan Journal		2010
		and Primary	of Political		
		Education : a	Science,		
		Genealogy of State	Burdwan		
		– Practices	University		
		4. Exploring The	Global Media	ISSN	Summer
		Perspective of	Journal, Calcutta	2249 –	Issue June,
		Community Media	University	5835	2010
		5. Battle between	Mainstream,		October 25
		the stakeholders in Junglemahal	New Delhi		2011.
3. Dr.		1. Rabindra	Saradiya Arinda,		2001
_	opadhyay	bhavnar ek jhalak	ed. By Alok		
(Benga	ali)		Krishna Chakraborty		
		2. Prantabarger	Bhorai, ed by	ISSN	2009
		Samajik Uttaran :	Sikha Basu and	0974 –	
		Byadh Raja Kalketu	Samik Ray	2565	

	3. Rabindra Sahitya "Ora".	Tobu Ekalabya		2010
		ed. by Dipankar		
		Mallick, Diya		
		Publication.		
	4. Mongoldabye	'Desh – Kal –	ISSN	2014
	Nimnabarga	Vabna', ed. by	2321 –	
	C	Ratan Khasnobis	2672	
	5. Bangla Katha	Balaka, ed. by	ISSN	2015
	Sathitye Nimna	Dhananjay	2230 –	
	Barger Chhele	Ghosal	9381	
	Manushera.			
	6. Bohurupi	Pataharap, ed. by		2014
	1	Debiprasad		
		Bandyopadhyay		
4.Tanika	Bangla Kirtan: a folk	Music, Vol. I		2009
Bhattacharya	tradition of Bengal	(Movement for		
(Philosophy)	C	Understanding		
` ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '		Sangeet, an Indian		
		Concept),(Journal		
5 D G 1	1 01 1 11	edited)	ICCN	A 11 0010
5. Dr. Sohag	1. Shareholding	Indian	ISSN	April, 2010
Joardar	Pattern of Private	Management	0974 –	
(Commerce)	Sector Indian	Studies Journal	4355	
	Companies : A	Vol – 14, No. – 1		
	Study from 2001 –			
	2005	The Indian	ISSN	October –
	2. Management			
	-			
			312 A	2011
	-	04, 110. 4		
6 Dr Swati Pal		Artha Rikshan		2004
o. Dr. Swatt rai				2004
	Developilient	. оп. 12, 110. т		
7. Dr. Drakhshan	1. Masood Hussain	Aiwan – e –		January
Zareen (Urdu)	Khan Aur Unka	Urdu		2011
	Lisaniyati Shaur			
	2. Mukhtaruddin	Khuda Bakhsh		January –
	Ahmed Aarzoo Ki	Library Journal		March
	Urdu Khidmaat			2012
	3. Jadidiyat Aur	Bazm – e – adab		2013
	Khalilur Rahman	Khalilur Rahman		
	A .	Azmi, Aligadh		
	Azmi	r iziiii, r iii gaaii		
	4. Shaukat	Hamari Awaz,		2010
				2010
	Ownership: Interrelation with Corporate Performance in Selected Indian Companies 1. Energy Use and Development 1. Masood Hussain Khan Aur Unka Lisaniyati Shaur 2. Mukhtaruddin Ahmed Aarzoo Ki Urdu Khidmaat 3. Jadidiyat Aur Khalilur Rahman	Urdu Khuda Bakhsh Library Journal Bazm – e – adab Khalilur Rahman	0019 – 512 X	January – March 2012

8. Dr. Chandrabali Das (Political Science)	1. Religious Nationalism Vs Cultural Nationalism – A crisis of Bangladesh.	Inclusive	ISSN 2278 – 9758	June 2013
	2. Democratic Stability and Tumultuous Politics over Caretaker Government in Bangladesh.	Inclusive	ISSN 2278 – 9758	June 2014
9. Amrita Bhattacharya (Mathematics)	1. Bending of Light in Ellis Wormhole Geometry	Modern Physics Letters A	ISSN 0217 – 7323 (Impact Factor 1.198 for 2014)	2010
	2. A non – Singlar Brans Wormhole : An analogue to naked black holes	Classical and Quantum Gravity	ISSN: 0264 – 9381 (Impact Factor 3.168 for	2011
	3. The Vacuole model: new terms in the Second Order Deflection of Light.	Journal of Cosmology and Astro particle Physics	2014) ISSN 1475 – 7516 (Impact Factor 53810 for 2014)	2010
	4. Light Bending in the Galactic Halo by Rindler – Ishak Method	Journal of Cosmology and Astroparticle Physics	ISSN: 1475 – 7516 (Impact Factor 5.810 for 2014)	2010
	5. Modelling by autonomous Hamiltonian System Fixing the Sign of a Parameter	Indian Journal of Physics, Springer	ISSN: 0974 – 9845 (Impact Factor	2012

			1 227	1
			1.337	
			for	
			2014)	
7. Dr. Archana	1. Agni Beez:	ANBHAI	ISSN:	2011
Pandey (Hindi)	Jankavi Nagarjun		2229 –	
			5777	
	2. Man jahan ho	Shahitya	ISSN:	2012
	Manuj bhee Mano	Vimarsh	2319 –	2012
	Vahin Hai	V IIIIai Sii	9008	
		X7:: -11- N/I - 41		2015
	3. Dharamveer	Vividh Matvad	ISSN –	2015
	Bharti Ke Sahitya	Samvad	2231 –	
	Drishti		0525	
8. Dr. Mijanur	1. Durikhondito	Prasanga : Jiban		2009
Rahaman	Desher Utbastu	O Sahitya.		
(Bengali)	Pratibas: Prekshit			
	Bangla Natak			
	2. Viswabaranya	Sahitya,		May, 2012
	Rabindranath:	Departmental		1v1ay, 2012
	Bara biswmay jage	Journal of		
	Data diswillay jage			
		Bengali, Banaras		
		Hindu University		
	3. Tagore's	Aligadh		September,
	Humanism And	Research		2012
	many more : A	Journal, a special		
	Tribute	issue on		
		Vivekananda		
9. Shilpi Panja	Bharoter Itihashe	Itihas O Sanskriti	ISSN:	2010
(Islamic History)	Bohumukhi		978 –	
(Islamic Tristory)	Protivadhar		81	
	Hemendraprasad		926316	
	Ghosh O Tar		-2-2	
			-2-2	
10 A " P	Abadan.	T 1 C		2010
10. Amajit Basu	1. Structural	Journal of		2010
(Economics)	Equivalence of the	Economics,		
	African Countries	Rabindra Bharati		
	in terms of FDI	University		
	Flow			
	2. Structural	Inclusive Vol I,	ISSN –	2012
	Equivalence of	No.I	2278 –	
	Countries in the		9758	
	Worldwide FDI		7730	
	Flow Network and			
	Huntington Thesis	T 1 ' T7 1 T	ICCNI	2014
	3. The Flickering	Inclusive, Vol. I,	ISSN –	2014
	of Hope (The Price	No.3	2278 –	
	of Inequality by		9758	
	Joseph.E.Stiglitz)			
11. Dr. Sonali	The Intra-familial			2010
Sarkar	violence motif in			
	Alice walker's			

novel "The Third		
Life of Grange		
Copeland		
Families"		

B. Chapter in Books

Teacher	Book	Chapter	ISBN No.	Year
1) Subrata Bagchi	1. Changing Faces of Indian Women, ed. by Anita Bagchi and Sanjay Kr. Roy Publishd by Levant Books	Making and Unmaking of Muslim Women's Citizenship in India, PP. 44-65	ISBN: 978 – 93 – 80663 – 06 – 07	2009
	2. Adhunik Bharoter Samajik O Rajnitik Bhabona, ed. N. Pramanik, Chhaya Prakashani	Jyotiba Phule: Non – Brahman Andoloner pathikreet, PP. 185 – 202	ISBN. 978 – 93 – 81260 – 09 – 08	2012
2) Dr. Ruma	1. Jagari:	Ek Mahajagritir		2008
Bandyopadhyay	Atmadip	Kahini.		
	Agnihan, ed. by Soumi Das and			
	published by Bangiya Sahitya			
	Sangsad. 2. Galpacharcha ed. by Dr. Ujjal Kumar Majumdar and published by Bangiya Sahitya Samsad	Dakshin Ray : Bichitra Bangali		2008
	3. Dhonrai Charitmanas : Antaja Jiboner Mahakavya, ed. Dr. Swagoto Dasmahanto and pub. By Bangiya Sahitya Samsad.	Dhonrai Charit Manas : Nimnabarger Katha	ISBN 978 - 81 - 89827 - 82 - 3	2012
	4. Tarasankar :	Tarashankarer	ISBN: 978 –	2012
	Desh, Kal,	Upanyashe	93 – 81329 –	

	Sahitya, ed. by	Nimna barger	28 – 3	
	Dr. Ujjal Kumar Majumdar	Katha		
	5. Purono	Mongolkabye	ISBN: 978 –	2013
	Bangla Sahitya	Nimnabarga	93 – 81329 –	2010
	Chinta O		28 - 3	
	Charcha, ed. by			
	Dr. Jaita Dutta			
	and published			
2) 5	by Ratnabali,	D	1001	2004
3) Dr.	1. Furat –	Furat Ka Fanhi	ISBN: 81 –	2004
Drakhshan Zareen	Mutalia Muhasbah, ed.	Muhasba	87231 – 56 – 4	
Zareen	by Dr. Shahab		4	
	Zafar Azmi			
	2. Zafar Uganur	Nikla Jo Harfe	ISBN: 978 –	2014
	– Naqoosh – O	Dua Ke Tajziya	81 – 921908	
	– Aasar ed. by		-0 - 8	
	Dr. Aasim			
	Shahnawaz			
	Shibli	T 1 TZ'	IGDN 070	2017
	3. Maghribi	Insha Ki	ISBN: 978 –	2015
	Bangal Ka Sheri – O – Nasri	Ghazlen	81 – 86346 – 35 – 8	
	Adab, ed. by Dr.		33 – 8	
	Shahid Saaz and			
	Imtiyaz Ahmed.			
4) Dr. Aparna	1.	Shesher Kobitar		2012
Pal (Bengali)	Rabindranather	Labanya:		
	Shesher Kobita:	Pratya Khaner		
_=	Phire Dekha	Mahimay		
5) Dr. Archana	Nana Chokhe. Hindi Bhava	Muktibodh Aur	ISBN: 973 –	2012
Pandey	Aur Sahitya Ke	Hindi Sahitya	93 – 81539 –	2012
1 andcy	Vividh	Tillidi Sailitya	58 – 3	
	Paridrishya		30 3	
6) Dr. Itu	1. Nagarjun :	Nagarjun Ki	ISBN: 978 –	2012
Singh	Vividh Aayam,	Kavita Mei Stri	81 – 923645	
	ed. by Manisha	Prasanga	-2 - 0	
	Shaw, published			
	by Anand			
	Prakashan,			
	Kolkata. 2. Rabindranath	Ravindranath	ISBN: 978 –	2012
	Aur Hindi	Kavindranatii Ke Kavya Mei	81 – 88904 –	2012
	Sahitya, ed. by	Shaishav Ki	39 – 6	
	Dr.	Chhaviyan	, and the second	
	Satyaprakash			
	Tiwary,			
	Published by			

	Anand Prakashan, Kolkata.			
	3. Agyeya Aur Prakriti, ed. by Dr. Rupa Gupta Published by Nayee Kitab, New Delhi.	Purva Ki Drishti Se Paschim Ki Srishti	ISBN: 978 – 93 – 81272 – 10 – 7	2012
	4. Apne – Apne Ajyaya ed. by Dr. Subhra Upadhyay, Published by Manav Prakashan	Desh Vibhajan Par Likhi Ajyaya Ki Kahaniyan	ISBN: 978 – 93 – 80332 – 40 – 6	2013
	5. Ekisvi Sadi Ke Sahityik Vimarsh, ed. by Dr. Vishnudev Mullick and published by Vikash Prakashan, Kanpur.	Ekisvi Sadi Ki Hindi Kavita Me Samay Ki Aawaz.	ISBN: 978 – 93 – 81317 – 87 – 7	2013
Pravabati Mullick	Madhu Kapoor and Aditi Das ed.	Smriti – Ekti Tulanamulak Alochana	ISBN - 978 - 81 - 87891 - 44 - 4	2012

C. Books Authored.

Teacher	Title of the	Name of the	ISBN No.	Year
	Book	Publisher		
1. Subrata	1. Beyond the	PRIMUS	ISBN: 978 –	2014
Bagchi (Political	Private World:	BOOKS	93 – 80607 –	
Science)	Indian Women		52 - 8	
	In The Public			
	Sphere (Edited			
	Volume)			
	2. Social Change	Netaji Subhash		
	in India	Open		
		University		
2. Dr. Ruma	1. Mangalkabye	Bangiya	ISBN: 978 –	2009
Bandyopadhyay	Nimnabarger	Sahitya	81 – 89827 –	
(Bengali)	Abasthan	Samsad.	11 - 3	
	2. Bangla	Bangiya	ISBN: 978 –	2014
	Upanyashe	Sahitya	93 – 83590 –	
	Nimnabarger	Samsad.	37 - 7	
	Abasthan			
3. Jyoti Prasad	1.	Dasgupta Co.		2009

Bhattacharya &	Tattvacintamoni:	Pvt. Ltd.		
DinanathTripathi	Anyathakhyathi.			
(Ed.)	Translation &			
	Commentary by			
	Biswabandhu			
	Bhattacharya .			
4. Dr. Sohag	Ownership	Archers and	ISBN: 978 –	2014
Joardar	Structure And	Elevators	93 – 83241 –	
(Commerce)	Corporate	Publishing	38 - 5	
	Performance	House,		
		Bangalore –		
		560090		
5. Dr. Itu Singh	1. Harishankar	Nayee Kitab,	ISBN: 978 –	2014
	Parsai Ke	New Delhi –	93 – 82821 –	
	Vyangya	32.	41 - 0	
	Sahitya.			
	2. Kalkatta Ka	Manav	ISBN: 978 –	2015
	Hindi	Prakashan,	93 – 80332 –	
	Rangmanch	Kolkata – 73.	63 - 5	
6. Dr. Aparna	1. Chollisher	Bangiya		2010
Pal (Bengali)	Chalchitre Dui	Sahitya		
	Kobi	Samsad		
	2. Bhinno Sroter	Akshar		2013
	Dheu	Prakashoni		
7. Dr. Mijanur	1. Desh Bibhag:	Shree Bharati	ISBN: 81 –	2009
Rahaman	Bangla Natok	Press	87273 – 91 –	
(Bengali)			7	
	2. Bharatiya	Shree Bharati	ISBN: 81 –	2011
	Sahitye Sati	Press	87273 – 90 –	
	Maina Kahini O		9	
	Hamider			
_=	Ismatnama			
	3. Arakaner	Shree Bharati	ISBN:81-	2011
	Romantic Kabye	Press	87273 – 99 –	
	Aoadhi – Hindi –		2	
	Sahityer Prabhab			
	4. Dona Gazi	Shree Bharati	ISBN: 81 –	2013
	Chaudhury's	Press	87273 – 90 –	
	Saiful Muluk		4	
	Baduzzaman.			
8. Dr. Drakhshan	Urdu Lisaniyat	Islamia Press,	ISBN: 987 –	2010
Zareen	Ki Tareekh (New Delhi.	81 – 8223 –	
	Tahqeeq – O –		639 – 4	
	Tanqeed)			

D. Seminar / Conference Proceedings

Teacher	Title of the	Title of the	Organized By	National /

	Paper	Seminar /		International /
	Presented	Conference		State Level
1. Subrata	1. Urdu Bhashi	Conference	Pratichi Trust	National
Bagchi	Chhatree O	on Girl's	(India) 12 – 13	Conference.
	Prathomik	Education	July, 2011.	
	Shiksha:		3 /	
	Koyekti			
	Prashna.			
	2. Muslim	Muslim	Department of	National
	Women, Public	Women and	Sociology,	Seminar
	Sphere and	Their	Jamia Milia	
	Agency	Contribution	Islamia in	
	Building:	in Society,	Collaboration	
	Reflections on	2011	with the	
	Bengal Muslim		National	
	Women's		Commission	
	Forum For		For Women.	
	Rights And			
	Empowerment			
	and Rokeya			
	Nari Unnayan			
	Samiti.	D I'd C	D + + C	NT / 1
	3. Political	Politics of	Department of	National
	Violence In	Non –	Political	Seminar.
	West Bengal: A Case of	Violence and Assimilation	Science, Sarsuna	
	Junglemahal in	of Violence in	College.	
	West Bengal.	Southern	Conege.	
	West Bengan.	Parts of West		
_=		Bengal		
_=		March, 2012		
	4. Refugees of	Aspects of	PG. Deptt. Of	National
	West Bengal	Partition of	History, Malda	Seminar.
	and the	India.	College,	
	Movement for		Malda, 28 th	
	Citizenship		March, 2014.	
	Rights.			
	5. Historical	Curriculum	ICNC,	International
	Roots of Non –	Support	WASHINGTO	Seminar.
	Violence In	Programme of	N DC, Held in	
	India.	the	Istanbul, July,	
		International	2010.	
		Centre for		
		Non – Violent		
	6 Engaging	Conflict. Role of Hindu	Centre For The	International
	6. Engaging Faith For			International Seminar.
	Work: The	Organizations in Education,	Study of the developing	Semmar.
	Role of	Health and	Societies,	
	Nivedita Girls'	Development	CSDS	
	Tyrvedita Gills	Developilielli	CODO	

	School and	Work 2010	(Changarad by	
	Matri Bhavan	Work, 2010.	(Sponsored by the Arts and	
	of Sri Sarada		Humanities	
	Math and			
			Research	
	Ramkrishna		Council, UK)	
2 D	Mission.	N. 1. 1	D E	NT .: 1
2. Dr.	1. A	Multiple	Bazm – E –	National
Drakhshan	Millennium of	Aspects of	Adab, Deptt of	Seminar.
Zareen (Urdu)	Urdu Literature	Urdu	Urdu, Delhi	
	1901 – 2000	Literature.	University.	
	O IX : C. IX:	D 1 F	January, 2002.	G G :
	2. Kaifi Ki	Bayad – E –	Muslim	State Seminar
	Shaeri Men	Kaifi – Azmi.	Institute,	
	Azadi – e –		Kolkata, 2013.	
	Niswan Kitni			
	Aham Kitni			
	Ghair Aham	C1 1	Г	NT / 1
	3. Urdu Shairi	Shahryar –	Evergreen	National
	Ke Kahi	Ahad – Aur -	Welfare	Seminar
	Pahelu.	Shairi	Society in	
			Collaboration	
			with NCPUL,	
			Govt. of India,	
			February 28,	
2 D A '''	1 D' (T)	Direct and	2015. K.D. College	UGC
3. Dr. Avijit	1. Direct Tax	Direct and	K I I COLLEGE	(+(
Sikdar	Code 2010 – A	Indirect Tax	of Commerce	Sponsored
	Code 2010 – A Revaluation in	Indirect Tax Reforms In	of Commerce and Indian	Sponsored National
	Code 2010 – A Revaluation in the way of	Indirect Tax	of Commerce and Indian Accounting	Sponsored
	Code 2010 – A Revaluation in the way of Personal	Indirect Tax Reforms In	of Commerce and Indian Accounting Association,	Sponsored National
	Code 2010 – A Revaluation in the way of Personal Taxation.	Indirect Tax Reforms In India.	of Commerce and Indian Accounting Association, 2011	Sponsored National Seminar
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human	Indirect Tax Reforms In India. Management	of Commerce and Indian Accounting Association, 2011 Bagnan	Sponsored National Seminar
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource	Indirect Tax Reforms In India. Management of Human	of Commerce and Indian Accounting Association, 2011 Bagnan College and	Sponsored National Seminar UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting	Indirect Tax Reforms In India. Management of Human Resources	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur	Sponsored National Seminar
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques	Indirect Tax Reforms In India. Management of Human Resources Emerging	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari	Sponsored National Seminar UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay	Sponsored National Seminar UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges,	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of	Sponsored National Seminar UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment.	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012.	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce.	Sponsored National Seminar UGC Sponsored State Level
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu	Sponsored National Seminar UGC Sponsored State Level
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and	Sponsored National Seminar UGC Sponsored State Level
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and Financial	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting Association,	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing Approach.	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and Financial Markets.	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting Association, 2012.	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored National Level.
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing Approach.	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and Financial Markets. Challenges in	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting Association, 2012. Purash Kanpur	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored National Level.
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing Approach. 4. Computation of Income	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and Financial Markets. Challenges in the face of	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting Association, 2012. Purash Kanpur Nandi	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored National Level. UGC Sponsored
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing Approach. 4. Computation of Income from House	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and Financial Markets. Challenges in the face of changing	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting Association, 2012. Purash Kanpur Nandi Mahavidyalay	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored National Level.
	Code 2010 – A Revaluation in the way of Personal Taxation. 2. Human Resource Accounting Techniques and Accounting Treatment. 3. Operating Segments (IND AS 108): A Changing Approach. 4. Computation of Income	Indirect Tax Reforms In India. Management of Human Resources Emerging Issues and Challenges, 2012. Emerging Issues in Financial Reporting and Financial Markets. Challenges in the face of	of Commerce and Indian Accounting Association, 2011 Bagnan College and Shyampur Siddheswari Mahavidyalay a Deptt of Commerce. Dinabandhu Andrews College and Indian Accounting Association, 2012. Purash Kanpur Nandi	Sponsored National Seminar UGC Sponsored State Level UGC Sponsored National Level. UGC Sponsored

4. Tanika	1. Musical	Scenario and direct Tax Code and GST. Aesthetic	Roy Mahavidyalay a Howrah.	State Level.
Bhattacharya (Philosophy)	Thoughts of Rabindranath.	Philosophy of Rabindranath Tagore.	Bhavan Jadavpur in Collaboration with Rabindranath Tagore Study Centre at Jadavpur University, 2010.	
	2. Creativity in Art	A Special Lecture Session	Department of, Philosophy, East Calcutta Girls' College, March 14, 2014.	State Level
	3. Right to Life with Special Reference to Euthanasia.	A Special Lecture Session	Department of, Philosophy, Shri Shikshayatan College, 2014.	State Level.
	4. Right to Life with Special Reference to Child Health	Women And Health: Special Ethical Issues.	2014	National Level
	5. Understanding Art-Objects	Art & Aesthetics,	Darshan Bhavan, Jadavpur University, 2015	National
	6. Understanding the Ineffable	Art, Language and Emotion	Indian Council of Philosophical Research, New-Delhi, Indian International Centre, 2015	National
Swati Pal	1. Changing Gross Output Elasticities in the Energy Sector: A	18th International Input-Output Conference	University of Sydney, Australia,2010	International

Comparative Study in the Economies of India and Pakistan in the I-O Framework. 2. Changing Energy Intensity in India and Pakistan: An Analysis of Decomposition .	Issues in Economic Development, 2003	Deptt. of Economics, University of Kalyani, West Bengal	Nationa 1
3. Development, Poverty and Inequality: A Study of Centricity in West Bengal'	New Direction in the Rural Development of West Bengal	Deptt of Economics, Rabindra Bharati University, 2005.	State level
Deptt of Economics, Rabindra Bharat University, Feb 25-26, 2005.			
4. Does the Pareto Distribution Fit the Enrolment in Elementary Education- Evidence from the Indian States	89th Annual Conference of the Indian Economic Association	Kurukshetra University, Haryana	2006
5. Output Changes in		North Bengal University,	UGC sponsor

	India's Energy Sector, 1983- 2006: A structural Decomposition analysis' at		2011	ed Seminar
5. Amrita Bhattacharya (Mathematics)	1. Effect of Solar Mass Quadruple Movement on Gravitational Experiments.	Exploring the Cosmos: A National Conference on Relativistic Astrophysics and Astroparticle Physics.	High Energy and Cosmic Ray Research Centre, NBU, January, 2011.	National Level
	2. Lensing in Zero Mass Wormhole.	Recent Advances in Mathematical Sciences and Application	Department of Mathematics, North Bengal University, February 10, 11 2011	National Level
	3. An Introduction to Non – singular Wormhole.	Dynamical Methods.	Department of Mathematics, Jadavpur University January 21 – 24, 2012.	International Seminar.
6. Dr. Itu Singh	1. Ekisvisadi Ke hindi Sahitya Mein Yug Chetana.	Hindi Sahitya Mein Yug Chetana.	Department of Hindi, Khariyar Mahavidyalay a Khariyar, Orissa December, 2011.	National Level.
	2. Hindi Sahitya Mein Mahila Lekhan.	Hindi Sahitya Ke Vividh Pahelu.	Department of Hindi, Khariyar Mahavidyalay a, Khariyar, Orissa.	National Level.
	3. Hindi Sahitya Mein Nagarjun Ka Avadan.	Nagarjun Vividh Aayam.	Hindi Deptt., Nababallygung e Mahavidyalay	National Level.

			a, November, 2011.	
	4. Ajyaya Aur Prakriti.	Hindi Sahitya	Hindi Deptt., University of	National Level
	Prakriti.	Mein Ajyaya.	Burdwan,	
			March, 2012.	
7. Sraboni Roy Maiti (Journalism And Mass Communicatio n)	1. Involvement of Youth In Political Decision – Making	Youth and Politics	March, 2012. Department of Journalism And Mass Communicatio n University of Calcutta and Friedrich Elbert Stiftung, September, 2005.	International Level.
	2. Public Relation : Key To Corporate Social Responsibility	Public – Private Ventures.	Department of Management Studies, University of Burdwan and Indian Accounting Association	National Level.
	2 5 1 1 5 1	T7 •	March, 1010	NT . 1 T 1
	3. Tribal Films: a Mirror of	Various	Department of Journalism	National Level.
	Realism and Indigenous Cultural Identity.	Aspects of Tribal Films.	And Mass Communicatio n, University of Burdwan April, 2010.	
	4. Ethics And Freedom of Press	Trial By The Media	Department of Journalism And Mass Communicatio n Netaji Nagar College, Kolkata May, 2010.	UGC Sponsored State Level.
	5. Public Awareness and Human Rights – Perspective of Participatory Communicatio n in West Bengal.	Public awareness and Human Rights.	Department of Criminology and Police Administration JHAA College, Chennai in Collaboration with Indian	National Level.

				,
			Society of	
			Criminology	
			December,	
			2012.	
	6. A study on	Communicati	Department of	International
	•	on And	Mass	Level.
	Contemporary			Level.
	Santali	Culture.	Communicatio	
	Communicatio		n, University	
	n.		of Burdwan, in	
			collaboration	
			with MAKAIS	
			under the	
			Ministry of	
			Culture, Govt.	
			of India,	
			November,	
			· ·	
	4 54 771		2014.	
8. Dr. Archana	1. Bharat Ki	Bharat Kee	Hindi Tatha	National Level.
Pandey (Samaric	Samaric	Adhunik	
Hindi)	Sanskriti Aur	Sanskriti	Bharatiya	
	Nirala Ka	Avam	Bhasha	
	Kavya.	Sahitya.	Bibhag, M.G	
		•	Kashi	
			Vidyapeeth	
			January, 2012.	
	2. Tulsi Ki	Bhakti Kaal:	Hindi Tatha	National Level.
	Lokdrishti	Patha Ke	Adhunik	Trational Level.
	Lokurishti	vividh	Bharatiya	
			Bhasha	
		Aayam.		
			Bibhag, M.G.	
			Kashi	
_=			Vidyapeeth	
			January, 2014.	
	3. Uttar	Sahitya Mein	Department of	National Level.
	Adhuniktabad:	Uttar –	Hindi, Digboi	
	Sai – Dhantiki	Adhuniktabad	Mahila	
	Avan		Mahavidyalay	
	Vichardharatm		a, Assam,	
	ak Abadharan.		February,	
			2015.	
9. Dr. Mijanur	1. Persian	The	All India	International
Rahaman	Influence on	Contribution	Persian	Level.
	Shah	of Persian	Teachers'	LCVCI.
(Bengali)				
	Mohammad	Language in	Conference	
	Saghir's Yosub	Indian	December,	
	Julaikha.	Literature.	2010 held at	
			B.R.	
			Ambedkar	
			University,	
			Agra.	

	2. Sufi	Sufi Influence	Department of	International
	Influence in	on Bengali	Bengali,	Level.
	Novel 'Gora'.	Novels.	Ranchi	
			University,	
			April, 2012.	
	3. Persian	Persian	All India	International
	Influence on	Influence on	Persian	Level.
	Padmawati of	Indian	Teachers'	
	Alaol.	Literature.	Conference,	
			February, 2013	
			University of	
			Lucknow.	
	4. Dialect of	Bangla	Bengali Deptt.	International
	Domkol.	Upabhasha	of Aliah	Level.
		Charchar	University	
		Nava Dik.	May, 2015.	
Pravabati	Memory	Smriti – Ekti	Vivekananda	2011
Mullick	Beyond,	Tulanamulak	College	
		Alochana	Thakurpukur	

- 3.4.4 Provide details of the a) Research Awards received by the faculty b) Recognition received by the faculty from reputed professional bodies and agencies, nationally & internationally c) Incentives given to faculty for receiving state, national and international recognitions for research contributions.
 - In 2010, Subrata Bagchi, Associate Professor of Political Science was given an assignment of 'Academic Instructor' for two years under programme of 'Curriculum Support to Non-violent Conflict' of the International Center for Non-violent Conflict, Washington DC, USA to guide a month-long course on Non-violent Conflict.
 - The College being an undergraduate institution, the scope for research by the faculty is limited. The College is not in a position to provide any incentive to the faculty for receiving state, national and international recognition for research contributions.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute – industry interface.

The College is yet to develop any strategy for establishing institute-industry interface.

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

The institution is yet to develop any policy to promote consultancy.

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

Although there is no well-knit policy for consultancy services the College encourages all to provide consultancy services. Some requests for consultancy services are received by the TIC and forwarded to the faculties having adequate expertise.

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

As stated earlier, the College has not yet developed any policy to promote consultancy with the industries. However the institution has been providing consultancy to educational institutions since a long time. The consultancy being confined only to the educational institutions generated no revenue from such services.

The details of the services provided by the faculty to other educational institutions are as follows:

 In 2010 Subrata Bagchi, Deptt of Political Science provided consultancy services to the Kerala Development Society as State-Coordinator in West Bengal for carrying out the Research Project "Development of an Appropriate Methodology and Framework for creating a Database of Self-Help Groups" of the Ministry of Statistics and Programme Implementation, Government of India. The grant mobilized through this consultancy service was Rs. 50,000.00. The entire amount was spent to carry out the field-based programme. No financial benefit or income accrued to the consultant or to the College.

- Subrata Bagchi, Department of Political Science also teaches in the Department of South Asia and South-East Asian Studies, Calcutta University as guest teacher.
- Dr. Prabodh Kumar Mishra, Department of Commerce is attached to St. Xavier's College (Autonomous) as a paper setter and external examiner of Projects for undergraduate degree examination in Commerce.
- Dr. Syed Ali Irfan Naqvi, Department of Urdu has been attached to North Bengal University and Burdwan University for under graduate degree examination in Urdu.
- Dr. Itu Singh, Department of Hindi is attached to the University of Burdwan as a paper setter for undergraduate degree examination in Hindi.
- Srabani Roy Maiti, Department of Mass Communication and Journalism is attached to the Gour Banga University as moderator and paper-setter since 2014.
- Dr. Mijanur Rahaman, Department of Bengali was attached to the Agra University as a paper setter for Postgraduate degree examination in Bengali.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy?

Except the consultancy service provided by Subrata Bagchi which accrued no financial benefit to him or the institution, all other consultancy services are confined only to the educational institutions. So, no revenue is generated as such, leaving no scope for using the same for institutional development.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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



Teachers and students participate in NSS programme



NSS campaign for children's education to abolish child labour

- Social service and extension work is the hallmark of our activities since the College is not alienated from the mundane needs of the neighbouring community. Therefore, more often than not the College provides services to the community in the neighbourhood which generally entails development of awareness with regard to environment, health, gender equity, girl and children's education, keeping in mind the prerequisites of good citizenship, service orientation and holistic development of students. The College carries out this work with the sole purpose to kindle the light of humanity in the minds of the students and instill the wisdom of voluntarism and empathy for the kindred population embracing the community in the neighbouring locality who are mostly underprivileged and sometimes inaccurately dubbed as uneducated and uncivil populace.
- The College promotes extension and outreach activities that are made effective through the programmes of the NSS and NCC. As stated before, the College has two NSS units one for the boys and the other for the

girls. Both the NSS units organize awareness programmes on diverse socio-political issues in and outside the College to prop up students' leadership in social and community services. These accomplishments rightly refurbish the point that our students including the girls are not behind the rest of the society to live up to their commitment to social welfare. The College also possesses two NCC units for boys and girls to promote discipline and strengthen civil defence.



Programme of Women's Forum and Awareness against Sexual Harassment Cell against gender discrimination in Collaboration with Swayam

• The Women's Forum and Awareness Against Sexual Harassment Cell of the College regularly organizes awareness programmes in collaboration with SWAYAM (an NGO) to raise the level of consciousness among the women on a variety of social issues like gender discrimination in educational institutions, domestic violence against women, drinking alcohol and its evil impact on society and women, etc.

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

Students' involvement in various social activities can be tracked from:

- Regular interaction of the students with the teachers;
- Extent of students' participation in various workshops and awareness programmes organised by the Women's Forum and the Awareness against Sexual Harassment Cell; and

- NSS programmes on environmental pollution, prevention of fatal diseases, blood donation, prevention of child labour, saving girl children and campaign for children's education.
- Attendance records of the students in these programmes are properly maintained.

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

- Various stakeholders like parents/guardians are always encouraged to speak out on what they think about the institution in the light of the upcoming changes. Accordingly they evince keen interest in the functioning of the College although they are not connected with the college administration. They express interest because their children study here, and their future lies in the well-being of this institution. In the parent-teacher meetings the parents air their views on the importance of this College in shaping the lives of their children which reminds us of the great responsibilities entrusted to us to hold high the essence of the institution as a torch-bearer of change and education;
- Meetings are held with the students to ensure their performance in examinations; and in the classrooms the teachers persistently try for their awareness, attention and good conduct within and outside the campus. Time and again they are asked to abide by the rules and regulations clearly stated in the Prospectus;
- Students are also encouraged to be receptive to the tenets of holistic development; and the need to participate in the activities of the College Students' Union, games and cultural programmes. This is solicited keeping in mind the need to create a pool of upright social and political leadership for the larger interest of the society.
- Students are also asked to think that the quality of the institution is determined not by their performance in the examinations alone. Rather the College has to be responsive to other issues pertaining to environment, socio-economic discriminations, rise of violence and many other maladies that impinge on the progress of society. They are sensitized to diagnose and analyze the problems and exchange ideas with the peer-groups on how to handle them. In this way the College looks forward to cultivating the spirit of good citizenship among them.
- Feedback system has been introduced for all those objectives outlined above. Feedback received from the students, guardians, parents, alumni, etc. provides an exclusive database to extrapolate the performance of the

institution and to ascertain advancement of quality. The mechanism needs to be fine-tuned to raise the level of stakeholders' perception of the College with regard to education and affirmation for all-round performance shape the future of the students.

- 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.
 - There are two NSS units in this College one for boys and the other for girls to promote awareness among the students on some major socioeconomic issues. These two units of the NSS chalk out plans and organize extension and outreach programmes and hold meetings, convened by the Programme Officers which are chaired by the TIC and attended by the members as well. The outreach activities are planned in the meetings and subsequently implemented within the framework and guidelines laid down by the University of Calcutta.



Women's Forum and Awareness against Sexual Harassment Cell's joint programme with 'Swayam' against discrimination in educational institutions

• The Women's Forum and Awareness against Sexual Harassment Cell also holds meetings convened by its Convener and chaired by the TIC to finalize the plans for undertaking extension and outreach programmes. For this, the Awareness against Sexual Harassment Cell and the Women's Forum has sought assistance from SWAYAM (NGO), working in this field. The Forum, in association with SWAYAM organized a workshop on "Freedom from Discrimination in Educational Institutions" on 27 September, 2014 inducing awareness among the students against all forms of discriminations in schools, colleges and other educational institutions. Once again on 6 December, 2014 it organized an awareness

programme, captioned "Social Responsibility towards Violence against Women" in association with SWAYAM.



Girls and Boys of the NCC Units in a parade session before the Republic Day

• The College has also introduced NCC for both boys and girls in 2011 to promote discipline and strengthen Civil Defence. Two separate units of NCC – for boys and girls are active under the guidance of Sri Biplab Dhara, teacher in the Department of Physical Education and Sports Instructor of the College. NCC has earned the distinction of putting up brilliant performances in the NCC Camps, cultural Activities, Durga Puja festival and Blood Donation Camps organized by the local clubs.

The expenditure on various extension and outreach activities undertaken by the NSS units during the last five years is given below:

Date / Session	Activity / Programme	Funds Spent
1. 2010 – 2011	7 days special camp and	Rs. 25,450.00
18.03.2010 – 24.03.2010	Awareness Programme at	
	Iqbalpore 4 point Crossing	
	on a) Education for Girl	
	Child. b) Prevention of	
	Child Labour. c)	
	Prevention of	
	Environmental Pollution.	
2. 2011 – 2012	1) Awareness Programme	Rs. 6,576.00
06.04.2011	on – a) Prevention of Child	
	Labour. b) Save The Girl	
	Child.	
2011 – 2012	2) Awareness Programme	Rs. 8,205.00
29.02.2012 - 02.03.2012	on – a) Environmental	
	Pollution. b) General	
	Health Care. C) Education	

	for All.	
3. 2012 – 2013	Awareness Programme on	Rs. 8,534.00
04.03.2013	Leprosy in Collaboration	
	with Gandhi Memorial	
	Leprosy Foundation.	
4. 2013 – 2014	Awareness Programme on	Rs. 3,000.00
01.03.2014	Prevention of Cancer in	
	Collaboration with the	
	NGO Angikar.	
5. 2014 – 2015	Blood Donation Camp	Rs. 25,500.00
24.03.2015	organized in Collaboration	
	with a team of medical	
	experts from Calcutta	
	Medical College and	
	Hospital.	

3.6.5 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 the society.

The extension work undertaken by the College through its two NSS units, Women's Forum, NCC units and Awareness against Sexual Harassment Cell has been mentioned in sub-sections 3.6.1 and 3.6.4 as well as under Best Practices in Criterion VII.

As far as social survey is concerned, no such survey has yet been undertaken by the College.

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

Extension and outreach programmes of the College are carried out to create social consciousness and awareness about socio-economic issues and ensuing movements. These are indeed some essential components that are not divorced from education in broader senses. These activities, organized by the NSS Units, NCC, Women's Forum and Awareness against Sexual Harassment Cell are formulated in a coherent manner to inculcate social and moral values in the minds of the students so that they can demonstrate their ability to work for society's welfare as responsible citizens. The contemporary socio-economic and environmental problems cannot be truly comprehended by the students unless they participate in the workshops and field-oriented programmes. Hence the programmes, premised on the stated objectives foster a creative worldview in the students, and the windows of opportunity enable them to perceive that the substance of education is essentially wedded to social welfare through activism. Hence, the expected outcome is that the students realize

that the responsibility devolves upon them to 'educate, agitate and organise', the unforgettable message once voiced by B. R. Ambedkar in one of his historic speeches.

3.6.7 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 promotes participation of students and faculty in extension activities mainly through the Women's Forum, NSS Units I and II and Awareness against Sexual Harassment Cell. These units are represented by the faculty members and students. Every year teachers take initiative to sensitize the students on the need to participate in the programmes, workshops and camps so as to generate their awareness of the glaring socio-economic and environmental problems. This built-in system has been functioning for years to carry out extension as well as outreach programmes of the College.

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.



NSS Units performing a street drama campaigning against AIDS in the neighbourhood

Improvement of the living conditions of the neighbourhood community is the main motto of the activities carried out by NSS Units I and II. But the implementation of the programmes cannot proceed without the involvement of the local community. There is indeed a point of satisfaction that the members of the local community (both men and women) do not remain inactive when our students and teachers reach their locality for the scheduled programmes. For example in 2010-11 when the NSS units

I and II of the College organized a seven-day special camp and awareness programme on girl children's education, prevention of child labour and environmental pollution --- the children as well as the adult members of the community in the neighbourhood of Iqbalpore, Mominpore, Garden Reach and Kidderpore voluntarily came out and participated in the programme. Likewise in March 2015 when the NSS units organized a Blood Donation Camp, not only the students and staff of the College, but a major bulk of the adult members of the local community joined the programme and donated blood with a laudable mind-set to save the lives of the patients of Thalassemia. Similarly the NCC units effectively responded to uplift the living conditions of the neighbouring community. They organize camps in the local schools to motivate young boys and girls to participate in sports, athletics and body building.

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.



Teacher-in-Charge along with dignitaries lighting the lamp in the inauguration of the Golden Jubilee of the College





Students in Prabhat Feri (Morning Rally) to celebrate Golden Jubilee of the College

A note of satisfaction is found when the local boys' and girls' school, particularly the boys' school --- Kidderpore Academy rallies round with a helping hand whenever the College seeks help in organizing any activity and outreach programme. Recently, the College organized 'prabhat feri' (morning procession) to celebrate the Golden Jubilee (50th year) of the College and the school, Kidderpore Academy extended all kinds of help.

It is also noteworthy that the Watgunj police station provides necessary assistance to the NSS and NCC units of this College in the implementation of various extension and outreach activities. Besides, the office of the local Councilor of Kolkata Municipal Corporation, Mr. Shasti Das (Also member of the Governing Body of the College) assists in the implementation of the extension programmes.

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

The student participants of the NSS Units of the College have been awarded the best 'NSS Activist Awards' by the University of Calcutta. In the period 2010-2014 five NSS volunteers were awarded 'Best NSS Volunteer Award' by the University of Calcutta. They were: Aftab Alam, Md. Imtiyaz, Imtiyaz Ahmed, Farida Bano and Tarannum Khatoon. The Programme Officer of NSS Unit I Dr. Drakhshan Zareen was bestowed with the 'Best Programme Officer' award in 2010 by the University of Calcutta.

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.

This College is an institution that offers undergraduate courses on a number of subjects of Humanities, Commerce and Science subjects like Mathematics, Geography, Economics and Computer Science. But degree courses on the subjects of pure science are yet to commence which leaves no room for any collaborative programme with research laboratories, institutes and industry. So accrual of benefits from collaborative research programmes is not a practical proposition considering the current profile of the College.

3.7.2 Provide details on the MOUs / collaboration arrangements (if any) with institutions of national importance / other Universities / Industries / Corporate entities etc and how they have contributed to the development of the institution.

Till date no MOU has been signed by the College with any institution of national importance/Industry/Universities/Corporate entities. The College, as explained above, is not in a position to enter into such collaborative arrangements with any external agency.

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?

As stated above, the College is yet to develop any collaborative arrangement with any such institute or industry. But there is a plan to develop collaboration with some placement and career guidance agencies for the benefit of the students.

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

During the last four years the College has not organized any national or international conference. However, some eminent academicians and researchers have visited various departments of this College, as already stated in Section 3.1.8.

- 3.7.5 How many of the linkages/collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and or facilitated
 - a) Curriculum development/enrichment. b) Internship/ on the job training. c) Summer Placement. d) Faculty exchange and professional development. e) Research. f) Consultancy. g) Extension. h) Publication. i) Student Placement. j) Twinning Programmes. k) Introduction of new courses. l) Student exchange. m) Any other.

No formal MOUs and agreements have been developed in any of the abovementioned fields. The Career Counseling Cell of this College organizes workshops and seminars where some agencies/companies participate to orient the students for professional jobs.

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

The College has arranged various job-oriented counseling programmes and seminars through the Career-counseling Cell by inviting different agencies/companies and has taken the initiative to develop collaborations with them. But efforts in this respect are yet to bear fruit.

CRITERION IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

Despite the constraint of space, the College has a positive mind-set for the improvement of infrastructural facilities, necessary for healthy teaching and learning process. Some committees like the Building Committee, Purchase Committee, Library Committee and Finance Committee are entrusted with the task of looking into these issues and take measures for the infrastructural development of the College. The authorities of the College ask for suggestions from the students, faculty members and non-teaching staff in connection with the infrastructural development and after the suggestions are endorsed by the GB, tenders are invited. The College, as a rule, opts for the lowest rate given by the tenders and proceeds accordingly.

4.1.2 Detail the facilities available for

- a. Curricular and co curricular activities classrooms, technology enabled learning spaces, Seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research.
- b. Extra Curricular Activities sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, Cultural Activities, Public Speaking, Communication Skills Development, Yoga, health and hygiene etc.

At the outset attention should be drawn to the fact that some of the above mentioned facilities are available in our institution while several others are not. For example:

- The College is in dire need of a seminar hall, but crisis of space is the main hindrance in this regard;
- There is no separate space for holding tutorials. Tutorials are taken in the class-rooms;
- At present there are three laboratories. One apiece for the departments of Geography, Information Technology and Journalism and Mass Communication. Since this College does not offer undergraduate degree course in pure science, no science laboratory is available.
- The College does not have a botanical garden primarily due to lack of space as also due to the absence of botany department in the College;
- There is no Animal house in the College.
- As far as specialized facilities and equipments for teaching, learning and research are concerned, the College provides the teaching staff and the students with computers with internet access.

For the implementation of extra-curricular activities, the College provides:

- a well equipped gymnasium;
- a small ground in front of the College building owned by Kidderpore Academy for carrying out the NSS, NCC and Cultural Activities. The said school is generous in allowing the College to hold programmes as and when required;
- a short course on Communicative English outside the regular syllabus to benefit the students who are weak in reading and writing English correctly. The course aims to improve their skills in reading, writing and speaking English which would enhance their competence in job market;
- awareness campaign through Special Camps of the NSS Units that took place in the neighbourhoods of Iqbalpore, Kidderpore and Mominpore.
- 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 (encloses the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The College was established in 1966 on a piece of land donated for the purpose by the descendants of Maharaja Jaynarayan Ghoshal of the royal family of Bhukailash in Kidderpore. The local school, Kidderpore Academy which helped the College to start in 1966 has also allowed the College to use their rooms in the ground floor of its annex building. Total area of the campus is around 1 *bigha*. But the area cannot be utilized for the development of infrastructure since the land owned by the College is occupied by some dwellers. Thus, failure to repossess the same hinders its further development. The entire building plan (**Please see Annexure III for Master Plan**) including the occupied area's plan had been revalidated and the UGC Building Grant of Rs. 3 lakhs along with a grant of 8 lakhs from the total MP LAD grant of 15 Lakhs had been utilized to complete the first phase. As a result 20 class-rooms along with minimum infrastructure for students and teachers have been built to meet the requirements. The institution ensures the optimal utilization of the available infrastructure by the following effective plan in mind.

• The IQAC collects information about the utilization of facilities and the utilization of facilities and resource requirements from different departments. Recently the IQAC has come to know that each department requires an individual laptop with printer. There are altogether 16 departments in the College. Among them the Department of Journalism and Mass Communication has already been provided with a laptop. Accordingly the IQAC forwarded the demand for 15 laptops with

printers to the Governing Body where the proposal for purchasing 15 laptops with printers was thoroughly discussed and forwarded to the Finance Committee for consideration.

- The IQAC has duly felt the necessity to open undergraduate Science courses. But to fulfill this objective the College building requires expansion which is not possible without acquiring the land adjacent to the College. Accordingly, the IQAC raised and forwarded the proposal to reacquire the occupied land to the GB and Building Committee. The members of the Building Committee paid attention to the matter and decided to hold meetings with the occupants of the land. The IQAC in its meeting on 16 November has again urged upon the GB and the TIC to take up the issue and hold a meeting with the occupants which is expected to take place shortly.
- The institution houses a Distance Education Study Centre under Netaji Subhash Open University which makes use of the infrastructure during the holidays and after the scheduled classes on Saturday.
- The College infrastructure is used by the public sector departments or organizations for conducting various competitive examinations. Every year the University of Calcutta authorizes the College to conduct examinations as the Examination Centre.
- The Students' Canteen in the College is renovated to maintain students' health and hygiene.
- Renovation of the Teachers' Canteen has also been planned and initiated.
- Electrical Repair work has been initiated.

The following expenditure was incurred on the infrastructural development in the last four years:

T 7	T 1' IC . ID 1
Year	Expenditure or Infrastructural Development
2010-11	Rs 308005.00
2011-12	Rs 310958.00
2012-13	Rs 925113.00
2013-14	Rs 574002.00

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

At present the number of physically disabled students is very negligible. So no specific infrastructure is currently available for this purpose.

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

- Hostel Facility: Not available.
- Recreational facilities, gymnasium, yoga centre:

The College has gymnasium. But no yoga centre exists at present;

• Computer facility including access to internet in hostel:

The College has computer facility with access to internet for the teachers and students within the campus. Wi Fi connection is also available and 1st floor has become a Wi Fi zone. Since there is no hostel accommodation for the students, the question of computer facility with internet access in the hostel does not arise.

• Facilities for medical emergencies

At present there are no facilities for medical emergencies in the College. But the unit of students' health home which has stopped due to unavoidable reasons is expected to be revived.

• Library facility in the hostel.

Since there is no provision of hostel for the students, the question of library facility in the hostel does not arise.

• Internet and Wi Fi facility.

There is internet facility in the teachers' reading room, library, Information Technology Lab, TIC's Chamber, teachers' room, teachers' reading room, a segment of college office and the IQAC room. Wi fi facility is also available as the 1st floor has become Wi Fi zone which includes TIC's Chamber, teachers' room, teachers' reading room, a segment of college office and the IQAC room. In fact the entire college has been provided with internet facility.

• Recreational facility – Common Room with Audio – visual equipments.

Yes, there are two common rooms in the College – one for the boys and the other for the girls. But the common rooms are devoid of audio-visual equipments.

 Available residential facility for the staff and occupancy, constant supply of safe drinking water.

There is no residential facility for the staff. However, there is constant supply of safe drinking water within the College campus.

Security.

There are security guards to keep constant vigil on the campus throughout the day and also night guards to take care of College property at night.

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

At present there are no facilities for medical emergencies in the College. But the unit of students' health home which has stopped to work is expected to be revived. The College is also planning to tie up with some medical practitioners and diagnostic centers of the locality to provide medical help to the students and staff.

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

Common facilities available:

- IQAC The IQAC functions from a room that was previously used as the study centre of Indira Gandhi National Open University (IGNOU). After this distance education centre got closed, the room used by IGNOU has been converted into the IQAC room. It measures 14 feet X 12 feet and is equipped with one desktop computer and one laptop with internet facility through Wi Fi connectivity.
- Grievance Redressal Unit Due to inadequate space the College is unable to allot a separate room for Grievance Redressal. The students are requested to place their grievances before the faculty members, especially the members of the Grievance Redressal Cell and due to same problem of inadequate space the meetings of the Cell are held in the reading room attached to the Teachers' room.
- Counselling and Career Guidance Room no. 8 on the second floor of this College is usually used as the venue for conducting the seminars of counseling and career guidance.
- Placement Unit There is no placement unit in the College as such, but there is an entry-into-service cell which arranges classes for the students to prepare them for competitive examinations like W.B.C.S., S.S.C, Railways, etc. These classes are arranged in the rooms located just behind the landings of each staircase.

- **Health Centre** At present there is no optimum health care facility or health centre in the College. The unit of Students' Health Home which has stopped working is expected to be revived. The College is also planning to tie up with some medical practitioners and diagnostic centers of the locality to provide medical help to the students and staff. But a First Aid Box is always kept ready in case of any need.
- Canteen At present two canteens operate in the College. One is located in the ground floor which serves primarily as the students' canteen. Another is located in the first floor, adjacent to the Teachers' room which is for the teachers, college staff and guests.
- Recreational spaces for staff and students There are two common rooms furnished with the facilities of indoor games. One is for the boys and the other for the girls, and one staff room is allotted for the teaching staff.
- Women's Cell There is a Women's Forum in this College, but due to inadequate space the Forum holds all its urgent meetings in the chamber of the TIC. The meetings of the Awareness against Sexual Harrassment Cell also commence in the chamber of the TIC.
- **Drinking Water Facility** Water purifiers fitted with coolers are available in the canteens located in the ground floor and in the first floor for the convenience of students, staff as well as the guests.
- Auditorium The College has no auditorium till now. However, room no. 8 situated on the second floor of the College serves the purpose as there is no other way to meet the requirement.

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?





Inner view of the Library

Yes, the College has a Library Committee comprising the TIC, 16 HoDs, 2 Librarians and the Library Convener. The Library Convener is a senior faculty member, elected by the Teachers' Council. Since 2014, the senior Librarian has been acting as the Co-Convener.

The Library Committee meets at regular intervals (generally once in 4 months). This body is entrusted with the task of preparing the Library Budget, suggesting and exploring development proposals, making policies and taking decisions regarding the library-related issues.

The Committee has prepared a 'Collection Development Policy' for the purchase of library material. It states that emphasis should be given on purchasing text books in multiple copies so that the financially weak students can borrow text books, recommended in the syllabus. Recently, the Committee has developed a 'Withdrawal Policy', too. It has approved the proposal for subscription of the N-LIST e-journal Consortium of INFLIBNET; providing more computers and networking facility to enhance the on-going library automation works; modified the Book Bank service to make it more accessible to needy students; increased the number of library cards for Honours students (from 2 to 3 cards); approved the retro-conversion work for converting the existing locally-developed library organization system to the internationally known Dewey-based standard system; it has also consented to procure some important equipments and furniture for the Library.

4.2.2 Provide details of the followings –

• Total area of the library (in sq. metres):

Stack Room – 33.25 x 18.25 = 606.8125 sq.ft. = 184.95645 sq. mtr.

Reading Room (total area) $-10.5 \times 28.83 = 302.715 \text{ sq.ft.} = 92.267532 \text{ sq. mtr.}$

Circulation Counter $-11.33 \times 28.83 = 326.6439 \text{ sq.ft.} = 99.56106072 \text{ sq. mtr.}$

Total Seating Capacity :

 $21.583 \times 18 = 388.494 \text{ sq. ft} = 118.4129712 \text{ sq. mtr.}$

- Working Hours:
 - 1. 11.00 A.M. 5.00 P.M. on all working days except Saturdays.
 - 2. 11.00 A.M. 2.30 P.M. on Saturday.
 - 3. On holidays and during the Puja Vacation the Library remains closed.
- Layout of the Library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e resources).

At present the library has one stack room, one reading room for the students and a circulation counter. It provides a small space earmarked as teachers' reading corner. The reading room of the students has neither individual reading carrels nor any lounge area for browsing. However there is a teacher's reading room in the first floor, adjacent to the teachers' sitting room which provides a handy space for reading and accessing e-resources, although the room is not a big one. The information Technology Lab on the ground floor provides the students with the facility of accessing e-resources. The students can access e-resources from the computers installed in the library as well. But there is no room in the library earmarked for this purpose.

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.

Subject-wise purchase-plan is prepared by the Library Convener in consultation with the TIC and the Teachers' Council when grants are available from the UGC, College and State Government. The Departments are responsible for the purchase of books and other materials according to their requirements within the amount of allotment. The Demand Register is maintained in the Library and sometimes the book-review cuttings and catalogues are consulted by the faculty members to assess demands and enrich the collection. Books and journals are generally purchased from the enlisted Vendors and publishers keeping in mind the budgetary allocation and other book grants received from various sources.

After supply, the required woks for accession, classification and cataloguing of new books are done. This is an important part of knowledge organization for information retrieval. Thereafter the books are made available to the users. Covers of new books are displayed as New Arrivals. List of titles of newly acquired books, journals and periodicals are regularly displayed on the notice-board.

Library Holdings	Year – 2010 –		Year – 2011 – 1	2	Year – 2012 – 1	13	Year – 2	2013 – 14
	No.	Cost (Rs.)	No.	Cost (Rs.)	No.	Cost (Rs.)	No.	Cost (Rs.)

1. Text	25795	178185	26885	426729	27477	582777	28156	705387
Books								
2.	4	2190	52	18935	103	42395	108	43735
Reference								
Books								

Journals / Periodicals Procurement

Year	No. of Titles	No. Unsubscribed /	Procurement Cost
(July – June)		Donated Issues	
Before July 2010	Scholarly Journals – 82; Popular Magazines – 05 (Including Employment News		
2010-11	Continued the same	05	Rs. 4244 (Mag); Rs. 12420 (History 2 Journals for 3 Years)
2011-12	"	05	Rs. 4718 (Mag.);
2013-14	"	13+ Received 11 issues of 2 Bengali journals (Sahitya Parishat Patrika and Bangla Sahitya Patrika) and 20 issues of a Bengali periodical (Paschimbanga) – as part of former teacher Sri Asit Mukhopadhyay endowment Collection on Library Day, 2013.	Rs. 5148 (Mag.); Rs. 5450 (History – 2 journals for 1 year)
2014-15	March, 2015, subscribed to – BCL Online Library and thereby got access to 7000 full-text journals and 50 magazines.	12	Rs. 5854 (Mag.); Rs. 999 for BCL Online Library.

No. of CD / DVD - 20

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

OPAC – data entry is being done.

Electronic Resource Management package for e-journals – No.

Federated searching tools to search articles in multiple databases – No.

Library Website – Yes. Linked to the College website. There is also a Facebook Page of the Library for posting photos of events and interaction with readers.

In-house/remote access to e-publications – Both in-house and remote access may be acquired through the Library Portal and the BCL Online Library. There are links to free e-resources databases provided in the Portal.

Library automation – Library automation has been initiated by installing the e-Granthalaya Library Management software developed by the NIC of the Department of Electronics.

Total number of computers for public access – Nil, but the teachers can use 2 computers at the Teachers' Reading Room and another one at Circulation Counter.

Total numbers of Printers for public access – Teachers are given print-outs from the printer at Circulation.

Internet band width / speed – 100 Mbps.

Institutional Repository – No database exists at present. There are College publications and publications by the faculty members and special collections of Employment News, Articles and Book Review pages of the Telegraph.

Content management system for e-learning – No.

Participation in Resource sharing networks / consortia (like Inflibnet) – Proposal for subscription to N-LIST has been accepted by Library Subcommittee.

4.2.5 Provide details on the following items:

Average number of walk-ins	70
Average number of books issued /	25-30 daily
returned	
Ratio of library books to students	29000 : 1500 approax.
enrolled	
Average number of books added	661
during last three years	2011-2012:894
	2012-2013:592
	2013-2014:497
Average number of login to opac	Not applicable.
(OPAC)	
Average number of login to e-	Negligible so far.
resources	
Average number of e-resources	Provided on demand only.
downloaded / printed	
Number of information literacy	The Library in collaboration with the

trainings organized	IQAC organized a one-day 'Library	
	Orientation Programme' on 15.10.2015	
	as a part of its familiarization process to	
	impart to the teachers and new students	
	the methods of using College library. The	
	Senior Manager of British Council	
	Library delivered the key-note address	
	which enlightened the students about the	
	use of a library.	
Details of "weeding out" of books and	No book is weeded out. Irrelevant and	
other materials.	damaged books are withdrawn from the	
	stack and kept in the lofts.	
	Newspapers and fugitive materials are	
	sold out every year and the amount is	
	deposited to the Office.	

4.2.6 Give details of the specialized services provided by the library

Manuscripts	Nil	
Reference	The College provides this service.	
Reprography	The College provides this service	
	through scanner and photocopier.	
ILL (Inter Library Loan Service)	The Library has borrowed books from	
	some public libraries like Howrah	
	District Library, South 24 Parganas	
	District Library and Michael	
	Mudhusudan Library. It has also given	
	books on ILL basis to South 24 Parganas	
	District Library to take part in an	
	exhibition. The Library has also received	
	an e-journal Directory from National	
	Library and a Bengali Bibliography from	
	State Central Library to help Bengali Department for the selection of books.	
Information deployment and	Yes. Notifications are issued for college	
notification	staff and students on important matters	
notification	concerning the Library. A list of current	
	magazines received by the Library is	
	displayed on the Notice Board every	
	month. Also there is provision for New	
	Arrival display.	
Download	The Library provides this service on	
	demand.	
Printing	The Library provides this service on	
	demand.	
Reading list / Bibiliography		
compilation	copies of alphabetically arranged lists of	
	Departmental collections.	

In-house / remote access to e-resources	Both.	
User Orientation and awareness	New students and teachers are guided to	
	use library resources and tools through	
	manual assistance and the Library Portal.	
	The Library also in collaboration with	
	the IQAC organized a one-day 'Library	
	Orientation Programme' on 15.10.2015	
	as a part of its familiarization process to	
	make the teachers and students aware of	
	the resources and of the use of library	
	materials. They can also contact the	
	library through e-mail.	
Assistance in searching Databases	Not done.	
INFLIBNET / IUC facilities	Does not exist.	

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



Celebration of Library Day in the College Library

Library staff offers help to the students and the teachers of the College in various ways.

1. Reading Room

- When a new student comes to the Library, he/she is made aware of the rules & regulations. The staff at the Counter tells them how to search the catalogue and how to take books and other documents for reading.
- They are also told about the newspapers and current magazines.
- The library staff behaves cordially so that the newcomers feel comfortable.

- Regular and sincere readers are encouraged to consult more books.
 Students are also motivated to read story books, newspapers and magazines.
- The staff maintains peace in the Reading Hall. They also listen to complaints and suggestions and resolve small problems of the students.
- Students may also place demands for new books by using the Demand Register.
- Students get help in filling up forms or doing their projects.
- Syllabus and question papers are given for consultation.
- Reference queries are answered and many times websites are searched and print-outs are given to the students for their projects/assignments or for preparation of wall magazines.
- News of cultural competitions, jobs, scholarships, etc. is posted on the Notice Board.

2. Circulation

- Students and teachers get assistance from the staff in tracing books.
- New students get help while borrowing or returning books.
- Photocopies are provided to students on nominal payment.
- Overdue charge for the students with poor financial background is generally relaxed.

3. User Orientation

Newcomers are trained to use the catalogue, fill up requisition forms and browse the stack. They also come to know the rules of the Library and the dos and don'ts of Library use.

4. Extension Activities (Library Day Celebration)

- Students take part in the competitions/performance organized on the Library Day. They are trained and directed for their presentations.
- The Library staff interacts with willing students and encourages them to work for the Library as 'Friends of the Library'. Students with Honours in Urdu and Persian help in organizing the books of these Departments.

Some passed out students of the College still come to use the Library.

4.2.8 What are the Special facilities offered by the Library to the visually / physically challenged persons?

Since the numbers of physically disabled/challenged students are negligible, no special facilities are offered by the Library at present.

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

Yes, the Library gets the oral and written feedback from its users in the form of complaints, suggestions and recommendations. The Library has a Suggestion Box and the facility of interaction is provided through e-mail, Library Website and the Facebook page. Such feedback helps the Library staff in rendering better services to the users.

4.3 I.T. Infrasturcture

- 4.3.1 Give details on the computing facility available (Hardware and Software) at the institution.
 - Number of computers with configuration (provide actual number with exact configuration of each available system)
 - Computer-student ratio
 - Stand alone facility
 - Lan facility
 - Licensed software
 - Number of computers with internet facility
 - Any other
 - Number of computers with configuration
- 1) Computer Laboratory (I.T. Lab)

Desktop -12, Laptop -4.

Configuration

a. Desktop (5) – Intel (R) Core (TM) i3 CPU 550 @ 3.20 GHZ.

2 GB RAM, Windows 7 ultimate, 32 bit.

b. Desktop (7) – Intel (R) Pentium (R) CPUE5300

@ 2.6 GHZ, 2 GB RAM, Windows XP.

c. Laptop (4) – Pentium (R) Dual – Core CPU T 4300 @ 2.10 GHZ,

1 GB RAM, Windows XP.

- 2) Office (3 Desktop)
 - a. Pentium (R) Dual Core CPU E 5300 @ 2.60 GHZ 2 GB RAM, Microsoft, Windows XP.
 - b. Intel Pentium Dual Core Processor E 5300 @ 2.60 GHZ, 2 GB RAM, 320 GB SATA II, DOS.
 - c. Intel (R) Core (TM) i5 4570 T CPU @ 2.90 GHZ, 4 GB RAM, 64 bit, Windows 8.1 Processor.
- 3) Principal's Chamber (2 Desktops)
 - a. Windows 8.1 Single 64 bit, HP, Intel (R) Core (TM) i5 4460 T CPU @ 1.90 GHZ 4 GB RAM.
 - b. Intel (R) Core (TM) i3 CPU 550 @ 3.20 GHZ 2 GB RAM Windows 7 ultimate, 32 bit.
- 4) HEPSN (1 Desktop, 1 Laptop)
 - a. Desktop Intel (R) Core (TM)² DUO CPU E 7500 @ 2.93 GHZ Windows XP, 2 GB RAM.
 - b. Laptop Pentium (R) Dual Core CPU, T4300 @ 2.10 GHZ, 1 GB RAM, Windows XP.
- 5) Reading Room (1 Desktop)

LENOVO, 5 VKTOSA VO.8A Pentium (R) Dual Core CPU

E5300 @ 2.60 GHZ 2 GB RAM

Windows 7 ultimate 32 bit.

6) Journalism Laboratory (1 Desktop, 1 Laptop)

Desktop – LENOVO 5 VKTOSA V0.8A

Pentium (R) Dual Core CPU E5300 @ 2.60 GHZ

2 GB RAM 32 bit.

Laptop – Intel (R) Core i3 – 4005 U – CPU @ 1.70 GHZ, 4 GB RAM, Windows 8.1, 64 bit.

7) Library (3 Desktop)

- 1. Intel (R) Core (TM)² Duo CPU E7500 @ 2.93 GHZ, 2 GB RAM, Windows XP.
- 2. Intel (R) Core (TM) i3 3240 T CPU @ 2.90 GHZ 2 GB RAM, Windows 7, Home Premium, 64 bit.
- 3. Pentium (R) 4 CPU 3.00 GHZ 512 MB RAM Windows XP, 40 GB HDD.

8) IQAC and Remedial (2 Laptops, 1 Desktop)

- a. Laptop Pentium (R) Dual Core CPU T 4300 @ 2.10 GHZ, 1 GB RAM, Windows XP.
- b. Intel (R) Core (TM) i3 3240 T CPU @ 2.9 GHZ, 2 GB RAM, Windows 8.1, 64 bit.

Licensed Software

A) COMPUTER LAB

Desktop D 01 PC – Windows 7, Quick Heal Internet Security, Office – 2007 Adobe Reader XI

Desktop D 05 PC – Windows 7, Office – 2007, Adobe Reader XI

Desktop D 06 PC – Windows XP, Office – 2003, Adobe Reader.

Laptop L 04 PC – Windows 7, Office – 2007, Adobe Reader.

L 03 PC – Windows XP, Office – 2003, Adobe Reader.

B) OFFICE

Desktop D 01 PC – Windows XP, Office – 2007, Adobe Reader – 08

D 01 PC – Windows 7, Office – 2007, Quick Heal, Adobe Reader XI

D 02 PC – Windows 7, Office – 2007, Adobe Reader XI

C) PRINCIPAL ROOM

Desktop D - Windows 7 ultimate, Adobe Reader XI, Quick Heal, Internet Security, Office – 7.

Desktop D – Windows 8.1, Office – 7, Adobe Reader XI, Quick Heal Internet Security.

D) HEPSN

Desktop 1 PC – Windows XP, Adobe Reader, Tally 7.2, Tally ERP 9.0, Office – 7.

Laptop 1 PC – Windows XP, Tally 7.2, Office – 2003, Adobe Reader.

E) READING ROOM

Desktop 1 PC – Windows 7 ultimate, Adobe Reader, Office – 2007, Quick Heal Internet Security.

F) IQAC / REMEDIAL

Desktop 1 PC – Windows 8.1, Acrobat Reader, Office – 2007, Quick Heal Total Security.

Laptop 1 PC – Windows 8.1, Acrobat Reader, Office – 2007.

Laptop 1 PC – Windows XP, Office 2003, Acrobat Reader.

G) LIBRARY

Desktop 1 PC – Windows XP, Office 2003, Acrobat Reader.

Desktop 1 PC – Windows XP, Quick Heal Internet Security, e-Granthalaya (Ver. 3), Acrobat Reader, Office – 7.

Desktop 1 PC – Windows 7 home edition, Quick Heal Total Security, Office 7, Acrobat Reader.

H) JOURNALISM LAB

Laptop 1 PC – Windows 8.1, Office – 2007, Acrobat Reader, QUARK Express, Adobe Photoshop.

Desktop 2 PC – Windows XP, Office – 2007, Acrobat Reader.

- Computer Student Ratio 1 : 8 (approximately)
- Stand Alone Facility Not Available.
- Lan Facility 2.
- Number of Computers with internet facility -7.

4.3.2 Detail on the computer internet security made available to the faculty and students on the campus and off campus.

There are altogether 25 computers, available to the faculty and the students without internet and 7 computers with internet connection which are fitted with Quick Heal anti-virus software to provide internet security

4.3.3 What are the institutional plans and strategies for deploying and upgrading the I.T. infrastructure and associated facilities?

At present the institution is planning to purchase laptop with printer for each of the 16 departments. The Department of Journalism and Mass Communication has its own laptop and desktop, but the other departments have been using the laptop allotted for Remedial Coaching for their specific needs. But now the institution has taken the initiative to purchase laptops for all the departments. The first floor of the College is provided with Wi – Fi connection and efforts are on to bring the entire College within the Wi –Fi zone. The institution is also planning to make the database software to keep the updated details of the students and staff. Anti-virus devices have also been installed to protect the data-base. Besides, due to ever increasing need for the application of modern technology in the teaching learning process, the College purchased 1 LCD Projector with Projector Screen in December, 2011.

4.3.4 Provide details on the provisions 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 four years).

In the annual budget, for the procurement and maintenance of the computers and their accessories, the following amount has been allotted.

Rs. 3,00,000/- allotted – Rs. 2,40,000/- spent in 2010-11.

Rs. 3,12,570/- allotted – Rs. 1,20,830/- spent in 2011-12.

Rs. 3,12,570/- allotted – Rs. 1,27,838/- spent in 2012-13.

Rs. 3,60,000/- allotted – Rs. 1,41,514 spent in 2013-14.

Rs. 3,60,000/- allotted – Rs. 2,00,000 spent in 2014-15 (till date).

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

The institution realizes the necessity of using ICT resources and computer-aided teaching-learning materials for the benefit of students. That is why in 2011, one LCD Projector worth Rs. 75,000.00 along with one Mounted Projector Screen worth Rs. 5,000.00 were purchased by the College to facilitate the supplementation of conventional talk and chalk method by the method of power-point projection in the class-rooms. However, use of power-point projection in the class-rooms is yet to start for regular classes. The LCD Projector along with the Projector Screen is presently used by the departments for organizing students' as well as teachers' Seminars.

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.

This College does not have provision for accessing on-line teaching & learning resources. Since an ICT-enabled classroom is now an important requirement, a plan is afoot for its quick execution.

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?

The institution does not avail of the National Knowledge Network Connectivity and it is not yet provided by the affiliating University.

4.4 Maintenance of Campus Facilities

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

Budget Allocated on the following items during the last four years

Items	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014
	Rs.	Rs.	Rs.	Rs.
1. Building	1,01,125	1,25,000	1,88,415	2,51,005
2. Furniture	1,00,000	1,94,548	9,160	50,000
3. Equipment	3,64,666	9,30,951	8,37,856	7,54,070
4. Computers	63,250	56,925	1,53,213	1,41,462
5. Any Others	37,559	23,436	38,505	35,614

Regarding building and maintenance work the College seeks advice of professional Engineers and Architects. The authority invites tenders and accepts the quotation that offers minimum rate. Apart from this, regular audit is done. Decisions are taken by the Purchase and Finance Committee for any purchase of furniture, equipments and computers, subject to the approval of the GB.

What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipments of the College?

Several Committees for example Equipments Committee, Computer Academic Committee, etc., have been constituted to maintain and upkeep the infrastructure, facilities and equipments of the College. The College Authority regularly supervises the performance of the concerned Committees and takes necessary steps to implement their decisions for the maintenance of all infrastructural facilities.

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

The College, with the assistance of the Equipments and Computer Academic personnel from industry.

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

Two pumps are pressed into service for constant water supply which are regularly maintained by the College electrician-cum-caretaker. Old electrical wiring of the entire premises has been replaced by new wiring. 8 inverters (APC-800 VA-Maintenance Free Battery Furuka 130 AH) have been installed for uninterrupted power supply in the College.

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 College publishes its updated Prospectus every year which is given to the students at the time of admission. The Prospectus gives detailed information about the College as mentioned below:

- Location and working hours.
- Vision and Mission.
- Composition of the Governing Body, Administrative Heads, Members of the Students' Union.
- Faculties of all Undergraduate Departments.
- Details of Library Facilities.
- Courses available.
- Admission Procedure.
- Student Intake.
- Criteria of Admission.
- Fees Structure.
- Course structure with distribution of marks.
- Infrastructural Facilities available to the students other than Library.
- Profile of Extra-Curricular Activities.

• List of College Holidays during the Academic Session.

The departments, the committees and the subcommittees of the College ensure that the facilities mentioned in the prospectus are always available to the students and records of all such activities are maintained with care. The system of students' feedback, parent-teacher meetings and the system of review through the GB, Finance Committee, Teacher's Council, Academic Subcommittee, etc. ensure the commitment and accountability of the institution.

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?

Each year the institution provides financial assistance to the underprivileged students through Students' Aid Fund. The Aid Fund financially assists the students when they fill in forms for the University examinations. Recommendations for financial assistance are forwarded by the Aid Fund Committee on the basis of four criteria – a) merit b) percentage of class-attendance c) annual income of the parents d) performance in sports and cultural activities.

The number of students who have received financial assistance from the Students' Aid Fund and the amount of money spent are given below:

Year	No. of Students	Amount Spent
		Rs.
2010 – 11	149	32,289
2011 – 12	151	66,565
2012 – 13	141	42,160
2013 – 14	145	32,950
2014 – 15	207	69,370

The financial aid is made available to the students on time.

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

A significant number of students belonging to minority community receive postmatric scholarship from West Bengal Minority Development and Finance Corporation, through the College. The details are given below:

Year	Number of	Agencies	Amount Received
	students		Rs.
	benefitted		

2010 – 11	407	WBMDFC + UGC	4,92,300 (Cheque)
		Merged Scheme	1,44,540 (College
		Scholarship for	A/c)
		Minority / SC / ST /	
		OBC	
2011 – 12	240	WBMDFC Post	4,03,150 (Cheque)
		Matric Scholarship.	2,30800
			(CollegeA/c)
2012 – 13	379	WBMDFC Post	1,80,100 (Cheque)
		Matric Scholarship.	1,99,900 (College
			A/c)
2013 – 14	425	WBMDFC Post	30,68,430 (College
		Matric Scholarship.	A/c)

Note: WBMDFC – West Bengal Minority Development and Finance Corporation.

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

• Students from SC / ST, OBC and economically weaker sections

As per University regulations reservation for admission to different courses with 10% reduced marks in the previous Board Examinations is available to SC/ST candidates. In this manner reservation of seats for SC/ST candidates as per Government of West Bengal rules is strictly adhered to by the College. Students receive full support from the College to avail of SC/ST/OBC student scholarship.

Reservation of seats for SC/ST/ OBC in the College is shown below:

Reservation of Seats (in percentage)

SC	ST	OBC – A	OBC – B	PHYSICALLY CHALLENGED
22	6	10	7	3

• Students with physically disabilities:

At present the number of students with physical disabilities is negligible in this College. Yet within the range of limited resources the institution has paid special attention to address their needs. Till 2012, the College was able to meet some of the educational requirements of the students who required special needs due to their sensory/physical/neurological impairments under the UGC Scheme of Higher Education for Persons with Special Needs (HEPSN.) But due to some technical problems, HEPSN remains inoperative at present. However, the College is planning to resume UGC's HEPSN programme for the sake of those needy students.

HEPSN

The first programme under the HEPSN scheme supported by the XIth Plan of the UGC was held on 20 February, 2010. The focus of the programme was on the Special Needs of the people with various types of challenges. The total number of participants was 120 that included students, teachers, non-teaching staff, guests from Non-Governmental Organizations, persons with disabilities as Resource Persons and the Assistant Commissioner of Disability, Government of West Bengal.

Overseas Students

The College has no overseas students.

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

The professors encourage the students to participate in various competitions and train them for those events. The students enthusiastically participate in inter-College competitions as well as the competitions organized by the Government of West Bengal under the banner of Youth Parliament. In 2010, the participants of this College stood champion in District Championship of Youth Parliament. Every year, the students of this College participate in inter-College extempore, debate, quiz, recitation, drama and folk-song competitions, organized by Sanskritik Punarnirman Mission in Ram Mohan Hall, Maniktala, and in 2014 they won the first prize in drama competition. They have also won the second prize in recitation competition in 2015.

The achievements of the students in inter-College sports competition are also remarkable. Every year the students of this College participate in inter-College athletics competition at the University level, district level, and win prizes. Each year they also play in inter-College cricket and football tournaments. In 2011 two students of this College Srikanta Khanra and Kaikeshan Salim performed remarkably well in the district level inter-College athletics competition. Srikanta Khanra won the first prize in 100 meter Sprint, second prize in 200 meter Sprint and in long jump as well. Kaikeshan Salim won third prize in 200 meter Sprint.

In 2012, Sriparna Ghosh won the third prize in long jump and Vaishali Chowdhury won the third prize in 1500 meter Sprint at the district level inter-College athletics competition held in that year.

In 2013, Vaishali Chowdhury again won the third prize in 1500 Sprint jointly with Irfan Ali. Another student Md. Sajid Raza came third in 'throwing the Javelin' contest at the district level inter-College athletics competition.

In 2014, Vaishali Chowdhury again won the third prize in 1500 meter 'Run' jointly with Irfan Ali at the district level inter-College athletics competition.

At the district level football tournaments too, the students of this College have proved their abilities. The College also holds an Annual Sports every year, where students as well as the staff participate with great enthusiasm.

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

The College has a plan to resume the Students' Health Home to provide first-aid medical facility to the students. The College is also planning to tie up with some registered medical practitioners and diagnostic centres of the locality to provide medical help to the students.

• Organizing coaching classes for competition examinations

The students of this College are provided with the opportunity to prepare themselves for competitive examinations like SSC, PSC, WBCS and other competitive examinations through the Entry into Service Cell. The Camelia Institute of Management and IIJT have organized training sessions in the College and many students have benefitted from the coaching classes conducted by the Entry into Service Cell. It is noted that Aftab Ahmad, an ex-student and active member of the Alumni Association was assisted at the time of his entrance test preparations by the Entry into Service Cell. He is now employed in Chandannagar Municipal Corporation.

• Skill Development (Spoken English, Computer Literacy, etc.

The College has introduced a special short course to improve the communicative skills of the students in English. This initiative has been planned keeping in view the poor English communicative skills of the Students, majority of whom cannot speak and write properly in English. This short course on Communicative English has been introduced with the sole purpose to help the students who lack communicative skills in English language.



Students in Computer class

So far as computer literacy is concerned, the Information Technology Laboratory placed on the ground floor of the College is used to train the students in Computer Applications. The students who are interested in advanced computer courses are provided with the facility beyond College hours. There is a Career Counseling Cell in the College under the UGC scheme, which enables the College to facilitate entrance tests for students for professional courses and jobs. Professional agencies are invited to prepare students for various professions. A career counseling programme was held on 15 April, 2011 by inviting IIJT. Another programme was held on 27 August, 2011 in collaboration with Globarena. The last counseling programme commenced on 8 September, 2015 with the support of Brainware.

• Support for "Slow Learners"

The College has developed a system to provide adequate care and attention to the slow learners through remedial classes. Such classes are held before and after the scheduled classes as notified in the class routine. In these remedial coaching classes – 1) Simplified versions of books are recommended 2) Lecture notes are delivered 3) Study materials other than books, preferably downloaded materials from the internet in simplified forms suitable for the slow learners are provided.

• Exposure of students to other institutions of higher learning / corporate / business houses.

The exposure of the students to other institutions of higher learning/corporate/business houses needs to be broadened in this College. However, the students are always encouraged to visit the British Council Library and the National Library.

Publication of Student Magazines



The students of different departments are encouraged to publish Wall Magazines on relevant topics under the close supervision of the teachers. They are also encouraged to contribute articles, short stories, poetry, etc. in the College Annual Magazine.

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

The institution encourages and facilitates entrepreneurial skills among the students by arranging different projects, seminars, quiz, contests and cultural competitions. Besides, the Department of Journalism and Mass Communication trains and prepares the students for a career in journalism.

- 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.
 - To promote students' participation in extra-curricular and co-curricular activities, the institution organizes inter-departmental and intra-departmental debate, quiz contest, extempore, elocution, recitation and poster-writing competitions. Each department organizes student seminars where students are encouraged to present papers on relevant topics followed by interactive sessions and further discussions on the subject.
 - Students have been participating in the inter-college athletic competition, football and cricket tournaments over the years. Since 2008 the College has been imparting physical and sports training to the willing students through a Physical Instructor. Lots of prizes were won by the participants and some of them have been awarded best performers in sports and other extra-curricular activities. The College also encourages the students to practice a variety of indoor games with the kits available in the common room during the free periods.
 - Students are encouraged to participate in inter-college quiz, debate, recitation and drama competitions as well as in competitions organized by the Government of West Bengal under the programme of Youth Parliament.





Students decorating the venue of Rabindra Smaran



Teachers performing in the annual programme of Rabindra Smaran



Student performing dance in Rabindra Smaran



Teachers reciting a drama in Rabindra Smaran

- The College has a Cultural Sub-committee which is actively involved in organizing various cultural programmes throughout the year involving enthusiastic participants from the students. Every year 'Rabindra Jayanti Celebration' is organized by the Cultural Subcommittee which witnesses significant degree of student participation. Students are also encouraged to participate in the cultural programmes held on the occasions of Teachers' Day, Freshers' Welcome, Communal Harmony Day, etc.
- The NSS and NCC Units of the College and the Women's Forum arrange special campaigns and awareness programmes on social issues where volunteers and cadets actively take part. To encourage more and more students to participate in NSS and NCC programmes, the NSS volunteers and NCC Cadets are accorded priority when funds are disbursed from Student Aid Fund.
- The College encourages the students to join the 'one-day tour' organized by the Tour Committee which gives them some relief from the drudgery of routine academic work.
- 5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC CSIR NET, UGC NET, SLET, ATE / CAT / GRE / TOFEL / GMAT/ Central / State Services, Defence, Civil Services etc.

No such formal support and guidance has yet been provided to the students, except the assistance given for the competitive examinations of School Service Commission, Public Service Commission, etc.

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

Academic

Academic counseling is provided to the students throughout their three-year tenure in the College. The teachers provide academic counseling to the weak and slow-learners through the remedial classes, while academic counseling of the advanced learners is made through the tutorial classes.

Career

The Career Counselling Cell of the College organizes workshops and seminars on various career opportunities. Under the UGC scheme, this cell facilitates entrance

tests for the students for professional courses and jobs. From time to time several professional agencies have been invited to train the students for various professions. Many students have benefitted from this Cell by securing training and thereafter being recruited by reputed companies. The names and employment status of some of the ex-students of this College who have benefitted from the Career Counselling Cell are presented below:

- 1) Sony Prasad is currently employed at Tata Consultancy Services in the post of Senior Associate.
- 2) Mohammed Saddam is employed at Port Singapore PUT.
- 3) Zubaida Khatoon is currently In charge of Data Entry of Hitech Cell Phone Pvt. Ltd.
- 4) Vikram Karan is employed at Bajaj Finance in a post of high rank.
- 5) Md. Abdul Kalam Azad is currently employed at Checkmate Pvt. Ltd.

Keeping in view, the nature of livelihood which is primarily dominated by different types of businesses in the dock areas of Kidderpore, Garden Reach and Metiabruz, the Career Counselling Cell not only provides training and counseling facilities to prepare the students for employments, but also provides counseling to those students who are interested in business and self-employment. Thus, many students who have taken up business ventures have also been benefitted from the Career Counseling Cell.

Personal

The Grievance Redressal Cell and Women's Forum provide personal as well as psycho-social guidance as and when required.

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.

The institution has no structured mechanism for career guidance and placement of its students but, as stated before, it has a Career Counselling Cell which organizes seminars and workshops by inviting professional agencies to train students for various professions. The Career Counselling Cell organized a seminar by inviting IIJT on 15 April, 2011. It once again organized another programme by inviting Globarena on 27 August, 2011. The latest Career Counselling Programme was held on 8 September, 2015 with the help of Brainware, a reputed professional agency in this field.

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

Yes, the College has a Grievance Redressal Cell which comprises the following members:

Convenor -

Prof. Manoj Mandal and

Dr. Archana Pandey.

Members -

- 1) Dr. Sonali Sarkar.
- 2) Dr. Sohag Joardar.
- 3) Dr. Chandrabali Das.
- 4) Dr. Aparna Pal.
- 5) Prof. Sutapa Talukdar.
- 6) Prof. Amrita Bhattacharya.

The most common grievance handled by the Grievance Redressal Cell from the students is regarding the condition of the existing Common Room of the boys. The demand is that their Common Room should be more spacious and student-friendly, and provided with more indoor games. The cell has been considering the demand for some time. However, no written grievance has been received during the last four years.

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

The institution has set up a Awareness against Sexual Harassment Cell to ensure women's physical safety and to promote awareness of the right against sexual harassment. It comprises members of the teaching staff including the TIC and one external member,s Smt. Anomitra Mukherjee, member of the NGO "SWAYAM". This cell has been instituted in the academic session 2015-16. Till now it has organized one awareness promotion programme.

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?

Presently the College has no Anti-ragging Committee and the College provides no hostel facilities to the students. However, students have to submit a declaration against ragging at the time of admission which is laid down in the Prospectus in some detail. There has been no reported case of ragging in the College premises so far since the students remain under the watchful eyes of the authority and members of the Discipline Maintenance Committee during the college hours.

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

The College offers a number of welfare schemes to **the** students.

- a) **Student Aid Fund** details given under section 5.1.2.
- b) **Physical Education** The students are given physical training including multi-gym facility both **for** the boys and girls at a moderate fee for the development of their physical health. For this purpose one full time Physical Education Teacher Dr. Dibyendu Roy and one Multi Gym Assistant Lt. Biplab Dhara (Contractual) have been appointed in the department of Physical Education. Physical training classes are systematically held according to the time-table.
- c) **Tutorial** / **Group Discussion** / **Counselling** The College organizes tutorial classes, group discussions and counseling sessions for the students. The Career Counselling Cell organizes workshops and seminars by inviting various professional agencies to help students choose professions according to their preferences and abilities.
- d) Canteen The College Canteen provides different types of food to the students at subsidized rates.
- e) College Computer Centre The students are given training in computer literacy in the College Computer Centre and the students who are interested in advanced computer courses are given the facility to pursue such courses beyond the scheduled College hours.
- f) Remedial Coaching Remedial coaching classes are arranged for the students belonging to the SC/ST/OBC and Minority categories who fail to meet their educational needs through regular classes. However, general

- category students who are slow and weak learners and require special attention are also provided with this facility.
- g) Students Health Home Clinic The College has a plan to restart a Regional Health Home Clinic to cater to the medical needs of the students of this College as well as of those belonging to the neighbouring Schools and Colleges. In the case of an emergency, students are entitled to get admission in the Central Health Home adjacent to Yuva Kendra.
- h) **Alumni Association** The College has set up an Alumni Association which organizes an Annual Ex-students' Re-union.
- i) Parents-Teachers Meeting Through the Parent-Teacher meetings held systematically every year, the College tries to create a bridge between the students and teachers. This is a window to meet the parents and discuss with them multiple issues like pupil's class attendance, examination, result and their overall academic development.
- 5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructural development?



Teachers and ex-students in a programme of the Allumni Association

Till 2015, the College did not have any registered Alumni Association. However, realizing the need for such an organization for the overall development of the College, an initiative was taken by inviting all the ex-students of this College. Finally on 22 August, 2015 responding to the invitation a large number of ex-students attended the meetings and the Alumni Association was formed. A lively interaction took place between the teachers and the ex-students who expressed their willingness

to be a part of the development process of the College. They decided to initiate the process of getting registered as a formal Alumni Association. Instead of confining their activities within the ambit of organizing Annual Ex-students' Re-union, they decided to directly participate in all the significant institutional activities and to help the institution with their advice as and when necessary.

5.2 Student Progression

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

This is an undergraduate College; so after passing the final examination students take admission in different Universities and institutions across the country. It is difficult to track their progress and quantify students' progression in this regard.

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 College of the affiliating University within the city / district.

The programme wise pass percentage and completion rate for the last four years and a comparative analysis of the performance of the institution is given below (in the form of pie chart). We are unable to compare the performances of our institution with the performances of the other institutions as it is not provided by our parent University.

Programme	Year	Appeared	Passed
B.A. (Hons.) Part III	2010 – 11	62	61
	2011 – 12	45	23
	2012 – 13	41	40
	2013 – 14	34	32
B.A. (Gen.) Part III	2010 – 11	60	58

		I	
	2011 - 12	108	75
	2012 - 13	141	53
	2013 – 14	146	24
B.Sc. (Gen.) Part III	2010 – 11	1	1
	2011 – 12	1	1
	2012 – 13	0	0
	2013 – 14	0	0
B.Com (Hons.) Part	2010 – 11	21	21
III			
	2011 – 12	91	78
	2012 – 13	54	31
	2013 – 14	44	9
B.Com (Gen.) Part III	2010 – 11	136	74
	2011 – 12	74	35
	2012 – 13	50	11
	2013 – 14	65	25

Diagram 5.2.2.1: Line Diagram showing change in the number of Appeared and Passed students in B.A. (Honors) course for the period 2010-2014

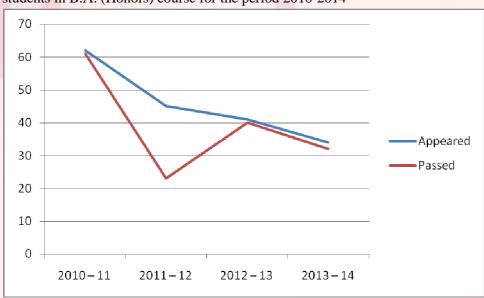


Diagram 5.2.2.2: Line Diagram showing change in the number of Appeared and Passed students in B.A. (General) course for the period 2010-2014



Diagram 5.2.2.3: Line Diagram showing change in the number of Appeared and Passed students in B.Com. (Honors) course for the period 2010-2014

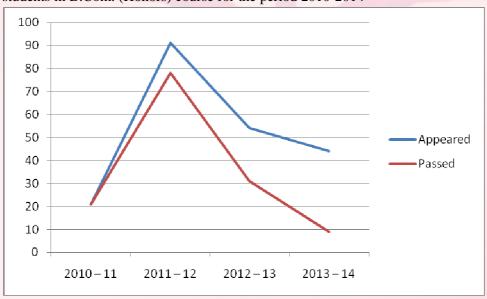


Diagram 5.2.2.4: Line Diagram showing change in the number of Appeared and Passed students in B.Com. (General) course for the period 2010-2014

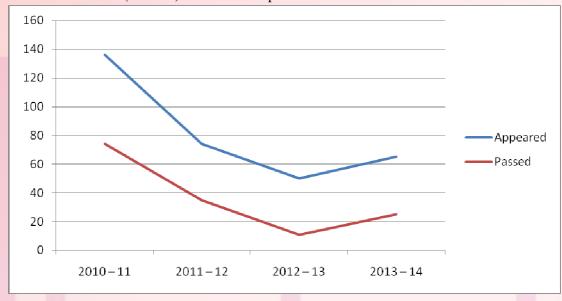


Diagram 5.2.2.5: Bar Diagram showing number of Appeared and Passed students in all the courses for the year 2010-11

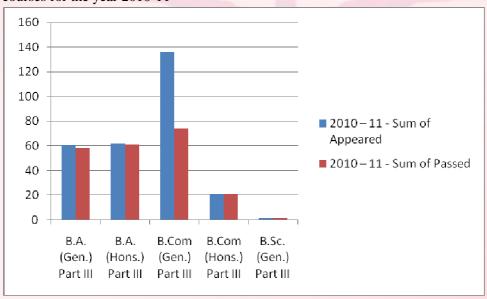


Diagram 5.2.2.6: Bar Diagram showing number of Appeared and Passed students in all the courses for the year 2011-12

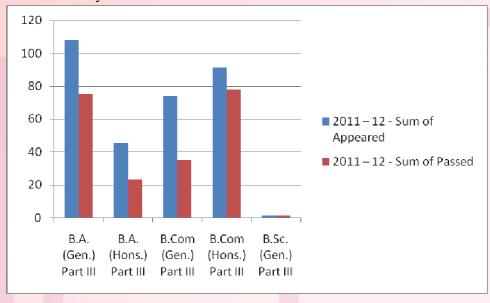
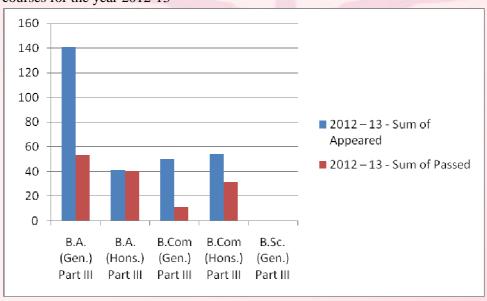


Diagram 5.2.2.7: Bar Diagram showing number of Appeared and Passed students in all the courses for the year 2012-13



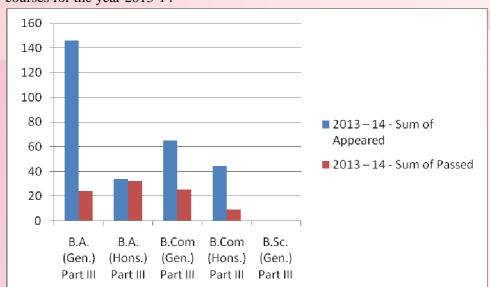


Diagram 5.2.2.8: Bar Diagram showing number of Appeared and Passed students in all the courses for the year 2013-14

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

The faculties take great care for the proper delivery of the prescribed undergraduate syllabus so that the students can perform well in the University examinations and proceed towards higher education. After the completion of each topic in class, the students are asked to appear in class-tests. Question papers are set on the topics already taught in the classes. By examining the answer scripts, the concerned teachers can identify the weak and slow learners on the one hand and advanced learners on the other. The slow and backward students are given special attention and care in the remedial classes while the advanced learners are given extra reading materials and extra care in the tutorial classes. All these efforts are undertaken to enable all categories of students to perform well in the examinations and proceed towards higher level.

The Career Counselling Cell on the other hand arranges workshops and seminars by inviting professional agencies to enable students to choose careers according to their preferences and abilities. The details of such activities have been already mentioned in Section 5.1.8.

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

The College takes special care and devotes individual attention to the students who are at risk of failure. Lecture notes are simplified according to the learning ability of

such students. The guardians of such students are kept informed about the problems faced by their wards through the systematic parent-teacher meetings. Such meetings are effective in helping the students to tide over academic problems. The help provided to the underprivileged students through the Students' Aid Fund helps to reduce the cases of drop-out.

5.3 Student Participation and Activities

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

The opportunities for participation in sports available to the students are:

a. Athletics b. Football c. Cricket. Indoor games like table tennis and carom are also available to them.

Performances of the students in sports have been mentioned in section 5.1.4. Besides, the students have taken part in trekking and water rafting under the command of NCC Unit.

The details of trekking and water rafting of the NCC cadets of this College are given below:

CAMP - TREKKING

DURATION – September 1 – September 7, 2012

Place - Valley of Flowers and Hemkund Sahib



Student climbing a rock

1.	WBSD/2011/173005	C.D.T.	Amit Kumar Singh
2.	WBSD/2011/173003	C.D.T.	Akib Jawed
			Mullick
3.	WBSD/2011/173008	C.D.T.	Ather Ali
4.	WBSD/2011/173033	C.D.T.	Ghulam Gaus
5.	WBSD/2011/173017	C.D.T.	Ghulam Rasul
			Khan
6.	WBSD/2011/173040	C.D.T.	Md. Noorul Islam

CAMP – SHIVAJI TRAIL TREKKING (All India) DURATION – November 20 – November 29, 2012

1.	WBSD/2011/173052	C.D.T.	Raj Mohammed
2.	WBSD/2011/173066	C.D.T.	Farisee Alam

CAMP – WATER RAFTING DURATION – December 28 – January 6, 2013 Place – Darjeeling

1.	WBSD/2011/17033	C.D.T.	Md. Ghulam Gaus
2.	WBSD /2011/173080	C.D.T.	Vaishali
			Choudhary

The list of NCC programmes where the students participated is given below:

CAMP – CATC –III DURATION – February 10 – February 19, 2012 Place – ARIYAPARISHAD, KIDDERPORE

1.	WBSW/2011/173074	C.D.T.	Pooja Kumari
			Mishra
2.	WBSW/2011/173076	C.D.T.	Reba Singh
3.	WBSW/2011/173079	C.D.T.	Shabana Khatoon
4.	WBSW/2011/173066	C.D.T.	Fausee Alam
5.	WBSD/2011/173040	C.D.T.	Md. Noorul Islam
6.	WBSD/2011/173010	C.D.T.	Bablu Prasad
7.	WBSD/2011/173030	C.D.T.	Md. Azhar Mojeeb

CAMP – CATC – XVI DURATION – February 22 – March 03, 2012 Place – GANGADHARPUR, HOWRAH

1.	WBSD/2011/173003	C.D.T.	Akib Jawed
			Mullick
2.	WBSD/2011/173004	C.D.T.	Amit Das
3.	WBSD/2011/173005	C.D.T.	Amit Kumar Singh
4.	WBSD/2011/173011	C.D.T.	Bablu Kr.
			Choudhary
5.	WBSD/2011/173016	C.D.T.	Chhottu Gupta
6.	WBSD/2011/173047	C.D.T.	Munna Kumar
			Thakur
7.	WBSD/2011/173052	C.D.T.	Raj Mohammad

CAMP – TREKKING DURATION – September 01 – September 17, 2012 Place – VALLEY OF FLOWERS AND HEMKUND SAHIB

1.	WBSD/2011/173005	C.D.T.	Amit Kumar Singh
2.	WBSD/2011/173003	C.D.T.	Akib Jawed
			Mullick
3.	WBSD/2011/173008	C.D.T.	Athar Ali
4.	WBSD/2011/173033	C.D.T.	Ghulam Gaus
5.	WBSD/2011/173017	C.D.T.	Ghulam Rasul
			Khan
6.	WBSD/2011/173040	C.D.T.	Md. Noorul Islam

CAMP – CATC (IGC) DURATION – September 12 – September 21, 2012 Place – GANGADHARPUR, HOWRAH

1.	WBSD/2012/173120 C.D.T.	Wasim Ahmed
DURATIO	CATC (IGC) ON – October 09 – October 18, 2012 INDARBAN	
1.	WBSD/2012/173120 C.D.T.	Wasim Ahmed

CAMP – CATC – V DURATION – October 31 – November 19, 2012 Place – KRISHNACHANDRAPUR HIGH SCHOOL (S – 24 PGS)

1. WBSD/2011/173004 C.D.T. Amit Das 2. WBSD/2011/173008 C.D.T. Athar Khan 3. WBSD/2011/173010 C.D.T. Bablu Prasad 4. WBSD/2011/173013 C.D.T. Chhottu Gupta 5. WBSD/2011/173033 C.D.T. Md. Ghulam Ghaus 6. WBSD/2011/173040 C.D.T. Md. Noorul Islam 7. WBSD/2011/173052 C.D.T. Raj Mohammed 8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173067 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173088 C.D.T. Avayjit Kumar Ray			T .	
3. WBSD/2011/173010 C.D.T. Bablu Prasad 4. WBSD/2011/173016 C.D.T. Chhottu Gupta 5. WBSD/2011/173033 C.D.T. Md. Ghulam Ghaus 6. WBSD/2011/173040 C.D.T. Md. Noorul Islam 7. WBSD/2011/173052 C.D.T. Raj Mohammed 8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173074 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra Heba Singh C.D.T. Reba Singh 11. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Ashidur Rahaman 17. WBSD/2012/173086 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Laxman Kumar 19. WBSD/2012/173092 C.D.T. Rohan Tahir </td <td>1.</td> <td>WBSD/2011/173004</td> <td>C.D.T.</td> <td>Amit Das</td>	1.	WBSD/2011/173004	C.D.T.	Amit Das
4. WBSD/2011/173016 C.D.T. Chhottu Gupta 5. WBSD/2011/173033 C.D.T. Md. Ghulam Ghaus 6. WBSD/2011/173040 C.D.T. Md. Noorul Islam 7. WBSD/2011/173052 C.D.T. Raj Mohammed 8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173067 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Ashidur Rahaman 17. WBSD/2012/173086 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173098 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173124 C.D.T.				
5. WBSD/2011/173033 C.D.T. Md. Ghulam Ghaus 6. WBSD/2011/173040 C.D.T. Md. Noorul Islam 7. WBSD/2011/173052 C.D.T. Raj Mohammed 8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173067 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Ashidur Rahaman 17. WBSD/2012/173086 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T.		WBSD/2011/173010	C.D.T.	
6. WBSD/2011/173040 C.D.T. Md. Noorul Islam 7. WBSD/2011/173052 C.D.T. Raj Mohammed 8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173077 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173098 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173124 C.D.T.		WBSD/2011/173016	C.D.T.	Chhottu Gupta
7. WBSD/2011/173052 C.D.T. Raj Mohammed 8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173067 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2012/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema		WBSD/2011/173033	C.D.T.	Md. Ghulam Ghaus
8. WBSD/2011/173066 C.D.T. Fausee Alam 9. WBSD/2011/173067 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Nazia Khatoon 23. WBSW/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T.	6.	WBSD/2011/173040	C.D.T.	Md. Noorul Islam
9. WBSD/2011/173067 C.D.T. Umar Faruque 10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. </td <td>7.</td> <td>WBSD/2011/173052</td> <td>C.D.T.</td> <td>Raj Mohammed</td>	7.	WBSD/2011/173052	C.D.T.	Raj Mohammed
10. WBSW/2011/173074 C.D.T. Pooja Kumari Mishra 11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Avayjit Kumar Rayan 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	8.	WBSD/2011/173066	C.D.T.	Fausee Alam
Mishra	9.	WBSD/2011/173067	C.D.T.	Umar Faruque
11. WBSD/2011/173076 C.D.T. Reba Singh 12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar 21. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. 25. WBSW/2012/173129 C.D.T. Shahnaji Parveen	10.	WBSW/2011/173074	C.D.T.	Pooja Kumari
12. WBSD/2011/173079 C.D.T. Shabana Khatoon 13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Robina Mustafa 24. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi C.D.T. Shahnaji Parveen				Mishra
13. WBSD/2011/173080 C.D.T. Vaishali Choudhary 14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173125 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Robina Mustafa 24. WBSW/2012/173128 C.D.T. Seema Km. 25. WBSW/2012/173129 C.D.T. Shahnaji Parveen	11.	WBSD/2011/173076	C.D.T.	Reba Singh
Choudhary	12.	WBSD/2011/173079	C.D.T.	Shabana Khatoon
14. WBSD/2012/173083 C.D.T. Akram Raja 15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173194 C.D.T. Rohan Tahir 21. WBSD/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. 25. WBSW/2012/173129 C.D.T. Shahnaji Parveen	13.	WBSD/2011/173080	C.D.T.	Vaishali
15. WBSD/2012/173085 C.D.T. Arun Kumar Prasad 16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Robina Mustafa 24. WBSW/2012/173126 C.D.T. Seema Km. 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen				Choudhary
16. WBSD/2012/173086 C.D.T. Ashidur Rahaman 17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi Rajbanshi Parveen		WBSD/2012/173083	C.D.T.	Akram Raja
17. WBSD/2012/173087 C.D.T. Avayjit Kumar Ray 18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Seema Km. 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	15.	WBSD/2012/173085	C.D.T.	Arun Kumar Prasad
18. WBSD/2012/173088 C.D.T. Bikash Mishra 19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	16.	WBSD/2012/173086	C.D.T.	Ashidur Rahaman
19. WBSD/2012/173092 C.D.T. Laxman Kumar Arjee 20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	17.	WBSD/2012/173087	C.D.T.	Avayjit Kumar Ray
Arjee	18.	WBSD/2012/173088	C.D.T.	Bikash Mishra
20. WBSD/2012/173098 C.D.T. Md. Imran 21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	19.	WBSD/2012/173092	C.D.T.	Laxman Kumar
21. WBSD/2012/173114 C.D.T. Rohan Tahir 22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen				Arjee
22. WBSW/2012/173124 C.D.T. Nazia Khatoon 23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	20.	WBSD/2012/173098	C.D.T.	Md. Imran
23. WBSD/2012/173125 C.D.T. Rita Kumari Shaw 24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen		WBSD/2012/173114	C.D.T.	
24. WBSW/2012/173126 C.D.T. Robina Mustafa 25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	22.	WBSW/2012/173124	C.D.T.	Nazia Khatoon
25. WBSW/2012/173128 C.D.T. Seema Km. Rajbanshi 26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	23.	WBSD/2012/173125	C.D.T.	
26. WBSW/2012/173129 C.D.T. Rajbanshi Shahnaji Parveen	24.	WBSW/2012/173126	C.D.T.	Robina Mustafa
26. WBSW/2012/173129 C.D.T. Shahnaji Parveen	25.	WBSW/2012/173128	C.D.T.	Seema Km.
				Rajbanshi
	26.	WBSW/2012/173129	C.D.T.	Shahnaji Parveen
	27.	WBSW/2012/173130	C.D.T.	Zakia Parveen

CAMP – IGC DURATION – November 03 – November 12, 2012 Place – KANCHRAPARA (N – 24 PGS)

1. WBSD/2012/173120 SGT Wasim Ahmo	ed
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CAMP – SHIVAJI TRAIL TREAK (ALL INDIA) DURATION – November 20 – November 29, 2012

1.	WBSD/2011/173052	C.D.T.	Raj Mohammed
2.	WBSD/2011/173066	C.D.T.	Fausee Alam

CAMP – ARMY ATTACHMENT DURATION – December 10 – December 24, 2012 Place – SALT LAKE, KOLKATA.

1.	WBSD/2012/173088	C.D.T.	Bikash Mishra
2.	WBSD/2012/173082	C.D.T.	Akash Tiwari
3.	WBSD/2012/173112	C.D.T.	Rabindra Kr.
			Keshari
4.	WBSD/2011/173004	C.D.T.	Amit Das
5.	WBSD/2011/173047	C.D.T.	Munna Kumar
			Thakur
6.	WBSD/2011/173085	C.D.T.	Arun Kumar
			Prasad

CAMP – LRDC DURATION – December 29 – January 07, 2013.

1. WBSD/2012/173088 C.D.T. Poikash Mishra	
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CAMP – CATC – III DURATION – January 18 – January 27, 2013 Place – SHIBKALINAGAR

1.	WBSD/2011/173031	C.D.T.	Md. Ejaz
2.	WBSD/2011/173106	C.D.T.	Munna Kumar
			Ram
3.	WBSW/2011/173079	C.D.T.	Sabana Khatoon

CAMP - TSC

DURATION – August 12 – August 21, 2013

Place – PURBA MEDINIPUR

1.	WBSD/2012/173088	J.U.O.	Poikash Mishra
2.	WBSW/2012/173126	J.U.O.	Robina Must

CAMP - NIC - II

DURATION - January 05 - January 19, 2014

Place - JUNAGARH

1.	WBSD/2012/173086	C.D.T.	Ashishqur	
			Rahaman	
2.	WBSD/2012/173106	C.D.T.	Munna	Kumar
			Ram	

CAMP - CATC - IX

DURATION - January 08 - January 17, 2014

Place - NAMKHANA DEVNAGAR

1.	WBSD/2012/173085	C.D.T.	Arun	Kumar
			Prasad	
2.	WBSD/2012/173087	C.D.T.	Avayjit Ray	Kumar
			rtuj	

CAMP – DEKKETING

DURATION – January 30 – February 08, 2014

Place - MODERN ARIYAPARISHAD SCHOOL, KIDDIRPORE

1.	WBSD/2013/173028	C.D.T.	Md. Ashraf Ali
2.	WBSD/2013/173033	C.D.T.	Ranjit Chaudhary
3.	WBSD/2013/173029	C.D.T.	Mojaffar Hussain
4.	WBSD/2013/173023	C.D.T.	Md. Suleman
5.	WBSD/2013/173030	C.D.T.	Md. Amir Akram
6.	WBSW/2013/173042	C.D.T.	Sabia Naaz
7.	WBSW/2013/173044	C.D.T.	Tahera Khatoon

CAMP - NIC

DURATION – October 08 – October 19, 2014

Place - BHUBANESWAR, ORISSA

1. WBSD/2013/173015	C.D.T.	Md. Saheb Hussain
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2.	WBSD/2013/173033	C.D.T.	Ranjit Chaudhary
3.	WBSD/2013/173005	C.D.T.	Dipak Kumar
			Singh
4.	WBSD/2013/173028	C.D.T.	Md. Ashraf Ali
5.	WBSD/2013/173042	C.D.T.	Sabia Naaz

CAMP - NIC

DURATION – October 10 – October 21, 2014

Place - BENDAL

1.	WBSD/2013/173007	C.D.T.	Imran Ali
2.	WBSD/2013/173030	C.D.T.	Md. Amir Akram

CAMP - CATC - VIII

DURATION – October 13 – October 22, 2014

Place - KRISHNACHANDRAPUR

1.	WBSD/2013/173006	C.D.T.	Hayder Ali	
2.	WBSD/2013/173008	C.D.T.	Irsad Alam	
3.	WBSD/2013173010	C.D.T.	Karamat Hussain	
4.	WBSD/2013/173014	C.D.T.	Md. Salahuddin	
5.	WBSD/2013/173017	C.D.T.	Md. Quaiser Raja	
6.	WBSD/2013/173018	C.D.T.	Md. Azam	
7.	WBSD/2013/173020	C.D.T.	Mozammail Hussain	
8.	WBSD/2013/173022	C.D.T.	Muddasir Hussain	
			Ansari	
9.	WBSD/2013/173025	C.D.T.	Md. Rizwan	
10.	WBSD/2013/173031	C.D.T.	Md. Imran Khan	
11.	WBSD/2013/173037	C.D.T.	Tausif Ahmed	

CAMP – IGC SELECTION

DURATION – October 28 – November 06, 2014

Place – KALYANI

1.	WBSD/2013/173020	C.D.T.	Mozammail
			Hussain

CAMP - NIC

DURATION – December 08 – December 19, 2014

Place – SILIGURI

1.	WBSD/2013/173005	C.D.T.	Dipak Kumar
			Singh
2.	WBSD/2013/173030	C.D.T.	Md. Amir Alam
3.	WBSD/2013/173021	C.D.T.	Md. Ali Shah
4.	WBSD/2013/173028	C.D.T.	Md. Ashraf Ali

CAMP – CATC – 13 DURATION – December 09 – December 18, 2014 Place – MODERN ARIYAPARISHAD SCHOOL, KIDDERPORE

1. WBSD/2013/173002	2 J.U.O.	Akhtar Ali
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CAMP – ARMY ATTACHMENT DURATION – February 09 – February 23, 2015 Place – SALT LAKE

WBSD/2014/173064	C.D.T.	Md. Sajid Raza
WBSD/2014/173068	C.D.T.	Mukesh Sharma
WBSD/2014/173053	C.D.T.	Kuldeep Singh
WBSD/2014/173049	C.D.T.	Hitesh Kumar
		Singh
WBSD/2014/173080	C.D.T.	Vikash Singh
WBSD/2014/173081	C.D.T.	Zahid Ali
WBSD/2014/173054	C.D.T.	Manish Kumar
		Sharma
WBSD/2014/173059	C.D.T.	Md. Ataul
WBSD/2014/173046	C.D.T.	Ankit Kumar
		Yadav
WBSD/2014/173073	C.D.T.	Rohit Kumar
		Sharma
	WBSD/2014/173068 WBSD/2014/173053 WBSD/2014/173049 WBSD/2014/173080 WBSD/2014/173081 WBSD/2014/173054 WBSD/2014/173059 WBSD/2014/173046	WBSD/2014/173068 C.D.T. WBSD/2014/173053 C.D.T. WBSD/2014/173049 C.D.T. WBSD/2014/173080 C.D.T. WBSD/2014/173081 C.D.T. WBSD/2014/173054 C.D.T. WBSD/2014/173059 C.D.T. WBSD/2014/173046 C.D.T.

THOSE WHO HAVE PASSED THE 'B' CERTIFICATE

Sl. No.	Regimental No.	Rank	Students Name	Grade
1.	WBSD/2011/173003	C.D.T.	Akib Jawed Mullick	С
2.	WBSD/2011/173004	C.D.T.	Amit Das	С
3.	WBSD/2011/173005	C.D.T.	Amit Kumar Singh	В
4.	WBSD/2011/173011	C.D.T.	Bablu Kumar Chaudhary	В
5.	WBSD/2011/173016	C.D.T.	Chhottu Gupta	В
6.	WBSD/2011/173030	C.D.T.	Md. Azhar Mojeeb	С
7.	WBSD/2011/173040	C.D.T.	Md. Noorul Islam	В
8.	WBSD/2011/173047	C.D.T.	Munna Kumar Thakur	В
9.	WBSD/2011/173052	C.D.T.	Raj Mohammad	В
10.	WBSD/2011/173066	C.D.T.	Tousee Alam	В

11.	WBSW/2011/173074	C.D.T.	Pooja Mishra	В
12.	WBSW/2011/173076	C.D.T.	Reba Singh	В
13.	WBSW/2011/173079	C.D.T.	Shabana	В
			Khatoon	

Sl. No.	Regimental No.	Rank	Students Name	Grade
1.	WBSD/2011/173008	C.D.T.	Athar Khan	A
2.	WBSD/2011/173017	C.D.T.	Sulam Rosul	В
			Khan	
3.	WBSD/2011/173031	C.D.T.	Md. Ejaz	В
4.	WBSD/2011/173033	J.U.O.	Md. Ghulam	A
			Ghous	
5.	WBSD/2011/173067	C.D.T.	Umar Faruque	В
6.	WBSW/2011/173080	C.D.T.	Vaishali	A
			Chaudhary	
7.	WBSD/2012/173082	C.D.T.	Akash Tiwari	A
8.	WBSD/2012/173083	C.D.T.	Akram Raja	В
9.	WBSD/2012/173085	C.D.T.	Arun Kumar	В
			Prasad	
10.	WBSD/2012/173086	C.D.T.	Ashiqur	A
			Rahaman	
11.	WBSD/2012/173087	C.D.T.	Avoyjit	В
			Kumar Ray	
12.	WBSD/2012/173088	C.D.T.	Bikash Kumar	В
			Mishra	
13.	WBSD/2012/173106	C.D.T.	Munna Kumar	В
		10/20	Ram	
14	WBSD/2012/173112	C.D.T.	Rabindra	В
			Kumar	
			Keshari	
15.	WBSD/2012/173114	C.D.T.	Rehan Tahir	В
16.	WBSD/2012/173120	C.D.T.	Wasim Ahmed	A
17.	WBSW/2012/173124	C.D.T.	Nazia Khatun	В
18.	WBSW/2012/173126	C.D.T.	Rubina	В
			Mustafa	
19.	WBSW/2012/173128	C.D.T.	Seema Kumari	В
			Rajbanshi	

'C' CERTIFICATE YEAR – 2013

Sl. No.	Regimental No.	Rank	Students Name	Grade
1.	WBSD/2011/173004	C.D.T.	Amit Das	В
2.	WBSD/2011/173040	C.D.T.	Md. Noorul	В

			Islam	
3.	WBSD/2011/173052	C.D.T.	Md. Raj	С
			Mohammad	

YEAR - 2014

Sl. No.	Regimental No.	Rank	Students	Grade
			Name	
1.	WBSD/2011/173033	S.U.O.	Md. Ghulam	C
			Ghaus	
2.	WBSD/2012/173082	C.D.T.	Akash Tiwari	C
3.	WBSD/2012/173086	C.D.T.	Ashiqur	С
			Rahaman	
4.	WBSD/2012/173088	C.D.T.	Bikash Mishra	С
5.	WBSW/2011/173074	J.U.O.	Pooja Kumari	С
			Mishra	
6.	WBSW/2011/173076	C.D.T.	Reba Singh	C
7.	WBSW/2012/173126	J.U.O.	Rubina	
			Mustafa	

Students' performance in Athletics





Students participating in annual sports

Year	2010 – 2011		
Event	Inter College Atheletic Meet (District)		
Number of Participant	Male Female		
	12	3	

Achievement: Male - 03 Medals, Female - 01 Medal. Total - 04. 1^{ST} - Gold - 1, 2^{ND} - Silver - 2, 3^{RD} - Bronze.

Students' performance in Athletics

Year	2011 – 2012		
Event	Inter College Atheletic Meet (District)		
Number of Participant	Male	Female	
	7	3	

Achievement: Male – 01 Medal, Female – 03 Medals Total – 04 Bronze – 04

Students' performance in Athletics

Year	2012 – 2013		
Event	Inter College Athletic Meet (District)		
Number of Participant	Male Female		
	3	2	

Achievement: Male 01 Medal, Female – 01 Medal Total – 02 Bronze – 02

Students' performance in Athletics

Year	2013 – 2014	
Event	Inter College Athle	etic Meet (District)
Number of Participant	Male	Female
	7	3

Achievement: Male – 03 Bronze Medals, Female 01 Bronze Medal, Total – 04. Bronze – 04.

Students' performance in Athletics

Year	2014 – 2015	
Event	Inter College Athle	etic Meet (District)
Number of Participant	Male	Female
	8	3

Achievement: Male 01 Bronze Medal Bronze – 01

Students' performance in Athletics

Year	2010 – 2011	
Event	Inter College Athle	etic Meet (District)
Number of Participant	Male	Female
	5	X

Achievement: None got Medal.

Students' performance in Inter College Foot Ball (C.U.) Tournament

Year	2010 – 2011	
Event	Inter College	Foot Ball (C.U.)
_	Tournament	
Number of Participant	Male	Female
	24	X

Achievement: 04 Matches Win

Students' performance in Inter College Foot Ball (CU) Tournament

Year	2011 – 2012
Event	Inter College Foot Ball Tournament
	(C.U.)
Number of Participant	Male Female
	19 X

Achievement: 03 Matches Win

Students' performance in Inter College Foot Ball (CU) Tournament

Year	2012 – 2013	
Event	Inter College For (C.U.)	oot Ball Tournament
Number of Participant	Male	Female
	14	X

Achievement: 01 Match Win

Students' performance in Inter College Foot Ball (CU) Tournament

Year	2013 – 2014	
Event	Inter College F	oot Ball Tournament
	(C.U.)	
Number of Participant	Male	Female
	16	X

Achievement: 02 Matches Win

Students' performance in Inter College Foot Ball (CU) Tournament

Year	2014 – 2015
Event	Inter College Foot Ball Tournament

	(C.U.)	
Number of Participant	Male	Female
	24	X

Achievement: Lost in 2nd Match

Students' performance in Inter College Foot Ball (CU) Tournament

Year	2015 – 2016
Event	Inter College Foot Ball Tournament
	(C.U.)
Number of Participant	Male Female
	17 X

Achievement: Lost in First Match

Students' performance in Inter College Foot Ball (CU) Tournament

Year	2009 – 2010	
Event	Inter College Crick	tet Tournament (C.U.)
Number of Participant	Male	Female
	18	X

Achievement: 02 Matches Win

Students' performance in Inter College Cricket (CU) Tournament



Cricket team of the College after winning a match

Year	2010 – 2011
Event	Inter College Cricket Tournament (C.U.)

Number of Participant	Male	Female
	19	X

Achievement: 02 Matches Win

Students' performance in Inter College Cricket (CU) Tournament

Year	2011 – 2012	
Event	Inter College Cricket Tournament (C.U.)	
Number of Participant	Male	Female
	24	X

Achievement: 03 Matches Win

Students' performance in Inter College Cricket (CU) Tournament

Year	2012 – 2013	
Event	Inter College Cricket Tournament (C.U.)	
Number of Participant	Male	Female
	23	X

Achievement: 02 Matches Win

Students' performance in Inter College Cricket (CU) Tournament

Year	2013 – 2014	
Event	Inter College Cricket Tournament	
Number of Participant	Male	Female
	14	X

Achievement: 02 Matches Win

Students' performance in Inter College Cricket (CU) Tournament

Year	2014 – 2015
Event	Inter College Cricket Tournament
Number of Participant	

The details regarding participation of the students in cultural and other extracurricular activities as well as their achievements have been furnished in Section 5.1.4. Furnish the details of major student achievements in co-curricular, extra curricular and cultural activities at different levels: University / State Zonal / National / International etc for the previous four years.



Students participating Youth Parliament hosted by the Department of Political Science

The students participate in inter-college competitions as well as competitions organized by the Government of West Bengal on Youth Parliament. In 2010, the College won district championship prize in the Youth Parliament Competition. In 2013 the students of this College won the first prize in the inter-college drama competition organized by the Golden Jubilee Committee of Women's Christian College held in the premises of the same College. In the years 2013 and 2014, the students of this College won the first prize in the inter-college drama competition organized by Sanskritik Punarnirman Mission in Rammohan Hall, Maniktala. In 2013, Prof. Amajit Basu, of the Department of Economics of this College was awarded the honour of the best director. The achievements of the students in intercollege sports competition have been mentioned in details in Section 5.1.4

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 system of seeking feedback from graduates and employers has not been formalized so far. Graduates from the College are requested to furnish their opinion about the College whenever they come to interact with the faculty during the

meetings of Alumni Association. Their opinion and suggestions are taken into account while formulating the institutional plans.

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

The students of this College are encouraged by the faculty to publish short stories, poems, essays, etc. in the annual College magazine showcasing their literary and artistic talent. The students of all the departments publish wall magazines which reflect the subject-related as well as contemporary issues.

5.3.5 Does the College have a student council or any similar body? Give details on its selection, constitution, activities and funding.

The College has an elected Students' Union, elected by the students. This is constituted according to the University of Calcutta First Statutes 1979. A notice inviting nominations from the students in response to University Notification is displayed on the College notice board. Nominations are filed by contesting students. Election is held on the scheduled date previously announced and students of all classes cast their votes through secret ballot. The candidate securing the highest number of votes is declared elected and later from among the elected representatives the General Secretary of the Students' Union is elected. He is also the representative of the students to the GB of the College.

The Students' Union is truly concerned about the problems faced by the bona fide students and immediately brings it to the notice of the TIC and the College staff. The student representative is the voice of the students in the GB, the highest policy-making body of the College. The Union members are respectful about the teachers, abide by the decisions of the College Authority and cooperate with the teachers and the College administration.

The Students' Union undertakes the following activities:

Freshers' Welcome to the first year students at the beginning of each session, the celebration of Teachers' Day, Saraswati Puja, Eid, annual College tour, College Social at the time of Annual Prize Distribution Ceremony, Flag Hoisting on the

Independence Day and Republic Day. Apart from all these activities the Students' Union also cooperates with the NSS and NCC units, Women's Forum and Awareness against Sexual Harassment Cell in organizing the various extension and awareness programmes. Above all, the Students' Union maintains harmony and brotherhood among all and tries to promote a healthy academic environment in the College Campus.

A sum of money which is known as the Students' Union Fee is collected from the students at the time of admission and this creates a fund for the Students' Union.

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

As per the statutes of the University of Calcutta, there is an elected representative of the students in the GB who is duly informed in writing to attend its meetings. The Internal Quality Assurance Cell (IQAC) also has a student member.

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

The College has established an Alumni Association. The Students' Union takes the responsibility to network and collaborate with the Alumni. They are invited to the Annual Functions, Prize Distribution Ceremony and other occasions. At the time of Re-union the faculty interacts with the alumni. In this way the institution keeps liaison with the alumni of the College.

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

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

The vision and mission of Kidderpore College are the following

Vision

The vision statement, "*Tamaso ma jotirgamaya*" (from darkness to light) is eloquent about our commitment to strive for wisdom, enlightenment and truthfulness. Darkness of mind armed with ignorance is the main evil to be erased by the flames of wisdom, enlightenment and devotion to duty. Hence the vision of our institution is founded on those priceless sermons of enlightenment and wisdom to animate the youth to the endeavours for regeneration.

Mission

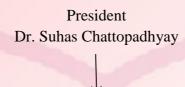
In tune with the vision, the mission of our College is to cater to the educational needs of the students and to bring up them as the responsible citizens of the country. In this regard the College delivers education mostly to the first generation learners, who come from very poor economic backgrounds, although some of them do have some sort of an educational background. But the College makes no differentiation in providing the available facilities since the institution is the most important medium where they learn the importance of equality, respect for others and commitment to duty. So, apart from imparting lessons for a career in future, the mission of our College is also to indoctrinate the values of education, not simply in terms of

material needs. In a nutshell it is our mission to make the students realize that education should not be judged merely in the light of need-fulfillment. Rather it needs to be weighed against the challenges before the society and the country.

As a rule, the College teaches undergraduate courses; but tries to contribute to nation's all-round progress by way of knowledge-dissemination. From that point of view an emphasis is also laid on physical education, and students are encouraged to participate in NSS, NCC, sports and other co-curricular and extension activities in an effort to create students' leadership in social and community services. The students' participation in NCC and NSS activities also helps to promote discipline and strengthen civil defence.

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

The management of the College is dynamic and democratic. As an enabler it distributes jobs and responsibilities to run the administration smoothly. The GB of the College (constituted according to Statute 93 of the University of Calcutta) has the following structure:



Teacher – In - Charge Dr. Diba Hashmi

- Member, Government Nominee
 Prof. Sujato Bhadra
 Prof. Dr. Chaitali Dutta
- Member, University Nominee
 Prof. Sujit Chakraborty
 Advocate Taimur Hossain

Member, Councilor, KMC Sri Sasti Das

■ Members

■ Members

Non – Teaching Staff Representatives

Sri Amal Kumar Dey

Sri Manoranjan Roy

Teachers' Representatives

Dr. Diba Hasmi

Dr. Probodh Kumar Misra

Dr. Ruma Bandyopadhyay

Member, Students' Representative Md. Habib, (General Secretary, Students' Union)

Meetings of the GB are regularly held and all academic/administrative decisions are taken by this body.

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 GB always initiates steps to bring about better governance The TIC as the head
of the institution chairs the meetings of all Committees and Subcommittees and

keeps all the teachers, staff and the students aware of the mission of the College. The College has been able to provide financial assistance to the underprivileged students through the Student Aid Fund, Minority Scholarship Scheme, Kanyashree (extended by the Govt. of West Bengal) and a host of other schemes for student welfare.

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

Action plans are formulated for academic and structural facility augmentation, which is partially supervised and funded by the UGC and State Government and also by internally generated resources. The recommendations of various Subcommittees entrusted with various responsibilities involving Finance, Building, Academic, Library, Career Counselling, Equipments, Culture, etc., provide inputs for better governance. All of them have to be finally approved by the higher authority.

Interaction with stakeholders:

The TIC makes herself available for interaction with everybody associated with the College on all working days. As the head of the institution she maintains direct contact with all members of the staff, the students and their guardians and entertains discussions of issues involving the pupils in particular and the institution in general. The TIC receives important inputs from them on several matters to arrive at a decision.

Proper Support for Policy and Planning through need analysis, research inputs and consultations with the stakeholders.

The GB and the TIC together take initiatives to involve all stakeholders in chalking out plans and policies, relating to all academic, curricular, extra-curricular, cultural and infrastructural development of the College. Deliberations in the meetings of the Teachers' Council, chaired by the TIC as also the meetings of the Committees open up opportunities for threadbare discussion on important issues and key needs of the institution. All those meetings and deliberations reflect the utmost concern for the

development of the College and enable the TIC to have first-hand information on the needs of the institution which are placed before the GB for appropriate decisions.

• Reinforcing the culture of excellence

The College authority takes every possible step to ensure that seminars, workshops, sports, cultural activities, NSS and NCC programmes and Career Counselling are held regularly to trigger all-round development of the students and nurture excellence. It significantly devolves upon the Subcommittees to engender the culture of excellence so that talent gets recognition in all areas of institutional activities. To buttress the point the College authority tries to keep a conducive atmosphere free of undue interference from within and outside.

Champion organizational change

The TIC holds meetings with different Subcommittees and the outcomes of those consultations are articulated as recommendations for organizational change. All the recommended changes are materialized through resolutions taken in the GB. Some of the major changes introduced recently are:

- Opening Honours course in the department of Journalism and Mass Communication.
- Initiation of the Awareness Against Sexual Harassment Cell in the College.
- Overall electrical repair in the College.
- Renovation of the College Office and Students' Canteen on the Ground Floor
- Installation of CCTV Camera in the College premises.

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

The procedures adapted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement are:

- The Governing Body of the College meets at regular intervals to discuss various policy matters.
- The Teachers' Council holds its meetings at regular intervals for the same purpose.
- Heads of all the departments hold departmental meetings

for preparation of class routine, distribution of topics, holding class tests, organizing departmental seminars, quiz, extempore and other competitions.

- All the financial transactions are carried out by the Finance Subcommittee as per the directions of the GB.
- Feedback received from the final year students when they come to collect their mark sheets of the final examination as well as inputs gathered from parent-teacher meetings are reviewed and evaluated from time to time.

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

- Teachers who have not yet completed their Ph. D. are encouraged by the authority to complete the work.
- Teachers are encouraged to apply for UGC-sponsored Minor Research Projects. College library is very supportive and provides various facilities inclusive of online membership of British Council Library, a computer with internet facility enabling access to e-resources. Furthermost the library has initiated the process of subscription of the N-LIST e- journal consortium of INFLIBNET to enable the teachers to access more than 6000 e-journals and 97000 e-books.
- Teachers are advised to avail of the UGC-Sponsored Faculty Improvement Programme (FIP) for the completion of their Dissertations within the stipulated time.
- Teachers are also encouraged to attend seminars, workshops, and present papers in seminars and other related programmes.

 The Teachers' Reading Room equipped with one desktop computer with internet facility enables the teachers to prepare their lecture notes and pursue other work related to their studies.

6.1.6 How does the College groom leadership at various levels?

The teachers are groomed in leadership when they are given the authority to act as conveners and members of various Subcommittees. The Students' representative in the GB gets the opportunity to participate in decision-making and thereby acquire leadership quality. The elected student representatives take the responsibility of organizing programmes like College Social, Freshers' Welcome and Teachers' Day celebrations which enhance their leadership skills. Participation in various extension programmes organized by the NSS units, extra-curricular activities conducted by the Women's Forum and Awareness against Sexual Harassment Cell instill leadership qualities in the students. The publication of departmental Wall Magazines is another area where the students display their leadership skill because here they are given ample leverage to decide on the topics and their portrayal.

6.1.7 How does the College delegate Authority and provide operational autonomy to the departments and work towards decentralized governance system?

The heads of the departments hold meetings at regular intervals with the departmental teachers for distribution of topics for teaching and allocation of other departmental activities. The departments therefore enjoy functional autonomy to a significant extent. In the College Office, responsibilities are delegated to the Head Clerk, Accountant and the Cashier who supervise the works done by the Group C and Group D staff.

The Librarians enjoy operational autonomy in their day-to-day work and supervise the functioning of the Library Clerk and other Library Staff.

In this way the TIC delegates operational autonomy to the teaching and non-teaching staff.

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

Yes, the College promotes a culture of participative management. The highest authority is the GB where the outside members representing the University, the State Government and the Local Authority, and internal members representing teaching, non-teaching staff and students participate in the management of the institution.

All teachers are the members of the Teachers' Council and elect a Secretary for each academic session. The Secretary of the Teachers' Council acts as a link between the teachers and the TIC and coordinates the institutional activities.

Teachers as members of different Committees and of the IQAC participate in the management of the institution. The non-teaching staff and the Students' Union send representatives to the GB and thereby participate in the management of the College.

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 College is committed not only to provide quality education to the students, but also pledges for their all-round development of personality inclusive of commitment to discipline, responsibility toward the society, commitment to the country, strengthening of civil defense and making them sensitive towards contemporary socio-economic problems. To reach all those goals appropriate policies are formulated by the GB, executed and implemented in a decentralized manner through

the Teachers' Council and different academic and administrative Subcommittees under the leadership of the TIC. In this way a democratic and participatory administration is encouraged by the management. The IQAC also plays a significant role in proposing and reviewing quality enhancement policies.

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

The perspective plan for development of the College includes the following:

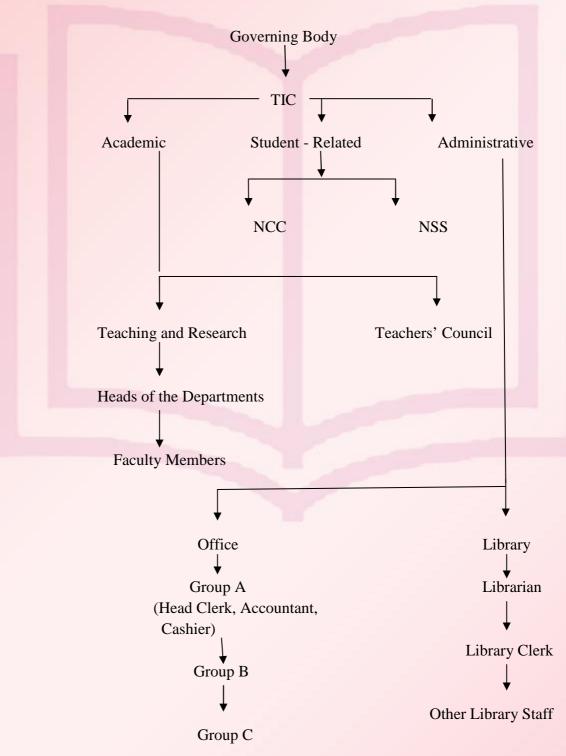
- To expand the College by acquiring the land adjacent to the building. The land at present remains occupied by some locals.
- To open undergraduate courses in Science subjects.
- To open General degree course in Computer Science.
- To create a playground for the students
- To create opportunities for the benefit of the local boys and girls to study PG courses in several subjects.
- To construct an auditorium in the College.

The above mentioned policies were initiated in the Teachers' Council and were subsequently approved by the GB.

6.2.3 Describe the internal organizational structure and decision making process.

The internal organizational structure is shown below:

ORGANIZATIONAL STRUCTURE



The apex decision-making body of the College is the GB. As per Statute 93 of the University of Calcutta the GB consists of a President, the Secretary (TIC, ex – officio), two members nominated by the State Government, two members nominated by the University of Calcutta, the Local Councilor, four elected representatives from

Full-Time Teachers of the College, two elected members of the Full-Time non-teaching employees and one elected representative of the students.

The other major decision making bodies are the Teachers' Council, Finance Committee, Academic Subcommittee, Building Subcommittee and Library Subcommittee. There are other Subcommittees constituted by the Teachers' Council which are also involved in the decision-making process on matters relating to day-to-day activities. These are:

- 1) Planning and Development Subcommittee
- 2) Aid Fund and Freeship Subcommittee
- 3) Routine Subcommittee
- 4) Examination Subcommittee
- 5) Result Publication Subcommittee
- 6) Sports Subcommittee
- 7) Magazine Subcommittee
- 8) Tour Subcommittee
- 9) Canteen Subcommittee
- 10) Seminar Subcommittee
- 11) Discipline and Maintenance Subcommittee
- 12) Culture Subcommittee
- 13) Equipments Subcommittee
- 14) Provident Fund Subcommittee
- 15) Leave Subcommittee
- 16) NSS units I and II
- 17) NCC
- 18) Prospectus Subcommittee

There are some NAAC related Committees

- 1) Grievance Redressal
- 2) Research and Publication
- 3) Computer Academic Committee In-Charge
- 4) Women's Forum
- 5) Career Counselling
- 6) Entry into Service
- 7) Golden Jubilee Celebration Committee

All financial matters are placed before the Finance Committee for recommendations. All important decisions, with or without financial implications, are placed before the GB for ratification.

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

The quality improvement strategies of the institution are as the following:

• Teaching & Learning.

- Guest lecturers (purely on temporary basis) are appointed to fill up the vacant posts till permanent faculty is appointed upon the recommendation of the West Bengal College Service Commission.
- The TIC meets the Academic Subcommittee at regular intervals to discuss various academic issues with a view to improve the academic quality of the Institution. They are: a) poor attendance of the students in the classes; B) regular attendance in class tests and tutorials; C) organizing departmental seminars and special lectures by inviting experts/scholars from other Colleges and Universities; D) publication of departmental Wall Magazines; E) organizing intra-departmental as well as inter-departmental cultural competitions; F) arranging remedial coaching classes for weak and slow learners and tutorial classes for the advanced learners.

Research and Development.

- The Institution always endeavours to enhance the qualification of teachers by encouraging them to pursue Ph. D., short-term courses, participate in Orientation Programmes and Refresher Courses, attend seminars, workshops and present papers.
- The faculty is encouraged to take up UGC-sponsored Minor Research Projects.
- The faculty members are granted special leave to carry out research work or to present papers in different seminars.

• Community Engagement.

 The NCC and NSS units of this College work actively to enhance a sense of community engagement among the students.

- The NSS units organize awareness camps regarding health-related issues, conduct workshops to promote health consciousness among the local community, organize blood donation camps, take up beautification and cleanliness programmes, plantation programmes in and outside the College. All this is done to promote leadership qualities in students which are reflected in their social and community service conducted in cordination with the Women's Forum and the NCC.
- The NCC unit has already carved out a niche for itself by putting up remarkable performances in various cultural activities, Puja festival and in blood donation camps. Each cadet is required to join the parade thrice a week. All the extension activities of the College are sought to be strengthened through linkages established with NGOs involved in community work.

Human Resource Management.

- The quality of human resources available in the College is upgraded through training/retraining and appropriate motivation by ensuring that academic, administrative and research abilities of the teachers and members of different Subcommittees are adequately nurtured.
- Students are encouraged to participate in different co- curricular and extra-curricular activities which bring out their aptitude in different fields.
- The non-teaching staff is also constantly encouraged to participate in various skill development programmes in order to enhance their efficiency. Recently the College Authority has decided to impart basic computer literacy training to those members of Group C and Group D non-teaching staff who are interested in acquiring such competence in computer literacy.
- Healthy coordination between the teaching and the non-teaching staff and the College Authority is maintained to utilize the expertise of all staff which is a reflection of good human resource management.
- The scope of industry interaction is limited in this College.

6.2.5 How does the Head of the Institution ensure that adequate information (from feedback and personal contacts) is available for

the top management and the stakeholders, to review the activities of the institution?

The TIC as the Head of the institution makes adequate information available to the top management through the system of annual self-appraisal of the teachers and annual feedback from the final year students. Besides, the representatives of the Subcommittees namely – Academic Subcommittee, Building Subcommittee, Purchase, Finance, Library and Sports Subcommittee furnish detailed information about the programmes of the College to the Head of the Institution. Hence all information about the programmes and activities of the College are compiled and placed before the GB for review.

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

The College authority encourages the involvement of the staff to ensure efficiency in the institutional processes. The management with the help of the TIC actively encourages the staff to efficiently contribute to the development of the College through membership of the various Committees and Subcommittees like Admission Committee, Election Committee, Career Counseling Cell, Grievance Redressal Cell, etc. The suggestions provided by these Committees and Subcommittees are taken into consideration and decisions are taken accordingly.

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

The estimate prepared by Prof. Nirmal Kumar Deb, Department of Electrical Engineering, Jadavpur University, for overhauling and renovation of the electrical wiring of the College was considered in the GB. It was resolved that quotations for the works would be invited through the newspapers, 'The Times of India', 'Ei Samay' and 'Anandabazar Patrika'. A Committee was constituted comprising the Principal, Chairman and Convenor, Dr. Diba Hashmi, Dr. P. Misra, Secretary, Teachers' Council, Prof. Arindam Sil (Invitee member), Sri Amal Dey, Sri Sukumar Das and Sri Manoranjan Roy.

It was decided that the last date of submitting tender would be 5 September, 2014.

- This resolution was implemented.
- It was decided that duplication of Accession Register for library would be ordered only after the estimated cost was furnished by the Librarian to the Principal and the latter would have to submit the same in the next GB meeting. It was also decided that new desktop would be installed and the Librarian was requested to take initiative for the same.
- This resolution was implemented.
- It was decided that the renovation of the office building should be taken up. Quotations were decided to be invited only after the plan for renovation of the internal layout was submitted by Mr. Tribidesh Mukherjee, the concerned Engineer.
- This was duly implemented.
- It was decided that application seeking permission for construction on the roof-top was to be submitted to the Kolkata Municipal Corporation after receiving the required plan from Mr. Tribidesh Mukherjee, the Engineer. Photocopies of the Structural Plan of the building were given to Mr. Mukherjee. Mr. Mukherjee was also requested to suggest whether the roof-top could be used for the construction of an Auditorium.
- This resolution has been partially implemented.
- Mr. Tribidesh Mukherjee was requested to submit a plan of the internal layout for the installation of AC machines in selected places.
- Mr. Mukherjee submitted the Plan.
- It was decided that the renovation of the West Gate and the approach road from West to East should be taken up.
- This resolution is yet to be implemented.
- It was decided that renovation of the Ground Floor for beautification and the repairing of Girls' toilet should be taken up.
- This resolution is yet to be implemented.
- It was resolved that the joining of i) Dr. Dibyendu Roy on 23 May, 2014 in the post of Assistant Professor of Physical Education and ii) Smt. Srabani Roy Maiti on 21 July, 2014 in the post of Assistant Professor of Journalism and Mass Communication and iii) Dr. Archana Pandey on 22 July, 2014 in the post of Assistant Professor of Hindi be approved.
- This resolution was implemented.
- It was resolved that Rs. 12,000/- should be given to Sri Kamal Kumar Das for finalization of the Accounts for the year 2013 – 14 for audit purpose.

- This was implemented.
- It was decided that Computerization of Salary Account (COSA) be approved and expenditure for the software installation of COSA be incurred from the Development Fund.
- This resolution has been implemented.
- It was decided that Misrilal Dhanuk be engaged from the month of August, 2014 on purely temporary basis for cleaning the library and the books thereof because of the retirement of Sri Ek Narayan Sharma, Bearer of Library and be paid Rs. 2,000/- per mensem.
- Dr. Prabodh Misra proposed the enhancement of the remuneration of Guest Lecturers. It was decided to enhance the remuneration from Rs. 150/- to Rs. 200/- per class from August, 2014. Also it was resolved that two Guest Lecturers in History should be appointed from 1 November, 2014 as Dr. Ruma Chatterjee, Associate Professor of History would retire on 31 October, 2014.
- This resolution has been implemented.
- The applications of Dr. Diba Hashmi, Dr. Prabodh Misra and Dr. Ruma Banerjee for non-refundable loan from the Provident Fund were approved. The approved amounts were the followings -----
- a) Dr. Diba Hashmi Rs. 5,00,000/-.
- b) Dr. Prabodh Misra Rs. 5,00,000/-.
- c) Dr. Ruma Banerjee Rs. 3,00,000/-.
- This was implemented.
- The decisions of the building Subcommittee and Finance Subcommittee dated 23 April, 2015 were approved with the observation that the GB approved the initiative of the Building Subcommittee and Sri Sasti Das, the Honourable Ward Councilor, who has had deliberations with the occupants of the land annexed to the main building in order to resolve the issue of constructing the new College building. Sri Sasti Das, the Hon'ble Member was requested to report the outcome of the deliberations to the GB. GB also considered the legal complexities of the issue and has expressed its inclination to resolve the issue by way of negotiation with the occupants.

Implementation of this resolution is under process.

- It was resolved that the overall planning of gardening on the Ground Floor (to the north) after clearing the huts was to be done with two cautionary measures:-
- the users of the hut should be accommodated in the annex building.

- the underground drainage system should be taken into consideration. The engineer must be consulted in this respect.
- Execution of this resolution is under process.
- The decision of the Building Subcommittee, Finance Subcommittee dated 23 April, 2015 regarding the placing of grills in the verandahs on the Ground Floor, 2nd and 3rd Floor, putting tiles on floors of the corridors, repairing the staircase and renovation of the students' canteen be undertaken.
- This resolution has been partially implemented.
- In pursuance of the decision of the Finance Subcommittee the matter was taken up for issuing work order to the lowest quotation submitted by the Cybertech Computer for printing the Magazine of the College. The GB unanimously resolved that the work order issued for renovation of electrical wiring system to square feet, 17/17 Sisir Bagan Road, Kolkata 700034 be cancelled as the concerned agency did not fulfill the norms even after repeated phone calls and a letter dated 12/11/2014 was issued to this effect.
- It was further resolved that the 2nd lowest bidder (Ashoke Engineering Co. 2/1B, Sahitya Parishad Street, Kolkata 700006) for Rs. 11,49,999/- be issued work order provided the concerned agency was still willing to do the work as per the quotation submitted dated 4 September, 2014.
- It was resolved that the boys' toilet be renovated and two covered exhaust fans be fixed in the Girls' common room and in the toilet of TIC's chamber.
- This resolution is under process.
- The enhancement of remuneration of Part-time and temporary/casual staffs was ratified. The remuneration would be as follows:
- a) Sri Somenath Manna Rs. 20,000/- (from Rs. 16,000/-) be paid from Computer A/c.
- b) Sri Biplab Dhara Rs. 11,000/- (from Rs. 9,000/-) be paid from Games and Sports A/c.
- c) Sri Ranjit Das Rs. 11,000/- (from Rs. 9,000/-) be paid from Development Fund.
- d) Sri Ramesh Shah Rs. 7,000/- (from Rs. 5,000/-) be paid from Development Fund.
- e) Sri M.L. Dhanuk Rs. 7,000/- (from Rs. 5,000/-) be paid from Development Fund..

- f) Temporary Account Staff Rs. 8,000/- (from Rs. 7,500/-) be paid from General Fund.
- Resolution was adapted as "Resolved that consequent upon the retirement
- of Ashraf Ali on 30 April, 2015 (A/N), Head Clerk of the College, the Principal be advised to take necessary steps to have the permission for filling up the post of Head Clerk from the Govt. of West Bengal.
- Four quotations were received for civil work for renovation of Students'
 Canteen, gardening on the Ground Floor and covering the floors of all
 corridors and staircase with tiles(vide Resolution No. 3 of F.C. Meeting
 dated 23 April, 2015 and Resolution No. 3 of G.B. Meeting dated 29
 April, 2015)

Among all the quotations, it was decided to issue work order to the lowest bidder SL (d) Shyamal Kumar Ghosh, 12/2/2, Padma Pukur Lane, Kolkata – 700023.

- This resolution was implemented.
- It was decided that an Account should be opened with Andhra Bank, Kidderpore Branch, for depositing the fee for online admission. Fee for online admission was decided at Rs. 100/- per application, excluding Bank Charge.
- This was implemented.
- It was resolved that the joining of Amrita Bhattacharya, Assistant Professor in Mathematics be approved.
- This was implemented.
- It was resolved that the joining of Dr. Aparna Pal on 16 December, 2014 in the post of Assistant Professor of Bengali and the joining of Dr. Mijanur Rahaman on 3 January, 2015 in the post of Assistant Professor of Bengali be approved with full pay protection as per Govt. Rules.
- The joining of the two teachers was approved.
- The Principal reported the Students' Union Election (2014-15) and the
 election of Office Bearers was held on 17 January, 2015. It was further
 reported that the processes went off peacefully and Md. Habib, the newly
 elected GS was welcomed by the GB Members.
- It was resolved that On-Line Admission on stand alone basis as directed by the Govt. of West Bengal be implemented from the academic year 2015-16. A fresh Committee was constituted in this regard with the following members ----

Principal – Chairman,

Dr. Swati Pal – Jt. Convenor,

Sri Somenath Manna – H. Convenor,

Dr. Itu Singh – Member,

Dr. Sohag Joardar – Member,

Dr. Sudakshina Sarkar(Roy) – Member,

Dr. Subrata Bagchi - Member,

Sri Amal Kumar Dey – Member,

Sri Subir Kumar Talukdar – Member.

- It was resolved that the BCW Department, Govt. of West Bengal be requested to de-reserve the Roster Point 28 (SC) for the post of Assiatant Professor of Urdu, which has been lying vacant since 1 September, 2008 due to non-availability of suitable SC candidate from WBCSC.
- This was implemented.
- Decision was taken for the purchase of four Computer Tables for the Library from Sk. Alauddin, 6, M.M. Ali Road, Kolkata 700023, his quotation being the lowest the lowest @ Rs. 8,000/- per table. This came to a total of Rs. 32,000/- which would be taken from the UGC Fund after considering the quotations submitted for the purpose.
- It was resolved that an MUP Account be opened with Indian Bank, Kidderpore Branch for collecting application fees for online admission to undergraduate courses for Rs. 120/- including service charge of the Bank of Rs. 20/- per Challan/Application. Rs. 100/- per Challan/Application be credited by the said branch of the bank to our A/c "Kidderpore College MUP A/c".
- This was implemented.
- It was decided that the library hours for Reading Room facility would be revised as 11 A.M. to 5.25 P.M. and lending facility will remain the same i.e. 11 A.M. to 5 P.M.
- This has been implemented.
- Ones 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?

Yes, the affiliating University has a provision for according the Status of autonomy to an affiliated institution. However due to several limitations, no efforts were made by the College to obtain such autonomy.

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?

Students are free to express their grievances to the Grievance Redressal Cell. The members of the Cell are always available to listen to the grievances of the students. However during the past five years no grievance letter has been received, this may be because:

- The College has a 100% ragging free environment. The safety of the students and the staff is ensured by both the teaching and non-teaching staff and an alert administration. The entire College is under the surveillance of CCTV, installed at different places.
- The teacher-student relationship is pleasant and healthy. The teachers are sympathetic and approachable and are always ready to counsel students both inside and outside the classroom.
- The non-teaching staff is also friendly, cooperating and helpful.
- The administration is flexible and accessible for the students. They can meet the TIC and express their grievances personally. The latter takes initiatives to solve the problems and counsel the students if necessary.
- 6.2.10 During the last four years, had there been any instance of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these.

No, during the last four years there has not been any instance of court cases filed by and against the College.

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 Institution has a mechanism for analyzing student feedback. The College invites feedback on the institution, departments and teachers from third year students. The data are analyzed by the TIC and forwarded to IQAC for consideration.

On the basis of the feedback, IQAC recommends improvements and amendments. The analysis is used as a source for encouragement and improvement.

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 College endeavours to enhance the professional development of its staff. The faculty is granted leave in order to attend UG-sponsored Orientation Programmes and Refresher Courses organized by the Academic Staff Colleges of different Universities which enable the faculty to be aware of the latest developments in their disciplines. The faculty is also encouraged to participate in seminars, workshops and symposia related to teaching and research.

The institutional encouragement to active research by the faculty is evident from the fact that over the last four years, 8 teachers have been awarded doctoral degree by different Universities, two teachers have submitted Ph. D. thesis, two teachers have successfully completed UGC-sponsored Minor Research Projects, one teacher is presently pursuing UGC sponsored Minor Research Project and five teachers have applied for UGC-sponsored Minor Research Project in 2015.

The College also provides ample opportunities to its non-teaching staff for professional skill development. In this regard the College Authority has taken the initiative to impart basic computer literacy skills to its Group C and Group D staff. The Computer Centre is located on the Ground Floor.

The Librarians are also encouraged to participate in the UGC sponsored Orientation Programmes and Refresher Courses to upgrade their professional skills and knowledge. The senior Librarian has been granted leave and freed from invigilation

duties for her Ph. D work during the summer recess when the University examinations take place.

The College goes by the adage – a sound mind dwells in a sound body, so physical culture has been made a part and parcel of our educational programmes. Thus emphasis is laid on all sorts of outdoor games and sports.

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

- The College has created a healthy and safe environment together with a cordial and pleasant relationship among the teaching staff, the non-teaching staff and the students which helps to improve work culture.
- The College provides the necessary permission and leave to the teachers to join Refresher Courses, Orientation Programmes and short-term workshops for professional development.
- The College has created an administrative system to motivate employees for the roles and responsibilities assigned to them. It has also developed an atmosphere of cooperation which is necessary for the overall development of the Institution.

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 performance appraisal of the teaching staff is done through self-appraisal and student evaluation. The faculty maintains annual self-appraisal forms which are structured questionnaires containing questions related to teaching, academic research and University invigilation duties as well as extra-curricular activities. The final year students fill up questionnaires to evaluate the performance of individual teachers. At the time of promotion to the next higher scale, the teachers submit the filled-in self-assessment forms and Academic Performance Index (API) to the TIC. The expert committee for placement and promotion interviews the teacher-candidate and makes recommendations.

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

The management makes an assessment of those performance appraisal forms and accordingly takes major decisions for the promotion of the teachers. They are communicated to the appropriate stakeholders and necessary steps are taken for the overall development of the College.

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?

The welfare schemes available for teaching and non-teaching staff:

 Payment of salaries on the first day of every month from College Fund even when the

College has not received the pay-packet from the government on time.

- Group Insurance Policy for all teaching and non-teaching staff.
- Provident Fund loan facility for teaching and non-teaching staff.

No. of staff benefited from such scheme during the last five years given below:

Provident Fund

Year	Total Number of Teaching Staff	Teaching Staff who availed loan	Percentage	Total Number of Non – Teaching Staff	Non – Teaching Staff who availed loan	Percentage
2010 - 11	23	1	4.34%	24	3	12.5%
2011 – 12	21	11	52.38%	24	6	25%
2012 – 13	21	6	28.57%	25	1	4%
2013 – 14	23	4	17.39%	22	8	36.36%
2014 – 15	27	11	40.74%	22	8	36.36%

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

Permanent faculty recruitment as per UGC norms on the recommendations of the West Bengal College Service Commission ensures the appointment of quality teachers. The College also appoints temporary faculty having requisite UGC qualifications through interview by a duly constituted Selection Committee to attract well-qualified teachers.

An enriched library, computers with internet facility, institutional as well as on-line membership of the British Council Library provide major infrastructural facilities to the faculty for the enhancement of their teaching and research abilities. Institutional encouragement for enhancement of the teaching skills in the form of granting requisite leave for participation in the Faculty Development Programmes, seminars, workshops and symposia are instrumental in attracting and retaining well qualified faculty.

6.4 Financial Management and Resource Mobilization

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

The highest authority for adopting all financial decisions is the GB. The Finance Committee constituted by the GB comprises the TIC as the Chairperson, two external members of the GB, Prof. Sujato Bhadra (Government Nominee), Taimur Hossain (University Nominee), Dr. Prabodh Kumar Misra (Bursar) and Manoranjan Roy (Non-Teaching Staff Representative). The Finance Committee examines the institutional budget for each academic session every year along with the income & expenditure statement of the previous year and makes recommendations to the GB,

which ultimately approves them. There is also a Purchase Subcommittee to examine the tenders and to select correct applicants for a product/development work.

- What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide details on compliance.
 - The College has a mechanism of external audit.
 - External audit is conducted regularly by the State Government appointed statutory auditor.
 - The auditor is assisted by the Accounts Department of the College.
 - The external audit has been completed up to the session 2013-14. The audit of 2014-15 is in process.
- 6.4.3 What are the major sources of institution receipts / funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund / corpus available with Institutions, if any.
 - The usual source of income of the College is mainly fees collected from the students. Various Grants under the UGC schemes and Pay-Packets and other funds from the State Government are also the sources of receipts.
 - The College maintains a balanced budget.
 - Audited income and expenditure statement of academic and administrative activities of the previous four years are given below:

Year	Income (Amount in	Expenditure (Amount	
	Rs.)	in Rs.)	
2010 – 11	39,55,989.00	39,55,989.00	
2011 – 12	41,33,834.00	41,33,834.00	
2012 – 13	40,15,147.00	40,15,147.00	
2013 – 14	56,91,418.00	56,91,418.00	

Copies of the audited account of income and expenditure of the institution of the previous four years are attached in Annexure V.

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

The College Authority has approached the Kolkata Municipal Corporation, Department of Higher Education, Government of West Bengal and other funding agencies like MLA and MP LAD for funds.

6.5 Internal Quality Assurance System

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 IQAC was established in February, 2005. The College is committed to quality assurance in all activities. The IQAC provides the quality benchmarks for various academic and administrative activities of the Institution. It monitors promotion and innovations in co-curricular and extra-curricular activities of the Institution.

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

The most important decision of the IQAC has been that the College should endeavour to implement as many recommendations of the NAAC Peer Team, 2004 as possible. This decision of the IQAC has been approved by the GB. As a result, the following recommendations of the NAAC Peer Team have been implemented so far:

- 1. An NCC unit has been set up in the college to promote discipline and civil defense.
- 2. A mini gymnasium has been established for proper physical development of the students.
- 3. A greater number of sports goods delivered to the students who prove their skills in sports and games. Recently boxing gloves were presented to boxing champion Irfan Ali of this College who has also earned a berth in the National Boxing Championship, 2014.
- 4. The College Authority continues to encourage the teachers to work more and more on Research Projects.

Apart from these, the decisions of the IQAC for providing computers notably laptops to each of the 16 departments, medical check-up and upgradation of library through proper development of the library infrastructure have been approved by the management. The implementation of these decisions of IQAC is under process.

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

The IQAC has on its Committee Mr. Ahmed Ali, an employee of West Bengal Urdu Academy and the guardian of one of the students of this College as the external member. The IQAC consults him as and when necessary.

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

The Student Union as a representative of the student community plays an important role in the effective functioning of the IQAC. The Students' Union conveys the views of the students to the TIC regarding the regularity of classes, official activities, cultural programmes, career counseling workshops, NSS and other extra-curricular activities.

Since the Alumni Association has been formed recently in August, 2015, it has not yet received any opportunity to make any significant contribution to the functioning of IQAC. However, the President and the Secretary of the Alumni Association have pledged to keep contact with the members of the Alumni Association and arrange meetings with them to discuss various issues of the College. They have also ensured regular contact with the College and sincere service whenever required by the College.

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

The IQAC comprises members from different constituents of the institution which enables effective communication in all matters. Members representing the administrative staff, management and teaching staff communicate with their respective sections, and the IQAC plans for development of the institution.

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

The institutional framework for quality assurance of academic and administrative activities comprises the GB, the Teachers' Council, and various Subcommittees. Academic and administrative decisions are adapted in the meetings of Teachers' Council and are subsequently reviewed in the meetings of the GB. The distribution of work among various Subcommittees ensures effective functioning of the institution. The Secretary of Teachers' Council undertakes the responsibility of coordinating the activities of the Subcommittees.

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

The need for providing formal training to the staff for effective implementation of the Quality assurance procedures has not yet been felt. However, the UGC-supported Academic staff College of various Universities organizes Orientation and Refresher courses for the teachers every year. The Administrative Staff College under the University of Calcutta provides administrative training to the Non-teaching staff for quality enhancement. The College Authority always encourages its teaching and non-teaching staff to participate in these quality enhancement programmes.

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 College Authority keeps information regarding the initial intake of the number of students, their caste, gender, economic status and success rate. Year-wise performances of the students in the examinations are reviewed in the Academic Subcommittee and meetings of the Teachers' Council to identify the strengths and weaknesses. Appropriate strategies are also chalked out to improve performance of the students.

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

The internal quality assurance mechanisms are aligned with the requirements stipulated by the NAAC. The IQAC of the College ensures that the institution follows the procedures of quality assurance, sustenance and enhancement as laid down in the guide-lines of UGC, Higher Education Ministry of the Government of West Bengal and the University of Calcutta for improvement.

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

IQAC has been constituted to monitor and work for the improvement of the teaching-learning process. To attain this objective the IQAC has recommended adoption of a few measures to the College Authority and the latter has successfully implemented those recommendations. Creation of ICT-enabled room in the College is under consideration. However, the College Authority has purchased one LCD Projector worth Rs. 75,000/-, one mounted Projector Screen worth Rs. 5,000/- and four smart boards worth Rs. 30,000/- to facilitate audio-visual teaching at the time of seminars, workshops as well as extension programmes organized by the NSS. The College invites evaluation of the departments, College and faculty by the students. Their evaluation is expected to be discussed in the IQAC for necessary improvements.

6.5.7 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 institutional quality assurance policies and mechanisms are built into the regular functioning of the institution and communicated to the stakeholders through the College prospectus published every year. The internal stakeholders like the teaching and non-teaching staff are made aware of the IQAC. The students come to know about these policies through the meetings of the GB (where there is a student representative) and parents of the students are made aware of these policies through the Parents-Teachers Meetings held regularly.

CRITERION VII INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

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

Up till now the College has not undertaken any project of Green Audit to discharge its role as an institution, responsive to the norms of corporate responsibility pertaining to environment. It is apparent that the College is perennially deficient in having greenery and open space due to non-availability of space required for the creation of an eco-friendly campus. Outwardly, the day-to-day business of the

College does not seem to inflict pernicious burden on its environment, but limited sanitation facilities for hundreds of students and staff, lack of playground and open space, dearth of adequate plantation are likely to afflict its environment in future, if not taken care of with utmost care. The awareness programmes conducted by the NSS Units I and II for the prevention of environmental pollution sensitize the stakeholders which will definitely find a solution when the College authority would be in a position to provide space and fund to implement the schemes necessary for the protection of environment.

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

- Energy Conservation: The College instills a spirit of energy-saving in the perception of all stakeholders, particularly among the students. The departments take care to see that no electrical equipment or gas runs unnecessarily. The entire old wiring has been changed to avoid any leakage of power. In order to make the campus eco-friendly the College has given importance to plantation. The ground floor of the College has been beautified by gardening along the edge and the College regularly maintains the NSS garden with care, located in the rear part of the College.
- Effort for carbon neutrality: The College in its own capacity has taken measures to check the emission of carbon dioxide. On account of paucity of open space the College seeks to optimize the limited space available as part of its efforts for carbon neutrality. The College maintains a garden in the rear part with flower plants, fruits and vegetable trees. This green space, though short, acts as a veritable site for sustained practices towards carbon neutrality. Although there is no scope for large scale plantation, initiatives have been taken to set up a small stretch of garden in the front part of the space, adjacent to the ground floor of the College Building, as part of the beautification process of the ground floor.
- Plantation: As it is already stated, the College maintains two gardens, one in the front part of the College, adjacent to the ground floor of the College Building and one in the rear part of the College. An emphasis is given on tree plantation while the NCC and NSS units of the College consistently encourage and enlighten the students on the everlasting benefits of tree plantation.
- Other Activities 1. Environmental studies have become a compulsory part of the curriculum. The curricular of some of the Social Sciences, for instance Political Science and Geography do have chapters dedicated to

the study of environment. For example, Paper III of Political Science (honours) contains a chapter on environmental movements in India since the 1970s. 2. All the third year (Honours and General) students have to submit one project paper on a topic relating to environment This enables them to have valuable first-hand knowledge about environmental issues; 3) The College NSS units have organized wide-spread awareness programmes concerning 'prevention of environmental pollution'; and 4) The College NSS units have organized 'Cancer Awareness' and 'Leprosy Awareness' programmes in collaboration with NGOs namely Angikar and Gandhi Memorial Leprosy Foundation.

7.2 INNOVATIONS

- 7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the College
 - College Website: All relevant information is available on the College Website.
 - The College Library Sub-Committee has taken the initiative to refurbish and upgrade the College library. The Library Sub-Committee has approved the proposal of subscription of the N-LIST e-journal consortium of INFLIBNET and the proposal of providing more computers and networking facility to enhance the ongoing library automation work. The Book Bank Service has been modified to make it more accessible to the underprivileged students. The number of library cards provided to the Honours students has been increased. The Library Sub-committee has also approved the retro-conversion work for converting the existing manually developed library organization system into the internationally known Dewey-based standard system.
 - Launching of NCC: The College has launched an NCC unit for both boys and girls to promote discipline, help students acquire jobs and strengthen civil defence. The College NCC unit has won the distinction of performing brilliantly in NCC camps, cultural activities, Puja Festivals, Blood Donation Camps, etc.
 - Instituting of Awareness Against Sexual Harassment Cell: This cell has been set up very recently to promote awareness among the stakeholders about the need to resist various pernicious gendered

- practices and undertake ameliorative measures to assist the women folk of the underprivileged classes of the society.
- Computerization of the administrative Work: This has enabled the College to optimize the use of manpower. All relevant documents can be preserved and tracked readily.
- Feedback System: Feedback on the College, departments and the performance of the teachers is taken from regular third year outgoing students. Analysis of data enables the College management to understand both the strength and weaknesses of the faculty.
- Enhanced Infrastructural Facilities: Laptop computers have been provided to all the 16 departments of the College to enable the faculty to discharge their duties through proper use of technology. Installation of grill on the ground floor has ensured safety and security of the College Office. The College has introduced an overall surveillance facility under multiple CCTVs. Eight inverters (APC - 800 VA - Maintenance Free Battery – Furuka 130 AH) worth Rs. 90,000/- have been installed in the College premise to ensure uninterrupted power supply. One digital still Camera (Canon / Nikon) and One digital movie camera (Sony / Panasonic) worth (Rs.50, 000/- + Rs. 60,000/- = Rs. 1, 10,000/-) Rs. 1,10,000/- have been purchased to cover major events and programmes organized within the College. One Sony DVD Player worth Rs. 5,000/-, One LCD Projector (Sony / Panasonic) worth Rs. 75,000/- and one mounted Projector Screen worth Rs. 5,000/- have been purchased to facilitate audio-visual lecture delivery in the Seminars and Workshops organized within the College. Four smart boards worth Rs. 30,000/- have been purchased as a step towards the introduction of ICT-enabled classrooms. One Eureka Forbes Vacuum Cleaner worth Rs. 10,000/- has been purchased to keep the College campus clean and one Godrej Frost free refrigerator worth Rs. 25,000/- has been installed in the Teachers' Canteen.
- Creation of Wi-Fi zone: First floor of the College building has been converted into Wi-Fi zone which includes the TIC's chamber, teachers' room, teachers' reading room, a segment of college office, Geography department, two classrooms, etc. A plan is also afoot to make two ICT-enabled rooms as the first step to modernize the infrastructure with the support of state-of-the-art technology.
- Impetus to Academic Practices and Research Activities: The general course in Journalism and Mass Communication has been upgraded to Honours Course. Persistent efforts are being made to open Honours Courses in Geography and Persian and an altogether new course in Computer Science (General). An inspection team from the University of Calcutta and the Department of Higher Education came to consider the

suitability of opening general course in Computer Science in this College but the University has turned down the proposal due to non-availability of adequate space. The College was advised to extend space for this purpose. Accordingly, the College is in process to create the required space. In view of the existing demand for higher education of the students, the College hosts a study centre for 'distance education' run by Netaji Subhash Open University. The College Authority regularly encourages the faculty to take up Research Projects. The Research and Publication Committee jointly with Seminar Committee holds Teachers' Seminars to cultivate the research potential in the faculty.

■ Career Counselling Assistance: Under the UGC scheme, the College facilitates entrance tests for students for professional courses and jobs. Professional agencies are invited to prepare students for various professions. Recently 'Brainware' and 'Ex – in' visited the College and conducted workshops as well as organized entrance tests for the students.

7.3 BEST PRACTICES

Best Practice I

Sustained emphasis on annual publication of Wall Magazine by the students of each department

Goals

The College encourages its students of all the 16 departments to publish annual wall magazine with the following objectives:

- To explore and unearth the potential of each student and to provide an ambience for creative expressions.
- To promote awareness among the students about the glaring issues of social, political and economic relevance.
- To expose the students to new ideas for future research and development.
- To develop reading, writing and analytical skills.

The Context

The vision of our College has been "Tamoso ma jotirgamaya" which articulates dedication to wisdom. Ignorance like darkness obscures the understanding. Just as the remedy for darkness is light, the only remedy for ignorance is knowledge. With this objective in mind, every effort has been made to tap the hidden potential of the students and inculcate good reading and writing habits. With this objective in mind, the College encourages its students to choose any issue of contemporary relevance, extensively read the materials related to this issue and prepare a write-up, attaching related pictures which are put up on the walls of the corridors as wall magazines.

The Practice

- The students of every department choose a particular issue which is relevant to contemporary politics, society and economy, and discuss the issues with the teachers of the respective departments. Examples are: i. Students of the English department chose to prepare Wall Magazine on the 19th century English Novelists; ii. Students of Bengali department chose to work on the short stories of Upendrakishore Roychowdhury; iii. Students of Urdu department selected the topic "Origin of Urdu language in India"; iv. Students of the department of Political Science selected the issue of "Celebrating the 125th birth anniversary of Jawaharlal Nehru"; and v. Students of Commerce department decided to work on "The Formation of companies under the Companies Act, 2013", and so on.
- After selecting their topics, they consult with the teachers of their departments, who provide them with a list of references. After preparing the write-up, they come to the respective teachers who go through them and suggest necessary corrections.
- The College provides a sum of money for the required stationeries needed for preparing the wall magazine.
- On the day of finalization of the Wall Magazine, the teacher closely supervises the work of the students to locate errors and put in further insertions. After the Wall Magazine is ready, it is put up in the cages earmarked for respective departments on the walls of the corridor of the first floor, adjacent to the Teachers' reading room and the Principal's Chamber.
- A photograph of the teacher along with the students putting up the Wall Magazine is taken and enclosed in the College prospectus.
- The teacher also arranges some refreshment for the students as a mark of acknowledgment for their sincere efforts.

Evidence of Success

The success is reflected in the sincere efforts made by the students to prepare their departmental wall magazines as well as the genuinely intelligent and thought-

provoking write- ups with the appropriately chosen pictures which attract all.

Problems Encountered and Resources Required

The most significant problem encountered in this regard is the declining reading habit of the students, their apathy towards reading newspapers, literature and

editorials in the newspapers. While enabling the students to prepare their wall

magazines, it has been found that they prefer to consult ready materials available on

the internet, rather than preparing notes after rigorously going through the articles

published in prominent journals and periodicals. Moreover, since the majority of the

students hail from Urdu and Hindi background, they fail to comprehend the articles

from recommended books and journals written in English. So in most cases the teachers help them understand the materials available in the books, journals and

English newspapers. Sometimes the teachers have to provide them with simplified

versions of the reading materials.

More funding is required to replace the cages of some of the departments for the

display of wall magazines. The old cages need to be replaced by new ones.

Best Practice II

Title of the Practice: Extension Activities of Social Relevance

Goal

The aim of the practice is to inspire and motivate young learners towards the ideals of social welfare, philanthropy, and the task of man-making. The aim of this College

is not just to impart curriculum-based training but to sensitize the students towards

the moral responsibility to address the contemporary socio-economic problems

which continue to imperil our society and the nation.

The Context

The student-clientele of this College comprises a cross-section of the city's multi-

ethnic population and a significant section of the students belong to the less

205

privileged groups. Keeping these twin factors in mind, the extension activities of the College are designed so as to fulfill the following objectives:

- To sufficiently address the poverty-related issues, most notably child labour, illiteracy, lack of consciousness regarding personal and community hygiene in urban slums especially in the neighbouring community.
- To spread consciousness among the students about women's rights, sensitize them towards the need to resist gender-oriented inequalities and vulnerabilities and prevent all forms of atrocities against women.
- To carry out persistent campaign against social evils like abusive use of alcohol, drugs, etc., which imperil our society and spread of awareness regarding life-threatening diseases like cancer, etc.

The Practice

There are two NSS units in the College – one for boys and another for girls to promote awareness among the students regarding contemporary socio-economically relevant issues. There is also the Women's Forum to undertake extension and outreach programmes. The NSS units as well as the Women's Forum hold meetings convened by the Programme Officers and the Women's Forum Convener, chaired by the TIC and attended by the members. For organizing these extension programmes, the NSS units as well as the Women's Forum take the assistance of 'SWAYAM'. The various programmes already conducted by NSS units are the following:

- In the session 2010-11 a seven-day Special Camp and Awareness programme was organized to raise consciousness among the people of the local community about the promotion of education for girl child, prevention of child labour and environmental pollution.
- In the session 2011-12 the NSS units organized an awareness programme on prevention of child labour and protection of the girl child.
- In the same year the NSS units organized an awareness programme to promote consciousness about general health care.
- In 2012-13 the NSS units organized an awareness programme on 'Leprosy' in collaboration with Gandhi Memorial Leprosy Foundation.
- In 2013-14 they organized an awareness programme on "Prevention of Cancer" in collaboration with Angikar.
- In 2014-15 under the initiative taken by the NSS units a blood donation camp was organized in collaboration with a team of medical experts from Calcutta Medical College and Hospital.

The Women's Forum also organizes programmes from time to time to raise consciousness about Women's rights.

- On the sixth day of December, every year the Women's Forum organizes an awareness programme regarding communal harmony and women's rights. On 6 December, 2014 the Women's Forum organized a workshop on the theme "Communal Riots and Their Adverse Impact on the Safety and Security of Women" in collaboration with 'SWAYAM'.
- On 27 Sepetember, 2014 Women's Forum organized an awareness programme concerning the issue "Freedom from Discrimination in Educational Institutions" once again in collaboration with 'SWAYAM'.

Evidence of Success

There are noticeable changes in the outlook of the girl students. They now appear to be more involved in the extension activities related to the uplift and betterment of the position of women in the society. The students who regularly participate in the NSS activities seem to have become more responsive towards the contemporary socioeconomic problems that jeopardize social stability. Moreover the efforts made by the NSS units and the Women's Forum have enabled the students of this College to tackle their emotional and family-related problems more rationally than before and rise above them to carve out their individual identity.

Problems encountered and Resources required

- i) The problems encountered are cited below:
 - a) Scarcity of financial resources and adequate time due to academic schedule create obstacles in the path of wide ranging and comprehensive social welfare services.
 - b) There are infrastructural constraints upon organizing large-scale in-house programmes to address larger audiences as a part of extension programmes.
- ii) The resources required are as follow
 - a) Allotment of special financial grant for expanding the ambit of activities rendered.
 - b) There is a need to activate more institutional collaboration with other Colleges/civic bodies, welfare groups, etc., for enhancing the NSS and Women's Forum related activities.
 - c) Value-based citizenship education needs to be imparted as a compulsory paper to prepare the students as the vehicles of social change.

 $[\mathbf{E}]$ **EVALUATIVE** REPORT OF THE DEPARTMENTS

Department of Bengali

1 Name of the	e Department		Benga	ıli								
2 Year of Esta	blishment		1966									
3 Names of pr	rogrammes /Cou	ırses	UG									
offered (UG, P	G, M.phil., Ph.D	٠,										
Integrated Ma	sters; Integrate	d Ph.D.,										
etc.)												
4 Names of Pr	ogrammes/ Cou	rses and	NA									
departments/	units involved											
5 Annual/sem	ester/ choice ba	ased	Annua	al								
credit system(Programewise)											
6 Participation	n of the departn	nent in	NA									
	fered by other											
departments												
	ollaboration wit	h other	NA									
universities, in	dustries, foreigi	า										
institutions, et												
	ourses/ program	mes					NA					
	if any) with reas											
9 Number of	• • • • • • • • • • • • • • • • • • • •				-		Sanctioned	Filled				
	, , , , , , , , , , , , , , , , , , ,		Profes	ssor			NA	NA				
				iate Professo	or			1				
			-	Professor	<u> </u>		4	3				
			-	ime Teacher	/ Govt		NA	NA				
			Appro		(0001	•	IVA	INA .				
				ge Contractua	al fullti	mo	NA	NA				
_=			teach		ai iuiitii	IIIE	IVA	IVA				
-				ge Guest Tea	chor		NA	NA				
10 Faculty pr	ofilo with namo	qualificati				tions (D.Sc/ D.Litt./Ph.D.					
Qualification	Designation	Specializa		Years of	claliza		students guided	/ Wi.Filli. etc.,)				
Qualification	Designation	Specializa	tion	experienc	e	PII.D	students guided					
M.A, Ph.D	Associate	Novel and	Short	20		NA						
101.7, 111.0	Professor	story	311011	20		INA.						
M.A.	Assistant	Madhusu	dan & B	10		NA						
IVI.A.	Professor	ankimRac		10		INA						
	FTOTESSOI		iiaiiasa									
M.A. PhD	Assistant	magro KatheSahi	itva	10		NA						
IVI.A. PIID	Professor	Katriesarii	itya	10		INA						
M.A. PhD		Madhyair	100	11		NA						
IVI.A. PHD	Assistant	Madhyoju	_	11		INA						
11 list of Care	Professor Bangla solution Bangla solution Professor Bangla B			NA								
			NA									
_	12 Percentage of lectures delivered and			NA								
•	oractical classes handled (Programewise emporary faculty)			200								
temporary fac	uity)		209									
2014 2015	2012 2014	2042.20	242 224 224									
2014-2015	2013-2014	2012-20	\mathcal{I}	3 2011-2012 2010-2011								

1:2			1:2 1:11						1:2.75				1:5.6					
N.A											A.							
	•	P.G – M.Phi Ph.D -	I - NA															
							a) NA	1				b)) NA					
NA												<u> </u>						
NA																		
а		b1	b2	С	d	E	F	G		h	i	j	K	L				
10		5	2															
8	4 3 1																	
	7 1 1																	
7 NA		4						3										
	Fac	culty as	mem	hers	in a)	Nation	nal		Dr. RumaBandyapadhyay d-1e1 ManojMandal a-3,b-1.									
		ttees b						-										
		al Boar	-								-							
		dent pr						.		NA					b) NA			
-		centage project							NA						NA			
		mme	3 IIICIU	uiiig	merc	лерагі	IIICIItai	'										
•	_	entage	of stu	dent	s plac	ed for	projec	ts										
in o	rga	nizatio	n outs	ide tl	he ins	titutio	n i.e in											
Res				,			_											
		tories /																
		vards / and sti	_		iis rec	Leivea	υy		NA									
faculty and students 24. List of eminent academicians and scient															nt			
Dr. SaktiSadhanMukhopadhaya								Secretary, BangioSahitoParisad										
										ed a le								
								Rer	naiss	anceri	uttar	adhik	kar	ebongVivekananda"in 2011.				
25	25. Seminars / Conference / Workshops org							gani	zed	& th	e sour	ce of	f fun	din	g a) National b) International			
			, сотп					54111	LCU	<u> </u>	Date							
	Geminars / Conference / Workshops of Organized by Conference /																	

VVOI	KSNO	ps																			
					NA																
26.	Stud	ent	profil	e p	rogram	nme /	cou	rse wi	se:												
										Τ.				4-15				. 5			
Year		opl				dmitte	ed	C		_		eare		11				ass P	ercer		
	re	cd		Н	ons			Gen		Ho Gen		en	Hons				Gen				
			Tot	N	Л F	١,	Γot	М	F		ns Γot	To	nt .	Tot	N	1 F	:	Tot		М	F
Part	4	14	2	0		2		16	11	2		2		2	0	100		N.A.		N.A.	Na
- 1																					
Part			5	2	3	16	5	4	12	5	;			100% 10		0% 100	%				
- 11																					
Part			01	1	0	13	1	1	10	1		1	1	100% 100		0% 0		54.549	%	100%	50%
-111																					
\		Α				Λ -Ι					Yea		013-					D			
Ye	ar	Ap			Hone		mitt		Can				pear		llon	•	P	ass Pe		itage	
		re	cu		Hons				Gen			Ho s		Ge Hon		5		Gen			
				Tot	: M	F		Tot	М		F	Tot	_		Tot	М	F	To	+	М	F
Pa	rt- I	3	9 4		2	2	2	16	16		10	8			75%	0	100		14%	27.27	90%
																	%			%	
Pa	rt- II		3	3	2	1	1	.6	2	:	14	2		14	50%	100%	0	78.	57%	0	84.61%
Pa	rt-		1	L	0	1	7	,	2	<u> </u>	5	1	1	4	100%	0	100	10	00%	100%	100%
III																	%				
											Ye	ar 2	012-	13							
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			ecd		Н	ons		Н	0	Ge	Hon	S			Ge	∍n					
												S	n								
					Tot	М	F	Tot	M	F	То	ot	Tot	Tot		M	F	To	t	M	F
	k 1		45		5	4	1	23	10	1	5		16	CON	,	66.66%	50%	(2)	.5%	E00/	70%
P	art- I		45		J	4	1	23	10	3	٥		10	60%	0	00.00%	30%	62	.5%	50%	70%
Р	art- II				1	0	1	9	2	9	1		8	100%	6	0	100%	6 75	%	100	66.66

8 2

100%

0

100%

3

1

1 10

Part-III

%

100 %

100%

%

100%

Year 2011-12															
Year	Appl			Ad	mitted				eared			Pass Pe	ercenta	ge	
	recd	H	Hons Gen					Но	Gen	Hons			Gen		
								ns							
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	M	F
Part- I	27	2	1	1	17	6	11	1	14	100%	0	100%	71.42 %	50%	80%
Part- II		5	1	4	10	5	5	4	10	100%	0	100%	50%	40%	60%
Part-		5	2	3	9	3	6	5	9	100%	100 %	100%	88.88 %	100%	83.33%

	Voar 2010 11														
	Year 2010-11 Year Appl Admitted Appeared Pass Percent														
Year	Appl		A	١dm	itted			Appea	red			Pass F	ercenta	ige	
	recd		Hons			Gen		Hons	Gen	Hons			Gen		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	M F		Tot	M	F
Part- I	40	7	1	6	20	13	7	5	12	80%	0	80%	83.33 %	75%	100%
Part- II		5	2	3	13	5	8	4	8	100%	100%	100%	75%	66.66%	80%
Part-III		5	3	2	13	7	6	5	13	100%	100%	100%	84.61 %	100%	66.66%
27 . Divers	ity of		% of 9	stud	ents f	rom	%	of stude	ents fror	n	% of :	student	s from a	broad	
Students			the sa	ame	state		ot	her Stat	es						
2014-15			949	9	97%	,		16	1.	65%		5		0.5	2%
2013-14			863	1	99%	,		11	1.	26%		1		0.1	1%
2012-13			78	7	99%	,)		8		1%		Nil			
2011-12			72	7	98%	,		18	2.	4%2		Nil			
2010-11			699	9	97%	,		18 2.51%				nil			
T I I				1 1											

The above is the institutional data, Department –wise data is not available.

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE CIVIL SERVICES,

DATA NOT AVAILABLE

Defense services, etc. ?

29. Student progression

	2014-15	2013-14	2012-13	2011-12	2010-11
UG to PG	99%	99%	99%	99%	99%
PG to M.Phil.					
Ph.D. to Post-Doctoral					
Employed Campus					
selection other than					
campus					

•	neurship	/																
Self Emp																		
	ils of Infra	structura	l facilit	ies														_
	Library	T = 11					_					T			_			Τ.
Year	UGC	College			Book				ate		nedi	Entr	•	Total		Nev		Amoun
	Fund	Fund		nk(N	Bank		C			-	JGC	Serv		Books	S		chas	t Spent
	(Books)	(Books) ew)	(Old)		(Boo	OKS	Boo	iks)	(Boo	iks)			ed		Rs
2014- 15	1056	1783	12		148		1	.53		42		59				36		8613
2013- 14	1056	1747	12		148		1	.35		42		59				49		8619
2012- 13	1007	1747	12		148		C)		42						59		12000
2011- 12	1007	1747	12		148		C)		42						69		9000
2010- 11	949	1747	12		148		C)		42						58		6976
	Internet fa	acilities fo	r Staff	& Stud	lents					<u> </u>								
	Class room					N.	Α.											
	Laboratori					N.												
31. Num	nber of stu	udents	Year		Colle	ge (Aic	d Fu	ınd)	Un	iversi	ty	Go	vernm	ent(\	Wes	t	
receiving	g financial									_				ngal Mi	Minority			Other
assistand	ce from co	llege,								Developme								
	y, governi	ment or											inance Corporation)			on)		
other ag	encies				Studs Amt							stu	ds	Am	t			
			2014		207	69,370												
			2013-		145		32,950					425			5,10			
			2012-		141		_		60				103			0,10		
			2011-		151		_		65				240			3,15		
			2010-		149		_	50,4		<u> </u>			407			2,30		
22 Data	ils on stud	lont one		bove is							•							
Name	iis oii stud	ieni enil	ımıent	Attach		3()	he	cidi	iectt	ii 62 /	Top		s / se	iiiiidi	, wit	ıı ex	terria	r experts.
	ataChatto	nadhyay		Amta		7 P							inver	d(type	of lit	erat	ure	
	yPramanil			Vidyas			ege	2(F)	/enin	g)			•	udvabit				
	rprasadm						-0,	-,-,		01							a)	
	ndranath ege(Evening)						Natokerrupved(type of drama)											
	ching meth		oted to)	•			-		_	netho	-						
improve	student l	earning			•									th aud				
										_		-			uter	s dN	u 008	ard work.
					Tutorial class and remedial classPrinted study material issued													
									tour		iateri	ai issu	eu					
							Jil	uy	toul									

		Group discussions and film shows based on literary texts.
34. Participation in Instit	cutional Social	The staff and the students of the Department participate in blood
Responsibility (ISR) and	d Extension	donation camps and tree plantation programmes organized by Units
activities		1 and 2 of the NSS. The students also take part in the road safety
		awareness campaign on the eve of the Durga Puja festival under the
		guidance of the NCC.
35. SWOC analysis of	Strength	1.The department's faculty is its strength
the department and		2.The faculty member are academically sound having a minimum of
Future plans.		ten years of experience
		3. The students are very keen about acquiring knowledge about
		Bengali literature.
	Weakness	1.The students have poor academic records.
		2. Some of the students are Hindi-speaking and in spite of their
		enthusiasm they are unable to pick up the skill required to study
		Bengali literature
		3.Most of them are first-generation literates.
		4.They come from very poor economic backgrounds and are often
		forced to take up employment. Hence they cannot attend classes
		regularly.
	Opportunity	1.The subject offers them employment in sectors like the media.
		2. They can sit for competitive examinations like the School Service
		Commission, Staff Selection Commission and the Railways
		0.71
		.3. They can also get jobs as translators.
	Challenge	1.The challenge is to teach the subject to first generation students
		who do not have much exposure to the discipline
		2.To prepare them for mainstream jobs
	Future plan	Though the number of students is not much they fare quite well in
		the final examination with most of them securing 50% in the grand
		total. Thus it would be helpful for these students if the college could
		start a post-graduate course in Bengali.

Department of Commerce

- 1. Name of the Department
- 2. Year of Establishment
- 3. Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
- 4. Names of Programmes/Courses and departments/units involved
- 5. Annual/semester/ choice based credit system(Programme-wise)
- 6. Participation of the department in the courses offered by other departments
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.
- 8. Details of courses/programmes discontinued (if any) with reasons
- 9. Number of teaching posts

COMMERCE

1966

UG

Department of Economics

Department of Mathematics

Annual

N.A.

N.A.

The department has offered Travel & Tourism Course since 2009-10 and discontinued since 2011-12 due to involvement of the departmental teachers in the UG new syllabus introduced by University of Calcutta.

	Sanctioned	Filled
Professor	NA	NA
Associate Professor		1
Assistant Professor	4	2
Part-Time Teacher (Govt. Approved)	3	3
College Contractual Full- time Teacher	1	1
College Guest Teacher		1

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

Name	Qualificatio n	Designation	Specialization	Years of experience	Ph.D. students guided
Dr.Prabodh Kumar Misra	M.Com., Ph.D.	Associate Professor	Accounting & Finance	23	Nil
Dr.SohagJoarder	M.Com., M.Phil., Ph.D.	Assistant Professor	Accounting & Finance	13	Nil
Dr.AvijitSikdar	M.Com., M.Phil., Ph.D.	Assistant Professor	Accounting & Finance	8	Nil
Prof RamaprasadChatt	M.Com.	Part-time Teacher (Govt. Approved)	Accounting & Finance	27	Nil

erjee										
Prof Binoy Krishna Das	M.Com.		ime Teacher . Approved)	Accounti Finan		1	9	Nil		
Prof ShampaMaji	M.Com.		ime Teacher . Approved)	Accounti Finan		8	3		Nil	
Prof Somenath Manna	B.Sc., MCA.		e Contractual ime Teacher	Compt Applica		5	5		Nil	
Prof KunalMallick	M.Com.		lege Guest Teacher	Accounti Finan		3	3	Nil		
11. List of Senior	Visiting Faculty	,								
12 Percentage of l handled (Program)			N	ī.A.						
13. Student- teacher ratio 2014-15				2013-14	201	2-13	2011	-12	2010-11	
(Programe-wise)		Hons	1:33	1:29	1:	33	1:	40	1:46	
		Gen	1:55	1:42	1:	42	1:49		1:63	
14. Number of aca administrative staff			nnical) and			N	ſ.A.			
15. Qualification of		lty with I	O.Sc/		P.G – 0	08				
D.Litt./Ph.D. / M.P	nii/PG				M.Phil	- 02				
				100	Ph.D -	03				
16. Number of fac national, (b) intern	•				(a)				(b)	
received	anonai junaing	agencies	s ana gram		1			ľ	N.A.	
				(MRP under 12 th Plan)						
17. Departmental p DBT, ICSSR, etc.,				C, N.A.						
18. Research cente	er/ facility recog	nized by	the University			N	.A.			

19. Publications:

- a) Publication per faculty
- b) Number of papers published in peer reviewed journals (b1. national/ b2. international) by faculty and students
- c) Number of publications listed in International Database
- d) Monographs
- e) Chapter in books
- f) Books / Journal edited
- g) Books with ISBN/ISSN numbers
- h) Citation index

i) SNIP														
j) SJR														
k) Impact factor	r													
l) H-Index														
Faculty	a	b	b1	b 2	С	d	e	f	g	h	I	j	k	l
Dr.SohagJoarder	6	2	2						1					
Dr.AvijitSikdar	6	2	2											
20. Areas of consultano	cy and	d inco	me g	ener	ated					N	.A.			
21. Faculty as member	rs in:					_								
(a) National commit	ttees,	(b) Int	ternat	tiona	ıl Comn	nittees, (c) Edito	rial B	oards, (d	d) Gover	ning Bo	dy, (e)) IQAC	
Dr.Prabodh Kumar Misra	Sch	nool; (iii) M	1eml	oer in IÇ	AC; (iv) Memb	er in		ccountin	ıg Âssoc		irls' High , (v) Mem	
Dr.SohagJoarder		Memb sociati		Indi	an Acco	ounting 1	Researc	h Fou	ndation;	(i) Mem	ber in Ir	ndian <i>A</i>	Accounting	5
Dr.AvijitSikdar	Me	mber	in Ind	dian	Accoun	ting Ass	sociation	1						
22. Student projects:			-						(a)				(b)	
(a) Percentage o	f stud	lents w	vho h	ave	done in-	house								
projects including inter-	-depai	rtment	al / p	prog	ramme.									
(b) Percentage o	of stud	lents p	laced	d for	projects	s in	-	1	00%					
organization outside the					esearch							ľ	N.A.	
Laboratories / Industry							, A	(Part-	III Hons.	.)				
23. Awards / Recognitic students	ions r	eceive	d by	facu	lty and					N	.A.			
24. List of eminent aca to the department:	ıdemi	cians	and s	scien	ıtists / v	isitors	Dr.Ra	anKh	asnabis			MBN	r of Econo M Dept.,	
1													y of Calcu	
			Dr.Su	liptiB	anerjea				of Comme y of Calcu					
							Prof De	ebabra	taChatterj	jee	Profes	sor, IIS	SWBM, K	olkata
											A	ssociat	e Professo	or,
1			CA. SubhayanBasu Anandamohan Colle Calcutta.							ege,				
25. Seminars / Confere			-		_		Se	emina	rs /	0 .	11	G 66 1		
source of funding (a)	Natio	nal,	(b)	Inte	rnation	al		nferer		Organi	ganized by Source of funding			

				Worksho	ops	
				NA	NA	NA
26. Students	' Profile : Pro	gramme-wise / (Course-wise:			
			Year: 2	2014-15		
	Adn	nitted	Appea	ared	Pass Perc	entage (%)
Applicatio	Hong	Con	Hone	Con	Hone	Con

									Year:	2014-15	•						
			A	Adn	nitted				Appea	ared			Pas	s Perce	ntage	(%)	
Appli n Rec	icatio	F	Ions		(Gen		Но	ns	Ge	n		Hons			Gen	
n Kec	eivea	Tot al	M	F	Tot al	M	F	M	F	M	F	Total	M	F	Tot al	M	F
Part -I	126(H) + 303(G)	68	42	2 6	244	22 6	1 8	49	8	175	11		Resul	ts yet to	be pub	olished	
Part -II	NA	87	76	1 1	85	71	1 4	69	14	68	13	25.3	24.1	1.2	1.2	1.24	Nil
Part -III	NA	65	54	1 1	69	16 2	7	47	5	61	7	38	38	0	4.4	4.41	Nil
					•		•	-				-					•

Year: 2013-14

			I	Adm	itted				Appea	ared			Pas	ss Perce	ntage	(%)	
	icatio	F	Ions			Gen		Ho	ns	Ge	n		Hons			Gen	
n Rec	eivea	Tot al	M	F	Tot al	M	F	M	F	M	F	Total	M	F	Tot al	M	F
Part -I	165(H) + 266(G)	101	93	8	203	19 4	9	91 (T	otal)	14 (Tot		26.4	24.2	2.2	0	0	0
Part -II	NA	85	75	1 0	53	47	6	82 (T	Total)	47 (T	otal)	22	19.5	2.43	31. 9	19.2	12.7 6
Part -III	NA	54	44	0	77	77	0	34	10	68	9	40.9	29.6	11.4	11. 7	10.4	1.3

Year: 2012-13

			A	\d m	itted				Appea	ared			Pas	ss Perce	ntage	(%)	
Appli n Rec		H	Ions		•	Gen		Но	ons	Ge	n		Hons			Gen	
n Kec	ervea	Tot al	M	F	Tot al	M	F	M	F	M	F	Total	M	F	Tot al	M	F
Part -I	168(H) + 275(G)	116	10 7	9	208	19 3	1 5	103 (Total)	15 (Tot		12.6	12.6	nil	1.2	1.28	Nil
Part -II	NA	94	86	8	76	62	1 4	F) 88	Total)	61 (T	otal)	13.6	12.5	1.14	6.5 6	6.56	Nil

Part -III	NA	54	43	1 1	50	39	1 1	41	11	41	9	73.1	53.9	19.2	0.3	0.3	0.02
									Year:	2011-12	2						
			A	Adm	itted				Appea	ared			Pas	ss Perce	ntage	(%)	
Appli n Rec	icatio eived		Ions			Gen		Но	ons	Ge	n		Hons			Gen	
II Rec	civeu	Tot al	M	F	Tot al	M	F	M	F	M	F	Total	M	F	Tot al	\mathbf{M}	F
Part -I	133(H) + 223(G)	98	84	1 4	169	16 3	6	92 (1	Total)	12 (Tot		20.7	15.2	5.43	4	4	Nil
Part -II	NA	102	88	1 4	83	78	5	85 (7	Total)	36 (T	otal)	20	18.8	1.18	8.3	5.56	2.77
Part -III	NA	74	62	1 2	91	77	1 4	79	12	63	12	92.3	79.1	13.2	49. 3	40	9.33
									Year:	2010-11							
			A	Adm	itted				Appea	ared			Pas	ss Perce	ntage	(%)	
Appli n Rec	icatio	F	Ions			Gen		Но	ons	Ge	en		Hons			Gen	
II Kec	terveu	Tot al	M	F	Tot al	M	F	M	F	M	F	Total	M	F	Tot al	M	F
Part -I	190(H) + 262(G)	148	13 6	1 2	156	14	1 5	123 (Total)	11 (Tot		14.6	9.76	4.87	1.7	1.72	Nil
Part -II	NA	106	96	1 0	83	71	1 2	103 (Total)	83 (T	otal)	44.7	35.9	8.68	12. 1	10.8	1.21
Part -III	NA	23	19	4	139	12 3	1 6	18	4	123	16	95.5	81.8	13.6	52. 5	46	6.48
27. Di	iversity	of Stu	dents	8			Yea	ar	stude	. & % on the fron the state	the		% of stu other S			& % of st rom abro	
						2	2014	-15	593	97.	05%	16	2.6	2%	2	0.3	3%
							2013	-14	508	90.	23%	52	9.2	4%	3	0.5	3%
							2012	-13	555	92.	81%	43	7.1	9%		NIL	
						2	2011	-12	587	95.	14%	30	4.8	6%		NIL	
						2	2010	-11	630	96.	33%	24	3.6	7%		NIL	
exami		ssuch	as N	ET,				nal and CIVIL			ve			N.	A		

				201	4-15	2013	3-14	2012	2-13	2011	-12	2010	-11
UG to	o PG			N	A	N.	A		A	N.	A	N.A	
PG to	M.Phil.			N	A	N.	A	N	A	N.	A	NA.	<u> </u>
Ph.D.	. to Post-Doctoral			N	A	N.	A	N	A	N.	A	NA	1
Empl camp	oyed Campus sele ous	ection other	than	N	A	N.	A	N	A	N.	A	NA	1
Entre	preneurship / Self	f Employmen	nt	N	A	N.	A	N	A	N.	A	NA	1
30. D	etails of Infrastri	uctural Faci	lities										
			Years	UGC Fund (Boo ks)	Colle ge Fund (Boo ks)	Boo k Ban k (Ne w)	Bo ok Ba nk (ol d)	Donat ed Books	Reme dial Books (UGC Schem e)	Entry in Servi ce (UGC Sche me)	Tot al No. of Boo ks	Newly Purcha sed	Amt Spen t (Rs)
			2014- 15	1460	3892	25	207	0	21	93	577 6	63	18,4 66
			2013- 14	1460	3892	25	207	0	21	93	577 6	58	16,8 50
a.	Library		2012- 13	1460	3892	25	207	0	21	-	565 5	93	30,6 66
			2011- 12	1460	3892	25	207	0	21	-	568 3	230	39,6 01
			2010- 11	1460	3892	25	207	0	21 (Rs 7,238	-	531 1	172	33,6 05
				erence S	Service,							oom Servi / Loan and	
b.	Internet facilitie & Students	es for Staff	Internet & in the			Staff	are ava	ailable in	the Tea	chers' R	eading	Room, L	ibrary
c.	Class rooms wi facility	th ICT						NA					
d.	Laboratories							students G – E-Co			course	s of the	
31. N	Number of studen	ts receiving	financial	assista	nce fron	n colleg	e, uni	versity, g	governm	ent or o	ther ag	gencis	
	Year	Colleg Fur		U	Iniversit	y		ernment evt& Fin		•	Ot	her Agend	cies
		Student	Amt (Rs)				Stu	dents	Amt	(Rs)			
	2014-15	115	42,920		NA			50	2,40	,000		NA	

2013-14	58	14,000			89	4,27	,200	
2012-13	22	5,760			92	4,41	,600	
2011-12	65	32,465			46	1,04	,400	
2010 -	149	50,435			59	1,08	,400	
** Aid-Fund day available for the (BA + B.C	college as	a whole						
32. Details on students' seminars) with external		at progra	mmes (special lect	ures	/workshops/		Profess MBM Univer 2. Dr.S Profess Univer 3. Prof Profess 4. Prof Dhruba Profess Univer	SudiptiBanerjea: Sor of Commerce, Strity of Calcutta DebabrataChatterjee: Sor, IISWBM, Kolkata RaRanjanDandapat: Sor of Commerce, Strity of Calcutta: Anan, Under-Graduate
33. Teaching methods a improve	dopted to student-		Talk and chalk					
learning		٠	Class-lecture w	ith b	oard work,			
			Project work,					
			Tutorial class a	nd re	emedial class,			
			Special study n	nater	ials are issued,			
			Study tour,					
			Quiz and Wall	Mag	azines based or	n section	s from t	he syllabus.
34. Participation in Inst Social Responsibility and Extension Activities	(ISI	R) Ca slu wo	mps organized by m area for the edu	the N catio by the	ISS Units-I & In of first gener he Women's Fo	II of the ation lea	college, rners an	the Blood Donation work in the adjacent d also attend ion with SWAYAM,
35. SWOC analysis of		1	The department's f	facult	y is its strength.			
the department and Future plans.	Strengt	th 2	The faculty member teaching experience		e academically s	ound hav	ring a mir	nimum of ten years of
	Weakne	ess 1	The students' quali	ty ha	ving poor acade	mic recor	ds.	

	2 The maximum number of students are mainly first generation learners.
	Inability to give lecture in the University prescribed media (English & Bengali) since the students mostly come from Urdu and Hindi medium schools.
	The subject (Accounting & Finance) is being one of the important disciplines in the Commerce Stream. It helps the students develop practical accounting, costing & taxation knowledge in their future professional life.
Opportunity	Moreover, the students of Commerce do well in the professional courses like CA, ICA, CS, LLB, WBCS & and also in other competitive examinations.
	It offers employment in various fields like CA firms, IT firms, taxation and other areas. A formal training in Commerce enables the self-employed people to maintain strict vigilance over their business.
Challenge	1 The challenge is to teach the subject to the first generation and poor students.
	2 To prepare them for mainstream jobs.
	To open two more Honours subjects (Taxation, and Marketing Management) in under-graduate course in the stream.
T	2 To open post-graduate course in the stream.
Future plan	3 To motivate more students to take up the stream.
	To organize more inter-college workshops and lectures for the benefit of the students.

Department of Economics

1 Name of the D	epartment epartment		E	CONO	MICS					
2 Year of Establis	shment		1	1966						
3 Names of prog	rammes /Courses o	ffered	l	JG						
(UG, PG, M.phil.,	Ph.D., Integrated N	/lasters	s;							
Integrated Ph.D.,	etc.)									
4 Names of Progr	rammes/ Courses a	nd	١	AV						
departments/ un	its involved									
5 Annual/semes	ter/ choice based co	redit	A	Annual	(as se	t by Universi	ty)			
system(Programe	ewise)									
6 Participation o	f the department ir	the	1	n B.Co	m. (Ho	nors & Gene	eral), D	ept. of Eco	nom	ics teaches the
courses offered b	y other departmen	its	þ	papers	stipula	ited by the U	Jniver	sity		
7 Courses in coll	aboration with othe	er	ı	NΑ						
universities, indu	stries, foreign instit	utions	,							
etc.										
8 Details of cour	ses/ programmes		ı	NA						
discontinued (if a	ny) with reasons									
9 Number of tea	ching posts						Sanctio	ned	Filled	
						fessor				
						r		3		1
			F	Part Tin	ne Tea	cher (Govt.		1		1
			A	Approv	ed)					
				College	Contr	actual fulltin	ne			
			t	eacher						
			(College	Guest	Teacher		NA		1
10. Faculty profi	le with name, quali	ficatior	n, desigi	nation,	specia	alizations, (D	.Sc/ D	.Litt./Ph.D.	/ M.	Phil. etc.,)
Name	Qualification	Desig	gnation		Spe	cialization	Year	s of	Ph.	D students
F							expe	erience	guid	ded
Dr. Swati Paul	M.A., M.Phil.,	Assis	tant		Stat	istics &	11		NA	
	Ph.D.	Profe	essor		Eco	nometrics				
AmajitBasu	M.Sc.	Govt	. Appro	ved	Stat	istics &	10		NA	
		Part	Time Le	ecturer	Eco	nometrics				
SujataGhosh	M.A.	Gues	t Lectu	rer	?		3		NA	
11 List of Senior	Visiting Faculty				NA					
•	f lectures delivered	•			NA					
classes handled (Programewise tem	porary	faculty	/)						
13 Teacher -	2010-2011		2011-	2012		2012-2013		2013-201	4	2014-15
student ratio	Hons 1:0	.33		1:1.5		1:0.33		1:0.67	7	1:0.67

(Programewise)	Gene	erai 1:2	.33		1:0			4.33		1:5			1:3.67
14 Number of acade administrative staff;	•	•	-	nnical) ar	nd	N.A.							
15 Qualification of t D.Litt./Ph.D. / M			with C).Sc/		Ph.D.	- 1						
16. Number of facult ongoing projects from	•		a)NA					b)NA				
a) national b) intern- funding agencies and received													
17. Departmental pro	-	-	_	FIST; UG	С,	NA							
18. Research center, University	/ facility	recogni	zed by	the		NA							
19 . Publications: a) Publications: b) Number and stud c) Number d) Monogra e) Chapter f) Books / J g) Books w h) Citation i) SNIP j) SJR k) Impact fall l) H-Index	of pape ents of publi aphs in books ournal th ISBN index	ers publis ications l s edited	isted i	n Interna				. natio	nal/ k	o2. inter	nation	al) by	faculty
Dr. Swati Paul													
AmajitBasu	3		3			1							
20 . Areas of consultation 21. Faculty as members	•				h)	NA NIL							
International Commi					υj	INIL							
Governing Body e) IC	-	24.00.14	. Doan										
22 Student projects						a)				b)			
a) Percentage of stu				in- hous	e	NA				NA			
projects including int	erdepa	rtmental	/										
programme b) Percentage of stud	dents pl	aced for	projec	cts in									
organization outside													
laboratories / Indust	ry / oth	ier agend	cies										

	_															
ctur			ecognitic	ns re	ceive	d by fa	culty a	and	NA							
Stut	dent	S														
	List	of emin	ent acad	emici	ans a	nd scie	ntists	/ visito	ors to t	the dep	artmei	nt				
NA																
25.	Sem	ninars /	Conferen	ce / \	Nork:	shops c	rganiz	zed & t	he sou	urce of	fundin	ga)N	lationa	al b) Inte	rnational	
Sen	ninar	rs / Conf	ference /		0	rganize	d by					Sour	ce of f	unding		
Wo	rksh	ops														
			NA						NA					N.	A	
26	Stu	ident nr	ofile prog	ramr	ne / o	Ourse v	wise.									
	Jea	ideile pi	oc p. 02	,		Jour Je										
Yea	ır	Applr			Adm	itted			Арре	eared				Pass Pe	ercentage	2
		Applr ecd			Adm	itted									ercentage	2
201			Н	ons	Adm	itted	Gen	Į	Но	eared Gen	Hons			Pass Pe	ercentage	2
			Н	ons	Adm	itted	Gen				Hons				ercentage	
201								1	Ho ns	Gen				Gen		
201			H	ons	Adm	itted Tot	Gen	F	Но		Hons	M	F		ercentage M	F
201 15	.4-	ecd	Tot	М	F	Tot	M		Ho ns Tot	Gen Tot	Tot	М		Gen Tot	M	
201	.4-							F 4	Ho ns	Gen			F 0	Gen		
201 15	.4-	ecd	Tot	М	F	Tot	M		Ho ns Tot	Gen Tot	Tot	М		Gen Tot	M	
201 15 Par	.4- t- I	ecd	Tot 2	M 2	F 0	Tot 9	M 5	4	Ho ns Tot	Gen Tot	Tot 0	М		Gen Tot N.A.	M N.A.	
201 15	.4- t- I	ecd	Tot	М	F	Tot	M		Ho ns Tot	Gen Tot	Tot	М		Gen Tot	M	
201 15 Par	.4- t- I	ecd	Tot 2	M 2	F 0	Tot 9	M 5	4	Ho ns Tot	Gen Tot	Tot 0	М		Gen Tot N.A.	M N.A.	
201 15 Par	.4- t- I	ecd	Tot 2	M 2	F 0	Tot 9	M 5	4	Ho ns Tot	Gen Tot	Tot 0	М		Gen Tot N.A.	M N.A.	
201 15 Par	.4- t- I t-	ecd	Tot 2	M 2	F 0	Tot 9	M 5	4	Ho ns Tot	Gen Tot	Tot 0	М		Gen Tot N.A.	M N.A.	
201 15 Par	.4- t- I t-	ecd	Tot 2 00	M 2 2 0	F 0	Tot 9	M 5	1	Ho ns Tot 1	Gen Tot	Tot 0	M 0	0	Gen Tot N.A.	M N.A.	F

									Yea	r-20	013-	14							
Year	Appl			Adı	mitt	ed				Ap	pea	red				Pass I	Perce	ntage	
	recd		Hons				Gen			Н		Gen	Но	ons		G	en	Ī	
		Tot	М	F	•	Tot	М		F	То	t	Tot	То	t M	I	= To	ot	М	
Part-	26	2	2	0	1	1	7	4	ı	0		7	00	() () 4	2.85%	40%	50%
Part- II		0	0	0	3		1	2	2	0		2	00	0	0		50%	0	100%
Part- III		00	0	0	1		0			0		1	00	0	0		0	0	
								II.	Yea	ar 20	012-	13							
Year		pplr		Ad	mit	ted			Ар	pea	red				Pass	Perce	ntage		
	е	cd .	Н	ons		(Gen		Ho		Gei	n Ho	ns			Ger)		
			Tot	М	F	Tot	М	F	То	t	Tot	То	t	M	F	Tot		М	F
Part-	I	17	0	0	2	2	1	1	1		1	0		0	0	40%		50%	33.33
Part-	II		1	0	1	2	1		1		1	100	0%	100%	0	0		0	0
Part-l	II		00	0	0	3	0	3	0		3	00		0	0	33.	33%	0	33.33

									Year 20)11-12							
Year	At	pplr				Admit	ted			Appear	red			Pass P	ercent	age	
	ec																
				Hon	S			Gen		Hons	Gen	Hons	;		Gen		
			Tot	N		F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	M	F
Part- I		19	3	1		2	4	4	0	2	2	50%	0	100 %	100	100%	0
Part- I	ı		01	0		1	5 1			1	5	0	0	0	0	0	0
Part-II	ı		00	0		0 3 2 1 0					3	00	0	0	100	100%	100%
Year	А	(ppl		P	Ndm	itted			Year 2				Pas	s Perce	entage		
	re	ecd	Н	ons			Gen		Hons	Gen	Hons			Gen			
			Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot		М	F
Part-	I	12	1	1	0	7	4	3	0	5	0	0	0	80%	6 66	.66%	100%
Part-	II		00	0	0	2	1	1	0	2	00	0	0	50%	ó	0	100%
	III		00	0	0	1	1	0	0	1	00	0	0	100%	6 1	00%	0%
Part-																	
· .		ear				lents	from	the		f student	ts from	other	%	of stuc	lents f	rom al	oroad
' . versity	of		:	same		te		the	Sta	tes			% (of stud			oroad
Part- 7 . versity tudents	of 2	010-1	11	same 699		te 9	7%	the	Sta	tes 3	2.5	1%	% (of stuc	N	IL	oroad
7 . versity	of 2		11 12	same	sta	te 9' 98		the	Sta	tes 3 3		1% 2%	% (of stud		IL IL	oroad

11	2014-1	15	949	97%	ó	16		1.65%	5		0.5	2%	
		The	above pr	esents	the institu	tional d	ata. Depar	tment-w	vise data	is not av	/ailable.		
28. How man state competi SLET,GATE CIV	tive exa	amina VICES,	tions suc	h as NE	Т,	Da	ta not avai	lable					
29. Student pi	rogressi		2010-11		2011-12		2012 12		2012 14		2014-15	-	
UG to PG		•	2010-11		2011-12		2012-13		2013-14		2014-15)	
PG to M.Phil.			NA		NA		NA		NA		NA		
Ph.D. to Post-										A			
Employed Car selection othe campus	er than		NA		NA		NA		NA		NA		
Entrepreneurs Employment	ship / S	elf											
30. Details of	Infrastr	ructur	al facilitie	!S									
a. Librar	У	Year	UGC Fund Books	Colleg Fund Books	Bank-	Book Bank Old		Reme dial UGC Books	Entry in servic es-	Total no. of books	New purch ase	Total spent (Rs)	
									Books				
		2010 -11	342	1307	11	97	65	11		1820	31	7779	
		2011 -12	373	1307	11	97	65	11	-	1912	28	1020 7	
		2012 -13	373	1307	11	97	65	11	-	1932	20	1000 0	
		2013 -14	408	1307	11	97	65	11	20 1967		35	7100	
_=	2	2014 -15	407	1317	11	97	64	11	20	1976	10	4795	
	Facilities provide service 3.Reference 6.Reprography								•		_	oom	
b. Interr for Sta	net facil aff & St			net fac		ıvailable	for the st	aff in the	e Reading	g Room,	the Libra	ry and	
c. Class ICT fa	rooms v	with	N.A										
d. Labor	atories		N.A										

31. Number of students		Year	Colle	ge(Aid Fund)	University	Gove	rnment	Other					
receiving financial						(West	t Bengal	Agencies					
assistance from college,						Mino							
university, government or							opment						
other agencies							inance						
							oration)						
			No.	Amt (Rs)		No.	Amt						
			of			of	(Rs)						
			Stu ds			stud							
		2010-11	149	50,435	NA	s 407	492300	NA					
		2011-12	151	66,565	NA	240	403150	NA					
		2012-13	141	42,160	NA	103	180100	NA					
		2013-14	145	32,950	NA	425	795100	NA					
		2014-15	207	69,370	NA	-	-	NA					
		The above re	eflects	the institution	as a whole.	Departm	ent-wise	data is not					
	availabl												
32. Details on student enric	hment pr	ogrammes (s			kshops / sem	inar) wi		l experts.					
Speaker			Tol				Date						
Seminar: RatanKhasna	bis	FDI	in Ret	ail Sector		Ма	rch, 2013						
							_						
33. Teaching methods adop	ted to im	prove		Talk and ch	alk method,								
student learning		The same of the sa			e with board	work.							
					s and remed	•							
					ly materials a	-							
			•	•	wall magazin								
34. Participation in Institution	onal Socia	al	NA										
Responsibility (ISR) and Exte	ension ac	tivities											
35. SWOC analysis of the	Stre	ngth		ne department		•	in the con	cepts in					
department and Future			Hindi	and English as	s well as in Be	ngali.							
plans.				ue to small nui			•						
			Economics, the individual problems of each of the students										
			are well-addressed. They do not need to take private tuition.										
	Wea	kness	(1) Inability of the students to speak and write the subject matter in University prescribed medium.										
					•								
			(2) They are often forced to take up employment to make										
	Onn	ortunity	both ends meet and, in the process, neglect their studies. (1) To attain a minimum level of expertise on Indian										
	Орр	ortunity				•							
					Economy, more and more students are being interested in taking up Economics as a subject. This helps them in								
					competitive examinations for public sector jobs.								
					(2) Due to expansion of the financial sector in India, the job								
					opportunities in the private sector after studying Economics								
			are in	ncreasing. This	is expected t	o bring	more stud	ents in the					

	department.
Challenge	(1) The information that the Department of Economics exists
	in this college has to be more profoundly disseminated
	among the prospective students.
	(2) The students must be served a well-balanced view on the
	requirement of their syllabus. They neither should be
	overconfident nor frightened.
Future plan	(1) Using social networking through electronic media for
	constant touch with the students about their course
	materials and problems.
	(2) Campaigning throughout the year among the existing
	students about the opportunities and importance in/of
	studying Economics, so that a word of mouth spreads to
	inspire more students to take up Economics.

Department of Education

1 Name of the Department		EDUCATION	V									
2 Year of Establishment		1967										
3 Names of programmes /Courses offer		UG										
(UG, PG, M.phil., Ph.D., Integrated Mast	ers;											
Integrated Ph.D., etc.)												
4 Names of Programmes/ Courses and		NA										
departments/ units involved												
5 Annual/semester/ choice based credi	t	Annual										
system(Programewise)												
6 Participation of the department in the	courses	NA										
offered by other departments	ali . a w = ! & ! .	NIA										
7 Courses in collaboration with other un	niversities,	NA										
industries, foreign institutions, etc.	atinuad /:f	NIA										
8 Details of courses/ programmes discor	iunuea (it	NA										
any) with reasons 9 Number of teaching posts				Sanctio	nod	Filled						
3 Number of teaching posts		Professor			Nil	ieu	Nil					
		Associate P	rofessor		Nil		Nil					
		Asst. Profes			2		1(on					
		ASSL PIUIE	5501		2		lien)					
		Part Time T	eacher (Go	3		2						
		Approved)	cacher (de	, v t.	3		_					
		College Cor										
		teacher										
		College Guest Teacher										
10. Faculty profile with name, qualificat	ion, designat				t./Ph.D. /	M.Ph	il. etc.,)					
Name	Qualificati	Designati	Specializ	Years		Ph.[
	on	on	ation	experi	ence	stuc	lents					
						guio	led					
Premendra Das	MA	Assist	Educatio	8 Year	S	NA						
		Professor	nal									
			Technol									
			ogy									
Nupur Bose	MA, B Ed.	Part	Educatio	11Yea	rs	NA						
		Timer	nal									
		(Permane	Philosop									
		nt)	hy	10 Yea								
Jaya BasuSarbadhikary	MA, B Ed.	Part	Compara	irs	NA							
	M.Phil	Timer tive										
		(Permane	Educatio									
CoventeniConcusts	MAA D.E.I	nt) n			0.40	N1 A						
SayantaniSengupta	M.A. B.Ed	Ed College Inclusive 1.5 years NA Guest Educatio										
AranyaGhosh	MA,	College	n Educatio	1 Year		NA						
Aranyaunusn	IVIA,	College	Luucatio	1 rear		IVA						

				Guest	ı	nal				
		-		Lecture	۱ ۲	Psycholo	0			
						gy				
Amit Kumar Roy		MA,		College		Education	NIL		NA	
				Guest		nal 				
				Lecture		Technol				
Elsto Chook		N 4 A 1	ם בא	Callaga		ogy	NIII		NIA	
EktaGhosh		MA,	веа	College Guest		Special Education	NIL		NA	
				Lecture		n	'			
11 List of Senior Visiting Facult	V			Lecture	N/					
12 Percentage of lectures deliv		pract	ical cla	sses	_	HEORY-9	3.07%			
handled (Programewise tempo							L-6.03%			
13 Teacher- Students ratio 2014-2015 2013-2014 2012- 2011-2012 2010-201										
(Programewise)					2013					
	HONS -			S -1:7.75	HONS-		HONS -1:3		NS -1:6.25	
	GEN-1:7	76.28	GEN -	-1:120.5	1:7.5		GEN-1:98.25	GEN	l -1:90	
					GE					
14 Number of academic suppo	1 - EE /1	ا در داد د	!\	J	1	110.2				
administrative staff; sanction a	•	ecnnic	cai) and	ı	N.A.	•				
15 Qualification of teaching fa		h D Sc	1		P.G	-6				
D.Litt./Ph.D. / M.Phil /PG	curty wit	D.Sc,				hil - 1				
				1000						
16. Number of faculty with ong				a) NA			b) NA			
a) national b) international fun	ding age	ncies a	and							
grant received				NA			NA			
17. Departmental projects fund	-	T_FIST	T; UGC,	, DBT,	NA					
ICSSR, etc. and total grants rece	eived.									
18. Research center/ facility re	cognizod	by the	o Haive	rcity	NA					
19.	cognized	by till	e Unive	ersity	IVA					
a)Publications: NA										
b) Publication per faculty										
c)Number of papers published	in peer re	eviewe	ed jouri	nals (b1.r	ation	nal/b2.	international)	by fa	aculty and	
students										
d)Number of publications list	ed in Inte	rnatio	nal Da	tabase						
e) Monographs										
f) Chapter in books / Journal										
g)Books with ISBN/ISSN numb	pers									
h)Citation index										
i)SNIP										
j)SJR k)Impact factor										
k)Impact factor										

I)H-Index																				
Faculty	а	b1	b2	С	d	е	f	g	h	i	j	K								
Prof. Premendra Das			1			1						2								
20. Areas of consultancy and income ger	nerated			N.A.																
21. Faculty as members in a) National co	culty as members in a) National committees b)									NA										
International Committees c) Editorial Boa	rds d)	Gover	ning																	
Body e) IQAC																				
22 Student projects				a))													
a) Percentage of students who have don	e in- h	ouse		1.Ped	lagogio	cal	N	Α												
projects including interdepartmental /				analy																
programme				Recal	l and															
b) Percentage of students placed for proj outside the institution i.e in Research	ects in	organi	zation	recog	nition															
laboratories / Industry / other agencies				2. Sta	itistica	L														
				analy																
				schoo																
				the middle school																
				of a particular class.																
23 . Awards / Recognitions received by fa	aculty a	and stu	idents	S NA																
24. List of eminent academicians and scient	entists	/ visito	rs to th	e depa	rtmen	t NA														
	,																			
25. Seminars / Conference / Workshops	organiz	ed & t	he sour	ce of f	unding	g a) Na	tional	b) Int	ernatio	onal										
Seminars / Conference / Workshops	Organ	ized by	/	Date			Sc	ource	of fund	ding		Ħ								
NA	NA																			

26. S	tudent pr	ofile p	orogra	imme	/ cours	se wis	se:		ľ			8							
Year-2	2014-15																		
Year	Applr	Admi								peare	ed		s Perce	ntage					
	ecd	Hons			Gen				Ho ns	G	en	Hoi	ns			Gen			
		Tot	М	F	Tot	М		F	To			Tot		F		Tot	М		F
Part-	341	28	2	26	295	133		162	27	24	18	0	0	0		NA	N/	4	NA
Part-		5	0	5	168	28	:	140	5			20%	6 0	20%	S	N.A.	N.	A	N.A.
Part-		2	1	1	104	21		83	2	10	00	50%	6 0	100	%	44%	10	0%	30%
										l			l						
	2013-14							_					1						
Year	Applr		nitted					_		App			Pass P	ercen	tage				
	ecd	Hon			Ge			U	L	Hon s		Sen	Hons			Ger			
		Tot	M	F	Tot		Λ	F		Tot	_	ot	Tot	М	F	Tot		M	F
Part-	292	24	6	18	238	8	5	153		20	1	.97	75%	50%	93.7 5%	%		15%	93.16%
Part- II		2	1	1	143	4	2	101		1	1	.39	100%	100 %	0	67.6 %	52	52.5 %	73.73%
Part-		5	2	3	101	. 2	4	77		5	7	'6	60%	0	100 %	39.4 %	7	15%	48.21%
Year	2012-13				'														
Year	1	Adn	nitted						Α	ppea	red		Pass Pe	rcenta	age				
	ecd	Hor	าร		Ge	n			Н	ons	Ge	n	Hons			Ge	en		
		Tot	М	F	То	t M		F	T	ot	To	t	Tot	М	F	Тс	t	M	F
Part-	. 239	18	4	14	214	1 72	2	142	17	7	171	L	11.76%	25%	7.69 %	61 %	.98	67.5%	60.30
Part-		7	2	5	144	33	3	111	7		123	3	85.71%	100 %	80%	5 22 %	.76	20%	23.30
Part-		3	0	3	83	26 57			2		83		100%		1009	% 54 %	.21	53.84 %	54.38 %

Year 20)11-12	2															
Year	Ар	Admit	tted					Α	рреа	red	Pass F	ercent	age				
	plr ecd	Hons			Gen			F S	lon	Gen	Hons			Gen	ı		
		Tot	М	F	To t	М	F	Т	ot	Tot	Tot	М	F	Tot		М	F
Part-	213	7	0	7	18	65	118	7		160	57.14 %	0	57.14 %	83.12	2%	64%	91.81
Part-		3	1	2	13 1	38	93	3		130	100%	100%	100%	43.07	7%	28.94 %	48.91 %
Part-		2	1	1	78	21	57	2		78	100%	100%	100%	80.76	6%	100%	73.68 %
Year 2	ear 2010-11																
Year	Ар	Adm	itted						App	eared	Pass	Percen	tage				
	plr ecd	Hons	S		Ge	en			Ho ns	Gen	Hons	5		Gen			
		Tot	М	F	To	t M	F		Tot	Tot	Tot	М	F	Tot	٨	Λ	F
Part-	206	18	4	14	17	4 67	10)7	15	146	33.33	66.6 6%	25%	79.45 %	7.	4%	82.29%
Part-		5	1	4	11	2 31	81		5	102	40%	100 %	25%	71.56 %	7.	2%	71.42%
Part-		2	0	2	72	33	39)	1	49	100%	0	100 %	77.77 %	1	00%	58.97%
27 . Dive Student		of				studen the sa			f stud er Sta	dents fr ates	rom	% of	studen	nts fror	m al	broad	
2014-15	BA I,II	,111			949	97. %	.83	16		1.65%	6	5			0.5	2%	
2013-14	BAI	,11,111			861	98 %	.63	11		1.26	5%	1			0.1	1%	
2012-13	BAI	,11,111			787	99 %	.00	8		1.00%	6	NIL					
2011-12					727	97. %	.58	18		2.42%	6	NIL					
	10 – 11 BA.I,II,III 699 97.49 %							18		2.51%		NIL					
28. How competi SERVICE	tive ex	kamina	tions s	such a	s NE					NA							
29. Stud	ent pr	ogressi	on D	ata n	ot ava	ailable											
2013-14										2012	2011-	12	2	010-1	1		

							-13						
UG to PG							1						
PG to M.Pl	hil.												
Ph.D. to Po	st-Docto	ral											
Employed	Campus	selection o	other tha	n		T T							
campus													
Entreprene													
					_		•					2.Reading	g room
											rography		
Library	Year	UGC	Colleg	Book	Boo		Don		em	Entry		Newly	Amt
		Fund	e Fund	Bank	Bar		ed		dial	Servic		Purchas	Spent
		(Books	(Books	(New)	(01	a)	Bool	S BO	ook	(UGC Schem	of ne Boo	ed	(Rs)
		,	,						JGC)	ks		
									che	'	l KS		
									ie)				
	2010-	543	978	NIL	86 1		14	00	0		163	00	00
	11			978 NII							2		
	2011-	543	978	978 NIL			14	00	0		165	22	9040
	12			070 NIII							4		
	2012-	543	978	978 NIL			14	N	IL		168	34	10,000
	13- 2013-	590	978	NIL	86		14	N	11	34	173	47	12074
	14	390	976	IVIL	80		14	IN	IL	34	5	47	12074
	2014-	590	1011	NIL	86		15	N	IL	34	176	33	13672
-	15										9		
										1			
Internet fa	cilities fo	r Staff & S	students									et facility in	
										•	Room, the	e library and	d in the IT
61		- c						Labora	atory	' .			
Class room		I facility						NA					
Laboratori		lonto	Inst	itution	Voo			NA Wasa (۸:۵	Llois	M/D Mina	with Dayant	Otho
31. Numb				itution ata.	Yea	1		ollege (. ind)	Alu	Univ ersity	Finance (ority Devpt8	& Othe r
from colleg				artmen			10	iiu)		Crarty	Tillance	corpii.	Agen
governme				data									cies
			not				S	Amt			Studs	Amt (Rs)	WBM
		available					t	(Rs)					DFC
							u						
							d						
							S						
					201	0-11	1	50,4	35		407	4,92,300	
							4						
			201	1 1 2	9	66.5	65		240	4.02.150			
					201	1-12	5	66,5	us		240	4,03,150	
					J								

		1					
			1				
		2012-13	1	42,160		103	1,80,100
			4				
			1				
		2013-14	1	32,950		425	7,95,100
			4				
			5				
		2014-15	2	69,370			
			0	,			
			7				
32. Details on student enrichment pro	gramme	s(special le	ture	s / worksh	ops / se	minar) wi	th external experts.
Name	0 -	Attached			Topi		P
NA		NA			NA		
NA .		INA			INA		
22 Tarabina wati		T-U. 1 1	-17				
33. Teaching methods adopted to im	prove	Talk and ch	-				
student learning		class lectur			-		
		tutorial cla			· ·		
		special stud	dy m	aterials are	issued	,	
		study tour					
		Quiz					
		Wall maga:					
34. Participation in Institutional Social					•		he nearby local
Responsibility (ISR) and Extension ac	ctivities				•	•	n the blood donation
			tree	plant prog	ramme	s organize	d by the NSS Units 1
	ı	and 2.					
35. SWOC analysis of the	Stren	1.The depa					
department and Future plans.	gth						ınd having a
		minimum o		•	•		
		3.They help	the	students t	o get jo	bs as teac	hers in schools.
	Wea	The studer	ts ha	ave poor ac	ademic	records.	
	kness	Inability to	writ	te in the un	iversity	prescribe	d medium since the
		students m	ostly	come fror	n Urdu/	/Hindi med	dium schools.
		Poor econd	mic	backgroun	d.		
	Орро	_			-	•	es in the Humanities
	rtuni	stream and		•			
	ty	develop m	oral,	social,emo	tional,c	onceptual	abilities, enables the
		students to	kno	w the histo	orical fa	cts, make	a comparative study
		,and develo	ps s	tatistical- a	nalylitio	cal power	too in their daily life.
		The subject	t en	ables the st	udents	to prepar	e themselves for
		various cor	npet	itive exams	S.		
		Educates a	nd m	nakes the st	udents	aware of	the special children
		in our socie					
		The subject various cor	t en	ables the st itive exams	udents s.	to prepar	e themselves for
		Educates a	nd m	nakes the st	udents	aware of	the special children
		ın our socie	ety,	and aims a	t their i	mainstreai	ming.

Chall	1. The challenge is to teach the subject to the first generation
enge	students
	2.To prepare them for mainstream jobs.
	3.To prepare students, specially the girls, to pursue higher
	education,.
Futur	To motivate more students to take up the subject.
e	To organize more inter- college workshops and lectures for the
plan	benefit of the students.

Department of English

1 Name of the Department	English		
2 Year of Establishment	1966		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG		
4 Names of Programmes/ Courses and departments/ units involved	Nil		
5 Annual/semester/ choice based credit system(Programewise)	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		Sanc tione d	Filled
	Professor	Nil	Nil
	Associate Professor	1	1
	Asst. Professor	1	1
	Part Time Teacher (Govt. Approved)	1	1
	College Contractual fulltime teacher		
	College Guest Teacher		2

239

Name	Qualification	Desig	nation	n	Specializ	ation	Years		Ph.D students		
					-45		experie	ence	guide	d	
Dr. Sunanda Mukherjee	M.A,Ph.D	Assoc Profe		ľ	Literatur	European e, 20 th century English and Gender	16		Nil		
Dr. SonaliSarkar	M.A.,Ph.D	Assist Profe				n and African- n Literature, Studies.	14		Nil		
Ms. SwateeSinha (Left college in March)	M.A., M. Phil		Part Time Postcolonial Literature Teacher		nial Literature	05		Nil			
Ms. MrinaliniGhosh (Left college in March)	hosh M.A. M.Phil		Studies,	Studies, Border American e, Postcolonial e	03		Nil				
Ms. Diya Banerjee	M.A. M.Phil	M.Phil Guest Lecturer				Studies and tudies, Post Studies	02 Nil				
11 List of Senior Visiting	g Faculty				Dr.Ratna	GuhaMustafi, HC Dey, HOD, Maha					
12 Percentage of lectur classes handled (Program		•			Nil						
13 Teacher - Students ratio (Programewise)	2014-15		2	2013-	-14	2012-13	2	2011-1	12	2010- 11	
	1:14		1:6.4			1:11.2	1:9	0.8		1:14.4	
14 Number of academic and administrative staff	• •		cal)	N.	۹.						
15 Qualification of tead D.Litt./Ph.D. / M.Phil /Po		h D.Sc,	/			– 05 hil -03) - 02					

					1								_
										- 1			
16. Number of faculty wit	h ongoi	ing	1.	Dr. Su	nanda	Mukhe	rjee re	ceived					
projects from				an UG	C gra	nt of Rs	.86000	under					
a) national b) internationa	al fundi	ng		the X	lth p	lan Mir	or Res	search					
agencies and grant receive	ed			Projec	t Grar	nt							
									Nil				
17. Departmental projects	funded	d by DS	T FIS	Т;	Dr.	Sunanda	Mukhe	erjee re	l ceived a	n UGC g	rant of Rs	s.86000.	
UGC, DBT, ICSSR, etc. and			_					,					
18. Research centre/ facil	ity reco	gnized	hy th	ıe.	Nil								-
University	11, 1000	,B1112Ca	υ γ τιι		' ' ''								
19 . Publications:													
a) Publication pe	r facult	ТУ											
b) Number of pa	pers pu	blished	d in pe	eer rev	iewed	journal	s (b1.n	ational,	/ b2. int	ernation	nal) by fac	ulty and	
students c) Number of pu	hlicatio	ne lieto	d in I	ntorna	tional	Databa	20						
c) Number of pu d) Monographs	DiiCatio	115 11516	u III II	псетпа	LiUiiai	Databas	se .						
e) Chapter in boo	oks												
f) Books / Journa													
g) Books with ISE		I numb	ers										
h) Citation index i) SNIP													
i) SNIP j) SJR													
k) Impact factor													
l) H-Index													
Faculty	а	b1	b2	С	D	E	f	g	h	i	j	K	L
Dr. SonaliSarkar	02	02											
SwateeSinha	01	01											
MrinaliniGhosh	01	01											Ī
Diya Banerjee	01	01											
													Ļ
20 . Areas of consultancy a	and inco	ome ge	nerat	ed	Nil								

21. Faculty as members in a) National committees	Nil	
b) International Committees	c) Editorial Boards d)		
Governing Body e) IQAC			
22 Student projects		a)	b)
a) Percentage of students wi	ho have done in-	Nil	Nil
house projects including inte	rdepartmental /		
programme			
b) Percentage of students pla	aced for projects in		
organization outside the insti			
organization outside the insti	itution i.e in Nesearch		
laboratories / Industry / other	er agencies		
23 . Awards / Recognitions re	eceived by faculty and	Nil	
students			
24. List of eminent academic	cians and scientists / visi	tors to the department	
		Dr.RatnaGuhaMustafi, HOD, Dep	t of Eng, A.J.C.Bose College,
		Kolkata	
		Dr.NainaDey, HOD, Dept of Eng, N	Aaharaja Manindra Chandra
		College	
		Dr.ShinjiniBandyopadhyay, Profes	ssor. University of Calcutta
25 Saminars / Conforces /	Markshans arganized 9	the source of funding a) National	h) International
23. Seminars / Conference /	workshops organized o	the source of fulfullig a) National	b) international
Seminars / Conference /	Organized by	Date	Source of funding
Workshops			
·	N.A.		
1 Seminar organized on	Dept of English of	5.3.2013	N.A.
Swami Vivekananda.	Kidderpore College	3.3.2013	IV.A.
Swallii vivekallallud.	Kidderpore College		
26. Student profile program	me / course wise:		

						Yea	r-20	14-15								
Year	Applre			Admit	ted	red			red	Pass Percentage						
	cd		Hons			Gen		Hons	Gen	Hons			Gen			
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F	
Part- I	114	29	15	14	63	31	32	21	53	9.5%	9.1%	10%	N.A.	N.A.	N.A	
Part- II		10	3	7	36	14	22	10	N.F.	80%	100 %	71.4	N.A.	N.A	N.A	
Part-III		03	1	2	38	9	29	03	34	66.7%	0	100 %	82.4%	66.7	88%	
W	1 Annies			2 day		Yea	ar-20	13-14				- 2 D				
Year	Applre			Adm	nitted	Yea	ar-20		eared		P	ass Pe	ercenta	ge		
Year	Applre cd		Hons		nitted	Yea	7			Hons	P	ass Pe	ercenta	ge		
Year		Tot	Hons		nitted	1	7	App Hor	n Ge		P	ass Pe		ge	F	
Year Part- I		Tot 23				Ger		App Hor	n Ge n				Gen		F 75%	
	cd		M	F	Tot	Ger		App Hor s Tot	n Ge n Tot	Tot	M	F 60	Gen Tot 59.1	M		

			h					Year 201	2-13				-		
Year	Year Applr Ad							Appeare	Pass Percentage						
		Hons				Gen		Hons	Gen	Hons			Gen		
		Tot	М	F	Tot	M	F	Tot	Tot	Tot	M	F	Tot	М	F
Part- I	06	02	0	2	06	3	3	0	5	00	0	0	80%	66.7 %	100%
Part- II		00	0	0	03	1	2	0	3	00	0	0	66.7%	100	50%
Part-III		00	0	0	01	0	1	10	1	10	0	0	0	0	0

						Υe	ear 201	1-12							
Year	Applr ecd			Adm	itted		Л,	Appear		ge					
		H	Hons			Gen		Hons	Gen	Hons	5		Gen		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part- I	110	34	29	25	46	24	22	30	36	36.7 %	20%	40 %	83.3	84. 2%	63.6 %
Part- II		05	1	4	54	20	34	04	53	100 %	100 %	100 %	56.6 %	50%	60.6 %
Part-III		10	3	7	31	10	21	08	31	100 %	100 %	100 %	100 %	100 %	100 %

-								Y	ear 20	010-11							
Year	Appl		Δ	dm	itted			Α	ppea	red			Pass F	Percenta	ge		
	recd	H	ons			Gen		Н	lons	Gen	Hons			Gen			
		Tot	М	F	Tot	М	F		Tot	Tot	Tot	М	F	Tot	М	F	
Part- I	120	42	17	2 5	46	22	24		35	38	22.9%	20%	25%	78.9%	66.7%	75%	
Part- II		2!	9	1 2	46	16	30		17	44	88.2%	80%	91.7	47.7%	100%	60%	
Part-III		09	6	3	34	12	22		09	34	100%	100%	100 %	97.5%	100%	68.2%	
7. Diversit	y of				stude ame s		rom		% of	studen	ts from o	other Si	tates			of studer	
014-15					N	Α										N	A
013-14									3			NA					
012-13					N	A						NA				NA	
011-12					N	Α						NA				NA	
010-11					N	Α						NA				NA	
8. How m	etitive e	examina	ation	s su	ch as	NET,			NII								
9. Student	progre	ssion															
								2	014-1	15	2013-1	4	201	2-13	20	11-12	2010
G to PG								02		0:	L	0	2		01		
G to M.Ph	1																

Ph.D. to Po	ost-Docto	ral									
Employed campus	Campus	selection (other than				02	03			
Entreprene	eurship /	Self Empl	oyment								
30. Details	of Infras	tructural	facilities								
a)Library	Year	UGC Fund	Colleg e Fund	Book Bank (New)	Book Bank (Old)	Donat ed	Remed ial (UGC Schem e)	Entry- in service	Total Copies	Newly purcha sed	Amount spent
	2014- 15	446	775	38	83	63	34	68	1547	44	8955
	2013- 14	446	731	38	83	53	34	68	1493	48	9300
	2012- 13	398	731	38	83	06	34		1398	68	12196
	2011-	398	731	38	83	06	34		1330	71	14972
	2010- 11	376	731	38	83	06	34		1225	22	7232
b Internet facilities for Staff & Students	2. 3. 4. 5. 6.	Reading- Reference Book Bar Internet; Inter-Lib		vice;	cals;						
c.Class rooms with ICT facility			as a Comp teachers a					s can acc	ess intern	et The int	ernet is also
Laborato ries	N.A										

31. Number of students	2014	1-15	20	13-14	2012-13	2011-12	2010-11
receiving financial assistance from college, university,	Departi			1			
government or other	wise da						
agencies	availabl	le					
32. Details on student enrichmo	ent progr	rammes	(specia	l lectures	/ workshops / s	eminar) with extern	al experts.
Name		Attach	ed			Topic	
Dr.ShinjiniBandyopadhyay						19 th century Renais Swami Vivekanand	
Dr.RatnaGuhaMustafi						Special lecture deli Nineteenth centur Novelists	
Dr.NainaDey						Special lecture deli	vered on
Dr.SaktisadhanMukhopadhyay						Edward II	
Dr. Sukusuunun viaknopaanyay						UnishSatakerBangl	arNabaiagorone
						rprekhhite Swami	
Student-seminar organized by t	the					Nature in English I	Poetry
Engdepton 24/2/2015							
33. Teaching methods adopted	l to impr	ove	•	Talk and	d chalk method		
student learning			•	materia work. tutorial printed study to	I through project class and reme study material our		and board
34. Participation in Institutiona	l Social		Involv		onal Service Sch		interary texts.
Responsibility (ISR) and Exten		vities					

35. SWOC analysis of the	Strength	1. The members of the faculty are highly qualified. The full-time
department and Future		teachers of the department have more than ten years of teaching
plans.		experience,
		2. This is the sank, deposition out that saves a students during
		2. This is the only department that screens students during
		admission, yet manages to contribute to more than one-third of
		the total number of students doing honours in the college.
	Weakness	1.The students possess very poor language skills which is a major
		impediment in doing English honours/general courses. 2.Students
		often come from economically weaker sections and, therefore, fail
		to attend classes regularly.
	Opportunity	1.The subject enables students to secure jobs in various sectors –
		teaching, IT jobs, Govt. and other allied services 2.The study of
		English helps students develop a global perspective on various
		issues and opens up otherwise inaccessible areas of knowledge to
		them.
	Challenge	1.Many of our students are first-generation learners.2. The girl-
		students are often not encouraged and supported by their families
		to pursue education.
	Future plan	1. To organize more inter-college workshop lecture sessions
	Future plan	 To organize more inter college workshop, lecture sessions and students' seminars.
		2. To start a departmental magazine.
		2. To start a departmental magazine.

Department of Geography

1 Name of the Department	Geography		
2 Year of Establishment	2006		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG (Gen)		
4 Names of Programmes/ Courses and departments/ units involved	Travel & Tourism Managemen	t	
5 Annual/semester/ choice based credit system(Programewise)	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	Travel & Tourism Managemen discontinued on 2011	t Course has be	en
9 Number of teaching posts		Sanctioned	Filled
	Professor	Nil	Nil
	Associate Professor	Nil	Nil
	Asst. Professor	Nil	Nil
	Part Time Teacher (Govt. Approved)	1	1
	College Contractual fulltime teacher	Nil	Nil
	College Guest Teacher		1

10. Faculty profile etc.,)	with name, qua	alificati	ion, desi	gnatio	n, specializa	ation	s, (D.Sc/ D.Litt	:./Ph.D. / M.Phil.	
Name	Qualification		Design	ation	Specializa	tion	Years of experience	Ph.D students guided	
PriyankaBiswas	M.Sc		Approv Part til Teache	me	Geograph tourism	y of	7	Nil	
NabamitaGhoshD ostidar	M.Sc.		College Guest Teache		Regional planning a developm		5	Nil	
11 List of Senior V	isiting Faculty		I.		Nil		l		
12 Percentage of classes handled (P			· ·				e delivered – 4 al classes – 60		
13 Teacher Students rattio	2014-2015	2013	-2014	2012	-2013	201	1-2012	2010-2011	
(Program wise)	1:9	1	:12		1:19		1:16	1:33	
14 Number of aca	• •	-)	One approv	ved la	ab attendant		
15 Qualification of D.Litt./Ph.D./	_	ty with	n D.Sc/		• P.G	i – 2			
16. Number of fac	culty with ongoin	ng	a) Nil				b)Nil		
a) national b) inte agencies and grant		g	Nil				Nil		
17. Departmental UGC, DBT, ICSSR, 6	•	-	_		Nil				
18. Research cent University	er/ facility recog	gnized	by the		Nil				

19 .	Pu	blica	atio	ns:															
		b) c) d) e) f) g) h) i)	Nui faci Nui Mo Cha Boo Cita SNI SJR	mbe ulty mbe nograpter oks / oks wation P	r of pand si r of paraphs r in bo Journ vith IS n inde	nal edited BBN/ISSN numb x	ed in In					b1.na	tional <i>,</i>	' b2.	inter	nation	nal) l	by	
Facı	ulty			Г	a	b1	b2	С	d	E	f	g	h		i	j	K		L
20 .	Are	as o	f co	nsul	tancy	and income ge	nerate	d		N.A.									
b) Ir	nter	natio	onal	Cor		in a) National c ees c) Editorial				Nil									
22 S	tud	ent	proj	ects						a)				b)					
proj	ects		ludi			s who have don	ne in- I	hous	se :	100%				Nil					
orga	aniza	ation	า	tsid	e the	s placed for proinstitution i.e in other agencies	-												
23 . stuc			s / R	leco	gnitio	ns received by	faculty	and		Nil									
24.	List	of e	mir	ent	acade	emicians and sc	ientists	s / vi	sitor	rs to th	e depa	artmer	nt			Ni	I		
25. Nil	Sen	nina	rs /	Con	feren	ce / Workshops	organ	ized	& th	ne sour	ce of f	undin	g a) Na	ation	al b) I	ntern	atio	nal	

Seminar / Works		erence	C)rgar	nized b	У			Da	ite			Source of	funding	3
	NIL							7							
26. Stu	dent pro	file pr	ograr	n / c	ourse	wise:									
							Υ	EAR 201	4-15						
	Appl. Recd.	Adm	itted					арр	eared	Pass	Perc	enta	ge		
		Hons	5.		Gen.			Hons.	Gen.	Hons	•		Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	M	F	Tot	М	F
Part-I	15				10	07	03		07				NA	NA	NA
Part-II					04	02	02		02				NA	NA	NA
Part-					05	02	03	4	00				00	00	00
				1											
							Y	EAR 201	3-14						
	Appl. Recd.	Adm	itted					арр	eared	Pass Percenta		enta	ge		
		Hons	5.		Gen.			Hons.	Gen.	Hons			Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	15				09	06	03		07				42.9%	50%	33.3%
Part-II					08	03	05		07				71.4%	100%	50%
Part-					06	03	03		05				60%	50%	66.7%

											1				1	
							Υ	EAR 20	12-13							
	Appl. Recd.	Admi	itted					ap	peared	Pa	ass P	erc	enta	ge		
		Hons			Gen.			Hons	. Gen.	H	ons.			Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	To	ot	М	F	Tot	М	F
Part-I	20				16	07	09		11					81.8%	60%	100%
Part-II					18	08	10		13					76.9%	100%	70%
Part- III					04	04	00		05					100%	100%	0%
								FAD 20)11-12	'	l					
							Y									
	Appl. Recd.	admi	itted					арр	eared	Pass	Perc	ent	age			
		Hons	S.		Gen.			Hons	. Ge		Hons	5.			Gen.	
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	N	1	F	Tot	М	F
Part-I	24				18	07	11		17					72.2%	71.4%	80%
Part-II					11	6	5		11					27.3%	16.7%	40%
Part-					4	3	1		04					75%	100%	50%

			Ī															
									YE	EAR	201	0-11						
			pl. cd.	admi	tted					aı	ppea	ared	Pass P	ercer	ntage			
				Hons	i.		Gen.			Ho	ns	Ge n.	Hons.			Gen.		
				Tot	М	F	Tot	М	F	To	ot	Tot	Tot	М	F	Tot	M	F
Par	t-l	24					19	12	7			18				72.2%	66.8	83.3%
Par	t-II						10	8	2			07				42.86%	50%	33.3%
Par	t-						4	3	1			04				75%	100%	50%
										J								
of	ersity		% of	stude	nts fr	om t	he san	ne sta	ate		% o Stat		ents fro	m oth		% of stude abroad	nts from	1
2014	4-15	ı	Depa	rtmer	nt-wi	se da	ta not	avail	able.									
2013	3-14																	
2012	2-13																	
201	1-12																	
2010	D-11																	
state	e con	npet	titive	exam	inati	ons s	ared n such as nse ser	NET	,		Di	ata no	t availak	ole				
29. 9	Stude	ent p	orogi	ressior	1													

	2013-1	L4		201	.2-13		2011-12	203	10-11		
UG to PG (in Distance	Data n	ot avail	able		71						
Education)											
PG to M.Phil.											
Ph.D. to Post-Doctoral											
Employed Campus											
selection or another											
than campus											
Entrepreneurship /											
Self Employment											
30. Details of Infrastruc	l tural fac	ilities									
a. Library	Year	UGC	Colle	Book	Book	Don	Rem	Entr	Total	Newl	Amo
a. Listary	rear	fund	ge	Bank	Bank	ated		y in	Copi	у	unt
			Fund	(((, Servi	es	Purc	Spen
				New	Old)		UGC	ce(hase	t
)			Sche	UGC		d	
							me)	Sche			
					11			me)			
				1							
	2014 -15	137	98		03	-	06	29	273	09	5187
	2013 -14	137	89	-	03	00	06	29	264	25	5210
	2012	112	89	-	03	00	06	29	00	29	9928
	2011	112	89	-	03	00	06	-	210	30	9764
	2010 -11	77	89	-	03	00	06	-	174	35	9321
b. Facilities provided by Library to students & faculty	1. 2. 3. 4. 5.	Readi Refer Book	ng- Roo ence Se Bank;	m Servi	eriodica ce;	ls;					

	6. Inter-Lik	•			
a listania l		aphy service		hana tira da t	
c. Internet facilities for Staff & Students			ter Laboratory w available for the		ents can access e teachers' reading
d. Class rooms with ICT facility	N.A				
e. Laboratories	Yes				
31. Number of	2014-15	2013- 14	2012-13	2011-12	2010-11
students receiving	Donartmont				
financial assistance	Department- wise data not				
from college,	available				
university,	available				
government or other					
agencies					
32. Details on student e	nrichment progra	mc / cnocial	loctures / works	hons / semina	r) with external
32. Details on student e	illicillient progra	iiis (speciai	lectures / Works	nops / scimila) With external
experts.	iniciment progra	iiiis (speciai	iectures / works	nops / scinina	y with external
experts.	interment progra		iectures / works		, with exemin
experts. Name	antennent progra	Attached	iectures / works	Topic	, with exemin
experts.	antennent progra		iectures / works		, with exemin
experts. Name	anicimient progra		iectures / works		T y with excernal
experts. Name	anicimient progra		iectures / works		T y With Excelled
experts. Name	anicimient progra		iectures / works		, with executar
experts. Name	anicimient progra		iectures / works		T WITH CACCITUD
experts. Name Nil		Attached	Talk and cha	Topic	T y With Excelled
experts. Name		Attached	 Talk and cha 	Topic	
experts. Name Nil 33. Teaching methods		Attached	 Talk and cha 	Topic Ik method with board w	
experts. Name Nil 33. Teaching methods		Attached	 Talk and cha class lecture practical class tutorial class 	Topic Ilk method with board w sses and remedial	ork,
experts. Name Nil 33. Teaching methods		Attached	 Talk and cha class lecture practical class tutorial class special study 	Topic Ik method with board wasses	ork,
experts. Name Nil 33. Teaching methods student learning	adopted to impro	Attached	 Talk and cha class lecture practical class tutorial class special study study tour 	Ilk method with board w sses and remedial materials are	ork, class, e issued,
Name Nil 33. Teaching methods student learning	adopted to impro	Attached ve	 Talk and cha class lecture practical class tutorial class special study study tour rses are offered 	Ilk method with board w sses and remedial materials are	ork,
experts. Name Nil 33. Teaching methods student learning	adopted to impro	Attached ve	 Talk and cha class lecture practical class tutorial class special study study tour 	Ilk method with board w sses and remedial materials are	ork, class, e issued,

35. SWOC analysis of	Strength	1. Well equipped practical laboratory.
the department and Future plans.		2.Intimate relation
	Weakness	 The students' quality having poor academic records. Inability to write in the university prescribed medium since the students mostly come from urdu / hindi medium schools. Poor academic records. Boys students are often engaged in part time jobs to support their families; girls students are restricted to attend classes after 3 p.m.
	Opportunity	The students find scope in SSC for the teachers' post at primary, secondary and HS level
	Challenge	1.The challenge is to teach the subject to the first generation students
		2.To prepare them for mainstream jobs
	Future plan	to open Honours course in the department to motivate more students to take up the subject to organize more inter college workshops and lectures for the benefit of the students.

Department of Hindi

1 Name of the I			HINDI						
2 Year of Establ			1966						
	grammes /Courses	offered	UG						
	, Ph.D., Integrated								
Masters; Integra									
	grammes/ Courses a	and	Nil						
departments/ u									
	ster/ choice based of	credit	Annual						
system(Program	· · · · · · · · · · · · · · · · · · ·								
· ·	of the department i		Nil						
	by other departme								
	laboration with oth		Nil						
	ustries, foreign inst	tutions,							
etc.	,					Ni		_	
	rses/ programmes								
	any) with reasons					6		en t	
9 Number of te	aching posts						Sanctio	oned	Filled
			Profess				Nil		Nil
					Professor		1		1
			Asst. P				2		1
					Teacher (Govt		1		1
			Approv		•				
			_		ntractual fullti	me			
			teache						
10 5 1:	· · · · · ·	· c· · ·			iest Teacher	/5.6	15	'nı n	(1.1.5)
	ile with name, qual								
Name	Qualification	Designa	tion	S	pecialization	Years			students
				 		exper	ience	guid	ed
DR. ITU SINGH	M.A,Ph.D	Associat			IINDI SATIRE	14		NIL	
		Professo		_	DRAMA				
DR. ARCHANA	M.A.,Ph.D	Assistan			MODERN	1 year		NIL	
PANDEY		Professo		+	OETRY	4.5.45			
DR. RAMA	M.A.Ph.D	PART TI		Н	IINDI POETRY	12 YE	ARS	NIL	
MISHRA		TEACHE	K						
44 11 1 66 1	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			ļ.,					
11 List of Senio	r Visiting Faculty			N	Α				
			25	. .					
			23	, 0					

12 Percentage of lec											
classes handled (Prog	2014-2015	2013-101		 012-201	13	20	11-20	12	20	010-2011	
Chiralanda naddia	H-1:14	H-1:10		I-1:9			1:8			-1:5	
(Dua	G- 1:55	G-1:38		i-1.9 i-1:33			1:29			-1.5 -1:20	
	G- 1.55	G-1.56		1-1.33			1.23			-1.20	
14 Number of acade and administrative st			cal)	N.A.					•		
15 Qualification of t D.Litt./Ph.D. / M	teaching facult		:/	•	P.G – Ph.D						
16. Number of facult ongoing projects from		a)				b)				
a) national b) interna		Nil				N	Jil				
funding agencies and	d grant										
received											
17. Departmental pro UGC, DBT, ICSSR, etc		-			Nil						
18. Research center, University	/ facility recog	nized by th	е	Nil							
b) Number faculty a c) Number d) Monogra e) Chapter f) Books / J	in books Iournal edited ith ISBN/ISSN r index	s listed in II					nation	al/ b2.	inter	national	by
Faculty	a b1	b2 c	D	е	f	g	h	i	j	K	L
Dr. Itusingh	10			8		2					
Dr. ArchanaPandey	2		1		1						
Dr. Rama Mishra	3			3							
20 . Areas of consulta	•		ed	N.A.							
21. Faculty as members committees b) Interresting Editorial Boards d) G	national Comm	ittees c)		1. 2. 3.	Studi Mem Dr. A	ies, Bu ber o rchan	irdwar f IQAC aPand	n Unive	ersity. ember	G Board of the E	

22 Stude									a)				b)				
•	entage o								Nil				N	il			
house p	-	ncludir	ng int	terde	partm	enta	/										
progran																	
b) Perce	_					-											
organiza							eseard	ch									
laborat	ories / Ir	ndustry	/ / ot	ner a	igencie	es											
22 4	anda / D		. :		ما ام مینا	£			D.	I4 C:.	l- A.		ا مالا ا	Doot Divo	-t Δ	a al 1: a	
23 . Aw		ecogni	tions	rece	ivea b	у тас	uity				_	warde	tne i	Best Direc	tor Awai	ra in	
and Stud	aents								ПП	ndi Me	Id						
2/ List	of emin	ent aca	adam	ician	ns and	scion	ticte /	/ vic	itor	s to the	a dana	rtman	t				
Dr. Man			auen	iiciali	is allu	ااعداد	tists /	VIS	isitors to the department Professor Emeritus , Jawaharlal Nehru University								
Dr. Shar												ersity			u Onivers	SILY	
Dr.Ved I		.! !												ncy Unive	arcity		
DI.VEG I	Naman								A33	sistarit	riole	3301, 1	Coluc	TICY OTHER	risity		
25 Serr	ninars / (onfer	ence	/ \//	nrksho	ns or	ganiz	ad 8	?, th	e sour	e of fi	ınding	a) N:	ational b)	Internati	ional	
Seminar					ized by	•	garnz		X LIII		ate	ariumg		ource of f		Oriai	
/ Works		CICIICC	_ _	Igaii	ized by	,				L	att		3	Juice of I	unung		
/ VV OTRS	порз																
26 64		. C:1			1												
26. Stu	dent pro	offie pr	ogra	mme	coul		ise: ear –	201	4 4 1	_							
	ı						ear –			1				T .			
		Hons	5.		Gen.			Но	ns.	Ge	Hons	ò.		Gen.			
										n.							
		T-+	N 4	-	T-+	N 4	-	т.		T-+	T-+	N.4	l -	T-+	D.4		
		Tot	М	F	Tot	М	F	10	ot	Tot	Tot	М	F	Tot	M	F	
Part-I	195	26	09	17	137	78	59	26		113	96.2	88.9	100	NA	NA	NA	
l art i											%	%	%				
Part-II		17	06	11	53	13	40	17		NA	100	100	100	NA	NA	NA	
											%	%	%				
Part-		14	03	11	32	10	22	12		32	100	100	100	78.1%	33.3%	100%	
			03		J2	10		12		32	%	%	%	70.170	33.370	10070	
Ш											, -						

							Y	EAR 20	013-14						
	Appl. Recd.	Adm	itted					арр	peared	Pass	Percer	itage			
		Hons	5.		Gen.			Hon s.	Gen.	Hons	i.		Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	180	23	07	16	123	50	73	22	100	81.8	100	73.3	54%	26.7%	65.7%%
Part-II		16	05	11	40	16	24	16	39	81.3	40%	100 %	69.2%	53.3%	79.2 %
Part-		15	03	11	31	09	22	14	27	100 %	100 %	100 %	96.3%	87.5%	100 %
							Υ	EAR 2	012-13						
	Appl. Recd.	Adm	itted					арі	peared	Pass	Percer	ntage			
		Hons	5.		Gen.			Hon	s Ge n.	Hons	5.		Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	140	20	06	12	90	48	42	18	74	94.4%	5 100 %	91.7	50%	40%	58.3 %
Part-II		18	07	11	35	11	24	16	32	93.8%	5 100 %	66.7	84.4 %	100%	79.2%
Part-		10	04	06	42	15	27	09	39	88.9%	5 50%	100 %	100%	100%	100%

-							YE	AR 201	1-12						
	Appl. Recd.	admi	itted					арре	eared	Pass P	ercenta	age	ı		
		Hons	5.		Gen.			Hons	Gen.		Hons.			Gen.	
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	120	21	10	11	70	37	33	19	51	100%	100 %	100 %	80.4%	46.7%	90 %
Part-II		09	03	06	47	17	30	09	47	77.8%	33.3 %	100 %	89.4%	82.4%	87.5 %
Part- III		12	03	09	30	11	19	12	30	100%	100 %	100 %	100%	100%	100 %
							ΥI	AR 201	0-11						
	Appl. Recd.	admi	itted					арре	eared	Pass P	ercenta	age			
		Hons	5.		Gen.			Hons	Gen.	Hons.			Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	100	11	05	06	61	33	28	10	51	90%	100%	80%	78.4%	72%	84.6 %
Part-II		11	01	10	29	10	19	10	29	100%	100%	90%	89.7%	90%	89.5 %
Part- III		11	02	09	30	16	14	11	30	100%	100%	100 %	100%	100 %	100 %

I	Appl. Recd.	Admi	itted				9	арр	eared	Pass	Percen	ntage			
		Hons	j.		Gen.			Hons	. Ge n.	Hons			Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	195	26	09	17	137	78	59	26	113	96.2%	88.9 %	100%	NA	NA	NA
Part-II		17	06	11	53	13	40	17	NA	100%	100 %	100%	NA	NA	NA
Part-		14	03	11	32	10	22	12	32	100%	100	100%	78.1%	33.3%	1009
111															
111	Appl.	Adm	itted				Y	EAR 20	913-14 eared	Pass	Percer	ntage			
111	Appl. Recd.	Adm	itted				Y			Pass	Percer	ntage			
		Adm			Gen.		Y			Pass		ntage	Gen.		
				F	Gen.	M	Y	app	eared			ntage	Gen.	M	F
Part-I		Hons	5.					Hon s.	Gen.	Hons				M 26.7%	F 65.7% %
	Recd.	Hons	5. M	F	Tot	М	F	Hon s.	Gen.	Hons Tot	M 100	F 73.3	Tot		65.7%

-						7	ΥI	EAR 201	12-13							
	Appl. Recd.	Adm	itted					appe	ared	Pa	ass Per	centa	ge			
		Hons	j.		Gen.			Hon s.	Ge n.	Н	ons.			Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	To	ot	M	F	Tot	М	F
Part-I	140	20	06	12	90	48	42	18	74	94	1.4%	100%	91.7 %	50%	40%	58.3 %
Part-II		18	07	11	35	11	24	16	32	93	3.8%	100%	66.7 %	84.4 %	100%	79.2% %
Part- III		10	04	06	42	15	27	09	39	88	3.9%	50%	100 %	100%	100%	100%
							YI	EAR 20:	11-12							
	Appl. Recd.	adm	itted					арр	eared		Pass F	Percer	tage			
		Hons	5.		Gen.			Hons	Gen	۱.		Hons			Gen.	
		Tot	М	F	Tot	М	F	Tot	Tot		Tot	М	F	Tot	М	F
Part-I	120	21	10	11	70	37	33	19	51		100%	100 %	100 %	80.4%	46.7%	90 %
Part-II		09	03	06	47	17	30	09	47		77.8%	33.3	100 %	89.4%	82.4%	87.5

									0-11						
	Appl. Recd.	admi	itted					appe	ared	Pass P	ercenta	ge			
		Hons	5.		Gen.			Hons	Ge n.	Hons.			Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-I	100	11	05	06	61	33	28	10	51	90%	100%	80%	78.4%	72%	84.6%
Part-II		11	01	10	29	10	19	10	29	100%	100%	90%	89.7%	90%	89.5%
Part-		11	02	09	30	16	14	11	30	100%	100%	100%	100%	100 %	100%
	1							ļ							
tate com	many str npetitive E CIVIL S	exami	natio	ns su	ıch as	NET,		4 -st		s qualific					
tate com	petitive	exami	natio	ns su	ıch as	NET,		4 -st ? 1 -St	udent		ed NET				
tate com LET,GAT	petitive	exami ERVIC	natio	ons su efens	uch as serv	NET,	etc.	4 -st 1 -St 4- St	udent	Qualifie s Qualifi	ed NET ed SSC	20	010.11		
tate com LET,GAT	npetitive E CIVIL S ent progr	exami ERVIC	enation ES, Description	efens	uch as serv	NET,	etc.	4 -st ? 1 -St	udent	Qualifie	ed NET ed SSC	20	010-11		
tate com LET,GAT 9. Stude 1G to PG	npetitive E CIVIL S ent progr	exami ERVIC	enation ES, Description	efens	uch as serv	NET,	etc.	4 -st 1 -St 4- St	udent	Qualifie s Qualifi	ed NET ed SSC	20	010-11		
9. Stude	npetitive E CIVIL S ent progr Phil.	exami ERVIC ession	enation ES, Description	efens	uch as serv	NET,	etc.	4 -st 1 -St 4- St	udent	Qualifie s Qualifi	ed NET ed SSC	20	010-11		
9. Stude G to PG C to M.F	npetitive E CIVIL S Int progr Phil. Post-Doc	exami ERVIC ession toral	enation ES, Description	efens	uch as serv	NET,	etc.	4 -st 1 -St 4- St	udent	Qualifie s Qualifi	ed NET ed SSC	20	010-11		
9. Stude G to PG C to M.F	npetitive E CIVIL S ent progr Phil.	exami ERVIC ession toral	enation ES, Description	efens	uch as serv	NET,	etc.	4 -st 1 -St 4- St	udent	Qualifie s Qualifi	ed NET ed SSC	20	010-11		

a. Library	Year	UGC	Colle	Book	Book	Dona	Rem	Entry	Total	Newl	Amo
		fund	ge	Bank	Bank	ted	edial	in	Copi	у	unt
-			Fund	(((Servic	es	Purc	Spe
				New)	Old)		UGC	e(hase	nt
							Sche	UGC		d	
							me)	Schem			
								e)			
	2014-	800	1669	19	51	307	19	50	2941	35	111
	15										75
	2013-	800	1634	19	51	120	19	50	2719	54	104
	14										00
	2012- 13	746	1634	19	51	120	19	50	0	-	120 00
	2011-	746	1634	19	51	120	19	_	2615	59	146
	12	, 10	105 1			120			2013		03
	2010-	714	1634	19	51	120	19	-	2537	32	101
	11										14
b.	1.	Issue of			odicals;						
Facilities	2.	Reading									
provided by Library to	3. 4.	Referen Book Ba		ce;							
students &	5.	Internet	-								
faculty	6.	Inter-Lik	-	an ;							
	7.	Reprogr	aphy se	rvice;							
C.								udents ca		interne	et The
Internet facilities	interne	et is also a	available	for the	teacher	s at the	teachers	s' reading	room.		
for Staff &											
Students											
d.	N.A										
Class rooms with											
ICT facility											
e.	N.A										
Laboratories	-1	2012 14		2012	12	1 20	244 42		2010 11	1	
31. Number of sture receiving financial	aents	2013-14	Dept.	2012	-13	20	011-12		2010-11	<u> </u>	
assistance from col	llege.	wise dat	•								
university, governm	_	available									
or other agencies											
32. Details on stude	ent enric	hment p	rogramr	nes (spe	cial lect	ures / w	orkshop	s / semin	ar) with	externa	I
experts.			A1: 1				- ·				
Name			Attache	d			Topic				

Dr. Manager Pandey			or Emer Jniversit	itus , Jawaharlal	NagarjunkiKavyaChetna				
Dr. Shambhunath		Profess Calcutta		ersity of	Hindi me Rojgaar				
Dr.Ved Raman		Assistar Univers		ssor, Presidency	Uttaradunikata				
33. Teaching methods a	donted to i	improvo	•	Talk and chalk	mathad				
student learning	idopted to	inprove			ith board work,				
Stadent rearring			•		nd remedial class,				
			•		naterials are issued,				
			•	study tour	,				
			classes with audio-visual aids						
34. Participation in Instit			Participates in the extension activities by NCC and NSS.						
Responsibility (ISR) and	d Extension								
activities	ivities SWOC analysis of Strength								
	Strength		_	The state of the s	nt's faculty is its strength				
Future plans.	e department and			The faculty me of experience.	embers are academically sound having				
ruture plans.			years	or experience.					
	Weaknes	SS	1.	Students come	from poor families & most of them				
				are first genera					
	Opportu	nity	1.		ing one of the important disciplines in				
			-40		stream, it helps the students to				
				life.	and conceptual abilities in their daily				
			2.		y find Teaching jobs in school, college				
				as Hindi is a co					
			3.		are also available in Banks & Govt.				
					Officer, Hindi Translator etc.				
			4. Opportunities are also available in the field of Me						
	Challeng	е	1.	is to teach the subject to the first					
			2	generation stud	m for mainstream jobs.				
			۷.	To prepare the	in for mainstream jobs.				
	Future pl	an	1.	To open post g	raduate course in the department.				
					ore students for higher education in				
				the subject.					
			3.		ore inter college workshops and				
				lectures for the	e benefit of the students.				

Department of History

1 Name of the Department	HISTORY		
2 Year of Establishment	1966		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG		
4 Names of Programmes/ Courses and departments/ units involved	The faculty of Islamic History our department a section of t Asoka's dhamma, Napolean	-	
5 Annual/semester/ choice based credit system(Programewise)	Annual		
6 Participation of the department in the courses offered by other departments	Not Applicable		
7 Courses in collaboration with other universities, industries, foreign institutions, etc.	Not Applicable		
8 Details of courses/ programmes discontinued (if any) with reasons	Not Applicable		
9 Number of teaching posts		Sanctioned	Filled
	Professor		
	Associate Professor	1 (Retired in October 2014)	
	Asst. Professor	2	Vacant
	Part Time Teacher (Govt. Approved)	3	3
	College Contractual fulltime teacher	Nil	Nil
	College Guest Teacher		2

10. Faculty pro	ofile with name, q	ualification, desig	gnation	ı, specia	alizatio	ons, (D.Sc/	D.Litt./Ph.D. /	M.Phil. etc.,)
Name	Qualification	Designation	Spec	ializatio	on	Years of	experience	Ph.D students guided
Sharmila Bose	M.A., Ph.D.	Govt - approved Part- time Lecturer	Mod	History of Modern Indian Education			s 10 months	Nil
KankanaDhar a	M.A.	Govt - approved Part- time Lecturer	Chinese & Russian Revolution			9 years	11 months	Nil
DebapriyaDh ar	M.A.	Govt - approved Part- time Lecturer		o-econd ory of Ai		6 years	3 months	Nil
AtreyeeBhad ury	M.A. , M.Phil.	Guest Lecturer		omic H odern I	-	8 month	ıs	Nil
ChandanPod dar	M.A.	Guest Lecturer	Scier	ory of nce & nology		8 month	ns	Nil
11. List of Seni	or Visiting Faculty	1		Not A	pplical	ole		
_		ered and practica emporary faculty)		Not A	pplical	ole		
13. Teacher- student ratio (Programwise)	2014-2015	2013-2014	2012	2-2013	2011	-2012	2010-2011	
	Hons- 1:3.2 Gen1:119.4	Hons- 1:4 Gen1:163	Hons 1:6.2 Gen-			- 1:8.5 ::127.75	Hons-1:6 Gen- 1:82.6	
	academic supportive staff; sanctio	rt staff (technical) n and filled		Not Ap	plicab	le		
	on of teaching fac	culty with D.Sc/		•	P.G – M.Ph Ph.D	il - 1		
16. Number of	faculty with ongo	oing a)				b)		

agencies and grant received	
17. Departmental projects funded by DST_FIST; UGC, DBT, ICSSR, etc. and total grants received.	Not Applicable
18. Research center/ facility recognized by the University	Not Applicable
a) Publication per faculty b) Number of papers published in peer revies students c) Number of publications listed in Internation d) Monographs e) Chapter in books f) Books / Journal edited g) Books with ISBN/ISSN numbers h) Citation index i) SNIP j) SJR k) Impact factor l) H-Index	wed journals (b1. national/ b2. international) by faculty and onal Database
Faculty a b1 b2 c [E f G h i j K L
20 . Areas of consultancy and income generated	Not Applicable
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards d) Governing Body e) IQAC	Not Applicable
22 Student projects	a) b)

Not Applicable

projects from

a) national b) international funding

Not Applicable

a) Percentage of students who have done in-house projects including interdepartmental /	Not Applicable Not Applicable
programme	
b) Percentage of students placed for projects in	
organization outside the institution i.e in Research	
laboratories / Industry / other agencies	
23 . Awards / Recognitions received by faculty and students	Not Applicable
24. List of eminent academicians and scientists / visi	tors to the department
Sandip Banerjee spoke on the topic entitled 'Impact	
of Partition on Bengali Society' on 16.04.2012	
25. Seminars / Conference / Workshops organized &	the source of funding a) National b) International
Seminars / Conference Organized by	Date Source of funding
/ Workshops	
Not Applicable	

26. Stu	ıdent pı	rofile	progr	amm	ie / cou	ırse wi	se:									
								Yo	ear-201	4-15						
Year	Appl			Ac	dmitted	1			peare			P	esc Per	rcentage		
TCG.	recd			•	IIIIcco			d	Carc				333	CCITCO		
			Hons			Gen		Н	Gen	Hons	;		G	ien		
			on s													
		Tot														
								t								
Part- I	359	13	7	6	317	140	177	8	256	50%	50%	50%	N.,	Α.	N.A.	N.A
Part-		00	0	0	194	51	143	0					N.	.A.	N.A	N.A.
II Part-		3	0	3	128	33	95	2	117	100%	100%	100%	6 52	2.13%	72%	46.73%
III									11							
								Y-0	2012							
		T						Year	r-2013-:							
Year	Appl recd				Admit	tted			Appe d	eare		F	ass Pe	ercentage	5	
			H	ons			Gen			Ge	Hons			Gen		
)115			GC		ns	n	110			Ge		
		То	ot I	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part- I	370	11	•	6	5 :	344	152	192	9	289	88.88%	100%	80%	58.13%	41%	67.19%
Part- II		3	(0	3	177	56	121	3	171	100%	0	100%	61.98%	85%	
																%
Part-III		2	C	0	2	131	47	84	2	110	100%	0	100%	48.18%	42.85 %	50.66%

				h				Yea	ar 2012	-13					
Year	Appl recd	Admitted						App d	peare Pass Percentage						
		F	lons			Gen		H on s	Gen	Hons					
		Tot	M	F	Tot	M	F	To t	Tot	Tot	M	F	Tot	М	F
Part- I	336	18	10	8	293	12 0	173	15	251	40%	25%	57.1 4%	52.58%	58.57%	50.27%
Part- II		4	1	3	194	64	130	1	161	100%	0	100 %	16.14%	24%	12.61%
Part-III		1	0	1	109	38	71	1	101	100%	0	100 %	85.14%	82.85%	86.36%

								Ye	ar 201	1-12					
									-						
Year	Appl			Adı	mitted			Appe	Appeare Pass Percentage						
	recd							d	d						
		I	Hons			Gen		Но	Ge	Hons			Gen		
								ns	n						
			•	•											
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	M	F
Part	290	22	9	13	251	114	137	19	208	10.52%	0	16.66%	79.32%	61.11%	55.55%
- 1															
Part		4	2	2	160	57	103	4	158	75%	50%	100%	39.24%	32.72%	42.71%
- II															
Part		6	0	6	99	31	68	7	99	100%	0	100%	90.90%	100%	86.76%
-III															
-111															

								Year	2010-11							
Year	Appl			Adn	nitted			Appe	ppeared Pass Percentage							
	recd	Н	Hons			Gen		Ho ns			Hons			Gen		
		Tot M F Tot M F Tot Tot M					М	F	Tot	М	F					
Part- I	258	19	5	1 4	214	91	123	16	180	31.25 %	509	41.66%	76.66 %	63.75	87%	
Part- II		00	0	0	05	1	4	0	5	00	0	0	40%	0	50%	
Part-III		8	2	6	139	46	93	3	130	100%	0	100%	91.66	96.42	87.5%	
7 . Diversity of % of students from the same state									% of students from other States % of students from abroad						A	
014-15 B. II,III	A PART		9	49		97	1 %	1	16 1.65%			5	i	0.52	%	
013-14 B. II,III	A PART		8	61		99)%		11 1.26%			1 0.11%				
012-13 B./	A PART		78	87		99	9%		8	8 1%		Nil				
2011-12 B.A PART 727 98% I,II,III									18	2.42%			N	lil		
2010-11 B.A PART 699 97% ,II,III									18	2.51%			N	il .		
epartmen	t-wise a	lata is r	not a	vail	able											
8. How m		examina	ation	is su	ich as	NET,			Data not	available	2					

29. Stude	ent progre	ession										
		20)14-15	2013	-14 20	12-13	2011-12		201	10-11		
UG to PG		Ni	I	1	1		2		Nil			
PG to M.I	Phil.	Ni	I	Nil	Nil		Nil		Nil			
Ph.D. to F	Post-Doct	oral Ni	1	Nil	Nil	I	Nil		Nil	Nil		
	Employed Campus Nil selection other than				Nil		Managem a program organized	or Hospital ent throug ime	th			
Entreprei Self Empl	oyment											
30. Detai	ls of Infra	structura	l facilities									
a. L	ibrary					• F	ssue of boo Reading Roo Reference S Book Bank f nternet nter-Library Reprograph	om Service ervice or student / Loan				
Year	UGC	Colleg	Book	Book	H.S.	Donate	Remedi	Entry in	Total	Newly	Amoun	
	Fund	e Fund	Bank (New)	Bank (Old)	Unit (1976)	d	al (UGC Scheme)	Service (UGC Scheme)	copies	Purchase d (CF)	t spent (Colleg e Fund- W.B. Govt.)	
2014- 15	449	1092	27	49	63	76	19	30	1805	56	14384	
2013- 14*	449	1036	27	49	63	60	19	30	1733	24	15029	

2012-	425	1036	27	49	63	59	19	30	1708	12	010	
2011-	425	1036	27	49	63	59	19	1678	36	23	729	
2010-	359	1036	27	49	63	59	1623	66	19	4	066	85
* 2013-14	4: History	Dept. su	bscribed	2 journa	ls for 1 ye	ar. Amour	nt spent - I	 Rs. 5178.00				
b. Ir	nternet fa	icilities fo	r Staff &	Students				ne Internet library and				rs'
c. C	lass room	ns with IC	T facility			Not Appl	icable					
d. L	aboratori	es				Not Appl	icable					
31. Num receiving assistance university or other a	financial e from co /, governr	llege,	Yea	ar (College Aid	d Fund	Univers	Mind Deve	elopment		Othe	er Agencies
				9	Students	Amount		Stud	ents Ar	mount		
			2010-1	1 1	149	50,435		40)7 4,	92,300		
			2011-1	2 1	151	66,565		240	4,0	03,150		
			2012-1	3 1	141	42,160		103	1,	80,100		
			2013-1	4 1	145	32,950		425	7,	95,100		
			2014-1	5 2	207	69,370						
This is the	e instituti	onal data	. Departr	ment-wis	e data is r	not availab	le.					
32. Detai	32. Details on student enrichment programmes(special lectures / workshops / seminar) with external experts.											
Name			Att	ached		Date		Topic				
Dr. Brata	tiHore			rendrana llege for \		06.04.2015 Caste System in Ancient				cient Ind	lia	

33. Teaching methods a	dopted to improve	Talk and chalk method ,
student learning		Audio-visual method,
		Class lecture with board work,
		Tutorial class and remedial class,
		Special study materials are issued, Study town.
		Study tour,Departmental Wall magazine
		Departmental Quiz
34. Participation in Instit	utional Social	Road safety awareness campaigns on the eve of the Durga
Responsibility (ISR) and		Puja festival under the guidance of the college NCC.
		Blood Donation Camp
		Women's Forum
35. SWOC analysis of	Strength	1.The department's faculty is its strength
the department and		2. The feetilet members are reademically sound having a mayimum
Future plans.		2. The faculty members are academically sound having a maximum
		of 13years to minimum of 1year of experience.
	Weakness	Most of the students belong to economically
		disadvantaged families, who cannot access any facilities
		available in the community.
		2. As many of the students belong to Urdu or Hindi language
		group, they face the problem of communicating in English, verbally or in writing.
		3. Boy students are often engaged in part time jobs to
		support the families; girl students are barred from
		attending all the classes from 10.30 a.m. to 5.30 p.m.
	O a a a arte a site a	4. The subject hairs are effect in consistent which is how with
	Opportunity	1. The subject being one of the important subject in humanities stream, it provides the opportunity to appear for the WB State and
		Indian Administrative Services.
		2. The students of History find scope in School Service Examination
		for the posts of teachers at Primary, Secondary or HS levels.
	Challenge	The challenges are:
		1. To teach the subject to the first generation students.
		2. To guide and counsel the parents regarding the educational
		needs of their wards and the role of the classroom teaching for their development.
		3. To prepare them for mainstream jobs.

Future plan	To link the Honours course with Tourism industry and
	open up areas of employment
	2. To sensitise the students regarding conservation of
	historical premises of the country by different agencies
	3. To motivate more students to take up the subject
	4. To organize more inter college workshops and lectures
	for the benefit of the students.

Department of Islamic History And Culture

1 Name of the Department	ISLAMIC HISTORY AND CULTUR	ΙΕ.	
2 Year of Establishment	2002		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG		
4 Names of Programmes/ Courses and departments/ units involved	Nil		
5 Annual/semester/ choice based credit system(Programewise)	Nil		
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		Sancti oned	Filled
	Professor	Nil	Nil
	Asst. Professor	1	1
	Part Time Teacher (Govt. Approved)	1	1
	College Contractual fulltime teacher		
	College Guest Teacher		
	279		

etc.,)						
Name	Qualification	Designation		Specialization	Years of experi ence	Ph.D students guided
ShilpiPanja	M.A.,M.Phil	Assistant Professor		GAJON O LOKESANSKRITI: ITIHASER PREKSHITE	4	Nil
Sutapa Bhattacharyya	M.A.,M.Phil	Part-time lecturer		Human Rights	11	Nil
11 List of Senior Visiting Faculty				Nil		
12 Percentage of lectures delivered and practical classes handled (Program wise temporary faculty)				Nil		
13 Teacher Students ratio	2014-2015	201 201		2012-2013	2011-	2010-2011
(Program wise)	1:15	1:21		1:28	1:29	1:74
	cademic support staff ive staff; sanction and		١	J.A.		
15 Qualification of teaching faculty with D.Sc/ D.Litt./Ph.D. / M.Phil /PG				M.Phil - 1		
16. Number of f	a)			b)		
a) national b) in agencies and gra	Nil			Nil		
·	al projects funded by E , etc. and total grants	_	N	lil		

18.	Re	esea	irc	h center,	facility r	ecognize	d by th	ne	N	il							
Uni	ive	rsity	′														
19	. F	Publ	ica	ations:													
		c) dj e) f)		Publicati Number faculty a Number Monogra Chapter Books / J Books wi Citation i SNIP SJR Impact fa H-Index	of papers nd studer of publica phs in books ournal ed th ISBN/I	s publishents ations list	ted in I					1.natic	onal/ b	2.	internati	onal)	by
Fac	ult	У			а	b1	b2	С	d	E	f	g	h	i	j	К	L
		ŀ													-		
										اور							
21. b) I	Fa	acul	ty tio	as memb onal Com Body e) IC	ers in a) mittees c	National	comm	ittees	N	.A.							
-	-									\							
22.	St	ude	nt	projects						a)Nil				b)N	Jil		

	ercentage							N	il				Nil			
	e projects ramme	inciua	ing in	terde	partme	entai /										
		- £ - + d		-l	l f =	_!										
	rcentage nization o															
labo	ratories /	Industi	ry / of	ther a	gencies	S										
23 . stude	Awards / ents	Recogn	itions	recei	ved by	facult	y and									
24 1	:- . - .			-1-1			.		411							
24. L	ist of emi	nent ac	caden	nician	s and s	cientis	ts / vis	sitors to	tne dep	artmer	nt					
	Seminars ,	/ Confe	rence	/ Wo	rkshop	s orga	nized 8	& the so	ource of	fundin	g a) [Natio	onal b)			
Inter	national															
Semi	nars / Cor	nferenc	e /		Orgai	nized b	у			Date		5	Source o	f fundir	ng	
Work	kshops															
	Workshops															
26.	Student p	rofile p	rogra	ım / co	ourse v	vise:										
								2014-	15							
Yea	r Applr			Adı	mitted			Appe	ared			F	Pass Per	centage	9	
	ecd		Hon			Con		Hon	Con		lone			-		
			Hons	S		Gen		Hon s	Gen	'	lons			G	en	
		 	1.0	I -		1	1 -			ļ		_	- .			
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	M	F	
Part	t- 20				17	4	13		16				N.A.	N.A.	N.A.	
I																
Part	t-				10	2	8		N.A.				N.A.	N.A.	N.A.	
П																
Part	t-				06	1	5		06				33.3%	100%	25%	
Ш																

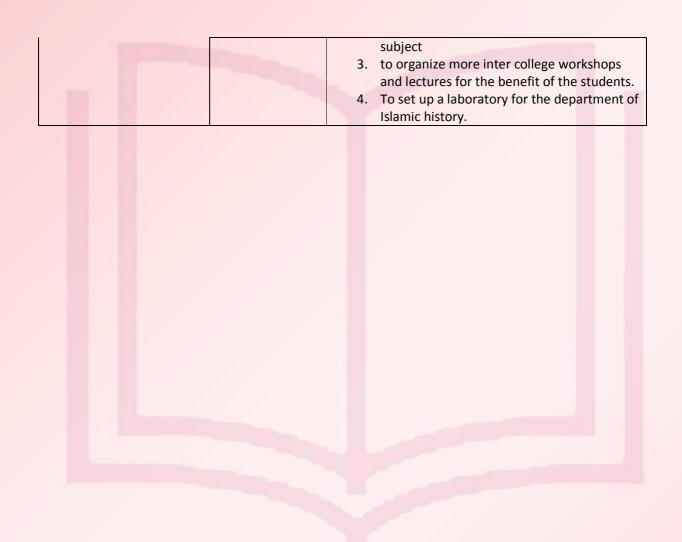
								Year-	2013-1	4					
Year	Applr			Adn	nitted			Appea	red				Pas	ss Perce	entage
	ecd	1	Hons			Gen		Hons	Gen	Hor	าร		Gen		
		Tot	М	F	Tot	М	F	Tot	Tot	T ot	М	F	Tot	M	F
Part-	24				19	9	10		16				56.3	50%	60%
Part-					09	3	6		09				44.4	33.3	50%
Part- III					15	3	12		11				81.8	50%	80%
								Year	2012-1	3					
Year	Applr			Ad	mitted	l		Appea	ared				Pass P	ercent	age
	ecd		Hon	ıs		Gen	1	Hons	Ge n	Hon	S		Gen		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	M	F
Part-	25				18	3	15		18				88.9%	66.7	93.3%
Part-					24	4	20		22				9.1%	0	11.1%
Part-					14	4	10		13				76.9%	100%	66.7%

							Yea	ar 2	2011-1	2							
Year	Applr			Adı	mitted			Y	Appe	ared				Pa	iss Per	centage	
	ecd		Hon	S		Ger	1		Hons	Ge	n	H	lons			Ge	n
		Tot	М	F	Tot	M	F		Tot	To	ot .	Tot	М	F	Tot	M	F
Part-	30				25	8	17			24					87.5%	6 100 %	87.5%
Part-					22	4	18		Г	22					22.7%	6 50%	16.7%
Part- III					10	4	6			10					60%	75%	50%
Year	Applr			Adm	itted		-		2010-1 opeare					Pas	s Perc	entage	A
rear	ecd		Hons		littea	Gen		Н		ien	Но	าร		1 43	Gen		
		Tot	М	F	Tot	М	F			Γot	Tot	: N	1	F	Tot	М	F
Part-	30				27	8	19		23						82.6 %	100%	78.9%
					23	4	19		15						20%	25%	18.2%
					24	9	15		24						50%	44.4%	53.3%
Part- II Part- III																	

27 . Dive	rsity of	% of	students fr	om the san	ne	% of stu	idents from	n	% of st	udents f	rom
Students	S	State	=			other 3t	ales		abioau		
2014-15											
2013-14				Depart	tmen	t wise da	ata is not a	ıvailab	le		
2012-13											
2011-12											
2010-11											
state con	npetitive	examinatio	e cleared na ons such as efense serv	NET,				1			
29. Stude	ent progr	ession									
			2014-15	2013-14		2012- 13	2011-1	2	2	2010-11	
UG to PG	ì		Nil								
PG to M.	Phil.				T						
Ph.D. to	Post-Doc	toral		1							
Entrepre Employm		/ Self									
30. Detai	ls of Infra	astructural	facilities								
S.Librar y	Year	UGC fund	College Fund	Book Bank (New)	Book k Barr k (Old	ted	Reme dial(UGC Sche me)	Entry in Servi e(UGC Sche me)	tal Co pi es	Newl y Purch ased	Amou nt Spent
	2014- 15	97	208	-	-	-	-	14	31 9	08	3784
	2013-	97	200	-	-	0	-	14	31	13	2981

	14								1		
	2012- 13	84	200	-		0	-	14	0	14	3955
	2011- 12	84	200	-	-	0	-	-	28 4	09	3710
	2010- 11	66	200	-	-	0	-	-	27 5	18	4050
t.Facilit ies provide d by Library to student s & faculty u.Inter		Issue of book Reading- Ro Reference S Book Bank; Internet; Inter-Librar Reprograph	oom Service; y Loan ; y service; a Compute	e; r Laborator					s inte	rnet The	
net facilitie s for Staff &	interne	t is also avai	lable for th	ne teachers	at the	teacher	s' readin	g room.			
Studen ts											
v.Class rooms with ICT facility	N.A				Y						
w.Labo	N.A										
ratories											
		udents recei		2014-15	2013	3-14	2012-13	201	1-12	201	0-11
		ce from colle	_								
agencies		nment or oth	lei								
agencies											

experts.				
Name		Attache	d	Topic
Dr. ShubashishChakraborty		· ·	nent of History, gh Girls College, Hoogly 015.	"Din –i-illahi: A new religion ?"
Prof. SubhashBiswas		Vidyasa	College,, Kolkata in	"Emergence of Bangladesh in 1971."
33. Teaching methods adopt student learning 34. Participation in Institution Responsibility (ISR) and Ex	onal Social		 Talk and chalk n class lecture wit tutorial class study tour Nil	nethod and maps th board work,
35. SWOC analysis of the	Strength		1.The department's fact 2.The faculty member a having a minimum of te	re academically sound
	Weaknes	S	1.The students' quality larecords. 2.Inability to write in the medium since the stude urdu/hindi medium schools.Poor academic record	e university prescribed ents mostly come from ools.
	Opportur	nity	The students may comp teachings jobs related to appear in other compet	o private schools and may
	Challenge	2	other	at par with the students of
			reputed colleges in Kolk 2.To prepare them for n	
	Future pl	an	to introduce Islation course in the decourse.	amic history honours



Department of Journalism and Mass Communication

1. Name of the	Department		Jour	nalis	sm	and Mass Co	mmunica	ation			
2. Year of Esta	blishment		200	3							
3. Names of pr	ogrammes /Cou	rses	UG (Gen	nera	l Course)					
offered (UG, Po	G <mark>, M</mark> .phil., Ph.D.,										
Integrated Mas	sters; Integrated	Ph.D.,									
etc.)											
4. Names of Pr	ogrammes/ Cou	rses and	Nil								
departments/	units involved										
5. Annual/sen	nester/ choice ba	ased	Annı	ual							
credit system(F	Program wise)										
6. Participation	n of the departm	ent in	Nil								
the courses off	ered by other										
departments											
7. Courses in c	ollaboration witl	h other	Nil								
universities, in	dustries, foreign										
institutions, etc	С.										
8. Details of co	ourses/ programi	nes					Nil				
	f any) with reasc	ns									
9. Number of t	teaching posts					100		Sanction	ed	Filled	
			Prof	esso	or			Nil		Nil	
			Asso	ciat	e P	rofessor					
			Asst	. Pro	ofes	ssor		1		1	
			Part	Tim	ne T	eacher (Gov	/t.				
			Аррі	rove	ed)						
			Colle	ege (Cor	ntractual full	time				
F			teac	her							
			Colle	ege (Gue	est Teacher					
10. Faculty pro	ofile with name,	qualificatio	on, de	sign	atio	on, specializa	ations, (D	.Sc/ D.Litt./	Ph.[D. / M.	Phil.
etc.,)											
Name	Qualification	Designat	ion	Sp	eci	alization	Years of		Pł	n.D	
							experie	nce	st	udents	5
									gι	uided	
Srabani Roy	M.A.	Assistant	t	Int	terr	national	Joined	this			
		Professo	r	Co	mr	nunication	College	on 21st			
				an	d N	1edia	July 201	.4.			
				Ma	ana	gement.	Previou	S			
							experie	nce: 11			
							years te	aching			
							experie				
							Asutosh	College			
							as CWT	•			
							(Contr				
							Whole 7				
				28	39		Teacher	-)			

11. List of Senio	or Visiting	Facult	У			Nil								
12. Percentage						Nil								
practical classes	handled	(Progr	amewise	9										
temporary facu	lty)													
13. Teacher	2014-	15	2013-2	2014	1	2012-2	013	202	L1-20	12	201	0-201	1	
Students rattio														
(Program wise)	1:22		1:11			1:8		1:9	9		1:10	5		
14. Number of	academic	suppo	rt staff		N	N.A.								
(technical) and	administr	ative s	taff; san	ction										
and filled														
15. Qualification	on of teac	hing fa	culty wi	th		•	P.G - 1							
D.Sc/														
D.Litt./Ph.D	o. / M.Phil	/PG												
16. Number of	faculty wi	th	a)					b)						
ongoing project	s from													
a) national b) ir	nternation	nal	Nil					N	il					
funding agencie	es and gra	nt												
received														
17. Department				_			Nil							
UGC, DBT, ICSSI	R, etc. and	total	grants re	eceived										
18. Research ce	enter/ fac	ility re	cognized	l by the	١	Vil								
University						_								
19 . Publication														
-	lication p		•							.,,				
	mber of pa			d in pee	er re	viewed	i journa	is (b1	.natio	onal/ b	2. in	ternat	ional)
·	faculty and						5							
	mber of p	ublicat	ions liste	ea in int	tern	ational	Databa	ise						
-	nographs													
	pter in books / Jourr		- ad											
΄,	•			orc										
	oks with IS ation inde		SIN HUHH	bers.										
h) Cita i) SNI		Х												
j) SJR														
• • • • • • • • • • • • • • • • • • • •	act factor	_												
	ndex													
1) 11-11	IUCA													
Faculty	а	b1	b2	c d		е	f	g	h	i	j	К	L	
,			72				'				J			
Srabani Roy Ma	iti 9	9		1		3		3						
20 . Areas of co	nsultancy	and in	come		N	N.A.								
generated														

commit	ulty as m tees b) Ir	nterna	tiona	al Cor	nmitte	ees c)		of Mu	Srabani I ralidhar	•					•
Editoria	l Boards	d) Gov	/erni	ng Bo	ody e)	IQAC	<u>; </u>	the co	llege.						_
22 Ctue	lant nuai	o et e						2)				h)			
	lent proj		onto	who	hava d	lono	in	a) Nil				b)			
7	entage o							INII				Nil			
program	rojects ii	iciuuii	ıg III	terue	:partiii	ienta	1 /								
	entage of	stude	ntc r	nlace	d for n	roje	rtc								
	ization o														
Researc		, acs. ac													
	ories / Ir	dustr	//ot	her a	gencie	es									
					Ü										
23. Awa	ards / Re	cognit	ions	rece	ived by	y facı	ulty	Nil							
and stud	dents														
24. List	of emine	ent ac	aden	niciar	s and	scier	ntists	/ visitor	s to the	departn	nent				
Nil															
	ninars / (Confer	ence	/ Wo	orksho	ps or	ganiz	ed & th	e source	of fund	ling	a) Na	tional b)	
Internat															
Seminar	-		Or	ganiz	ed by				Date			Sour	ce of fu	nding	
Confere															
Worksh	ops														
			NA	L				4							
36 Ch.		C:1			,		.•								
26. Stu	dent pro	offile pr	ogra	mme	e / cou	rse w									
							ΥI	EAR 201	4-15						
	Appl	۸dm	:++od					Anno	arad	Dace D	orcor	2+240			
	Appl.	Aum	itteu					Appe	eared	Pass P	ercei	itage			
	Recd.														
		Hons	i.		Gen.			Hons	Gen.	Hons.			Gen.		
		Tot	М	F	Tot	М	F	Tot.	Tot.	Tot.	М	F	Tot	М	F
Part-I	15				09	02	07		05				NA	NA	NA
Dowt II					09	02	07		NA				NA	NA	NA
Part-II					UĐ	02	07		IVA				IVA	IVA	INA
Part-					03	02	01		01				100%	100%	00
· art													, , , ,	12,0	

III																		
								7	Y	EAR 2	201	3-14						
	Ap Re	pl. cd	Adm	itted						App	ear	ed	Pass	Perc	entag	ge	Ī	
			Hons	5.		Gei	า.		F	lons	G	en.	Hons	•		Gen.		
			Tot	М	F	Tot	: N	1 F		Tot.	To	ot.	Tot	М	F	Tot	М	F
Part-	12					07	02	2 0	5		06	5				100%	100%	80%
Part-						07	05	5 0:	2	Ī	07	,				42.9%	40%	50%
Part-						04	01	L 0:	3		04					75%	00	100%
									Y	'EAR	201	2-13						
		ppl. ecd.		mitte	d						-13	eared	Pas	s Pei	cent	age		
			Но	ns.		-	Gen.			Hoi	ns.	Gen.	Hoi	ns.		Gen.		
			Tot	: N	1	F .	Tot	М	F	То	t.	Tot.	Tot	N	l F	Tot	М	F
Part-I	08	8				(04	00	04			03				33.3%	00	33.3%
Part-II						1	05	01	04			05				80%	00	100%
Part- III							07	04	03			05				100%	100 %	33.3%

				h											-	
							YE	AR 20)11-12							
	Appl. Recd.	admi	itted					арр	eared		Pass F	erce	entag	e		
		Hons	5.		Gen.			Hons	. Ge n.		Hons.			Gen.		
		Tot	M	F	Tot	М	F	Tot.	Tot		Tot	М	F	Tot	М	F
Part-I	10				05	02	03		05					40%	00	66.7%
Part-II					09	04	05		09					100%	100%	100%
Part-					08	04	04		08					100%	100%	100%
							YI)10-11							
	Appl. Recd.	adm	itted					ар	peared		Pass	s Per	centa	age		
		Hons	5.		Gen.			Hons	Gei	n.	Hon	S.		Gen.		
		Tot	М	F	Tot	М	F	Tot.	Tot		Tot	М	F	Tot	М	F
Part-I	20				16	07	09		13					84.6	83.3 %	75%
Part-II					16	05	11		16					43.8	60%	36.4%
Part- III					11	04	07		11					100 %	100 %	100%
27. Dive		tuden														
2013-14			Dep		se data ilable.	not										
2012-13																

2011-12											
2010-11											
28. How many stu	dents h	ave clea	red nati	onal	Nil						
and state competit											
NET, SLET, GATE CIV											
services, etc. ?		Í									
29. Student progre	ssion										
	20	013-14		2012	-13		2011-12	2	201	0-11	
UG to PG	N.	A									
PG to M.Phil.	N.	A									
Ph.D. to Post-	N.	A									
Doctoral											
Employed Campus	N.	A									
selection other tha	n										
campus	,										
Entrepreneurship /	N.	A									
Self Employment											
30. Details of Infras	-tructuu	ral facilit	tios								
a. Library	Year	UGC	Colle	Book	Book	Don	Rem	Entr	Total	Newl	Amo
a. Library	Teal	fund					edial				
		Tuna	ge	Bank	Bank	ated		y in	Copi	У	unt
			Fund	(((Servi	es	Purc	Spen
				New	Old)		UGC	ce(hase	t
)			Sche	UGC		d	
							me)	Sche			
								me)			
	2014	81	54	09	-	01	-	-	145	04	5138
	-15										
	2013	81	50	09	-	00	-	-	140	05	910
	-14			0.0		0.0			0.0	0.0	0.0
	2012	76	50	09	-	00	-	-	00	00	00
	-13	76	FO	09		00			125	04	2070
	2011 -12	76	50	09	-	00	-	-	135	04	2078
	2010	65	50	09	_	00	-	_	131	11	2301
	-11	05	30	03		00			131	11	2301
b. Facilities	1.	Issue	of books	and no	eriodica	ls:					
provided	2.		ing- Roo			,					
by	3.		ence Ser		,						
Library to	4.		Bank;								
students	5.	Interr	net;								
& faculty	6.		Library l								
	7.	Repro	graphy	service	;						

	C.	Internet facilities				•		•		ere the student achers at the te			ling
		for Staff	room										Ü
		&											
		Students											
	d.	Class	one	overh	ead projec	tor							
		rooms											
		with ICT											
		facility											
	e.	Laborato	One	audio-	-visual lab	is on the	bib	e line.					
		ries 2012 14											
31	. N	umber of		2013	2013-14 2012-13 2011-12 2010-11								
stı	ıder	nts receiving		Dept	Dept. wise								
fin	inancial assistance da				data not								
		college,		availa	available.								
		sity, governm	ent										
or	oth	er agencies											
2.2	_								,				
		itails on stude ial experts.	nt en	richme	ent prograi	nmes (s	pec	ial lecture	s / w	orkshops / sen	nınar) w	ith	
	me				Attached					Topic			
N/	1												
			-										
		eaching metho		•	to	•				help of comp			
im	pro	ve student le	arnin	g		•				remedial class			
						•	-		y ma	terials are issu	ed,		
						•		ıdy tour					
2.4				.4.1 1	C:-1	• N. A	Gr	oup discus	ssion	and counselin	ıg.		
		rticipation in nsibility(ISR				NA.							
	spo tivit) and	Extens	SIUII								
		/OC analysis o	of (Streng	th	The de	part	ment's fa	culty	is its strength			
		partment and					Part		Janey	its strength			
		plans.				1.	Во	oks and C	omp	uter facilities a	re availa	ble.	
						2.	Re	gular class	ses a	nd personal gu	iidance f	or	
								idents.					
			,	Weakn	iess	1.				b facilities and	separat	е	
								partment		·			
						2.			ve st	aff (both teach	ing and	non	
							tea	aching).					

Opportunity		 Professional and job oriented subject. Has a very bright research opportunity both inside as well as outside the country. Students can go for information services as well as other govt. jobs.
Challenge		 The challenge is to teach the subject to the first generation students. To prepare them for jobs.
Future plan	2.	to open honours course in the department to motivate more students to take up the subject To organize more inter college workshops and lectures for the benefit of the students.

Department of Mathematics

1 Name of the Department	Mathematics		
2 Year of Establishment	1966		
3 Names of programs/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG (Gen)		
4 Names of Programs/ Courses and departments/ units involved	Nil		
5 Annual/semester/ choice based credit system(Program wise)	Annual		
6 Participation of the department in the courses offered by other	Nil		
departments			
7 Courses in collaboration with other universities, industries, foreign institutions, etc.	Nil		
8 Details of courses/ program discontinued (if any) with reasons	Nil		
9 Number of teaching posts		Sanctioned	Fille d
	Professor	Nil	Nil
	Associate Professor	Nil	Nil
	Asst. Professor	01	01
	Part Time Teacher (Govt. Approved)	Nil	Nil
	College Contractual fulltime teacher	Nil	Nil
	College Guest Teacher		

10. Faculty profi	le with name, qu	alification, designation	on, specializations, (D	.Sc/ D.Litt./Ph.D.	/ N	∕l.Phil.
etc.,)						
Name	Qualification	Designation	Specialization	Years of		Ph.D
				experience		students
						guided
Smt. Amrita	M.Sc	Assistant Professor	Pure Mathematics	1 year		Nil
Bhattacharya						
11 List of Senior	Visiting Faculty		Nil			
12 Percentage o	f lectures deliver	ed and practical	Lecture de	livered – 100%		
classes handled ((Program wise te	mporary faculty)				
13 Teacher	2014-2015	2013-2014	2012-2013	2011-2012	2	010-2011
Students rattio	1:5	1:6.5	1:4	1:6		1:1
(Program wise)						
14 Number of a	cademic support	staff (technical) and	Nil			
administrative st	aff; sanction and	filled				
15 Qualification	of teaching facu	lty with D.Sc/	M.Sc, Thesis submi	tted for Ph.D on	23 ^r	^d June,
D Litt /Ph D	/ M.Phil /PG		2015.			
D.Litt./111.D.	, / IVI.I IIII / I G					
16. Number of fa		a)		b)		
ongoing projects	trom	Nil		Nil		
a) national b) int	ternational	INII		IVII		
funding agencies						
received	, and grant					
received						
17. Departmenta	al projects funded	by DST_FIST; UGC,	Nil			
DBT, ICSSR, etc. a	and total grants r	eceived.				
18. Research cei	nter/ facility reco	gnized by the	Nil			
University						
19 Publica	ations:					
\ -						
•	ation per faculty	shod in noon review	od iournala / ha natio	nal/h2 :nt	io-	al) by
	er of papers publi nd students	sned in peer reviewe	ed journals (b1.nation	iai/ DZ. Internat	ion	ai) by
•		listed in Internationa	al Database			
d)Monog	· · · · · · · · · · · · · · · · · · ·					
	er in books					

				_														
				/ Jourr with IS		ted SN numbers												
				n inde	X													
		i)SN																
		j)SJR		facto	r													
		I)H-I	•															
						1.0		_						1.	Ι.			
Faci	ulty			а	b1	b2	С	D		е	f	g	h	i	j		k	L
				9	1	8	6	-		-	-	-					6	
20 .	Are	as of	con	sultan	ncy and income generated N.A.													
21.	Fac	ulty a	as m	embei	rs in a) National co	mmitte	es k	o)	Mem	ber in	Interna	ational	advis	sorv	, bo	ard	of Ya.
		•				<i>,</i> Editorial Boa						n Interr			•			
				e) IQA						Astro	physic	s, Bash	kir Stat	te Pe	dag	ogi	cal	
										Univ	ersity,	Ufa, Ru	ssia.					
22.	Stu	dent	proj	ects						a)			b)					
a) F	erc	enta	ge of	f stude	ents w	ho have don	e in- ho	use	:	Nil			Nil					
						tmental /				1								
pro	grar	n.																
b) P	erce	entag	ge of	stude	nts pla	aced for proj	ects in											
orga	aniz	ation	out	side th	ne inst	itution i.e in	Researc	h		4								
lah	orat	orio	: / In	dustra	/ oth	er agencies												
lab	orat	.orres	, , ,,,,	uustiy	7 0011	er agencies												
23 .	Αw	/ards	/ Re	cognit	tions r	eceived by fa	aculty ar	nd		Nil								
stuc	dent	:S																
24.	List	of e	mine	ent aca	demi	cians and scie	entists /	vis	itors	to the	depart	ment						
25.	Sen	ninar	s / C	Confere	ence /	Workshops	organize	d 8	k the	source	e of fur	nding a) Natic	nal b	o) In	ter	natio	onal
Sen	nina	rs /		Org	ganize	d by					Dat	e	Sourc	ce of	fun	din	g	
Con	fere	ence ,	/															
Wo	rksh	ops																
		NIL																

T		П						2014-1	.5						
Year	Applr ecd			Ad	lmitted			Appea	red			Р	ass Perc	entage	
	ecu		Hon	S		Gen	1	Hons	Gen		Hon	ıs		Ge	en
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-	10				05	4	1		03				N.A	. N.A.	N.A
Part-					00	0	0		N.A.				N.A.	N.A.	N.A
Part-					00	0	0		00				00	0	0
								Year-2	2013-14						
Year	Applr			Adr	nitted			Year-2					Pass I	Percenta	ge
Year	Applr ecd		Hons	Adr	nitted	Gen				Hon	S		Pass I	Percenta	ge
Year		Tot	Hons	Adr	nitted	Gen M	F	Appear	ed		s M	F		Percenta	ge F
Part-							F 5	Appear Hons	ed Gen	Hon		F	Gen		
Year Part- I	ecd .				Tot	M		Appear Hons	Gen Tot	Hon		F	Gen Tot	M	F

Year	Applr			Adn	nitted			Appea	red			ı	Pass Per	centag	ge
	ecd		Hons	;		Gen		Hons	Gen	Hons			Gen		
T		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part-	12				08	5	3		05				80%	100%	6 50%
Part-					01	0	1		01				00	0	0
Part-					03	0	3		03				100%	0	100
							Year	· 2011-1	2						
Year	Applr			Ad	mitted		Year	- 2011-1 Appe				Pass	s Percen	tage	
Year	Applr		Hon		mitted	Ger					Hons	Pass	s Percen	rtage Gen	
Year		Tot	Hon		mitted	Ger		Appe	ared	Tot	Hons	Pass	s Percen		F
Part-		Tot		S		Ger		Appe Hon s	Gen					Gen	F
Year Part- I Part- II	ecd	Tot		S	Tot	Ger	F	Appe Hon s	Gen Tot				Tot	Gen	

				ħ,							gf.					
							Ye	ar 2010	-11							
Year	Applr ecd			Adm	itted			Appea	red			Pass	Percen	tage		
	ecu		Hons	5		Gen		Hons	Gen	Hons	3		Gen			
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М		F
Part-	04				01	1	0		01				00	0	0	
Part- II					00	0	0		00				00	0	0	
Part- III					01	1	0		01				00	0	0	
		1						24 6								
Student	ersity of	% o		dents	from t	ne san	ne		student States	s from		% of sto	udents	from		
2014-15		D	epar		wise o		not									
2013-14					do											
2012-13					do											
2011-12	2				do											
2010-11					do											
state co	mpetitiv RVICES,	e exar Defen:	udents have cleared national and examinations such as NET, SLET,G efense services, etc. ?						Data no	t availa	able					
29. Stud	ent prog															
		20	13-14	4		201	12-13			2011-	12		2010-1:	1		
UG to Po		N.A	١			NA				NA			NA			

Education)											
PG to M.Phil		NA		NA		9	NA		NA		
Ph.D. to Post Doctoral	t-	NA		NA			NA		NA		
Employed Campus selection or another than campus		NA		NA			NA		NA	I	
Entrepreneu p / Self Employment		Data not av	ailable.	Data	not availat	ole	Data no availab		Data	not ava	ilable
30. Details o	f Infrast	ructural fac	ilities								
a)Library	Year	UGC Fund	Colle g	Book Bank	Book Bank(Ol	Do nat	Remed ial	Entry -in -	Total Copi	Newl y	Amo unt
			Fund	(New	d)	ed	(UGC Schem e)	servi ce	es	purc hase d	t
	2014	272	187	12	Nil	16	nil	50	537	18	4116
	2013	272	169	12	Nil	00	nil	50	503	00	00
	2012 -13	272	169	12	Nil	00	nil		503	50	1040 9
	2011 12	272	169	12	Nil	00	nil		453	00	00
	2010	257	169	12	Nil	00	nil		453	15	2146
a. Inter	rnet fac	ilities for Sta	aff & Stu	idents							
b. Class	s rooms	with ICT fac	cility			N.A					
c. Labo	oratorie	S				Not ap	plicable				

31. Number of	2013-14		2	012-13	2011-	12	2010-11	
students receiving								
financial assistance	Data is no	ot available		do		do	•	do
from college,								
university,								
government or othe	r							
agencies								
32. Details on stude	nt enrichmen	t programs (Sp	ecial le	ctures / worl	kshops ,	/ semina	r) with ex	ternal
experts.								
Name		Attached				Topic		
33. Teaching metho	ds adopted to	0 •	Talk	and chalk me	ethod			
improve student lea		•	class	lecture with	board	work		
		•	tuto	rial class				
		•		test in a mor				
		•		up discussion				
		•		ial study mat	erials a	re issued	,	
34. Participation in I	nstitutional S	ocial Partic		y tour i in cultural	activitie	as and N	155	
Responsibility (ISR			ipatioi	i iii cuiturai	activitie	23 and i	133	
activities.	, and Extensit	J						
denvices.								
35. SWOC	Strength	1.	The	faculty memb	bers are	academ	ically sour	nd.
analysis of the	J							
department and								
Future plans.		2.	Intir	mate relation	of the	students	with the	teachers.
	Weakness			1. The stude	ents' qu	ality havi	ing poor a	cademic
				records.				
				2. Students			ollege con	sidered
				the subje	ct as ve	ry hard .		

	4. Inability to open honours course till date.5. Inability of the students to speak and write in English.
Opportunity	Abundant chances for the students to get jobs at every level
	of teaching profession and to crack any kind of competitive examinations.
Challenge	1.The challenge is to teach the subject to the first generation students
	2.To prepare them for competitive examinations.
Future plan	To motivate more students to take up the subjects and to open honours course in future.

Department of Persian

1 Name of the Department	Persian		
2 Year of Establishment	2002		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG (Gen)		
4 Names of Programmes/ Courses and departments/ units involved	Nil		
5 Annual/semester/ choice based credit system(Programewise)	Annual		Т
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	Nil		
discontinued (if any) with reasons			
9 Number of teaching posts		Sanctioned	Filled
	Professor	Nil	Nil
	Associate Professor	Nil	Nil
	Asst. Professor	Nil	Nil
	Part Time Teacher (Govt. Approved)	1	1
	College Contractual fulltime teacher	Nil	Nil
	College Guest Teacher		1

Name	Qualification	Designation		Specialization	Ye	ars of	Ph	.D students
		2 655,611411011		- P - Colanzacion		perience		ided
NaushabaParvee n	Double M.A	Approved Part time Teacher		Persian Literature	7		Nil	
ShirinUzma	M.A	College Guest Teacher	1	Regional planning and development	3		Nil	
11 List of Senior Visi	iting Faculty		ı	Nil				
12 Percentage of lecclasses handled (Pro		·		• Lecture	deliv	vered – 1009	6	
13 Teacher - Students ratio	2014-15	2013-14		2012-13		2011-12		2010-11
(Program wise)	1:28	1:13		1:9		1:10		1:17
14 Number of acade administrative staff;15 Qualification of D.Litt./Ph.D. / N	sanction and fille	ed	Ni	• P.G – 2			_	
16. Number of facul	•	a)			b)			
ongoing projects fro a) national b) intern agencies and grant r	ational funding	Nil			Nil			
17. Departmental pr DBT, ICSSR, etc. and	•	_	Ni					
18. Research center University	/ facility recogniz	zed by the	Ni	Γ				
40 Dublication	201							
19 Publication	15.							

	b)Number of faculty and st c)Number of d)Monograph e)Chapter in f)Books / Jou g)Books with h)Citation ind i)SNIP j)SJR k)Impact fact I)H-Index	cudents publicans books rnal ed ISBN/I	s ations list lited SSN num	ed in I	nterna	tiona		ase	.natio			natio		
Facult	У	а	b1	b2	С	D	E	f	g	h	i	j	K	L
20 . Aı	eas of consulta	incy an	d income	e gene	rated		N.A.							
b) Inte	ernational Comi ning Body e) IQ	mittees	•				Nil					4		
22 Stu	dent projects						a)				b)			
-	centage of students including int				in- hou	ıse	Nil				Nil			
progra	am.													
-	centage of stud zation outside	•				า								
labora	atories / Indust	ry / otł	ner ageno	cies										
23 . A studer	wards / Recogr nts	nitions	received	by fac	ulty an	d					was av		_	medal
1.	st of eminent a In 2012- Dr. N visited the de In 2015- Dr. C	Mansoo epartm	orAlam E ent.	x- Rea	der an	d HO	D of Pe	rsian a	t Maul	ana Az	ad Coll	ege, I	Kolkata	١,

eminars Worksh	c / Confe nops	rence	C	rgan	ized b	У				[Date			Source	of funding	g
N	NIL															
6. Stud	lent pro	file pro	ogran	nme	/ cour	se wi	se:									
							YI	EAR 2	01	4-15						
	Appl.	adm	itted					Appe	ear	ed	Pa	ass Pe	rcenta	ige		
	Recd	Hons	5.		Gen.			Hon	s.	Gen.	Hoi	ns.		Gen.		
	٠	Tot	М	F	Tot	М	F	Tot	:	Tot	T ot	М	F	Tot	М	F
	54				46	2	2			43				NA	NA	NA
Part-I						5	1									
Part-I																

							YI	AR 2	201	3-14						
	Appl. Recd.	Adm	itted					ар	ppea	ared	Pass	Percei	ntage			
		Hons).		Gen.			Hor s.	n	Gen.	Hons	•		Gen.		
		Tot	М	F	Tot	М	F	Tot	t	Tot	Tot	М	F	Tot	М	F
Part-I	20				12	07	05			10				50%	20%	80%
Part-II					08	04	04			08				75%	75%	75%
Part- III					06	03	03			04				50%	50%	50%
							VI	EAR 2	201	2.12						
							• • •	_,								
	Appl.	Adm	itted					ar			Pass	Percei	ntage			
	Appl. Recd.	Adm	itted					aŗ		ared	Pass	Percei	ntage			۱
		Adm			Gen.			ar Ho	ope		Pass		ntage	Gen.		
				F	Gen.	M	F	Но	ns	ared			ntage	Gen.	M	F
Part-I		Hons	5.			_	F 03	Ho	ns	Ge n.	Hons				M 100%	
Part-I Part-II	Recd.	Hons	5.		Tot	M		Ho	ns	Ge n. Tot	Hons			Tot		F 100%

							YE	AR 201	1-12						
	Appl. Recd.	admi	itted					appe	eared	Pass	Percei	ntage	•		
		Hons	S.		Gen.			Hons	Gen.	ŀ	Hons.			Gen.	
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	M	F
Part-I	15				10	08	02		09				88.9 %	87.5%	100%
Part-II					08	01	07		08				25%	0%	28.6%
Part- III					01	01	00		01				100%	100%	00
ł							YE	EAR 201	0-11						
	Appl. Recd.	admi	itted					арре	eared	Pass	Perce	ntage			
								9							
		Hons	5.		Gen.			Hons	Gen.	Hons	•		Gen.		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	M	F	Tot	М	F
Part-I	30				20	06	14		18				50%	50%	50%
Part-II					04	03	01		04				100%	100%	100%
Part- III					10	05	05		10				90%	100%	80%

27 . Diversity of			from th			dents fr	om othe			its from	
Students	same	state			States			abro	oad		
2013-14	De	ot. wise availa	data no ble.	t	T						
2012-13											
2011-12											
2010-11											
28. How many students state competitive exam SLET,GATE CIVIL SERVICE	inations	such a	s NET,		Data r	not ava	ilable				
29. Student progression	1										
	2013	3-14		2012	2-13		2011-12		201	10-11	
UG to PG (in Distance	NA			NA			NA		NA		
Education)						-					
PG to M.Phil.	NA			NA	parent .		NA		NA		
Ph.D. to Post-Doctoral	NA			NA			NA		NA		
Employed Campus selection or another than campus	NA			NA			NA		NA		
Entrepreneurship / Self Employment	Data	e not a	vailable.		ae not lable		Datae n			ae not ilable	
30. Details of Infrastruc	tural fac	cilities									
a. Library	Year	UGC fund	Colle ge Fund	Book Bank (New)	Book Bank (Old)	Dona ted	Rem edial (UGC Sche me)	Entry in Servi ce(UGC Sche me)	Total Copi es	Newl y Purc hase d	Amo unt Spen t
	2014	85	114	-	-	-	-	11	210	30	5051

		4-		1			1					_
		-15										
		2013 -14	85	84	-		0	-	11	180	0	0
		2012	85	84	-	-	0	-	-	0	11	2000
		2011	85	84	_	_	0			169	0	0
		-12	65	04	-					109		
		2010 -11	85	84	-	-	0	-	-	169	0	0
b.	Facilities provided by	1. 2.	Read	ing- Roo	m Serv	eriodica rice;	ls;					
	Library to students & faculty	3. 4. 5.	Book Inter		Ì							
		6. 7.		-Library ography		2;						
C.	Internet facilities for Staff & Students								the stude e teache			
d.	Class rooms with ICT facility	N.A					7					
e.	Laboratories	Yes										
	ımber of student ng financial	s 20	013-14		201	.2-13		2011-	12	20	10-11	
assista univers	nce from college sity, government	' n	ept. wis									
other a	agencies											
	tails on student e	enrichm	ent pro	gramme	s(spec	cial lectu	res / w	orkshop	os / semi	nar) wit	h exter	nal
experts	S.											

Name		Attached			Topic
1. i) Dr. GulamSarwa ii) Dr. MansoorAla the department.			West Servi ii) Ma Colle	mal Member, Begal Public ce Commission aulana Azad ge, Kolkata, in 2015.	Relevance of Persian in India.
2. Dr. MansoorAlam		Pe Co	rsian a	er and HOD of t Maulana Azad Kolkata in 013.	Contribution of Bengal to Persian and its importance
33. Teaching methods add student learning	opted to imp	prove	•	Talk and chalk m class lecture with practical classes tutorial class and special study ma study tour	n board work,
34. Participation in Institu Responsibility (ISR) and I			Particip	pation in cultural	activities and NSS
35. SWOC analysis of the department and Future plans.	Strength	S F	spreadi Persian ong.	ng interest among a classical langua	e students and faculty in g the common masses in learning age which remained neglected for e students with the teachers.
	Weakness	2	2.Inabil	ity to open honou	aving poor academic records. urs course till date. is to speak and write in English.
	Opportunity				the students to get jobs as
	Challenge				ch the subject to the first ainstream jobs
	Future plai	n 1	Го оре	nHonours course	e in the subject.

Department of Philosophy

1 Name of the Department	Philosop	ohy		
2 Year of Establishment	1967			
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG			
4 Names of Programmes/ Courses and departments/ units involved	Nil			
5 Annual/semester/ choice based credit system(Programewise)	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			Sanctioned	Filled
	Professo	or .	Nil	Nil
	Associat	te Professor	1	1
	Asst. Pro	ofessor	1	1
	Part Tim	ne Teacher (Govt. Approved		
	College	Contractual fulltime teacher		
	College	Guest Teacher		

10. Faculty p	rofile with nar	ne, qualification, designat	tion, sp	ecializations, (D.Sc	/ D.Litt./Ph.D. /	M.Phil. etc.,)
Name	Qualificatio n	Designation	1	Specialization	Years of experience	Ph.D students guided
Tanika Bhattachary a	M.A.,M.Phi 1	AssociateProfessor		Western Philosophy,Social -Political Philosophy& Ethics	15	Nil
PravabatiM ullick	M.A.,B.ED	Assistant Professor		Indian Philosophy & Logic	12	Nil
12 Percentage		elivered and practical clas	sses	Nil Nil		
handled (Prog	gramewise ten	nporary faculty)				
13 Teacher	2014-15	2013-2014		2012-13	2011-2012	2010-2011
Students rattice (Programewis	LI 1.0.5	H-1:0		H-1:0.66	H-1:0.33	H-1:4
e)	G-1:5.5	G-1:4.4		G-1:3.4	G-1:2.4	G-1:4
	f academic sup e staff; sanction	pport staff (technical) and n and filled		N.A.		
	tion of teachin	g faculty with D.Sc/		 P.G – 2 M.Phil - 1 Ph.D - Ni 		
16. Number of with ongoing		a)Nil			b)Nil	
from	projects	Nil			Nil	
a) national b) international f agencies and g received	funding					

DBT, ICSSR, etc. and total grants received.		
18. Research center/ facility recognized by the University	Nil	
a) Publication per faculty b) Number of papers published in peer reviewed students c) Number of publications listed in International d) Monographs e) Chapter in books f) Books / Journal edited g) Books with ISBN/ISSN numbers h) Citation index i) SNIP j) SJR k) Impact factor l) H-Index		international) by faculty and
Faculty a b1 b2 c d	E f g h	i j K L
Tanika Bhattacharya	1	
PravabatiMulli 1 ck		
20 . Areas of consultancy and income generated	N.A.	
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards d) Governing Body e) IQAC	None	
2 Student projects	a) none	b) none

17. Departmental projects funded by DST_FIST; UGC, Nil

projects including in	udents who have dor nterdepartmental /	ne in- nouse	Nıl			Nıl		
	idents placed for pro e the institution i.e in	•	Nil			Nil		
laboratories / Indus	stry / other agencies							
23 . Awards / Reco	ognitions received by	/ faculty and	Non	ie				
24. List of eminent	academicians and s	cientists / visitors	s to the	departi	ment			
Prof. Dikshit Gupta			Ex 1	Professo	or of Philoso	phy, Ja	davpur Univ	ersity
Prof.ShefaliMoitra			Prof	essor o	f Philosophy	, Unive	ersity of Cal	cutta
Prof. PriyambadaSa	nrkar		Ex 1	Professo	or of Philoso	phy, U	niversity of	Calcutta
Dr.Jyotiprasad Bha	ttacharya			merly,A	ssociateProf llege	essor,[Deptt.OfPhil	osophy,Kid
25. Seminars / Con	ference / Workshop	s organized & the	e sourc	e of fur	nding a) Nat	ional b) Internation	ıal
Seminars /	ofference / Workshop	s organized & the	e sourc	e of fur Date	,) Internation	
		s organized & the	e sourc		,			
Seminars / Conference /		s organized & the	e sourc		,			
Seminars / Conference / Workshops none			e sourc		,			
Seminars / Conference / Workshops none	Organized by				,			
Seminars / Conference / Workshops none	Organized by	ise Year-2		Date	,	Source		

								S							
	-	Tot	M	F	Tot	M	F	Tot	Tot	Tot	M	F	Tot	M	F
Part- I	12	00	0	0	05	3	2	0	1	00	0	0	N.A.	N.A.	N.A
Part- II		00	0	0	05	1	4	0	4	00	0	0	N.A.	N.A	N.A.
Part-III		01	1	0	01	0	1	1	0	00	0	0	00	0	0

						Year-	-2013-	14						ı	
Year	Applrec d	Admitted						Appear	ed]	Pas	s Percen	tage	
	u	I	Hons			Gen		Hons	Ge n	Hons			Gen		
		Tot	M	F	Tot	M	F	Tot	Tot	Tot	M	F	Tot	М	F
Part- I	15	00	0	0	09	2	7	0	08	00	0	0	75%	0	85.7%
Part- II		00	0	0	01	0	1	0	1	00	0	0	100%	0	100
Part-III		00	0	0	03	1	2	0	1	00	0	0	100%	10 0%	0

	Year 2012-13																	
Year		Appl recd		Ac	lmit	ted		١	App	eare	d			Pass	s Percenta	ige		
		recu	Н	Hons Gen Hons Gen Gen														
			Tot	M	F	To t	M	F	Tot		Tot	Tot	M	F	Tot	M	F	
Part- I		15	02	0	2	06	3	3	0		5	00	0	0	80%	66.7%	100 %	-
Part- I	I		00	0	0	03	1	2	0		3	00	0	0	66.7%	100%	50%	
Part-II	Ι		00	0	0	01	0	1	0		1	00	0	0	0	0	0	

							7	Year 20)11-12							
Year		Appl recd			Adm	nitted			Appe	eared			Pass	Percenta	ige	
		Toda		Hons			Gen		Ho ns	Gen	Hons			Gen		
			Tot	M	F	Tot	M	F	Tot	Tot	Tot	M	F	Tot	M	F
Part- I		12	00	0	0	06	2	4	0	04	00	0	0	75%	0	100 %
Part- I	I		01	1	0	01	0	1	1	1	00	0	0	100%	0	100 %
Part-II	I		00	0	0	01	0	1	0	1	00	0	0	100%	100%	0

												g f			1		
									Year 20	010-11	-						
	Year	App lrec		A	Adm	itted			Appear	red]	Pass	Percent	age		
		d	Н	ons			Gen		Hons	Gen	Hons			Gen			
			Tot	M	F	To t	M	F	Tot	Tot	Tot	M	F	Tot	M	F	
	Part- I	15	03	3	0	03	0	3	2	02	50%	50%	0	0	0	0	
-	Part- II		00	0	0	05	1	4	0	5	00	0	0	40%	0	50%	
-	Part-III		00	0	0	06	2	4	0	4	00	0	0	100%	100%	50%	
St	. Diversitudents	ty of	%)s	tude	ents	from	the	sam	e state		studen States	ts from		% 0	f stude	nts from a	broad
	13-14		Depa	rtme	ent '	wise	data	not	availabl	e							
20	12-13																
20	011-12																
20	10-11																
COI	mpetitive	exami	ndents have cleared national and state nations such as NET, SLET,GATE 5, Defense services, etc. ?														
29.	. Student	progre	ssion														
20	14-15		201	3-14				20	012-13			2011	1-12			2010-1	1
UC	G to PG		N.A	١.													
PG	to M.Ph	il.	N.A	٠.													

Ph.D. to Po	st-	N.A.									
Doctoral											
Employed		Not avai	ilable								
Campus sel	ection										
other than c	ampus										
Entrepreneu	ırshin /	Not avai	ilable								
Self Employ											
30. Details	of Infra	structural	facilitie	S							
Library	Year	UGC	Coll	Book	Book	Don	Remedi	Entr	Tota	Newly	Amount
		Fund	ege	Bank(N	Bank	ated	al	y-in-	1	purch	G .
			Fund	ew)	(Old)		(UGC	servi	Copi	ased	Spent
							Scheme	ce	es		
)				
	2014	437	976	09	77	35	14	12	1620	13	6964
	-15										
	2013	437	963	09	77	29	14	12	1601	31	7242
	-14										
	2012	406	963	09	77	29	14		1570	12	2584
	-13	.00							10,0	12	2001
	2011	406	963	09	77	29	14		1558	31	10775
	-12	400	903	09	/ /	29	14		1336	31	10773
	2010	390	963	09	77	29	14		1513	16	2980
	-11										
b.Internet		Issue of b			als;						
facilities	2. 3.	Reading- Reference									
for Staff				,							
&	5.	Internet;									
Students	6. 7	Inter-Libr Reprogra									
c.Class		stitution ha			oratory w	here the s	tudents can	access i	nternet '	The intern	et is also
rooms		ole for the t		_	_						
with ICT											
facility											

Laboratori N.A												
es												
31. Number of	201	4-15	2013-14		-	2012-13		2011-12	2010-11			
students receiving financial assistance from college, university,	_	tment wise ot available										
government or												
other agencies				+								
32. Details on stude	nt enrich	nment progran	nmes(spe	cial	lectures / v	vorkshops /	semin	ar) with e	external experts.			
Name		Attached					Topi	c				
Prof.ShefaliMoitra		Formerly Professor,De University	eptt.ofPhi	losop	ohy,Jadavp	ur	Biswayan,shikshasankat o darshanerbhumika.					
Prof. Priyambada B	anerjee	Professor,De University.	eptt. Of Pl	nilos	ophy,Calcı	ıtta	Philosophy of Education					
Prof. Jyotiprasad Bhattacharya		Formerly, As hy, Kidderpo			sor,Deptt.C	OfPhilosop	Nyaya- Vaisesikadarshanepadartha o kichusamasya					
22 77 1:	1 1	. 1	1									
33. Teaching methor improve student lea	-	oted to	•	clas tuto spec	rial class a	t method with board wind remedial materials are	l class,					
34. Participation in Responsibility (IS) activities			Courses are offered by our department to the nearby local schools									
35. SWOC analysis of the	Strengt	:h	1.The department's faculty is its strength2.The faculty member are academically sound having a minimum of									

department and		twelve years of experience.
Future plans.	Weakness	1. The students' quality having poor academic records. 2. Inability to write in the university prescribed medium since the students mostly come from urdu/hindi medium schools. 3. Coming from a fairly poor economic background the male students are employed elsewhere and many of the girls are made to assist their homes in the domestic work. As a result they find little time to study leading to poor academic results in the finals
	Opportunity	 The subject being one of the important disciplines in the humanities stream it helps the students to develop logical and conceptual abilities in their daily life. Moreover, the students of philosophy do well in the Civil Service Examination and also in other competitive exams.
	Challenge	1.The challenge is to teach the subject to the first generation students 2.To prepare them for mainstream jobs
	Future plan	 to motivate more students to take up the subject to organize more inter college workshops and lectures for the benefit of the students.

Department of Physical Education

1 Name of the I	Department		Physic	al Education				
2 Year of Estab	lishment		2003					
	grammes /Courses off l., Ph.D., Integrated M , etc.)		UG					
4 Names of Prog departments/ uni	grammes/ Courses and its involved		Nil					
5 Annual/semes system(Program	ster/ choice based cred ewise)	it	Annua	1				
	of the department in the	e	Nil					
	llaboration with other ustries, foreign institut	ions,	Nil					
	rses/ programmes any) with reasons		7		Nil			
9 Number of tea	aching posts					Sancti	oned	Filled
			Profess	sor		Nil		Nil
			Associ	ate Professor		Nil		Nil
-			Asst. P	rofessor		1		1
			Part Ti	me Teacher (Govt. A	Approved			
			College	e Contractual fulltime tor	e Sports			1
			_	e Guest Teacher				
10. Faculty prof	ile with name, qualific	cation, d	lesignati	on, specializations, (I	D.Sc/ D.Litt	./Ph.D. /	M.Ph	il. etc.,)
Name	Qualification	Design	nation	Specialization	Years of experies		Ph.E guid	students ed
Dr. Dibyendu	M.P.Ed,M.Phil,Ph							
Roy	D							
BiplabDhara	B.A, B.P.Ed							
			325					

11 List of Senior Vi	siting Faculty		Nil		
12 Percentage of lea	ctures delivered	and practical			
classes handled (Pro	gramewise tem	porary faculty)			
13 Teacher Students ratio	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
(Programewise)	1:13	1:12	1:9	1:12	1:12
14 Number of acade	emic support sta	ff (technical)	1		
and administrative s					
15 Qualification of	teaching faculty	with D.Sc/	• P.G – 1		
D.Litt./Ph.D. /]	M Dbil /DC		• M.Phil -	1	
D.L.III./FII.D. / 1	WI.FIIII / F G		• Ph.D - 1		
16. Number of facul	lty with ongoing	g a)		b)	
projects from					
a) national b) intern	ational funding	Nil		Nil	
agencies and grant re	_				
17. Departmental pro	•		Nil		
UGC, DBT, ICSSR,	etc. and total gr	rants received.			
18. Research center	/ facility recogn	ized by the	Nil		
University					
19 . Publications:					
a) Publicat	ion per faculty				
		shed in peer revi	ewed journals (b1	.national/ b2. in	iternational) by faculty
and stud	lents				, ,
·	•	listed in Internat	tional Database		
d) Monogr e) Chapter	apns in books				
	Journal edited				
<i>O</i> ,	vith ISBN/ISSN	numbers			
h) Citation i) SNIP	index				
j) SJR					
k) Impact f					
l) H-Index					

Faculty	a	b1	b2	С	d	E	f	g	h	i	j	K	L
Dr. Dibyendu Roy							1	1					
20 . Areas of consulta	ncy and	d income	genera	ted		N.A.	I						
21. Faculty as member b) International Comm Governing Body e) IQ	nittees					1.District 2.Membe		•	ssocia	tion,No	orth K	olkata	
						a)				b)			
a) Percentage of stude house projects including program. b) Percentage of stude organization outside the laboratories / Industry	ng inte	rdepartme ced for pr tution i.e	ental /		h	A	nterdepar athletics Interdepar ootball Conterdepar ricket Co	Meet. tmental competit tmental	tion.	•	foot Inte Cric	rcolleg ket runive	ge
23 . Awards / Recognand students	itions :	received b	y facu	lty		(I • A	.ll India I Runners) .ll India I 014.	in 2014					
24. List of eminent ac	cademi	cians and	scienti	sts /	visi	tors to the	departme	ent					
Nil													

25. S	em	inars /	Confer	ence	/ Wor	kshops	organ	ized &	z th	e sou	rce of fu	ınding	a) Na	tional	b) In	iterr	ation	al	
Semir Works		s / Cont pps	ference	÷/	Organ	ized by	1	18			Date				Sourc	ce o	f fund	ing	
Nil																			
26. S	Stuc	dent pro	ofile pr	ogra	m / coi	urse wi	ise:												
									20	14-1:	5								
Year		Appl recd			Adı	nitted			A	ppea	red			Pas	s Per	cent	age		
		rccu		Hons	S		Gen		Н	ons	Gen		Hons				Ge	en	T
			Tot	M	F	Tot	M	F	7	Γot	Tot	Tot	M	F	To	t	M	F	
Part-	-	18				14	11	3			11				N.A	A.	N.A.	N.A.	
Part- II	- 1					10	2	8			N.F.				N.A	Α.	N.A.	N.A.	
Part- III	-					08	4	4		P	08				75%	%	50%	100%	

								Year-	2013-14	4					
Year	Appl			Adı	nitted			Appear	red				Pass 1	Percenta	.ge
	recd]	Hons			Gen		Hons	Gen	Hor	ıs		Gen		
		Tot	M	F	Tot	M	F	Tot	Tot	T ot	M	F	Tot	M	F
Part-	28				23	21	2	Ī	17				52.9 %	3.6%	50%
Part- II					08	6	2		08				62.5 %	50%	100%
Part- III					05	5	0		04				100%	80%	0
								Year	2012-13	3					
Year	Appl recd			Ac	lmitted			Appe	ared			F	Pass Per	rcentage	,
	recu		Hon	ıs		Gen		Hons	Gen	Но	ons		Gen	1	
		Tot	M	F	Tot	M	F	Tot	Tot	То	ot M	F	Tot	M	F
Part-	10				06	3	3		06				66.	7 1009	% 33.3%
Part- II					10	8	2		06				66.7	1009	% 0
Part-					03	0	3		03				66.	7 0	66.7%

					-				_						
							Year	2011-12	-						
Year	Appl recd			Adn	nitted			Appea	red			Pas	s Percer	ntage	
	recd		Hons			Gen		Hons	Gen		Hons			Gen	
		Tot	M	F	Tot	M	F	Tot	Tot	To t	M	F	Tot	M	F
Part-	18				15	13	2		14				71.4%	69.2%	50%
Part- II					05	2	3		05				40%	0	66.7%
Part- III					04	4	0		04				50%	50%	0
27 . Div	ts	Î	san	ne state				of stude tates	nts fron	other			6 of stud	dents fro	m
2014-15			Da	ta not a	availab	le									
2013-14															
2011-12															
2010-11															
28. How state con SLET,G services	mpetitiv	e exam	inatio	ns suc	h as NI	ET,	nd	04 (Defe	ense Ser	vice)					
29. Stud	lent prog	gressio	n												
				013-14			2012	2-13		2011	1-12			2010-11	
UG to P			Г	ata no	t availa	able									
PG to M															
Ph.D. to	Post-Do	octoral													

Employed Car	mpus										
selection other	r than										
campus											
Entrepreneurs	hip / Self										
Employment											
30. Details of	Infrastruc	ctural faci	lities								
a)ibrary	CYear	UGC	Colleg			Donated			Total	Newly	
		Fund	Fund	Bank New			al(UG Schem		copies	purcha sed	t spent
				INEW.) (Olu)		Schen	e servic		sed	
	2014-15	123	51	09	nil	nil	nil	11	194	16	5416
	2013-14	123	35	09	nil	nil	nil	11	178	11	4557
	2012-13	112	35	09	nil	nil	nil	nil	167	11	4000
	2011-12	112	35	09	nil	nil	nil	nil	156	47	9538
	2010-11	93	35	09	nil	nil	nil	nil	109	19	6814
b)Internet	1.	Issue of b	ooks a	nd perio	dicals;	•					
facilities for		Reading-									
Staff &		Reference		ce;							
Students		Book Ban Internet;	ık;								
		Internet, Inter-Libr	ary Lo	an ·							
		Reprograj	•								
c)Class					aboratory v	where the	students	can acces	s intern	et The in	nternet is
rooms with	also ava	ilable for	the tea	chers at	the teachers	s' reading	g room.				
ICT facility											
Laboratories	Gymnas	ium									
31. Number o	of student	s 201	14-15		2013-14		2012-13	2011-	12	2010	-11
receiving fina	ncial				T						
assistance from	m college	,			Financial						
university, go	vernment	or			Assistance						
other agencies	8				according						
					National,S						
					District Le						
					at the time						
					admission						
32. Details on	student e	nrichmen	t progr	rammes(special lect	tures / wo	rkshops	/ seminar)	with ex	xternal e	experts.
Name				Attached	d			Topic			

Nil		
33. Teaching methods ac student learning 34. Participation in Institu		 Teaching should always be progressive from simple to complex. Class with lecture, orientation, demonstration and evaluation. study tour. Students participate in different NCC programme.
Responsibility (ISR) an activities		 Students participate in different NCC programme. Students participate in different NSS programme. Excurtion,outdoor camp
35. SWOC analysis of the department and Future plans.	Strength	 The interest of the students towards physical education and sports is its strength The faculty members are practically and theoretically sound.
	Weakness	 Most of the students have the misconception about the subject. The students' quality having poor academic records. Inability to write in the university prescribed medium since the students mostly come from urdu/hindi medium schools.
	Opportunity	 The students have the opportunity to represent him in university level sports. Sports personal get the sports concession from college. The students have the opportunity to be a teacher, coach, physical instructor, physiotherapist, assistant professor in future.
	Challenge	 The aim is physical, mental, social, emotional and spiritual development of the students. To develop healthy attitude and promote sportsmanship. To prepare them for mainstream jobs.
	Future plan	 To organize more inter college participation in sports for the benefit of the students. Developing the traits of good citizenship, sportsmanship, clean living, respect for others and patriotism.

Department of Political Science

1 Name of the Department	Political Science		
2 Year of Establishment	1966		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG		
4 Names of Programmes/ Courses and departments/ units involved	NA		
5 Annual/semester/ choice based credit system(Programewise)	Annual		
6 Participation of the department in the courses offered by other departments	NA		
7 Courses in collaboration with other universities, industries, foreign institutions, etc.	NA		
8 Details of courses/ programmes discontinued (if any) with reasons	NA		
9 Number of teaching posts		Sanctioned	Filled
	Professor		
	Associate Professor		2
	Asst. Professor	4	1
	Part Time Teacher (Govt.		
	Approved) College Contractual fulltime		
	teacher		
	College Guest Teacher		

10. Faculty profile	e with name, qualif	ication, designat	ion, spe	cializations,	(D.Sc/	D.Litt./Ph.[D. / N	1.Phil. etc.,)
Name	Qualification	Designation	Spe	ecialization		rs of erience	Ph.I guid	D students ded
SubrataBagchi	M.A., Ph.D	Associate Professor		olic ministration	27			
Dr. SudakshinaSark ar(Roy)	M.A.Ph.D	Associate Professor		vironmental itics	18		NA	
Dr. Chandrabali Das	M.A., Ph.D	Assistant Professor		m And itancy.	6		NA	
11 List of Senior \	isiting Faculty		NA					-
_	lectures delivered rogramewise tem		NA					
13 Teacher -	2010-2011	2011-2012	Y	2012-2013		2013-201	4	2014-15
Students ratio (Programewise)	Hons 1:6.33	1:4		1:5		1:4.6	H	1:3.3
	General 1:60.	33 1:49		1:54.25		1:80		1:72.66
	ndemic support sta e staff; sanction an		N.A.					
15 Qualification of D.Litt./Ph.D. /	of teaching faculty 'M.Phil /PG	with D.Sc/	Ph.D	- 3				
16. Number of fac	culty with	a)NA			b)NA			

ongoing projects from	n												
a) national b) interna	itional												
funding agencies and	grant												
received													
17. Departmental pro DBT, ICSSR, etc. and t					GC, I	NA							
18. Research center/ University	facilit	y recogni	zed l	by the	ı	NA							
19 . Publications:													
Publication per facult	У												
Number of papers pu students	blishe	d in peer	revie	ewed jou	ırnals (b1. nat	ional/ b	o2. int	ternati	onal) b	y facu	lty and	
Number of publicatio	ns liste	ed in Inte	rnati	ional Dat	abase								
Monographs													
Chapter in books													
Books / Journal edite	d												
Books with ISBN/ISSN	I numb	ers											
Citation index													
SNIP													
SJR													
Impact factor													
H-Index													
Faculty	А	b1	b 2	С	d	e	F	G	h	I	j	K	L

Dr. SubratoBagchi	4				2	2	2	1				
Dr. Chandrabali Das	2			1								
20 . Areas of consultancy ar	nd income	e ger	nerated		NA							
21. Faculty as members in b) International Committee Governing Body e) IQAC	-			j		ʻInclus	ive'. H					al online of NAAC
22 Student projects					a)	F			b)			
a) Percentage of students w projects including interdepa			ein- hou	se	NA				NA			
programme												
b) Percentage of students p organization outside the ins				n								
laboratories / Industry / oth	ner agenc	ies										
23 . Awards / Recognitions students	received	by fa	aculty an	1	Kidderp the We organiz Februai	st Beng ed in R	gal You aja Ma	ıth Par	liamen	t Com	petitio	n
24. List of eminent academ	icians an	d sci	entists /	visitor	s to the	depar	tment					
Dr. Geraldine Forbes					Expert	on Wo	men's	Studie	S.			
				!	Deliver Sisterho on 28.0	ood is (Global					roblems,
Dr. ImankalyanLahiri					From th	ne Dep	artmei	nt of Ir	nternat	ional F	Relatio	ns,

		Jac	davpur Univers	sity.
			livered a lectu 31.01.2015	re on 'Role of Class in Indian Politics'
25. Seminars / Conference / Wo	orkshops organized & t	he s	ource of fund	ing a) National b) International
Seminars / Conference / Workshops	Organized by			Source of funding
NA	NA			NA
26. Student profile programme	e / course wise:			
	Year 2	2014	1-15	

Year	Applr	Adm	itted					Appe	ared	Pass Pe	rcenta	ge			
	ecd	Hons	6		Gen			Hon s	Gen	Hons			Gen		
		Tot	М	F	Tot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part- I	155	8	0	8	121	76	45	7	102	14.28%	0	14.28%	N.A.	N.A.	
Part-		1	1	0	59	13	46	1	N.A	100%	100 %	0	N.A	N.A	
Part- III		1	0	1	51	11	40	1	47	100%	0	100%	55.31 %	80%	48.64%

								Yea	r-2013	3-14							
Year	Appli cd	re .	Admit	ted						Appe d	eare	Pass	Perce	entage			
			Hons			G	en			Ho ns	Ge n	Hons	5		Gen		
			Γot	М	F	T	ot	М	F	Tot	Tot	Tot	М	F	Tot	М	F
Part- I	169		10	5	5	13	37	59	78	8	108	75%	0	100%	57.40 %	43.3 3%	62.82%
Part- II			2	0	2	55	5	17	38	2	52	100%	0	100%	63.46 %	66.6 6%	62.16%
Part-III			2 0 2 48					23	25	1	39	100%	0	100%	74.35 %	57.1 4%	84%
								Yea	r 2012	2-13							
								Yea	r 2012	2-13							
Year	Applr ecd	Adr	nitted	ı				Yea App			s Perc	centage					
Year		Adr		I	Gen			App				entage	2	Gen			
Year			ns		Gen	M	F	App d	eare Ge	Pas	ns	centage	F	Gen	M		F
Year Part- I		Hor	ns			M 58	F 55	App d Ho	eare Ge n	Pas	ns			Tot			F 78.26
	ecd	Hor	M	F	Tot			App d Ho ns	Ge n Tot	Pas Hor	ns	M 33.33	F 22.22	Tot 57.29 %	38%	, .	78.26

		l r													
								20	11-12					1	
Year	Appl	Adm	itte	d				Appea	red	Pass Per	centag	ge			
	recd	Hon	S		Ger	1		Hons	Gen	Hons			Gen		
		Tot						Tot	Tot	Tot	M	F	Tot	М	F
Part-	116	10	3	7	93	44	49	7	71	14.28% 0 14.28% 76.05 83.33% %					70.73 %
Part-		5	0	5	61	16	45	5	60	80%	0	80%	18.33	26.66%	15.55 %
Part-		1	0	1	41	21	20	1	41	100%	0	100%	73.17 %	80.95%	65%

Year 20	10-11								9						
Year	Ар	Admit	tted					Арр	eared	Pass Po	ercenta	ge			
	plr ecd	Hons			Gen	l		Ho ns	Gen	Hons			Gen		
		Tot M F			To t	М	F	To t	Tot	Tot M F			Tot	М	F
Part- I	112	15 3 12			80	33	47	13	62	46.15 0 50% 70.96 52% %			52%	83.78%	
Part-		3 2 1		1	52	24	28	2	51			100 %	45.09 %	56.52%	35.71%
Part-		1 0 1 49 26 23					23	1 34	49	100%	0	100 %	42.85 %	53.84%	30.43%

27 . Diversity of	Year		of student ame state	s from th		of st	cudents	from othe	er % of	students	from ab	road
Students	2010-1	.1 6	99	97%		18		2.51%	NIL			
	2011-1	2 7	27	98%		18		2.42%	NIL			
	2012-1	.3	787	99%		8		1.0%	NIL			
	2013-1	4	861	99%		11		1.26%	1		0.11	.%
	2014-1	.5	949	97%		16		1.65%	5		0.5	2%
	The ab	ove pre	esents the i	nstitutio	nal dat	a. De	partme	ent-wise da	ata is not a	available		
28. How ma state compe SLET,GATE C	titive exa	aminati	ons such as	NET,		Dat	ta not a	vailable				
29. Student	progress	ion				Щ						
		20	010-11	2011	-12	W	2012-	13	2013-14		2014-15	
UG to PG					1							
PG to M.Phil	l.	N	A	NA			NA		NA		NA	
Ph.D. to Pos	t-Doctora	al										
Employed Ca selection oth campus		N	A	NA			NA		NA		NA	
Entrepreneu Employmen	•	elf										
30. Details o	f Infrastr	uctural	facilities									
Library Y	ear	UGC Fund	College Fund	Book Bank		nated oks	Remedia UGC	Entry in servi	Total no. of	New purch	Total spent	

		Book s	Books	- New	- Old		Books	ces- Book s	books	ase	(Rs)
	2010-11	542	1155	21	93	27	9	-	1820	0	1252 0
	2011-12	542	1155	21	93	27	9	-	1870	41	1500 0
	2012-13	542	1155	21	93	27	9	-	1922	52	1000 0
	2013-14	580	1155	21	93	27	9	52	1960	38	1033 8
	2014-15	580	1169	21	93	28	9	52	1975	14	9798
				nce serv		ue of books ook bank 5.	•				
Internet fa	acilities for	Staff	Internet			ailable for t	he staff in t	he Readi	ng Room	, the L	ibrary
Class roor	ns with ICT	facility	N.A								
Laborator	ies		N.A								
receiving assistance	e from colle , governme	ge,	Year		Colleg	e(Aid Fund) Univers	(W M De	Vest Benginority evelopment or poration	gal ent e	Other Agencies
					No. of Stu	Amt (Rs)		No of sto	(Rs)		

			ds					S			
	2010-13		149	50,	435		NA	407	492300		NA
	2011-12	2	151	66,	.565		NA	240	403150		NA
	2012-13	3	141	42,	160		NA	103	180100		NA
	2013-14	1	145	32,	950		NA	425	795100		NA
	2014-15	5	207	69,	370		NA	-	-		NA
	The abo	ove reflects e.	the in	stitu	tion as a w	vhole	e. Departr	nent-w	ise data is	not	
32. Details on student enri experts.	chment pr	ogrammes	(speci	al led	ctures / wo	orksł	nops / sen	ninar) י	with exter	nal	
Speaker		Topic					Date				
Prof. AvipshuHaldar		David Hel		dels	of		17.02.20)14		J	
				L							
33. Teaching methods ado student learning	pted to im	prove			chalk meth						
			class lecture with board work,								
			tutorial class and remedial class, special study materials are issued,								
			study tour, wall magazines, quiz.								
34. Participation in Institut Responsibility	ional Socia	al	The s	tude lood	ents and the donation ollege. The	ne sta	aff of the	zed by	the NSS U	nits 1	and

(ISR) and Extension activities		the Women's Forum in association with Swayam an NGO working on women's rights. Students take part in the road safety awareness campaigns on the eve of the Durga Puja festival under the guidance of the college NCC.
35. SWOC analysis of the department and Future plans.	Strength	In spite of the economic hardships they undergo and the fact that they are first generation students they often display a genuine keenness to study the subject. It has often been noticed that many of them have an interest in local politics.
	Weakness	(1)Inability of the students to speak and write the subject matter in University prescribed medium. (2)They are often forced to take up employment to make both ends meet and, in the process, neglect their studies.
	Opportunity	Ample scope for appearing in administration related competitive exams like PSC, WBCS and Indian Civil Service and NET,SLET,etc.
	Challenge	(1)Enabling the students to explore the positive aspects of politics and develop their interest in Parliamentary Democracy making them true citizens of India. (2)Inculcating in them the desire to take up further studies.
	Future plan	Trying to take up measures to improve their English which would enable them a better comprehension of the subject

Department of Urdu

1 Name of the Department	Urdu		
2 Year of Establishment	1967		
3 Names of programmes /Courses offered (UG, PG, M.phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)	UG		
4 Names of Programmes/ Courses and departments/ units involved	Nil		
5 Annual/semester/ choice based credit system(Programewise)	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		Sanctioned	Filled
	Professor		
	Associate Professor	2	2
	Asst. Professor	1	1
	Part Time Teacher (Govt.		
	Approved)		
	College Contractual fulltime		
	teacher		
	College Guest Teacher		
	345		

Name	Qualification	Designation	Specialization	Years of experience	Ph.D students guided
Dr. Diba Hashmi	M.A,Ph.D	Associate Professor	Fiction &Criticsm	24	
Dr.AliIrfanNaqvi	M.A.,Ph.D	Associate Professor	Poetry &Criticsm	16	
Dr.DrakhshanZa rrin	M.A,Ph.D	Assistant Professor	Linguistics, Dakaniyat&Cri ticsm	9	
11 List of Senior	Visiting Faculty		Nil		
_	Flectures delivered Programewise tem	·	Nil		
13 Teacher	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
students ratio (Program wise)	H - 1:16	H - 1:15	H -1:12	H -1:9	H -1:22
, ,	G -1:122	G - 1:130	G -1:120	G -1:83	G - 1:94
administrative sta	ademic support sta aff; sanction and fill of teaching faculty / M.Phil /PG	ed	 P.G – 3 Ph.D - 3 		
16. Number of fa	•	a)		b)	
ongoing projects a) national b) intagencies and gran	ernational funding	Nil		Nil	
17. Departmenta DBT, ICSSR, etc. a	projects funded by	-	Nil		

18. Re	esearch c	enter/	facility	/ recogniz	zed by	the		Nil							
Univer	rsity														
19. P	ublicatio	ns:													
	a)	Public	cation	per facul	tv										
	b)			•	-	d in pe	er rev	viewed j	journal	ls b1. r	nationa	al/ b2.	intern	ational	l) by faculty
			tudent												
	c)			oublicatio	ns list	ed in Ir	nterna	itional [Databa	se					
	d)		ograph												
	e)		ter in b		-1										
	f) g)			rnal edite ISBN/ISSN		horc									
	b)		on inde		N HUHH	bers									
	i)	SNIP	on ma	CX											
	j)	SJR													
	k)		ct facto	or											
	I)	H-Ind	lex												
Faculty	V		Α	b1	b2	С	d	е	f	g	h	i	l i	k	L
			, ,	21	-	Ü	ŭ.	Ĭ.		В		•	,	.,	
Dr.Dib	aHashmi								1						
Dr.AliI	rfanNaq	/i					_	-							
Dr.Dra	akhshanZ	arrin		12				4		1	3				
20 Δr	reas of co	nsulta	ncv an	d income	genei	rated		N.A							
20.70	cus or co) i i jarta	incy an	a meome	gener	utcu									
21. Fa	aculty as	memb	ers in a	a) Nation	al com	mittee	!S	Dr. Dib	aHashı	mi- me	mber	of			
b) Inte	ernationa	l Comr	nittees	c) Editor	rial Boa	ards d)									
Gover	ning Bod	y e) IQ	AC					Asiatio	Societ	ty.					
								Dr. Ali	rfanNa	aavi- N	1embe	r of As	iatic So	ociety.	Member of
															Member of
								the Boa		_		.i vice c		3310111	Wieringer of
								Dr. Dra	khshar	nZarrin	ı— Me	mber	of prog	gressive	e writers of
								West B	engal.						
22 Stu	dent pro	jects						a) NA				b) NA			

a) Percentage of students	s who have done in-house		
projects including interde	partmental /		
programme b) Percentage of students	placed for projects in		
organization outside the i			
laboratories / Industry / o	other agencies		
23 . Awards / Recognition students	ns received by faculty and	programme office 2. Received "Raza A	rin – 1. Received the best er award in the year 2011 by CU. li Wahshat Award" by the West demy, Kolkata in the year 2013.
24. List of eminent acade	micians and scientists / visito	rs to the department	
Dr. ShahnazNabi. Head of CU in 2010.	the Department of Urdu,	Progressive movement ar	nd Urdu literature
Dr. Dabeer Ahmad, HoD, o Kolkata, in 2010.	of Maulana Azad college,	Urdu AfsanaNigavi in Wes	st Bengal
Dr. DilaramKaramat, Rese	earch Associate of Maulana	Relationship between Uzb	oeki, Urdu and Persian
Azad National Institute, K	olkata, in 2011	languages.	
Dr. ShahnazNabi. Head of CU in 2013.	the Department of Urdu,	Urdu language and Jadee	dShaer.
Dr. Kafeel Ahmad Naseem of Urdu, Central Universit	n, Assistant Professor, Dept. y of South Bihar. 2015.	The origin and developme	ent of Urdu language.
25. Seminars / Conference	ce / Workshops organized & t	he source of funding a) Na	tional b) International
Seminars / Conference / Workshops	Organized by	Date	Source of funding
NA			

26. Stud	dent pro	ent profile programme / course wise:														
		Year 2014-2015														
		Hons			Gen.			Hons.	Gen.	Hons.			Gen.			
		Tot	M	F	Tot	M	F	Tot	Tot	Tot	M	F	Tot	M	F	
Part-I	250	17	05	12	192	71	121	17	113	82.4%	88.9%	100%	NA	NA	NA	
Part-II		21	04	17	93	19	74	21	NA	95.2%	100%	94.1%	NA	NA	NA	
Part-III		11	02	09	86	24	62	10	81	100%	100%	100%	67.9%	95.5 %	58.6%	

Part-II Part-III	Adm Hon Tot 24 15	M 03 03	F 21 12	Gen. Tot 185	M 88	F 97	Hons. Tot	Gen. Tot	Pass Pe	M 100%	F	Gen.	M	F
Part-III	Tot 24	M 03	21	Tot 185	M 88		Tot	Tot	Tot			Tot		
Part-III	24	03	21	185	88									
Part-III	15					97	23	154	100%	100%	0.50/			
Part-III		03	12	100						10070	95%	54.5 %	30.1%	76.5%
	07			100	34	66	14	97	85.7%	66.7%	90.9%	76.3 %	80.6%	74.2%
	07	03	04	106	28	78	07	89	100%	100%	100%	87.6%	95.2%	85.3 %
							YEAR	2012-13						
Appl. Recd.	Ad	mitted	l				а	ppeared	Pass I	Percentag	e			
	Цо	ns.		G	en.		Н	on Ge	Hons.			Gen.		

Tot

17

07

16

Tot

128

121

61

Tot

82.4%

42.9%

100%

M

100

00

100

F

90.9%

100%

100%

Tot

58.6%

77.7 %

98.4%

M

58.3

94.1

100%

F

58.7%

63.9%

97.4%

Tot

18

07

16

190

Part-I

Part-II

Part-III

M F

07 11

04 03

01 15

Tot

155

141

67

M

53

44

24

F

102

97

43

-								YEA	R 201	1-12						
	Appl. Recd.	admitted							appea	nred	Pass Percentage					
		Hons.			Gen.				Ho Gen.		Hons.			Gen.		
		Tot	M	F	То	t M	F		Tot	Tot	Tot	M	F	Tot	M	F
Part-I	190	07	03	04	164	4 60	10)4	06	144	100%	100%	100%	89.6%	92%	88.3
Part-II		16	01	15	98	34	64	1	16	96	100%	100%	100%	65.6%	50%	74.2
Part-III		11	01	10	70	23	47	7	11	70	100%	100%	100%	91.4%	95.7%	89.4
													T.			
								YE	AR 201	0-11						
	Appl.	admi	tted						app	eared	Pass P	ercentag	e			
	Recd.															
		Hons				Gen.		1	Hon	Ge	Hons.			Gen	1.	
										-						
									S.	n.						
		Tot	M		F	Tot	M	F	s. Tot	Tot	Tot	M	F	Tot		F
Part-I	180	Tot	02		F 18	Tot 132	M 50	F 82			Tot 100%	M 100%	F 88.9%			7 77
Part-II	180			2					Tot	Tot				ó 77.1	76. %	7 77 %
	180	20	02	1	18	132	50	82	Tot	Tot 118	100%	100%	88.9%	87.5	76. % 88°	7 77 % % 87 %

		av	ailable									
28. How many st					d							
GATE, CIVIL SERV)LL 1,	NA							
29. Student prog	ression											
Student progre	ssion	NA										
UG to PG		NA										
PG to M.Phil.		NA										
Ph.D. to Post-Doo	ctoral	NA										
Employed Campu selection other th campus	NA											
Entrepreneurship Employment 30. Details of Infr		NA ral facilitie	S	Ų								
a. Library	Year	UGC	Colleg	Book	Book	Dona	Remed	Entry in	Total	Newl	Amou	
		fund	e Fund	Bank	Bank	ted	ial(Service(Copi	У	nt	
-				(New)	(Old)		UGC Schem	UGC Scheme)	es	Purc hase	Spent	
				i.e.i.,	J.a,		e)	Jeneme,		d		
	2014- 15	1299	1710	31	58	60	21	56	3266	46	12480	
	2013- 14	1299	1664	31	58	57	21	56	3217	59	12000	
	2012- 13	1240	1664	31	58	57	21	56	0	-	11935	
	2011-	1240	1664	31	58	57	21	-	3102	136	16675	

		2010-	1240	1664	31	58	57	21	-	2945	0	17497
		11								1		
	= 1111	1									_	
b.	Facilitie		Issue of b			ais;						
	s provide		Reading- I Reference		vice;							
	d by		Book Banl									
	Library		Internet;	ν,								
	to		Inter-Libra	arv Loan :								
	student		Reprograp		e:							
	s &		1 10 1	,	-,							
	faculty											
c.	Internet	The inst	itution ha	s a Compu	ıter Lab	oratory	where t	he studen	ts can acce	ss interr	net The i	nternet
	facilitie	is also a	vailable fo	r the tead	hers at	the teac	hers' re	ading roo	m.			
	s for											
	Staff &											
	Student											
al	S											
d.												
	rooms with ICT	NA										
	facility	147 (
e.												
	ories											
		NA										
24 N				D .								
	mber of st			Dept.								
	ng financia		wise da									
	nce from c	_	availab	le.								
	ity, goverr	nment or										
other a	gencies											
32 Det	ails on stu	dent enri	chment n	ngramme	s snari	al lectur	es / wor	kshons /	seminar) w	ith evte	rnal evn	erts
32. Details on student enrichment programmes(special lectures / workshops / seminar) with external experts.												
1.	Dr. Kafee	l Ahmad I	Naseem,	Topic- C	rigin an	d Devel	opment					
	Assistant	Professor	r, Dept.	of Urdu	Langua	ge.						
	of Urdu, 0											
	of South	Bihar. 2 nd	January,									
	2015.											

33. Teaching methods adopted to	improve student		Chalk Method.
learning			ture with Board Work
			ssignment
			and Remedial Classes
		5. Special s	tudy materials are issued.
34. Participation in Institutional So	cial Responsibility		
(ISR) and Extension activities			
35. SWOC analysis of the	Strength		1. Generation of interest among the
department and Future plans.			students in popularizing this modern
			Indian Language.
			2. Close relations of the students with
			the teachers.
	Weakness		1. Due to poor economic background
			the students are often forced to take
			up jobs and hence can't attend
			classes regularly.
			2. Students are unable to purchase
			books because of their poor
			economic condition.
	Opportunity		1. A fair knowledge of the language
			enables the students to procure jobs
			as teachers in schools and colleges,
			research associates, translators,
			journalists and in civil services.
	Challenges		1. Sometimes students have to be made
			aware of the importance and glory of
			the subject. This is particularly so
			because the students are often
			tempted by the facilities offered by
			information communication
			technology.
			2. To teach the subject to first
			generation learner.
			3. To prepare them for mainstream
			jobs.
	Future Plan		1. To start a P.G. course for the students
			who are willing to pursue it.

$[\mathbf{F}]$ **POST ACCREDITATION** INITIATIVES

POST ACCREDITATION INITIATIVES

The pursuance of the recommendations made by the Peer Team in 2004, the following steps have been taken with objective of further development of the College. A gymnasium has been created which is headed by our gym instructor Lt. BiplabDhara. The College Building has been given a facelift with renovation of certain portions. The College now has a pretty good canteen for the students which caters to the taste of the students. The Office Room on the ground floor has been renovated and grilling has been done in front of the Office Room to ensure its safety. A tiny little garden now meets the eye when one enters the College. The NCC has been introduced thus opening up new vistas of opportunity for the students who can now dream of careers in defence forces.

It has been time and again mentioned in the SSR that space crunch is a nagging problem in this College and the only way out of this is to reclaim the land adjacent to the College that has been occupied by the dwellers of the slum for quite sometime. Steps are afoot to initiate a dialogue with the slum dwellers and it is expected that an amicable settlement would finally solve the issue.

Quite a few desktops and laptops have been purchased in the last few years which has contributed immensely to the IT Infrastructural Development.

Introduction of Honours in subjects like Journalism & Mass Communication offers a plethora of jobs to the students of this College. The College has also taken steps to introduce Honours in Geography and the Department of Computer Science. The students display a keenness for the subjects as these widen the horizon and equip the students to carve out a place for themselves in the world which awaits them with promises and opportunities.

NOTE: AUDIT REPORTS WILL BE FURNISHED AT THE TIME OF PEER-TEAM VISIT

[G]

DECLARATION BY THE HEAD OF THE INSTITUTION

ESTD: 1966

Language Col. Language

KIDDERPORE COLLEGE

(C. U. Affiliated)

NAAC - Accreditated B - Level
2 & 3, PITAMBER SIRCAR LANE, KIDDERPORE
KOLKATA - 700 023

Phone: 2459 7790 / 7900, Fax: 2459 7900 E-mail: kidderporecollege@gmail.com website: www.kidderporecollege.com

Ref. No.

Date :

Certificate of Compliance

(Affiliated / Constituent / Autonomous Colleges and Recognized Institutions)

This is to certify that <u>Kidderpore college</u> (Name of the institution) fulfils all norms

- Stipulated by the affiliating University and / or
- 2. Regulatory Council / Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.]
- 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 than 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: 30.11.2015

Place: KOLKale

Teacher – In – Charge / Head of the Institution

Diba Hasmi

(Name and Signature with office seal)

Teacher-in-Charge Kidderpore College

ANNEXURE I

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

Colleges under section 2 (f)& 12(B) of the UGC Act 1956

- <u>List of Colleges pending to include under Section 2(f)/12(B) of the UGC</u> Act 1956 due to non completion of documents from the Colleges
- Consolidated List of Colleges under section 2(f)/12(B) as on 31.05.2015

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f)* and declared fit to receive central assistance (UGC grant) under Section 12 (B)** of UGC Act, 1956 as per approved pattern of assistance under various schemes.

- * The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.
- ** Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

Colleges Search by StateGrants Released to colleges Colleges Search by State

Search

S.No.	College	University	Status
201	Katwa College Katwa, Distt., Burdwan, West Bengal West Bengal	•	Under Section : 2(f)&12(B)
202 Kazi Nazowl Islam Mahavidyalaya Kabitirtha Churuia, Distt., Burdwan, West Bengal West Bengal			Under Section : 2(f)&12(B)

203	Khalisani Mahavidyalaya Khalisani (Chander Nagore), Distt., Hooghly, West Bengal West Bengal	Under Section : 2(f)&12(B)
204	Khandra College Khandra, Distt., Burdwan, West Bengal West Bengal	Under Section : 2(f)&12(B)
205	Kharagpur College Midnapore, Distt., Midnapore, West Bengal 721 305 West Bengal 721 305	Under Section : 2(f)&12(B)
206	Khatra Adibasi Mahavidyalaya P.O. Khatra, Distt., Bankura, West Bengal West Bengal	Under Section : 2(f)&12(B)
207	Khejuri College Baratala, Distt., Purba Medinipur, West Bengal West Bengal	Under Section : 2(f)&12(B)
208	Kidderpore College 2- Pitambar Sarkar Lane Calcutta -23., Distt., Calcutta West Bengal West Bengal	Under Section : 2(f)&12(B)
209	Krishna Chandra College Hetampur, Distt., Birbhum, West Bengal West Bengal	Under Section : 2(f)&12(B)
210	Krishnagar Govt. College Krishnagar, Distt., Nadia, West Bengal West Bengal	Under Section : 2(f)&12(B)

ANNEXURE II

Affiliation Certificate from the University of Calcutta



UNIVERSITY OF CALCUTTA

SENATE HOUSE

87/1, College Street, Kolkata - 700 073

Prof. (Dr.) Basab Chaudhuri

Registrar

Phone : 2241-0071/4984 Fax : 91-033-2241-3222 E-mail : basabc@vsnl.net অধ্যাপক (ডঃ) বাসব চৌধুরী

নিবন্ধক

TO WHOM IT MAY CONCERN

This is to certify that **Kidderpore College**, **2&3**, **Pitamber Sircar Lane**, **Kidderpore**, **Kolkata-700 023**, **West Bengal** is affiliated to the **University of Calcutta** and recognized by the University Grants Commission and the following Courses/Subjects are taught in the said college as per approval:

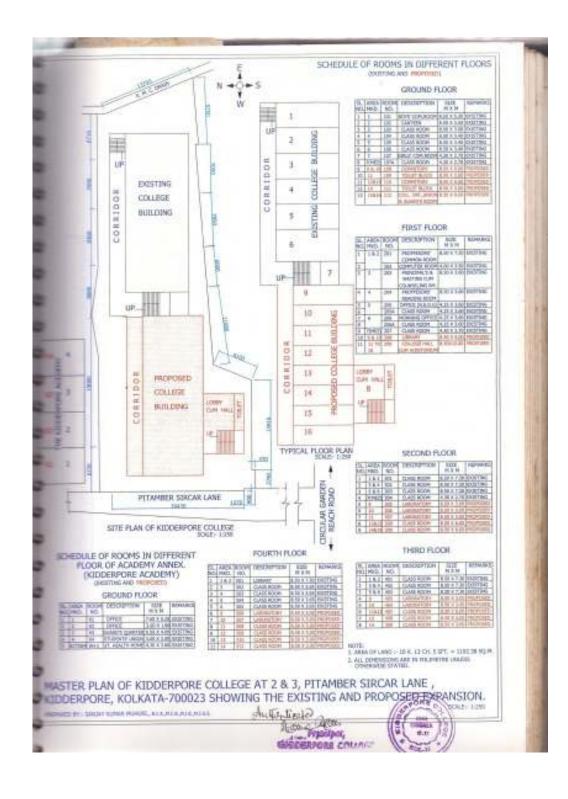
Sl No	Name of the Course(s) and Duration	Affilia	Period of	
		Permanent	Temporary	Validity for the year(s)
1.	Three Year B.A. Honours and General Courses in Bengali, English, Hindi, Urdu, Political Science, Philosophy, History, Education		Affiliation stands valid till date	
2.	Three Year B.A. General Courses in Persian, Physical Education, Journalism		A	Do
3.	Three Year B.Sc. Honours and General Courses in Economics		NA	
4.	Three Year B.Sc. General Courses in Mathematics, Geography	N.	A	Do
5.	Three Year B.Com. General Course	General Course NA		Do
6.	Three Year B.Com. Honours Course	N.	A	Do

Date: 30.06.2015 Place: Kolkata (Prof. B.Chaudhuri)
Registrar

Registrar University of Calcutta

ANNEXURE III

Master Plan of the College



ANNEXURE IV

NAAC Accreditation Certificate







राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Gertificate of Accreditation

The Executive Committee of the National Assessment and Accreditation Council on the recommendation of the duly appointed Peer Jeam is pleased to declare the Kidderpore College

Kidderpore, Kolkala, affiliated to University of Calcutta, West Bengal as

Accredited

at the B level.

Date: May 03, 2004





This certification is valid for a period of *Five* years with effect from May 03, 2004

An institutional score (%) in the range of 55-60 denotes C grade, 60-65 -C*grade, 65-70 - C*grade, 70-75 - B grade, 75-80 -B* grade, 80-85 - B** grade, 85-90 - A grade, 90-95 - A* grade, 95-100 - A** grade



Quality Profile



Name of the Institution: Kidderpore College

Place: Kidderpore, Kolkata, West Bengal

Criterion	Criterion Score (Ci)	Weightage (Wi)	Criterion X Weightage (Cix Wi)	
I. Curricular Aspects	75	10	. 750	
II. Teaching-learning and Evaluation	75	40	3000	
III. Research, Consultancy and Extension	75	05	375	
IV. Infrastructure and Learning Resources	65	15	975	
V. Student Support and Progression	60	10	600	
VI. Organisation and Management	75	10	750	
VII.Healthy Practices	80	10	800	
	at the Sola	100	$\sum C_i W_i = 7250$	

Institutional Score =
$$\frac{\sum C_i W_i}{\sum W_i} = \frac{7250}{100} = 72.50$$

