

SELF STUDY REPORT
of
RAIDIGHI COLLEGE

(TRACK ID: WBCOGN25877)

SUBMITTED TO
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL

December, 2015

RAIDIGHI COLLEGE

JNANAM, SATYAM, MOKSHAM

(Knowledge, The Truth, The Absolute)



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From the Principal's Desk

Raidighi College, situated by the largest mangrove of the world, strives continually towards enlightening the inhabitants of this remote, rural landscape – with the dream of spreading higher education among the needy enthusiasts belonging to the Schedule caste and tribes, mostly. A view into their daily chores would place the matter in a more appropriate perspective. Raidighi is surrounded by a number of rivers, river-inlets and dense vegetation of the Sunderbans that nurture a large number of floras and faunas, the most beautiful and the fiercest of them being the Royal Bengal tiger, obviously. Hence, inhabiting for almost hundred years now, the people of this land live perpetually on a trapeze, with life and death on either side. 90% of the total population live below the poverty line, and they often have to put their lives at stake to secure a living – be it by fishing, or by collecting honey or by cultivating crops in these hostile, muddy lands. Despite being only 100km. away from the Eastern metropolis Kolkata, due to a weak conveyance, it has not been easy for Raidighi to get a sustained taste of the urban lifestyle and culture. Yet, it must be acknowledged that Raidighi throbs with its own unique dialect, philosophy and folk idiom.

Amidst all these hardships and poverty, the prospect of higher education is but a fanciful luxury for them, evidently, and it is here that the greatest challenge for the Raidighi College authority lies – in making the young educatees realize the value of higher education as a remedy to the question of poverty. There has not been much attempt made in the fields of large, medium or small scale industries, to address the growing economic crisis. But even with such hostilities around, the college has managed to provide the basic, necessary infrastructural facilities to the students, and is striving for further developments, on the grants of the state government, the UGC and the local bodies. Not only higher education, but also a higher standard of imparting knowledge is a goal that the college tries to achieve. It acts as a study centre for P.G. distance education of Rabindra Bharati Open University. This is certainly a big step towards its mission of higher education for all. Those who could not complete their studies years back, or could not be a part of the regular courses offered by the college, are now getting benefited by the distance education mode. We have also planned to execute a number of career-oriented courses, and have taken the initiative towards organizing career-counseling, camping, and other means for creating job opportunities for the students. The NSS units of the college have taken us closer to the local community by arranging mass-awareness campaigns and social-welfare programmes on issues of varied interest and importance. To keep the students healthy and physically sound, the college offers to them a low-budget gym, with basic amenities for exercise and body-building. Annually, a sports competition is organized on the adjacent field, and many indoor games are also held. Attempts are also being made to procure resources and infrastructural facilities for further modernization of the library.

The college encourages a warm and cordial relationship among the teachers and staffs, as well as between the teachers and the students. Organizing seminars, workshops, educational tours and picnics at a regular basis has made Raidighi College a place for exchanging ideas, thus, opening up new horizons. The college helps, in whatever ways it can afford, the poor farmers and their families every monsoon, in this flood-infested lowland which was once bruised by Aila – the devastating cyclone.

Water, woods and unique way of life – these are the things that define Raidighi, even amidst the technological boom of the twenty-first century. And as far as the question of higher education is concerned, back in the city, we endorse it; here, they still confront it. Hence, obstacles are many for Raidighi College; but we believe, even more is the possibility of a better outcome. We strive only for that.

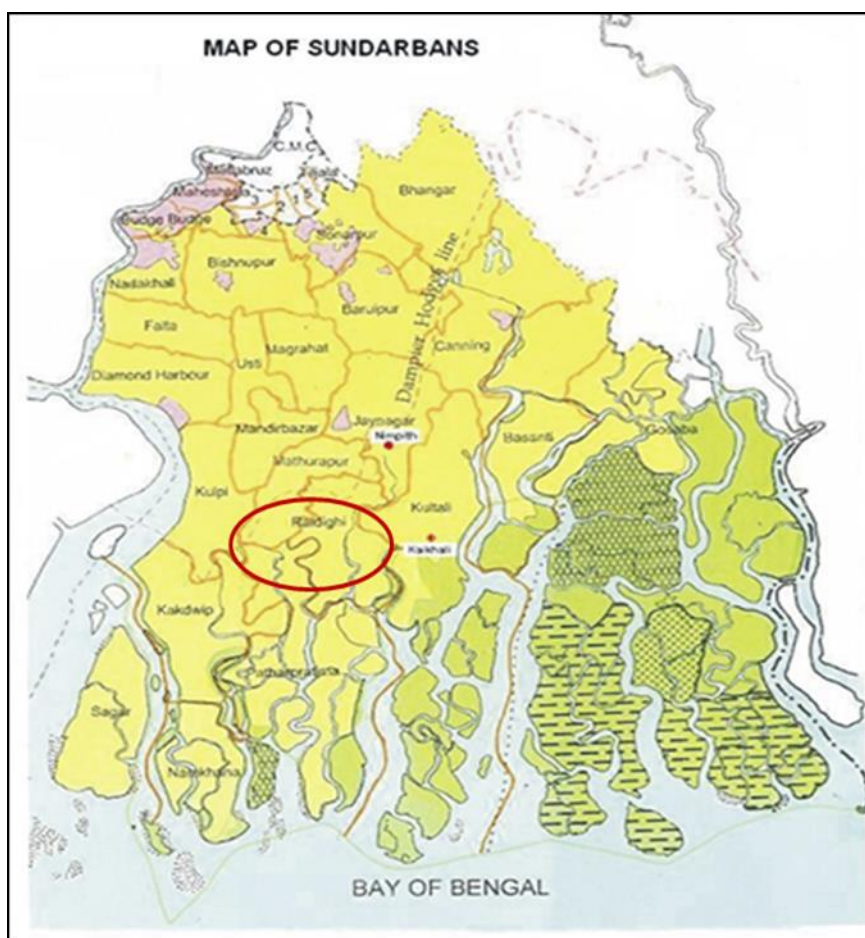
Dr. Sasabindu Jana
Principal
Raidighi College



PART I

a. Preface

The small town of Raidighi, in South 24 Parganas, West Bengal, is a popular gateway to Sundarban National Park, the UNESCO World Heritage Site. The region is close to Bangladesh border. It boasts of diverse flora and fauna. The adjoining river is rich in fishes and crabs. Apart from these, the place also has historical and religious importance, as it houses a number of temples and shrines and some remarkable architectures belonging to the Maurya, Gupta, Pal and Sen Periods. However, the region has not seen much economic growth. Most of the inhabitants are below poverty line and live a fragile economic life. Lack of basic essentials such as safe drinking water, regular power supply, etc., as well as, malnutrition and ignorance, hinders progress.



Location Map

On 16th May, 1995, **Raidighi College** was established with a single **mission** ~ to cater higher education to the remote, economically backward areas of Sundarban. Our aim is to equip the underprivileged youth of this rural community with the latest requirements, through innovative techniques and practices, as we firmly believe that quality education and exposure can uplift them. Today this College is the knowledge hub of Raidighi and adjoining areas, tirelessly empowering many first generation learners with wisdom and moral values.

The College **motto** is “JNANAM, SATYAM, MOKSHAM”, which translates to “KNOWLEDGE, THE TRUTH, THE ABSOLUTE”.



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Knowledge (Jnanam)

To know the secrets of life and to understand that a mysterious force governs this universe – is knowledge. Knowledge widens and deepens our power to face the unavoidable, inevitable problems of life. It is a power to discover the Truth and to explore the new avenues of living.

The Truth (Satyam)

Indian philosophers, barring Charvaka, had adopted a generally approved method of searching for the Truth. Spiritual evidence, reasoning and experience – these are the three steps in this method. These are also similar steps adopted by modern science.

The Absolute (Moksham)

“Who am I? What am I? Why am I here?” ~ If these questions be answered, only then we can attain our ultimate goal. We can find out the meaning of life and living by acquiring Knowledge through the path of Truth.

Taken together, these are the ideals that guide the College in its endeavor to carry out its mission of enlightening the local backward community with the concept of knowledge and progress through higher education.

The **vision** of the College is to carve a niche for itself as a premier institution offering quality education to the poverty-stricken, under-developed community of rural marshlands of Sundarban. The college endeavors to strengthen character, broaden mind, dispel superstition, impart moral values and consequently develop generations of worthy and responsible human beings who will build our future society. We want our students to contribute constructively towards nation-building by upholding the values of secularism, national integration and social commitment. We have a vision that the students coming out of our campus should be intellectually enlightened, emotionally sound, physically strong and practically efficient. We envision them to champion the cause of justice, truth and peace and be always open to further growth to attain the Absolute.

The challenges are infinite. Majority of the population belongs to socially and financially underprivileged category. A significant section belongs to impoverish minority groups. Their daily struggle to make both ends meet often becomes a hindrance to the process of learning. The rural position of the college, poor communication and the perpetually under-developed locality are also key concerns. The area is threatened by cyclones and floods every monsoon and suffers from lack of basic facilities, e.g., inadequate power supply (which makes it extremely difficult to advance technologically). The nearest railway station is 24 km away and many students are dependent on irregular and infrequent ferry services across the nearby Moni River to reach the college. The proximity of the border area also has its disadvantages. Bright students from local families often cannot cope with these unending handicaps and prefer to migrate away from the locality for higher education. As a result, the general quality of input students in the college is unfortunately not very high. This renders the journey towards academic excellence extremely challenging. With better communication, sufficient infrastructure and more modern learning resources at its disposal, the college would have attracted more quality students. Nevertheless, Raidighi College is marching ahead with its sole objective of providing quality education to its rural, needy, academically backward students irrespective of their caste, creed, religion, gender and economic status.

This is a Grant-in-aid College and is affiliated to the **University of Calcutta**. It offers Undergraduate Honours and General courses in English, Bengali, History, Geography, Political Science, Education, Mathematics, Physics, Zoology, Microbiology, Food and Nutrition. It also offers General courses in Sanskrit, Chemistry and Botany. The College is also a Study Centre for the Post-graduate course of Rabindra Bharati University Distance Education (since 24.08.2009), offering Post-Graduate courses in Bengali, English, History, Geography, Education and Political Science.

The College provides all necessary infrastructures for staff and students. It has an excellent teaching force comprising of highly educated, experienced and dedicated personnel and a devoted non-teaching staff. Taken together, these factors help to build an ideal learning environment. The digital age is transforming our education system. Within its humble scope, Raidighi College tries its utmost to adopt new technological initiatives to promote learning.

It is a great pleasure for the College to present this Self Study Report for assessment and accreditation by the National Assessment and Accreditation Council. The College has undertaken this self appraisal report according to the guidelines prescribed by NAAC through a Steering Committee constituted by the faculty members of the Institute. In this regard, cooperation, suggestion and assistance from all the stakeholders are gratefully acknowledged. We would also like to acknowledge the constant support of the University Grants Commission, the Department of Higher Education, Government of West Bengal, and University of Calcutta. This self study report has provided us with the opportunity of measuring the magnitude of our strength, efficiency and effectiveness and also to realize our weaknesses and shortcomings.

b. Executive Summary:

Raidighi College embarked on its journey in 1995 hoping to enlighten the soul and enrich the mind of the rural population of Sundarban through a high quality teaching-learning process. The true test of the efficacy of this tireless process will be to pass it on to the poorest and the weakest of the society, enabling them to control their lives and destiny and to become the torch bearers of a better tomorrow. Following is a brief summary of the criteria-wise analysis and appraisal of the college:

Criterion I: Curricular Aspects:

The Institution is affiliated to the University of Calcutta and has to abide by the curriculum designed by the parent University. The curriculum is delivered through meticulous planning and sustained implementation. Various mechanisms and measures taken by the College ensure that the syllabus is taught within a definite time frame. Two centrally designed time-tables for Science and Humanities as well as individual Departmental Academic Calendars enable timely completion of the syllabus. The syllabus is taught through interactive class room teaching, Powerpoint lectures, different learning tools, project work, educational tours, field studies, surveys, laboratory work, etc., as needed. Various measures are taken to accommodate the different needs of different learners. These include UGC-sponsored free remedial lessons, tutorials and counseling sessions. Regular internal evaluation is done through monthly unit tests, a mid-term examination and annual selection test to assess the progress of the learners. The teachers of the College attend various Orientation Programs, Refresher Courses, Seminars, and Workshops for competent handling of the curriculum. At the end of the session an Academic audit is conducted by the Academic Council to assess whether all provisions made in the delivery of curriculum have been realized.

At present, the College offers undergraduate Honours and Pass courses in English, Bengali, History, Geography, Political Science, Education, Mathematics, Physics, Zoology, Microbiology, Food and Nutrition. It also offers Pass courses in Sanskrit, Chemistry and Botany. A proposal for introducing Honours courses in Sanskrit and Chemistry has been placed before the concerned authorities. The College also offers enrichment courses like Spoken English, Computer Training, and Competitive examination related coaching to make the students competent for the

job market. The College is also a Study Centre for the Post-graduate course of Rabindra Bharati University Distance Education. In addition, the College is taking measures to open a study centre of the Netaji Subhas Open University which will provide higher education to those aged people who have failed to acquire it in time due to some social and financial obstacle.

Feedback on curriculum delivery, obtained from students, has facilitated innovative initiatives and ensured continuous growth. The entire process is closely monitored and evaluated by the IQAC.

Criterion II: Teaching-learning and Evaluation:

The admission process of the College is being conducted completely online, since 2015, as per University rules. During the previous years, the physical admission process has always been completely transparent with merit being the sole consideration. The College offers opportunities to the candidates belonging to SC/ST/OBC and differently-abled sections according to the directives of the Government of West Bengal and the University of Calcutta. Merit List, Full List, Date of Admission and other related information are published in College website and displayed on College notice board for maintenance of transparency.

The Institution attempts to make the teaching-learning process learner-centric keeping in mind the poor socio-economic background of the students. All faculty members encourage active participation from students in class. Innovative teaching facilities like smart class-room, audio-visual classroom, LCD projectors and internet facilities are available. Interactive approaches like seminars, workshops, industrial visits, excursions, trainings, as also the judicious use of Powerpoint Presentations, group discussions, short quiz, debate, role playing etc are adopted by the faculty for enhancement of the teaching-learning experience.

Fee concessions are provided to appropriate candidates after due processing.

Career Counseling Cell guides the students to opt for appropriate subject, and advices them on higher studies and future professions.

At present there are 11 Assistant Professors, and 13 vacant posts. The shortage of teaching staff is bridged by employing Govt. approved Contractual Whole Time Teachers (11), Part-Time teachers (9) and Guest Lecturers (17), all of whom have the requisite qualifications as per Government rules.

According to the guideline of UGC, faculty members regularly attend various faculty development programs. They are also encouraged to participate in different national and international seminars. It is hoped that this will enhance faculty competence and professional development which, in turn, will benefit the students. The performance of the teachers is monitored by the Principal and the IQAC and evaluated through student performance and feedback.

Owing to the various extra-curricular activities, sports-events, NSS activities, seminars/workshops/exhibitions, excursions/visits/survey work, etc., the students integrate inter- and intra- personal skills which facilitate their comprehensive development. Their class performance is evaluated through both formative and summative assessment techniques. The summative assessment is conducted by the University as per its own guidelines, while formative assessment strategies of the institution, like periodic class tests, unit tests, mid-term examination, selection test, etc., provide a continuous monitoring and appraisal throughout the course. Regular parent-teacher meetings help flow of feedback both ways.

Criterion III: Research, Consultancy and Extension:

The students are not actively involved in research as it is an Undergraduate College. However, most of the permanent teachers have vast research experience. Raidighi College has an active in-house Research Committee and UGC Committee comprising of experienced members of the faculty, representing both the Humanities and Science streams. The Committees intimate the faculty about various fellowships and funding (especially by UGC), and motivate them to apply for the same. They also inform the teachers about national and international seminars and workshops. In the current year, 1 UGC Minor Research Project proposal has already been approved and 1 has been forwarded to the UGC for processing, while some faculty members are preparing their proposals for submission in

the next session. In the last few years, 2 Minor Research Projects have been undertaken. Many of the faculty members (both permanent and temporary) have done research work in different parts of India and also abroad, in the past. They have publications in highly esteemed peer reviewed journals, as also book chapters and books to their credit. Some faculty members are involved in teaching Ph.D. coursework in other institutes, while some are pursuing their own thesis work in their spare time.

However, the inconvenience and hazards of daily commute, lack of basic amenities like regular uninterrupted power supply in the locality, and shortage of adequate full-time teaching staff are great hindrances in the process of encouraging more faculty members to start active research.

Although the institute is primarily an undergraduate college, it is trying to foster a spirit of research culture among its students too. Prominent faculty members from other institutions are invited to the College to deliver lectures from time to time. The College also organizes seminars and workshops on diverse topics to promote research culture among the staff and students. Departmental wall magazines and journals also help to nurture analytical minds. The 'Eco club' and the 'Green Zone' help to spread knowledge and interest regarding our rich flora and medicinal plants. Extension and outreach programs are conducted through the NSS unit. The NSS units and the Eco club are engaged in various community survey and awareness programs as part of extended services that serve the institution's commitment to social responsibility.

The IQAC takes a proactive role in inspiring "higher order, critical thinking" among its students and staff. It also monitors all the extended community services, where need-based programs are organized with the participation of both students and faculty members.

Criterion IV: Infrastructure and Learning Resources:

The present campus has two buildings, which have been named after Acharya Jagadish Chandra Bose and Swami Vivekananda. Acharya Jagadish Chandra Bose Bhavan houses the Administrative block, the Science Block and the Department of Geography while Swami Vivekananda Bhavan houses all the other departments, the staff room and a smart seminar room. The seminar room and two lecture halls in the Swami Vivekananda Bhavan are used to organize seminars and workshops. Acharya Jagadish Chandra Bose Bhavan also houses a conference room, the NSS unit, the students' common rooms, health centre and serves as the distance education study centre for Rabindra Bharati University every Sunday.

The buildings are equipped with all basic amenities like 24 hour water and power supply, drinking water, toilet facilities, etc.

All departments are provided with computer facility, LAN and internet facilities.

The College has a 'Green Zone' comprising of a medicinal plant garden, course oriented plantations and local flora.

The administrative block has adequate desktop computers (5), printers, scanner, office maintenance software (CAS), internet facility, server, Accounts module software (CAS), xerox machines, etc.

The Central Library of the College is well equipped with books, journals, periodicals etc. All the students and staff can access internet in the library. An annex building is coming up that will house the new library and reading rooms, as the current library is facing space crunch. In addition, most departments maintain their own libraries as well. The College is a subscriber of the INFLIBNET facility.

The staff room, seminar room, classrooms and reading rooms are well furnished while the laboratories are well equipped for conducting practical classes.

The College also has a playground, gymnasium, canteen and a girls' hostel. The hostel can accommodate 102 inmates. In future, the College plans to build a boys' hostel as well, depending on availability of funds.

There are ramps in both buildings to support differently-abled students. Adequate fire fighting facilities, first-aid and healthcare facilities are also ensured for the staff and students. The College has an eco-friendly generator system to tackle the power cut problem.



Security is provided round the clock and CCTV cameras have been installed at strategic positions.

The College tries to ensure optimal allocation and utilization of available financial resources for the maintenance and upkeep of different facilities of the institution. A budget allocation is made at the beginning of the academic session for maintenance of buildings, equipments including computers, and for electrical expenses, furniture, travel and other expenses.

The Campus and Building Development Cell supervises construction and maintenance of infrastructure and facilities. The College has AMC for maintenance of computers and scientific instruments.

Criterion V: Student Support and Progression:

The prospectus issued to students at the time of admission contains information regarding different courses offered by the College, its aims and objectives, its administration, qualification of teaching and non-teaching staff members, rules and regulations, admission process and examination schedule. In addition, the College website www.raidighicollege.in provides all relevant information.

Welfare schemes for students include concession of admission fees, reservation in admission as applicable, railway/bus concessions, concession in tuition and examination fees on merit-cum-means basis.

The students are motivated to appear in competitive examinations like Government Service, Banking Service, Private and IT sectors, etc. and are trained for the same. Many of our students have qualified in such examinations and made us proud. The students are also inspired to aim for teaching professions in future.

The progression from UG to PG and further higher education is also encouraged. The College also offers PG courses through Rabindra Bharati Open University Distance Education Course.

The Sports Committee and the Cultural committee oversee annual sports event and cultural programs and competitions. Other co-curricular and extra-curricular activities such as preparing the Wall Magazine, contributing to the College Magazine, participation in competitions and outreach activities of the College are also promoted. Students have also won awards in various competitions. The Career guidance Cell of the College plays an important role in helping the students find a suitable career path. Students are given training in computer applications in collaboration with Viewtech and IIT Bombay, as also in Spoken English and Communication skills. Slow learners are helped with tutorials, remedial lessons and academic counseling, while advanced learners gain exposure from participating in seminars and lectures organized by the institution. Students also learn practical skills in field trips. They are given responsibility during seminars and programs, so that they develop team-spirit and decision-making skills.

The Grievance Redressal Cell, the Women's Cell and the Anti-Ragging Committee address students' grievances and complaints. The Students' Welfare Committee is in charge of overall monitoring of students' welfare and this, in turn, is closely monitored by the IQAC.

Criterion VI: Governance, Leadership and Management:

Raidighi College is committed to evolve in tune with its vision, mission and objective. The College seeks to offer education that is value based and accessible to even the most backward section of society.

It maintains a hierarchical structure, with the College Governing Body as the administrative head and the Principal as the executing authority. Meetings of the Governing Body, the Teachers' Council and other standing Sub-committees are convened by the Principal, and academic policies and proposals are implemented after approval of the Governing Body. The Principal, as head of the institution and on behalf of the Governing Body, defines the duties of individual staff.

The management and staff of the College are committed to make this institution a premier educational destination of the district. The faculty is responsible for quality teaching and promotion of good academic and administrative practices. The leadership of the institution shows tough commitment to incorporate the culture of

excellence in all practices. It extends full support to the staff for improving their efficiency level. All possible facilities are also extended to the students for their intellectual and extra-curricular enrichment. Students' feedback is used in execution of the strategic plans.

The College has an Internal Quality Assurance Cell (IQAC) established according to the recommendation of UGC-NAAC. This Cell monitors the teaching, research and various departmental activities. It also makes constructive analysis of feedback regarding teaching, infrastructural facilities and other amenities of the College from the students. The members of this Cell and the College Principal visit each department regularly or as needed, and hold meetings to verify the progress of the department with regard to academic and research activities. Overall, the IQAC ensures that all the policy statements and action plans are commensurate with the vision, mission and objective of the institution.

Criterion VII: Innovation and Best Practices:

The students and staff of the College collaborate to maintain the eco-friendly campus with large trees and lush greenery. The College also has a recently made medicinal garden maintained by the Eco Club and the Department of Botany. Attempts are being made to make the campus a totally polythene free zone. The laboratories use greener methods to conduct their experiments and waste generation is kept at a minimum. Effort is on to implement rain water harvesting project in the College. Waste management (solid waste and e-waste) is practised judiciously in a planned way. Health awareness is spread among students and staff through workshops and seminars organized by the NSS units, Students' Union, Department of Food and Nutrition. World Environment Day, Biodiversity Day, etc are observed by arranging several awareness programs. Sadbhavana Diwas or Harmony Day and International Peace Day are observed to promote peace and harmony. The importance of education is emphasized by observing International Literacy Day, while women empowerment is advocated by observing International Women's Day and by holding community awareness programs on women's education. Recently a Thalassaemia awareness program was organized in College where over a 100 female students were given free career screening tests. In order to acquaint our students with their rich heritage and to urge them to carry their legacy forward, the Institution also celebrates the birth anniversaries of eminent personalities like Rabindranath Tagore and Swami Vivekananda.

c. SWOC Analysis of the Institution:

Strengths:

- This Undergraduate College of backward Sundarban area offers a multidimensional education spectrum comprising of different branches of Science and Humanities. It is a Study Centre for the P.G. course of Rabindra Bharati University Distance Education. Attempts are on to open a centre for the Netaji Subhas Open University in near future in the campus.
- A robust work culture is one of our prized assets. All lectures/tutorials/laboratory works are held regularly as per academic calendar. An efficient mechanism has been shaped for comprehensive planning and delivery of curriculum, feedback and evaluation. Students are also accorded selfless personal attention beyond the class, based on their need and willingness to be helped.
- The College is committed to total transparency in admissions and appointments and abides strictly by UGC rules. Highly qualified, experienced and committed teaching staff and a devoted non-teaching workforce play a pivotal role in our quest for academic excellence in a deprived social setting.



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- In spite of its financial crunches and its plain Spartan way of life, the College offers modern teaching aids like audio-visual classrooms, smart classroom, excellent library facility, well-equipped science laboratories, computer facilities, LAN and internet facilities.
- The College is proud of its two NSS units, its medicinal plant collection, its Eco-club and various community awareness programs.
- A beautiful, green and clean campus provides an ideal learning environment. Raidighi College boasts of a campus whose ambience is in perfect harmony with the Prime Minister's **Swachh Bharat Mission**
- A great forte for the College is its aspiring students, who, despite their inhibiting home environment, desire to free themselves from social shackles. A sense of loyalty to the institution and a sense of belonging together as an academic family act as highly motivating factors for all concerned.
- It is encouraging that many of our students are pursuing higher education or are in satisfactory employment, in spite of their humble origin.

Weaknesses:

The College has many shortcomings which are enlisted below:

- Rural and remote location of the College is a great disadvantage.
 - Majority of the population belongs to underprivileged SC, ST and minority groups
 - General poverty of the locality acts as an inhibiting factor for many aspiring students
 - Power shortage in the area hampers laboratory work and use of modern learning techniques
 - Severe financial constraints as suffered by the College in recent times is a big handicap
 - Further infrastructure is needed for conducting more remedial classes, tutorials, counseling sessions
 - Shortage of full-time faculty increases the work load on every teacher so that it becomes difficult to get involved in research work
 - The dependence on part-time teachers and guest lecturers has increased in most departments
 - Poor teacher-student ratio is a never-ending problem (especially in the General classes)
 - Lack of a registered alumni association is a major weakness
 - Low quality of input students makes teaching of modern topics challenging
 - Non-existent industry-institution interaction is another major limitation
- * **However, we like to look upon our weaknesses as our challenges, and our challenges as our opportunities to improve.**

Opportunities:

- The College authority encourages all the teachers to take up research assignments and to participate in national and international seminars/conferences.
- The College offers Spoken English classes, coaching classes for competitive examinations and computer training for the students.

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- Faculty exchange programs and national-level seminars provide an excellent opportunity to interact with academic community beyond the college.
- There is scope for starting Honours classes in Chemistry, Botany and Sanskrit in near future.
- The career counseling cell of the College arranges career workshop and is about to start an active liaison with the industrial houses.

Challenges:

- First -generation learners and girls from disadvantaged sections need to be motivated to overcome social barriers and complete their education
- It is necessary to enhance the quality of academic performance of the students
- It is necessary to generate scope of employment through industry-institution interaction
- Price of laboratory equipments and consumables are ever increasing. But to charge the appropriate amount from the students is beyond the vision of the institution.
- Poor communication skill and mediocre intellect level of students are great challenges



PART II



PROFILE OF THE COLLEGE

1. *Name and address of the college:*

Name : RAIDIGHI COLLEGE
Address: Vill.+ P.O. + P.S. ~ RAIDIGHI, District ~ SOUTH 24 PARGANAS
Pin: 743383 State: WEST BENGAL
Website: www.raidighicollege.in

2. *For communication:*

Designation	Name	Telephone No with STD code	Mobile	Fax	Email
Principal	DR. SASABINDU JANA	03174-270761	+91-9831766135	-	raidighicollege95naac@gmail.com
Steering Committee Coordinator	DR. ARUNIMA BISWAS	03174-270761	+91-9674686579	-	mou_aru@yahoo.com

3. *Status of the Institution :*

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

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4. *Type of Institution:*

a. By Gender

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

b. By Shift

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

5. *Is it a recognized minority institution?*

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

6. *Source of funding:*

Government	<input type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input type="checkbox"/>
Any other	<input type="checkbox"/>

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

<u>16.05.1995.</u> (dd/mm/yyyy)
--

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

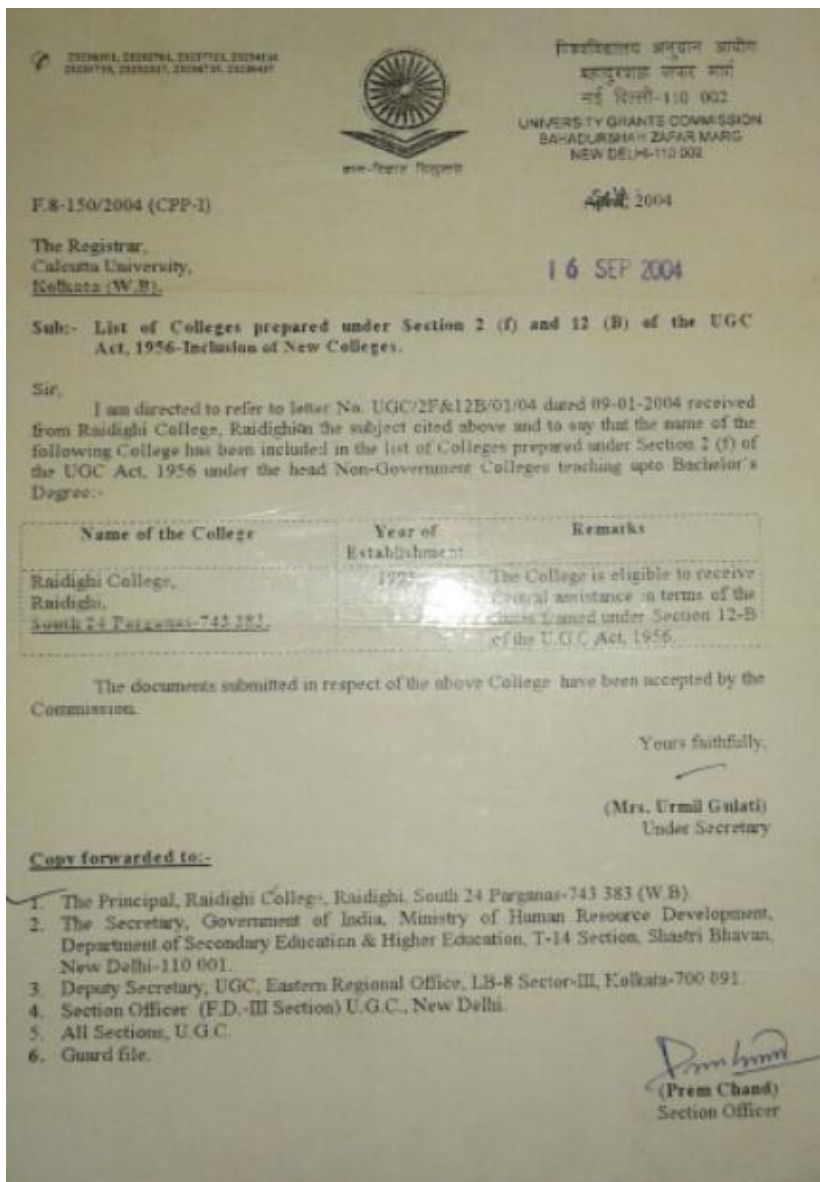
University of Calcutta

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c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	16.09.2004	Scanned document attached
ii. 12 (B)	16.09.2004	Scanned document attached

(The Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act Enclosed)



UNIVERSITY GRANTS COMMISSION
BAHADURSAH ZAFAR MARG
NEW DELHI-110 002

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002

सं. 150/2004 (CPP-1)
16 SEP 2004

The Registrar,
Calcutta University,
Kolkata (W.B.)

Sub:- List of Colleges prepared under Section 2 (f) and 12 (B) of the UGC Act, 1956-Inclusion of New Colleges.

Sir,
I am directed to refer to letter No. UGC/2F&12B/01/04 dated 09-01-2004 received from Raidighi College, Raidighi in the subject cited above and to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Non-Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Raidighi College, Raidighi, South 24 Parganas-743 383.	1972	The College is eligible to receive Central assistance in terms of the Grants Allowed under Section 12-B of the U.G.C. Act, 1956.

The documents submitted in respect of the above College have been accepted by the Commission.

Yours faithfully,
(Mrs. Urmil Gulati)
Under Secretary

Copy forwarded to:-

- The Principal, Raidighi College, Raidighi, South 24 Parganas-743 383 (W.B)
- The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, T-14 Section, Shastri Bhavan, New Delhi-110 001.
- Deputy Secretary, UGC, Eastern Regional Office, LB-8 Sector-III, Kolkata-700 091.
- Section Officer (F.D.-III Section) U.G.C., New Delhi.
- All Sections, U.G.C.
- Guard file.

(Prem Chand)
Section Officer

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

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)~ Not Applicable

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

Yes No

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

Yes No

9. *Is the college recognized*

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

Yes No

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

Yes No

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

Location *	Rural, backward, remote location; Sunderban area, near Bangladesh border
Campus area in sq. mts.	4.16 Acres (13863.12 sqm) approx.
Built up area in sq. mts.	3700sqm (approx)

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

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

- Auditorium/Seminar complex with infrastructural facilities~ A smart Seminar room with audio-visual facilities is present

- Sports facilities~

* *Play ground*

* *Swimming pool*

* *Gymnasium*

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- Hostel ~

*Boys' hostel

X

*Girls' hostel



- Number of hostels ~ 1
- Number of inmates ~ 102
- Facilities ~ All basic amenities are available (fooding, lodging, security). These include a kitchen and dining, toilet facilities with 24 hours water supply, 24 hours electric supply, purified drinking water, security personnel. Other facilities include a spacious, furnished student reading room-cum-library, computer facilities with internet, telephone facility, free remedial and competitive coaching, guest room, drawing cum recreation room, indoor game facility, separate room for meeting the guardians, warden room, office, etc. Each room is well furnished with bed, personal wardrobe, personal study table and chair.

*Working women's hostel~

X

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

X

- Cafeteria~ A general canteen is present for students and staff. A Cheap store is in making with future plans of further extension.
- Health centre~ The College has a tie up with the Students' Health Home, Kolkata. It also has a tie up with the local hospital in case of emergencies. First-aid facilities are available in the College itself. The College does not have its own ambulance service or inpatient/outpatient/emergency care facilities.
- Qualified Doctor/Nurse (Full-time/Part-time)~ X
- Facilities like banking, post office, book shops~ Post Office and book shops are located in close proximity to the College. The College has a tie up with the nearby local branch of Bank of India.
- Transport facilities to cater to the needs of students and staff ~ X
- Animal house~ X

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- Biological waste disposal~ The College plans to set up a proper biological waste disposal facility in near future. At present the waste disposal system available are as follows:
Solid Waste Management: Leaf litter from the college is used for vermin-composting and is also put on in the ground for its enrichment.
E-waste Management: After their lifetime, computers and their accessories are sold as scrap to local vendors.
- Generator or other facility for management/regulation of electricity and voltage~ The College has an eco-friendly green generator. The authorities have also recently applied for a transformer that will cater to all its needs.

- Solid waste management facility~

As mentioned above

- Waste water management~

X

- Water harvesting~

We are planning to implement rain water harvesting project in the college.

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

Name of the programme/course	Duration	Entry Qualification	Medium of instruction	Sanctioned approved student intake	No. of students admitted(Approx)
UG Level (11)					
Bengali Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	Bengali	130	137
English Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	English	88	54
Education Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or	Bengali, English	64	64

		55% marks in subject			
Political science Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	Bengali, English	64	64
History Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	Bengali, English	115	111
B.A. General	3 years	Passed in H.S. with pass marks	Bengali & English	#	#
Physics Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	English	25	21
Mathematics Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	English	38	37
Microbiology Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	English	20	15
Zoology Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	Bengali, English	25	25
Food & Nutrition	3 years	Passed in	English	31	17

Honours		H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject			
Geography Honours	3 years	Passed in H.S. with 50% marks in aggregate and 45% marks in subject or 55% marks in subject	English	77	61
B.Sc. General	3 years	Passed in H.S. with pass marks	Bengali & English	#	#

*The variation between sanctioned strength and intake is due to the additional seats permitted for sports .

**The College also offers Chemistry (Pass), Botany (Pass) and Sanskrit (Pass).

Admission information has been provided for each department in the departmental profile. But we would like to mention here that every year, we receive a large number of applications for B.A./B.Sc. General Course. Situated in the Sunderban Delta region, the college meets a huge demand from the applicants (pass-outs from the many Higher Secondary schools of this region), who come from poor financial conditions, thus, unable to apply for higher studies elsewhere. The demand is very high for some particular departments. As we aim to provide scope of higher education to each aspiring student of this backward Sundarban region, we try not to deprive any worthy student. Hence, every year, the college exceeds its sanctioned intake capacity for General Course (with a special permission from the University of Calcutta, the affiliating body which appreciates this incentive), and this makes exact consolidated official data from all departments difficult to calculate, clarify and provide here (as sanctioned intake and actual intake do not tally due to the reasons given above). Though some departments have provided necessary information related to admission in their respective departmental profiles, some (the ones with high demands) have not been able to provide that. However, at the time of inspection, the data will be provided and clarified.

13. Does the college offer self-financed Programmes?

Yes / No

If yes, how many?

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

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

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.)

Disciplines	Departments	UG	PG	Research
SCIENCE	Physics(H), Mathematics(H),			Currently the Department of

	Zoology(H), Microbiology(H), Geography(H), Food and Nutrition (H), Chemistry(P), Botany(P)	✓		Geography is involved in active research in College itself (UGC- MRP).
ARTS	Bengali(H), English(H), History(H), Political Science(H), Education(H), Sanskrit(P)	✓		

*H~ Honours, P~ Pass

16. Number of Programmes offered under

a. annual system

12*

b. semester system

c. trimester system

*Part I, II, III under B.A. and B.Sc. Honours (3+3=6); Part I, II, III under B.A. and B.Sc General (3+3=6)

17. Number of Programmes with

a. Choice Based Credit System

b. Inter/Multidisciplinary Approach All programmes in College follow this approach.

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): and number of batches that completed the programme :

b. NCTE recognition details (if applicable) :

Notification No.:

Date:

Validity:

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

Yes

No

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

Yes No

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

Positions	Teaching faculty [#]						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University	Nil	Nil	Nil	Nil	24		13		Nil	
Recruited	NA	NA	NA	NA	6	5	11	2		
Yet to recruit	NA	NA	NA	NA	13		0			

(Excluding the Principal)

*M=Male ; *F=Female

** The College also appoints Govt. Approved Permanent Contractual Teachers, Part-time Teachers and Guest Lecturers.

21. Qualifications of the teaching staff: Please refer to Table below (also includes Library staff)

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	M	F	M	F	M	F	

Permanent Full Time Teacher [Total Number=11]

D.Sc./ D.Litt./ Post Doctoral	-	-	-	-	-	2	2
PhD	-	-	-	-	2	3	5
MPhil	-	-	-	-	1(M. Tech)	1	2
PG	-	-	-	-	6	5	11

Govt. Approved Contractual Whole Time Teacher[Total Number = 11]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	-	-
PhD	-	-	-
M Phil	2	-	2
PG	8	3	11

Govt. Approved Part Time Teacher[Total Number = 09]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	-	-
PhD	-	1	1
M Phil	1	-	1
PG	6	3	9

Guest Teachers [Total Number =17]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	1	1
PhD	1	1	2
M Phil	1	-	1
PG	11	6	17

Library Cell [Total Number = 02]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	-	-
PhD	-	-	-
M Phil	1	-	1
PG/ MLIS	2	-	2

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

17

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

Category	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	221	123	246	174	246	154	226	177
ST	06	05	08	03	18	12	09	11
OBC-A	34	24	55	46	54	43	17	17
OBC-B				1			34	22
General	348	269	470	395	385	413	487	442
Religious Minority	42	31	64	55	64	55	67	6
Total	609	421	779	619	703	622	773	669

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

Type of students	UG
Students from the same state where the college is located	1318
Students from the other states of India	NIL
NRI Students	NIL
Foreign students	NIL
Total	1318

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

PG

Not Applicable

UG

Could not be calculated as the university permits a candidate 8(5+3) years to complete the course.

* The students who do not sit for the University final examination on the usual stipulated year are no longer treated as regular students. But, as per University regulation, they are eligible to take the final University examination within 5+3=8 years of their admission. The University of Calcutta provides 5 extra years for a candidate to complete a 3-year course. If a candidate does fill in form but fails to sit for the exam, it does not immediately indicate that he/she is a dropout. Only after completion of total 8 years, a candidate can be considered to be a drop out. So an absentee from University final examination for only last two years cannot yet be considered a drop out.

26. Unit Cost of Education

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

(a) Including the salary component

Rs. 1140.84

(b) Excluding the salary component

Rs. 687.18

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

Yes

No

The College is a Study Centre for the Post-graduate course of Rabindra Bharati University Distance Education. In addition, the College is taking measures to open a study centre of the Netaji Subhas Open University in near future.

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

Sl. No.	programme	Students (1st, 2 nd & 3rd years)	Teachers	Student-Teacher Ratio
1	B.A. (Hons)	1103	26	42:1 (Approx)
2	B.A. (General)	7774	27	288:1 (Approx)
3	B.Sc. (Hons)	250	17	15:1 (Approx)

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4	B.Sc. (General)	602	20	30:1 (Approx)
5				

The table above refers to the courses affiliated to the University of Calcutta.

29. Is the college applying for Accreditation :

Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

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

The college is applying for accreditation for the first time.

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

253

32. Number of teaching days during the last academic year ~

187

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

21st March, 2014

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

Not Applicable

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



**Principal
Dr. Sasabindu Jana**



**Former TIC
Prof. Sudhin Sinha**



**“Where the mind is without fear
and the head is held high**
Tagore

**We dream of our students maturing into dynamic,
free-thinking, wise and courageous individuals.**



Principal with some of the Teaching staff



Principal with some of the Non-Teaching staff

PART III
Criteria-wise Inputs

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 ~ The vision of the College is to carve a niche for itself as a premier institution offering quality education to the poverty-stricken, under-developed community of rural marshlands of Sundarban. Our dream is *“Education for Attaining the Absolute”*, and this is reflected in the College motto ~ “JNANAM, SATYAM, MOKSHAM”, which, in turn, translates to “KNOWLEDGE, THE TRUTH, THE ABSOLUTE”. The college endeavors to strengthen character, broaden mind, dispel superstition, impart moral values and consequently develop generations of worthy and responsible human beings who will build our future society. We want our students to contribute constructively towards nation-building by upholding the values of secularism, national integration and social commitment. We have a vision that the students coming out of our campus should be intellectually enlightened, emotionally sound, physically strong and practically efficient. We envision them to champion the cause of justice, truth and peace and be always open to further growth to attain the Absolute.

Our vision has three basic dimensions~

- **Academic excellence:** Since its inception, Raidighi College has been dedicated to the pursuit of academic excellence in spite of many challenges. Academic excellence is more than just making good grades. It is the maximum development of one’s intellectual capacities and skills in service to humanity. Accordingly, the College aims to provide value based and value added education with a view to instill self-confidence, persistence and leadership abilities among all the students. We hope that the quality education we impart will enlighten their minds and encourage their hearts towards always aiming high.
- **Personality development:** The faculty tries to impart such knowledge as may be necessary for the all-round development of the character of each student. The College attempts to provide young adult learners with opportunities to hone their ethics and leadership potential. Above all, it tries to facilitate the production of a creative, ethical and learning mind, which will concern itself not only with greater progress, but also with the integral transformation of the human consciousness enabling them to make the right choices in life.
- **Social orientation:** The College has been tirelessly trying to empower its students with wisdom and moral values so that they may develop into generations of worthy and responsible human beings who will build our future society. The College tries to inculcate discipline among the students in terms of sincerity, regularity, punctuality, and, above all, humanity. It also inspires them to develop into socially responsible citizens by organizing various social outreach programs through its NSS units and newly formed Eco Club. All these help to promote feelings of social equality, secularism, brotherhood and national integration. Various activities organized by the College also aim to promote awareness on ecological and environmental issues.

Mission ~ Back in 1995, a handful of visionaries thought of ensuring overall progress and empowerment of this remote, economically backward area of Sundarban through higher education. Accordingly, on 16th May, 1995, Raidighi College was established with a single mission ~ to cater higher education to the poverty-stricken, under-developed community of this region and to develop the students into self-sufficient and responsible citizens through comprehensive education based on carefully prepared and well designed curriculum. Our aim is to equip the



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underprivileged youth of this rural community with the latest requirements, through innovative techniques and practices, as we firmly believe that quality education and exposure can uplift them.

Objectives~ “Transforming Students to Ideal Countrymen”

The primary intentions of the College are as follows~

- To ensure and sustain **Quality** in education
- Advancement of learning accompanied by modern teaching aids
- Provision of **need based higher education** to cope with the changing requirements of the contemporary society
- Encourage a simultaneous holistic development of the students during the process of up gradation of their career and personality through community work

The planning and functioning of all activities of this institution revolve around the vision, mission and objectives of the College. The thought behind the vision and the mission has been effectively conveyed to all the stakeholders of the college through the involvement and contribution of the College management and senior faculty. The College communicates and tries to fulfill its vision, mission and objectives through various activities as follows~

- * The vision, mission and objectives of the college are displayed in noticeable areas in the campus so that the entire student community and faculty members are reminded of the great principles the college stands for.
- * Giving shape and reality to the institutional goals involves the meticulous development of an action plan for each academic session and its sustained implementation. This starts with the preparation of a carefully designed academic calendar. The goals are mentioned in the academic calendar so that everyone can know more about the institution and its ideals.
- * The Principal of the College addresses the college freshers every year for a general orientation where the vision, mission and objectives of the College are conveyed to them by highlighting the academic as well as extracurricular aspects with special emphasis on all round development.
- * The Students’ Union of the College organizes a programme to welcome the freshers each year wherein the newcomers are made aware about the vision, mission and objectives of the College.
- * All campus programmes and special occasions begin with a reminder of the key goals of the institution.
- * The Teachers’ Council welcomes any new faculty with a message that highlights the noble ideas and ideals of the College.
- * The College website is periodically updated and aims at better connectivity with the past, present and prospective future students. The website provides information about courses offered, faculty, infrastructural facilities, administration etc. All the events, examinations, seminars, workshops and cultural programmes of the College are posted on the website to keep the students, staff, faculty and other stakeholders regularly updated. The College website acts in tandem with the website dedicated for online admissions to conduct the online admission process.
- * The annual College magazine facilitates the creative potential of the students as well as the teachers.
- * Through our well-planned and periodic parent-teacher meetings, the parents and guardians develop a sense of belonging towards the Institution. The objectives of the College are conveyed to them during these meets.

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

Raidighi College is affiliated to the University of Calcutta and abides by the curriculum designed by the parent University. At the beginning of every academic session the Principal convenes a meeting with the Teachers' Council to lay down the general principles for designing and pursuing a suitable academic calendar. The different departments are instructed to deliver the curriculum through meticulous planning followed by sustained implementation within a definite time frame. Two centrally designed time-tables for Science and Humanities as well as individual departmental Academic Calendars enable timely completion of the syllabus. The schedule of most of the co-curricular and extra-curricular activities is usually chalked out at the beginning of every academic year. These help to enrich the core curriculum and include events like seminars, workshops, fieldwork, industrial visits, activities of NSS, sports and games (College and University level), etc. The entire process is supervised by the IQAC and the Academic Council under the Chairmanship of the Principal.

The syllabus is taught through interactive class room teaching, different learning tools, project work and also field studies and educational tours, as needed. Various measures are taken to accommodate the different needs of different learners. Care is taken to ensure that teaching, learning and assessment practices are cohesive. Student learning is consistently monitored in classroom with special emphasis on the weak students. UGC-funded free Remedial Coaching and Coaching for entry in services are provided to help the poor and needy students. Regular internal evaluation is done through monthly unit tests, a mid-term examination and annual selection test to assess the progress of the learners.

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

Institution provides autonomy to all the departments in implementing the action plan regarding curriculum in consultation with the concerned departments of the University, though the time-table is prepared centrally and issued to all the departments. Most of the requirements of the departments such as books, equipments/ instruments, specimens/ chemicals, etc. are funded as soon as possible. College has already provided audio-visual classrooms in over 50% of the departments. Attempts are on to do the same for the rest of the departments. Computer facilities and 24 x 7 internet and LAN facilities have been made available to all the departments.

The college administration constantly motivates the teachers to face the challenges of today's academic scenario. The teachers of the College attend various Orientation Programs (OP), Refresher Courses (RC), Seminars, and Workshops for competent handling of the curriculum.

Participation of Faculty (Excluding the Principal) ~

Academic Faculty Development Program	Number of Faculty Nominated				
	11-12	12-13	13-14	14-15	15-16
Refresher Course(RC)	-	-	1	2	2
Orientation Program(OP)	2	1	-	-	2
Staff Training conducted by the University	1	-	-	-	-
Summer/ Winter Schools, Workshops etc	1	1	2	5	3

SESSION	DEPARTMENT	NAME OF THE FACULTY MEMBER	OP	RC	Staff Training	S, W, Wor*
11-12	Maths	Uttam Roy Mondal	Y			
	Geography	Sanat Kumar Purkait	Y			
		Dr. Sisir Chatterjee			Y	
	Food & Nutrition	Dr. Samrat Dev				Y
12-13	History	SudhinSinha	Y			
	Maths	Uttam Roy Mandal				Y
13-14	Geography	Sanat Kumar Purkait		Y		
	Food & Nutrition	Dr. Kalpana Ghosh				Y
		Debjani Mandal				Y
14-15	History	SudhinSinha		Y		
	Geography	Dr. Sisir Chatterjee		Y		Y(2)
		Sanat Kumar Purkait				Y
	Political Science	Rajesh Patra				Y
	Food & Nutrition	Rukshana Irani				Y
	Maths	Uttam Roy Mandal				Y
15-16	Maths	Uttam Roy Mandal		Y		Y
	Microbiology	Dr. ArunimaBiswas	Y			Y
	Food & Nutrition	Rukshana Irani	Y			
	Geography	Dr. Sisir Chatterjee				Y
	Bengali	Dr. Manab Kanti Baidya		Y		

*S/ W/Wor: Summer school/ Winter School/ Workshop

A student feedback mechanism is in place to allow the teachers to improve their ability.

The authorities encourage the faculty to get involved in active research work as a means to grow as an educator.

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.

As mentioned earlier, the Institution delivers and transacts the curriculum through meticulously drawn up academic calendar and lesson plans. Apart from classroom teachings, the students are taken out on educational tours, as needed, to provide them with first - hand knowledge on different aspects included in the syllabus. Within its humble scope, the College tries its utmost to adopt new technological initiatives to promote learning.

The students are assessed at various stages throughout the entire course across first, second and third year. Departmental weekly tests and unit tests are common practices. A centrally organized mid-term test is held each year for the Honours Course. Selection test is another means by which the progress of the students is assessed at the end of each session before they are sent up for their university examinations. Continuous evaluation is carried out at a regular basis by means of classroom interaction, group discussions, audio-visual presentation, project works assigned to the students, etc.

Constant feedback is encouraged from all stakeholders like students, parents, peers and experts in respective fields.

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

The College, at present, does not have any structured or formal network to interact with beneficiaries such as industry or research bodies and the university, but is in the process of drawing up a formal plan for the same. Some of the departments take their students on educational tours to industries and hospitals to keep them abreast of the real scenario in the outer world. The college has set up a Career guidance cell which is expected to set up and maintain professional relation with industry and research bodies for the benefit of both faculty and students. The Career guidance cell has already arranged for career workshops. The Library keeps classified journals on job market like 'Employment News' for benefit of the students. The College also seeks to improve interaction with industry, hospitals and research bodies through sharing of expertise at common platforms through workshops, seminars, programmes organized by NSS units, etc.



Different Career workshops in College

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

The College sends its representatives to attend meetings of Board of Studies, to meetings of examiners, moderators, scrutinizers etc. It also sends its suggestions to the University about the broader framework of curriculum development and its implementation, whenever the University asks for it, especially during syllabus revision, regarding questionnaire, examination system etc. The suggestions are primarily based on student performance and student feedback taken formally at the final year. Outcome of parent-teacher meetings as well as report from the administration are also taken into consideration.

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

All the courses offered in our college are directly under the affiliation of University of Calcutta.

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

Evaluation process of the students is done through internal assessment and examinations to analyze curriculum implementation. The institution reviews the performance in light of the stated objectives through the meeting of Teachers' Council and Academic Council. Various departments regularly analyze the performance in their own departmental meetings. Teacher- student interaction also helps in analyzing and ensuring the stated objectives. The feedback from the students enables faculty to improve the curriculum delivery. Further, involvement in co-curricular and extra-curricular programmes has been a successful strategy to help students blend their learning objectives with the institution's educational goals.

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 College being affiliated to the University of Calcutta, there is not much scope for academic flexibility. However, enrichment courses like Spoken English and Computer Software Training programmes are in operation. The College offers a course in computer learning in collaboration with Viewtech institution, Jainagar. A new software course has been recently started through the Spoken Tutorial Software Training Program of IIT Bombay (Distance Education), in collaboration with University of Calcutta. The College also offers Competitive exam related coaching for students. Our goal is to train the youth of this backward region such that they may find suitable employment for themselves.

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

Not Applicable.

There is no provision for dual degree under the regulations of University of Calcutta.

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

Potential for employability is a key factor that attracts students to opt for different Honours courses. At the entry level, students can choose their combination of Honours and General subjects (depending on their performance in the last school examination). The College offers options for maximum number of general subjects combinations as

extended by the University for the benefit of the students. However, they may change their subject combination according to their preference, if desired, within one month from the date of their admission to First year classes. Various measures are taken to accommodate the different needs of different learners. These include remedial lessons and counseling sessions.

The College is also a Study Centre for the Post-graduate course of Rabindra Bharati University Distance Education. In addition, the College is taking measures to open a study centre of the Netaji Subhas Open University which will provide higher education to those aged people who have failed to acquire it in time due to some social and financial obstacle.

The College offers Enrichment Courses like Spoken English and Computer Software Training programme to promote skill development and self employability. Competitive exam related training is also given to help them in the job market. The Career Guidance Cell arranges for career workshops. Seminars, workshops and activities arranged by different departments, the NSS units and the Eco Club motivate progression to higher studies and research.

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.

Raidighi B.Ed College, which comes under Raidighi College Society, acts as an **autonomous self-financed programme/body** in the same campus. However, the details of this programme are not being provided here as this autonomous body will be opting for assessment and accreditation of Teacher Education Programme **separately**.

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

The institute offers a course in Spoken English to enrich the vocabulary and communication skill of the students that would help them during job interviews. Training is also given in competitive examination related course to promote employability. Students are given training in computer applications in collaboration with Viewtech. The College has recently joined the Spoken Tutorial Software Training Program (Distance Education), organized by IIT Bombay, in collaboration with University of Calcutta to promote computer skills among students as well as faculty.

Since our college is situated in a backward area, therefore the students are mostly from underprivileged families and are shy in terms of facing competition. These courses are very helpful for our students to get them prepared and accept the challenges of competition in the employment market and also instill self confidence in them.

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

Not Applicable (as there is no provision for such flexibility under the regulations of the University of Calcutta.)

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 beauty, strength and challenge of any institute lie in the intellectual diversity of its students. The maximum development of these different intellectual capacities and skills to serve humanity is our purpose and pursuit. We hope to impart quality education that will enlighten the young minds and enable all-round development of the character of diverse students so that they all may grow into responsible citizens. To attain these institutional goals and objectives, the college ensures first and foremost that the University curriculum is followed properly and in the best of spirit. The Institution also tries to supplement the syllabus with special courses to face the current trends in competitive areas. In addition, it organizes various co-curricular and extra-curricular programmes that integrate the academic program with the broader goals and objectives of the college. For example, student participation in seminars and workshops, in social works and outreach programs, in annual sports and cultural events etc. is crucial for overall progress, as delineated in our Mission and Vision.

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

The curriculum given by the University is enhanced by imparting it through Powerpoint lectures, group discussions, projects, field studies, educational visits, simulations etc. The faculty helps students to approach the syllabus from practical standpoints, to develop the habit of attending library regularly, to be up-to-date in their respective fields through exposure to the web, to address or analyze an issue critically and to best adapt to any given reality so as to be ready to face the challenges of the real world. Student participation in a broad range of field activities, including community service, and tours/internships carried out in industry/hospital as part of their coursework empower them to meet the challenges of professional life. For example, the students of Food & Nutrition department visit different communities and assess their nutritional status, carry out diet surveys, observe clinical manifestations and provide nutrition education, as needed. They also undertake market survey and undertake internship in different reputed hospitals where they gain practical knowledge in the field of clinical nutrition and dietetics. Students of Geography department conduct socio-economic surveys of the local rural community. Students of Political Science department follow assembly proceedings and participate in mock parliaments.

The Curriculum Enrichment Courses offered by the College (as mentioned before) also address the issue of the needs of the dynamic employment market.

Students are supported by an active Career Counseling Cell which is currently preparing a proposal (to be placed before the G.B.) to act as a liaison between the College and the renowned industrial houses. The Committee plans to henceforth maintain regular contact with the corporate houses and make arrangements for their visits to the College for conducting seminars regarding job opportunities, for campus selection and for arranging career fair.

However, additional funding is required to develop a suitable infrastructure for special training and tailor made orientations are needed to enable the students of this backward community to achieve the global standards so as to cater much better to the needs of the dynamic global market.

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

Gender issues: The Women's Cell together with Students' Welfare Cell in the College, sensitize the students about various gender-related issues relevant in today's society. The students as well as the staff are made aware of important issues like gender equality, women's rights, the Vishakha Guidelines etc., through lectures, discussions, notices, etc.

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The College highlights on enlightenment of women through education and holds it as a moral duty of the society to support and respect women for the sake of progress. The NSS units regularly organize seminars on Women Empowerment, Women Education, Women Health, etc. Recently the NSS and the Students' Union arranged for a Thalassaemia Awareness program where blood samples of over 100 girl students were collected /tested for carrier screening and they were later counseled by the expert teachers of the College.

Climate change: The students are made aware of the importance of saving and preserving our climate through classroom teaching and activities of NSS units and Eco Club. The College is situated in the lineage part of Sundarbans. This is a flood prone and cyclone prone coastal area and was badly hit by cyclone Aila in recent years. The College promotes climate awareness campaigns among students and local community to help the affected people.

Environmental Education: A course on Environmental Science, specified by the affiliating University, is mandatory for all the Undergraduate Final year students. Also, the NSS units and Eco Club of our college make the students aware of issues like the importance of saving plants, the crucial need for arsenic-free safe water, the bad effects of plastic and the menaces of pollution. They also motivate the students, teachers and staff to keep the campus clean, green and plastic free. Campus Cleaning and Beautification activities are conducted frequently. Awareness campaigns on biodiversity of Sundarban area, importance of maintaining ecological balance, river bank erosion protection program, etc also help to educate the young minds about saving our environment. Sundarban being a UNESCO World Heritage site, preservation is our duty, hence the College promotes awareness campaigns.

ICT: The College provides computer and internet facility to all departments and offices. Audio-visual classrooms are currently available in over 50% of departments. The College offers Software Training Course to students enabling them to learn the latest technology which can help them make a better future.

Human Rights: The Human Rights Day is celebrated on 10th December and the students and staff are made aware of the basics of The Universal Declaration of Human Rights of the UN. Seminars were arranged with renowned Human Rights workers like Justice Asok Kumar Ganguly, the former Chairman of the West Bengal Human Rights Commission, Sujata Bhadra of Association for Protection of Democratic Rights (APDR).

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

- **Moral and ethical values** ~ The college NSS units regularly visit surrounding areas and villages where people are provided awareness on various social, moral, ethical principles and ways of life. The Students are also motivated by way of special lectures so as to instill moral and ethical values in them. The College observes days of National and Global Importance, for example, the birth anniversaries of Rabindranath Tagore, Swami Vivekananda, Netaji Subhas Chandra Bose, Acharya Prafulla Chandra Ray as well as Sundarban Day, Van Mahotsav week, World Environment Day, International Literacy Day, etc., by arranging awareness campaigns, processions, lectures and seminars. The College shows respect to religious festivals of all sects and communities and advocates communal harmony and brotherhood.
- **Employability and life skills** ~ The college understands that the need of communication and computer skills is vital for the students for better career options. So, it offers Spoken English Course and Software Training Course, as mentioned earlier. It also offers competitive examination related training to promote employability. Students are also allotted different responsibilities in organizing various events and activities such as cultural programmes, competitions, seminars, workshops etc. In this way they improve their team building and organizational skills.
- **Better career options** ~ Apart from the various enrichment courses offered to the students for better career options,

the Career Counseling Cell also arranges for career workshops. A proposal for active liaison with corporate houses for campus selection and a career fair is soon going to be submitted to the College G.B. for its approval. Study tours, industrial visits etc. also help to create awareness regarding better career opportunities.

- **Community orientation** ~ For community orientation of the students, the College is involved in an active scheme in the form of National Service Scheme (NSS). The NSS units (2units) are performing well to help develop various community programs. They regularly arrange for community awareness campaigns, health camps, blood donation camps, Thalassemia awareness programs, road safety drive etc., in collaboration with the Students' Union. The NSS units have adopted two adjoining villages of Paschim Jata and Purba Jata under Mathurapur Block II, South 24 Parganas. Dr. Sisir Chatterjee was awarded best program coordinator in 2012-13. Our NSS Unit was awarded Best Unit in 2014. The Eco Club promotes awareness regarding use of organic fertilizer, safe drinking water, importance of planting trees, etc. The College also has billboards displaying environmental and social awareness messages.

The College is a study centre for Distance Education of Rabindra Bharati University. The College is also taking measures to open a study centre of the Netaji Subhas Open University which will provide higher education to those aged people from adjoining community who have failed to acquire it in time due to some social and financial obstacle. The locality being rural, backward, coastal area with poor communication, the economically underprivileged people of the locality cannot afford to go for higher studies after UG course. Hence, College has arranged for PG level distance education for the underprivileged sect of the society.

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

Feedbacks are formally taken on a regular basis from the students of the final year. Faculty members of each department interact with the students to get their perspective on the curriculum. Guardians/parents, who form an integral part of the Institution, are also invited to meetings for extending their personal opinions and suggestions regarding the enrichment of the curriculum. All these suggestions and views are integrated and analysed by each department and referred to the IQAC and the Principal's office for effecting policy making.

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

The college uses value-based education as the tool for empowering the youths of this rural, backward, border region of Sundarban. Through the well-planned delivery of the curriculum it has adopted, it seeks to address the all round development of the students enrolled in the various academic and enrichment programs it offers. The institute monitors and evaluates the quality of various enrichment programmes initiated by it through feedback forms, direct interactions, discussions and suggestions. The Academic Council, Students' Welfare Committee and Career Guidance Cell work together to analyze these data and forward a report to the IQAC and Principal's office for review.

Student Response and interaction are also valuable tools to evaluate overall enrichment of student character. Response of the students at a critical situation, attitude towards co-students, treatment with other genders are closely observed to understand the level of enrichment in the moral and ethical values. Enrichment in the field of community orientation is judged by noting the presence and active participations in NSS activities. Many former students are in service in various sectors like educational sector (school, college), banking sector, private and corporate sectors, as well as central and state government sectors. These help to assess the success of our enrichment programmes.

1.4 Feedback System

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

The College, not being an autonomous college, is not empowered to design and develop the curriculum. The design and development of the curriculum is in the hands of the University only. According to University (CU) statute, only university senate and syndicate will be able to take decision and policy making authority in this regard. Only the colleges can send their observations to the University authorities for betterment.

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

No, we do not have any formal mechanism to obtain feedback from students and stakeholders on the University curriculum itself (although we have a mechanism to obtain feedback from students regarding performance of their teachers, curriculum coverage, quality of teaching, infrastructural facilities, the library, etc.). However, informal but serious discussion often takes place with students and other stakeholders about the curriculum. This prompted the college to introduce various enrichment courses for the benefit of the students.

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

Not applicable.

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

Not applicable.

**CRITERION II:
TEACHING-LEARNING AND EVALUATION**

2.1 Student Enrolment and Profile
2.1.1 How does the college ensure publicity and transparency in the admission process?

The admission process of the College has been conducted completely online for the 2015-16 session for First year students, as per University rule. Admission for second and third year students are done offline, in a transparent process and in accordance with the rules of the university. Since 2015, application forms are available on-line and can be submitted on-line only. During the previous years, the physical admission process has always been completely transparent with merit being the sole consideration. A meeting of the Academic Council is held before the admission notification to frame the admission policy following the directives of the University. Information regarding the details of admission procedure and publication of merit lists are notified on the College Website as well as on the College notice board. Printed admission rules and prospectus are distributed to the applicants during the time of admission. Thus, transparency is ensured from the stage of notification till the completion of admission process as the college strictly adheres to the rules and regulations formulated by the government and the University for Aided Affiliated Colleges.

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

Selection of students to the Honours courses is based on merit only; there is no provision for separate admission tests or interviews. There is no bar in admission to General courses due to the demand of the rural needy pupil. The College strictly follows reservation policy of the government in vogue.

Table 2.1.2 Detailed eligibility criteria to apply for admission to Honours course of various subjects (2015-16)

UG : General Category				
Honours Subject	Compulsory Subjects Required	Minimum Eligibility		Formula for Index Mark
		Aggregate (%)	Subject Marks (%)	
Bengali	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject
English	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject
Education	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject

Political Science	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject
History	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject
Geography	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of (Best 4+ subject+English)
Food & Nutrition	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject 30% in chemistry	Total of Best 4+ subject(Biology)
Zoology	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject(Biology)
Microbiology	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject (Pass marks, i.e. 30% in needed in Chemistry)	Total of Best 4+ subject(Biology)
Mathematics	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject	Total of Best 4+ subject
Physics	Modern Indian Language (Bengali), English	50%, comprising the best four scores	45% marks in subject & 30% in mathematics	Total of (Best 4+subject+Math.)
UG : SC/ST Category				
Bengali	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject
English	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject
Education	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject
Political Science	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject
History	Modern Indian Language (Bengali),	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject

	English			
Geography	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of (Best 4+ subject+English)
Food& Nutrition	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject 30% in chemistry	Total of Best 4+ subject(Biology)
Zoology	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject(Biology)
Microbiology	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject(Pass marks, i.e. 30% in needed in Chemistry)	Total of Best 4+ subject (Biology)
Mathematics	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject	Total of Best 4+ subject
Physics	Modern Indian Language (Bengali), English	40%, comprising the best four scores	40% marks in subject & 30% in mathematics	Total of (Best 4+subject+Math.)

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

The minimum percentage of marks needed for admission at entry level for each programme is given in the above table (Table 2.1.2). As mentioned earlier, the quality of input students is not very high in this backward region and most of them come with mediocre score in their Higher Secondary examination. So the maximum percentage of marks that we see in the applications obtained in various programmes each year is on an average around 60%.

Most of the colleges either do not systematically maintain records of admission procedure or do not want to share their admission policy and information (possibly to maintain internal secrecy). So, in spite of our efforts, we could not get relevant information from other colleges of Sundarban area.

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

The Admission Committee, the Academic Council and the Teachers' Council of the College play an important role in framing the admission criteria based on the guidelines of the University of Calcutta. The recommendations made by the departments based on the admission process of the previous year are taken into consideration. The departments review the student profile, performance and conduct of the previous year and change the criteria for Index Marks, if necessary, with a view to improve the process for the next new session.

For example, students without base level Chemistry knowledge struggle in courses like Microbiology and Food and Nutrition. Accordingly, a condition of minimum pass marks in school leaving examination (Higher Secondary), has been imposed in the eligibility criteria for admission in these courses, in the recent years. As a result, student performance of Food and Nutrition department has significantly improved.

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

SC/ST: The College strictly follows the reservation policy of the Government of West Bengal and Government of India to ensure the access for the students of SC and ST community. 22% and 6% seats are reserved for candidates of SC and ST community, respectively. There is also some relaxation in the cut-off marks for admission (vide Table 2.1.2).

OBC: Reservation policy for the candidates of OBC category for admission to Higher Education Institutes has been introduced by Government of West Bengal from the ensuing academic session 2014-15. As per Government policy 10% and 7% seats have to be kept reserved for OBC-A and OBC-B category, respectively without reducing the seats of General category.

Women: For women, there is no reservation for admission. However, the percentage of women students are increasing mostly owing to the community awareness programs conducted by the College on Women Education and Empowerment.

Differently abled: There is reservation for students belonging to differently abled categories as per UGC notifications. They have 3% reservation as per government norms. Special attention is given on their requirements and needs. The college has made ramps to facilitate the differently-abled students. The college has arrangements to ensure that all their classes are held on the ground floor only. It should be mentioned here that currently the College has very few differently-abled students.

Economically-weaker sections: There is no provision for reservation of seats for students from economically weaker section. Students belonging to economically weaker sections of the society are given various benefits like fee concession, free books and UGC-funded free remedial coaching etc. at the discretion of the Principal and on the basis of their merit.

Minority Community: Again there is no provision for reservation of seats for students from Minority Community. There are several Govt. and other scholarships for Minority community students once they get admission to the College.

Sports Reservation: Any type of sports personnel in the category of State level, National level and University level is given the facility for admission in our institution subject to the fulfillment of minimum marks as per guide line of University.

Reservation for students belonging to different categories in percentage

Sl. No	Category	Percentage of Reservation (as per Government rules)
A	SC and ST	22% and 6% respectively
B	OBC A	10%
	OBC B	7%
C	PHYSICALLY HANDICAPPED	3%

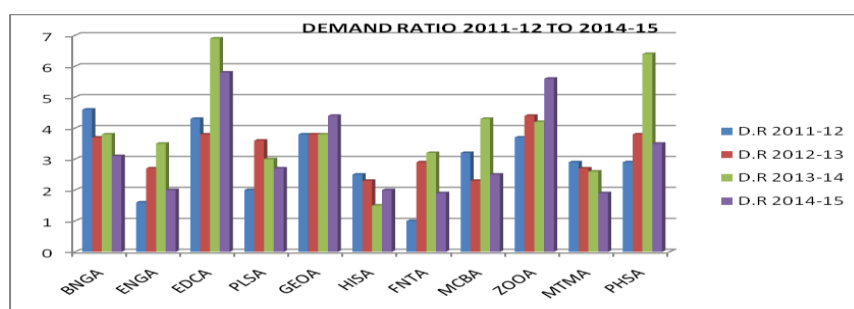
2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Following is the record for various UG programmes offered by the College where the demand ratio shown is the ratio of the number of the students admitted to the number of applicants.

Demand ratio for the various programmes offered by the college during the last 4 years:

Programme	Year	No. of application	No. of students admitted	Demand Ratio
UG Level				
Bengali (H)	2011-12	488	106	4.6
	2012-13	450	122	3.68
	2013-14	469	122	3.84
	2014-15	311	99	3.14
English(H)	2011-12	119	73	1.63
	2012-13	170	64	2.65
	2013-14	144	41	3.51
	2014-15	97	48	2.02
Education(H)	2011-12	242	56	4.32
	2012-13	284	74	3.83
	2013-14	385	56	6.88
	2014-15	347	60	5.78
History(H)	2011-12	208	83	2.5
	2012-13	229	100	2.29
	2013-14	126	82	1.54
	2014-15	159	78	2.04
Political Science(H)	2011-12	90	44	2.04
	2012-13	214	59	3.63
	2013-14	145	49	2.96
	2014-15	106	39	2.72
Geography(H)	2011-12	238	62	3.84
	2012-13	274	73	3.75
	2013-14	226	56	4.04
	2014-15	295	67	4.40
Food & Nutrition(H)	2011-12	20	09	2.22
	2012-13	29	10	2.9
	2013-14	55	17	3.23
	2014-15	47	25	1.88
Microbiology	2011-12	19	06	3.2
	2012-13	23	10	2.3
	2013-14	34	08	4.25
	2014-15	32	13	2.46
Zoology(H)	2011-12	71	19	3.74
	2012-13	93	21	4.43
	2013-14	114	27	4.22
	2014-15	128	23	5.57
Mathematics(H)	2011-12	69	24	2.88

	2012-13	49	18	2.72
	2013-14	57	22	2.59
	2014-15	56	30	1.87
Physics(H)	2011-12	37	13	2.85
	2012-13	65	17	3.82
	2013-14	51	08	6.38
	2014-15	56	16	3.5



It is very difficult to comment on the demand ratio as it depends on the success rate of the H.S. and equivalent examination in the locality. However, graphs have been prepared as per the admission in consecutive years.

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 strictly follows reservation rules for admission of students belonging to differently-abled categories, as per UGC and Government notifications. Special attention is given to their needs. The College has made ramps to facilitate the differently-abled students. The College ensures that all their classes are held on the ground floor only. College library is in the ground floor. At present College does not have any visually impaired student. But for outside examination candidates (during University exams) College allows writers for candidates with visual handicap. Differently-abled students are also given extra time to finish their paper at the rate of extra 20 minutes per hour of allotted time, as per University norm.

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

The College mainly assesses a new student on the basis of previous results and records. The University circulates guidelines to the affiliated colleges for admission to different courses. Admission is completely an online process. The following are taken into consideration during post-admission assessment:

- Academic and Co-curricular Records
- Social and Economical Background
- Character certificate issued from school

Teachers in every department initiate post admission counseling to the students informing them about the course, duration, academic rules and regulations and future prospect of the subject. Parent-teacher meetings are also held. The knowledge, skills, expectation and interest of the students relating to the subject in which they have been enrolled are assessed by the faculty within the first few introductory classes, before the commencement of classes in full swing. Administration puts forward a notice offering options for subject change, if needed. With the advice of the concerned teachers and the Career Counseling Cell, enrolled students take privilege of the notice and can switch over to another subject which suits their knowledge and skills more aptly.

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

The students are from remote, economically backward, underprivileged areas with poor communication skill and mediocre intellect level. Many are first generation learners and suffer from lack of intellectual exposure, competence and confidence. So, they are usually much weaker compared to privileged students of towns and cities. The College aims to remove this disparity as much as possible. The faculty is committed to bridge the knowledge gap of the enrolled students to make them proficient and well-planned strategies are adopted to serve the purpose. Blackboard teaching is supplemented with modern teaching tools like judicious use of Powerpoint lectures, group discussions, quiz sessions, projects, experiments, tours, as needed. To further enable the students to cope with the programme of their choice, the College offers tutorials, UGC-funded free remedial coaching, Spoken English and Computer courses. Teachers give extra time and effort for the advancement of the slow learners. The teachers also guide the students to prepare model answers by providing books, reading materials and advice. During each Parent-Teachers' Meeting, the parents are encouraged to freely express their views on student related matters and the teachers, in turn, communicate their observations on the progress of their wards.

In tune with the vision and mission of the College to uplift the weaker, poverty-stricken, under-developed community of this Sundarban area, the faculty tries its utmost to successfully deliver the curriculum such that the students may achieve proficiency in their respective core subjects.

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

Students and staff of the College are sensitized on different issues through various College programmes, NSS activities, awareness campaigns, seminars, invited lectures, etc., a few of which are mentioned below:

- Cleaning of campus and adjoining areas and water bodies on regular basis
- Declaring the campus as 'clean, green, plastic-free zone'
- Starting a medicinal plant garden
- Awareness programmes on local flora, fauna, bio-diversity (2011, 2013)
- Awareness campaign on safe water (2011, 2015)
- River bank erosion protection programme (undertaken since 2012)
- Awareness programme and quiz on environment (2013)
- Seminar on Women Empowerment (2014)
- Awareness programme on Women's Education (2015)
- Awareness programme on use of organic fertilizers (2015)
- Observance of Sundarban Day every year
- Observance of International Women's Day every year

- Observance of Independence Day, Republic Day, Birth anniversaries of eminent personalities (like Rabindranath Tagore, Swami Vivekananda), Human Rights Day, Sadbhavana Divas etc.
- Observance of Ban Mahotsav week, Road Safety week etc

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

Student progression in class is monitored carefully in each department. The faculty identifies advanced learners and responds to their special learning needs by providing them with advanced reference books and journals, some of which are downloaded from the internet while some are available in College library. They are also encouraged to participate in seminar presentation, quiz competition, debates etc. in the College as also in other institutes. The Career guidance Cell mentors them separately.

Students with special skill in sports, music, etc. or with dedicated inclination towards NSS activities are also oriented in the right direction.

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

As mentioned before, most of our students are from the disadvantaged and economically backward sections of the society. Many of them are first generation learners and are slow learners. The first strategy adopted by the faculty is patience and extreme care and compassion, so that the students may gradually cope with the curriculum and examination system.

All relevant information of admitted students is preserved in the College office as well as in the respective departments. The faculty closely monitors attendance, response in class, behavior, academic performance and guardian feedback to identify weak students, and students at risk of drop out and counsels them to instill confidence in them. Additional support is given in terms of tutorials, remedial class, simplified study material, suggestions, etc. Fee concessions are given to appropriate candidates on merit-cum-means basis. Students of SC/ST/OBC category and of Minority group are informed of stipends and assistance sponsored by Government and other agencies.

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 is affiliated to Calcutta University and strictly follows its guidelines. Once activities like admission, registration, subject change, etc. are over, classes start at full swing according to time table. At the beginning of each session, two centrally designed time tables are issued separately for Science and Humanities. In tune with the time table, each department prepares its own Academic Calendar. It includes the topics to be taught and the number of classes required by individual teachers during the specified period of time. The respective teachers then prepare their own teaching plans for successful delivery of curriculum within stipulated time. The teachers employ both interactive and participatory approaches. Active student participation is the goal of each class. Apart from blackboard teaching, several modern teaching aids are employed (Powerpoint lectures, role play, group discussions, quiz, debate, simulations, projects, laboratory work, field trips etc.). Students have access to library, computer and internet facilities while preparing their assignments. Within its humble scope, this rural College tries its utmost to

adopt new technological initiatives to promote learning. The teachers of the Science Departments often take personal initiatives to use computer assisted learning methods to make the classes more interesting and comprehensive.

In addition to the University examinations the College maintains an internal evaluation scheme as noted below:

i. Class Tests

ii. Mid-Term Test is conducted during November.

iii. Selection tests are conducted during January, February and March for Part-III, Part-II and Part-I Examinations respectively.

Students having poor performance undergo UGC-funded remedial coaching and special tutorial classes.

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

Following the guidelines as prescribed by the NAAC, Internal Quality Assurance Cell (IQAC) has been formed in our college on 21st March, 2014, consisting of the following members: Principal (Dr. Sasabindu Jana, Dr. Sisir Chatterjee (convenor), Mr. Uttam RoyMandal, DPI Joint (PPS), BDO Mathurapur Block II, Dr. Manab Kanti Baidya, Mr. Sanat Kumar Purkait, Ms. Rukshana Irani, Dr. Sukdeb Haldar, Mrs. Supriti Sarkar, Mr. Sabuj Chowdhury, and the student representative (currently, Mr. Dipankar Kayal who is the G.S.).

The College IQAC team takes several measures to improve the teaching-learning process. The team annually receives feedback from the third year Honours students towards the end of their academic session. The outgoing students anonymously rate the College, their respective departments, the faculty and staff, the infrastructure of the College in terms of Libraries, Laboratories and other facilities. These reports are analysed by the Cell for strategic development. The IQAC team annually visits all the departments to conduct academic audit of the departments. During the visits, the IQAC team monitors the academic activities, records of student performance (College and University results), the use of library resources, effective use of existing infrastructural facilities, additional requirement (if any), facilities provided and availed for enrichment of teachers' knowledge to improve the quality of teaching-learning process, etc. Based on their analysis, the Cell forwards its recommendations to the Principal and the concerned departments.

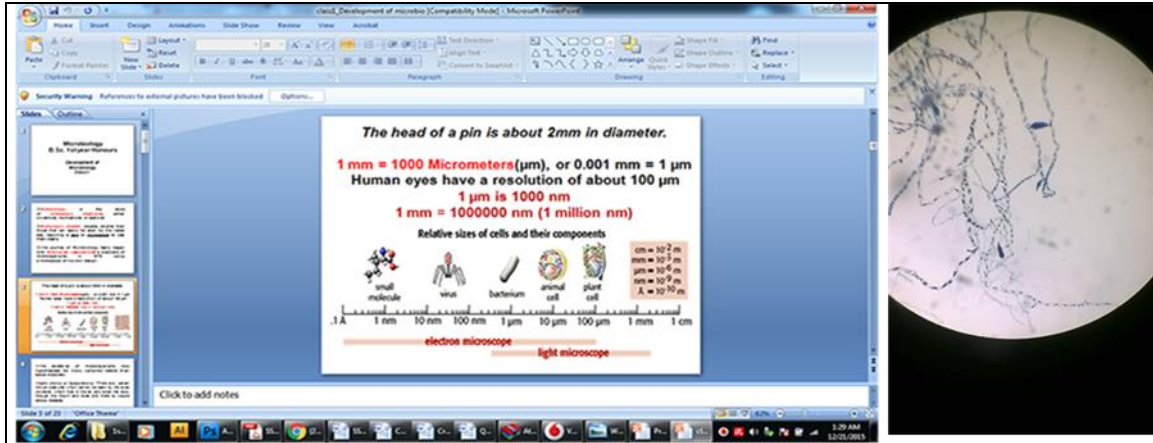
2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The Institution attempts to make the teaching-learning process learner-centric keeping in mind the poor socio-economic background of the students and the locality.

All faculty members encourage active participation from students in class. Innovative teaching facilities like smart class-room, LCD projectors and internet facilities are available. Apart from student –teacher interaction in the class room, various departments practice a system of collaborative learning through the participation of the students in group discussions, case studies, quiz, debates, role play, simulation study, project work, industrial visits, study tours and excursion, field work and survey, laboratory work etc. as needed. For example, students of 3rd Year Honours of Food and Nutrition Department undertake internship in different reputed hospitals, where they gain practical knowledge in the field of clinical nutrition and dietetics. Students of 2nd Year of Food and Nutrition Department visit different communities and assess their nutritional status by using anthropometric measurements, diet surveys and by observing clinical manifestations. They also prepare visual aids and provide nutrition education to the community. They also undertake market survey where they gather information regarding different commercial food commodities available in the market. Students of Political Science participate in 'mock parliament' sessions.

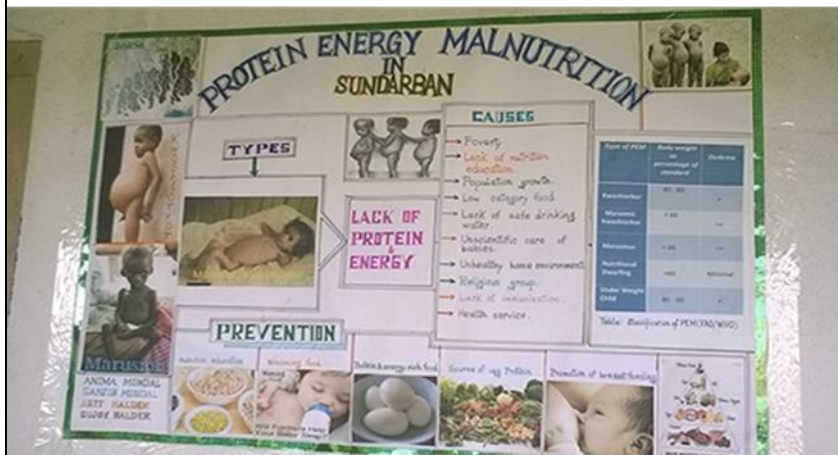
Students are given problem solving exercises and other referral work by the faculty to nurture independent higher order and critical thinking. They are also encouraged to use library resources independently to enrich their

knowledge. Many departments maintain their own departmental library operated by the teachers. This facility is offered to provide the students access to the most useful reference books within the department itself. In addition, the College also encourages independent learning by way of providing internet facilities to all the teachers, staff members and students to update their knowledge base in general in their respective fields.



PowerPoint teaching

Microscopic study



Student project



Botanical Chart



Students during Hospital Internship



Student Project Submission



Laboratories



Excursions organized by Dept. of Geography



Smart Classroom



Computer class



Examination Time

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

The Institution takes several steps to nurture critical thought, creativity and scientific approach among the students. The faculty provides the students with updated information in respective fields downloaded from the internet. The Library acts as a rich resource. The teachers motivate the students in writing essays for publication in the annual College magazine and wall magazine for embracing creativity. Teachers also promote scientific temper and nurture creativity by guiding the students in preparing project work and conducting case studies. Drawing posters, ‘out-of-the- box’ thinking, surveys, and project based learning are encouraged where each student tries to contribute

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his/her own originality. The College organizes seminars, invited lectures and workshops in various disciplines. The students and teachers of all departments are encouraged to participate in these deliberations to promote inter-disciplinary academic spirit within them. This also promotes independent critical thinking as well as collaborative learning.

Seminars Organised by the College since 2011-12 session

Academic Year/Session	Total No. of Seminars	Worth Mentioning (e.g. Type of Grant)
2011-2012	1	UGC-Sponsored National Level Seminar, Department of Geography
2013-2014	1	UGC-Sponsored National Level Seminar, Department of Bengali
2014-2015 (Sanction obtained) & 2015-2016 (Above mentioned sanctioned seminars were organised)	2	UGC-Sponsored National Level Seminar, Department of Geography & UGC-Sponsored National Level Seminar, Department of Food and Nutrition



Different seminars at College

2.3.5 What are the technologies and facilities available and used by the faculty members for effective teaching?

Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Following technologies and facilities are available for effective teaching:

- Computer, LAN and internet facilities in all departments
- A smart classroom-cum-seminar room
- Classrooms with audio-visual aids in most departments
- The Library has INFLIBNET facility, a UGC portal through which the teachers and students can have access to useful journals
- Searching books through LAN connected computers from the library
- Well equipped Science laboratories

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

Many Departments hold compulsory educational tours befitting the curriculum within and outside the state to extend student exposure. Students are encouraged to participate in seminars, invited lectures, workshops etc. organized by different departments of the College and the NSS units. This helps to enrich their knowledge through interaction with experts in various fields. To encourage the students and to maintain the rich cultural heritage of the country, the College also organizes cultural programmes. The faculty participates in UGC sponsored Refresher Courses, Orientation Programmes and Workshops to keep themselves updated on the recent developments in their respective disciplines. They are also encouraged and allowed to participate and present paper in different state-level, national and international seminar, workshop, conference etc.

Details of seminars conducted recently are appended below:

Serial No.	Organised by	Theme	In Collaboration With	Resource Person(s)	Date
1	Department of Geography and Political Science	Community Awareness in Sundarban: combat Physical and Social Hazards	Ahovaan Siksha Samsad and Raidighi College, P.G. Study Centre, Rabindra Bharati University	i) Prof. Sudeepta Adhikari, Ex-Vice Chancellor, Patna University; ii) Dr. Kalyan Rudra, eminent environmentalist and river geographer; iii) Prof. Malay Mukhopadhyay, Dept. of Geography,	20 th and 21 st January, 2012

				Visva Bharati University; iv) Prof. Sunanda Bandopadhyay, Dept. of Geography, C.U.; v) Dr. L. N. Sathpathy, Dept. of Geography, C.U.; vi) Dr. Ramakrishna Maiti, Dept. of Geography and Environmental Management, Vidyasagar University; vii) Dr. Biswajit Bera, Dept. of geography, Rabindra Bharati University	
2	Department of Bengali	Jug Sankat, Madhyabitta o Bangla Natak		i)Jagannath Basu, Former Director, DD Bangla; ii) Soumitra Basu, Eminent Theatre Personality; iii) Himbanto Bandopadhyay, Professor, Dept. of Bengali, Rabindra Bharati University; iv) Jahar Sen Majumdar, Professor, Dept. of Bengali, C.U.; v) Shyamal Bhattacharya, Eminent Theatre Personality, Agartala.	27 th and 28 th March, 2014
3	Department of Geography	Socio-Economic Impact of Cottage and Small Scale	Department of Economics, Dhrubachand Haldar College,	i)Prof. Mahalaya Chatterjee, Dept. of Urban Economics,	11 th and 12 th September, 2015

		Industries in West Bengal with Special Reference to South 24-Parganas District	Dakshin Barasat	C.U.; ii)Dr. Manjari Bhattacharjee, Department of Geography, Visva Bharati University;	
4	Department of Food & Nutrition	‘Nutritional Deprivation in the Midst of Plenty’ – An Attempt to Create Awareness	Department of Botany, Raidighi College, and Department of Microbiology, Sarsuna College	i)Dr. J.P. Halder, Dept. of Physiology, Former Principal, Bangabashi Evening College, C.U.; ii) Dr. Kazi Layla Khaled, Department of Home Science, C.U.; iii) Dr. Sudipta Pal, Dept. of Human Physiology, Tripura University; iv) Dr. S. K. Acharya, Dept. of Agricultural Extension, Bidhan Chandra Krishi Visva-vidyalaya; v) Dr. Shibaprasad Sengupta, Agricultural Marketing Officer, State-owned Oil Grading Laboratory; vi) Dr. Tapan Kumar Pal, Dept. of Biotechnology, Bengal Institute of Technology	22nd and 23rd September, 2015

C.U.= Calcutta University; Dept.= Department



Inaugural lamp being lit during seminar by Food and Nutrition and Botany Depts., 2015



Seminar of Geography Dept. 2015

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

The College has an Internal Quality Assurance Cell (IQAC) that monitors overall student progression and looks after student interests and addresses their concerns.

The Career Counseling Cell aims to connect the curriculum and the job market. It guides the students on career options and organizes career workshops in the campus. It is currently drawing up a proposal to start active liaison with industrial houses for campus interviews and an annual career fair. It will soon submit the proposal for GB approval.

The Research Committee helps various departments to arrange the seminars for the benefit of both faculty and students.

The Anti-ragging Cell has been constituted as per the existing UGC norms. At the beginning of every academic year both the freshers and the senior students of the College are made aware of the ragging related rules and regulations by the Cell. The Cell also directs the respective departments and the Students' Union to keep close watch on the students and to report immediately any untoward incident for appropriate action. The Students' Welfare Committee and the Invigilance Committee also keep close watch.

The Grievance Redressal Cell collects applications (which are often kept confidential if needed) on various issues (like dirty toilet, shortage of water, misbehavior of any fellow student or staff etc.) and addresses those grievances as best as it can.

The Institution adopts the policy of ZERO tolerance in terms of sexual harassment or gender discrimination. The Women's Cell, Students' Welfare Committee and the Invigilance Committee keep close watch. The Women's Cell of the College takes measure for creating awareness about sexual harassment among the students and staff through public notice and lectures.

The College has a very good ambiance maintained by both the staff as well as the students. Perhaps, this prevalent culture is one of the reasons why no incident of ragging or serious grievance or sexual harassment has been reported yet in the brief history of our College.

The Students' Welfare Cell looks after overall wellbeing, safety, academic and personal growth of the students .

The College has a SC/ST Cell as recommended by the University and the Government. It monitors whether the College is strictly following the reservation policy of the Government, informs the SC/ST students about available Government and University stipends and scholarships, etc. It looks after the wellbeing of SC/ST students and addresses their concerns.

The Minority Cell looks after the wellbeing of minority students, informs them about available stipends and scholarships, special facilities and relaxations (e.g. relaxation in class hours during Ramzaan), etc.

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

The teaching methods adopted have been described in section 2.3.3. The said innovative teaching practices remarkably enhance student interest, participation and overall learning process.

The technologies and facilities available in the College have been mentioned in section 2.3.5.

The College organises seminars and workshops to open up new avenues of thinking for the students (vide section 2.3.6.).

The teachers of our college act as academic advisor and guide of the students rather than acting only as class teachers. The students are mostly from underprivileged classes and the faculty addresses their needs with patience, care and compassion. The teachers of our college act as 'friend, philosopher and guide' to all students. The age- proof

and effective blackboard teaching, the modern innovative teaching approaches and the caring attitude of the faculty are in perfect harmony as far as student learning and development are concerned.

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

The College library has the following resources~

Science library: Number of books per subject

Subject	Total
Mathematics	1085
Chemistry	566
Physics	1035
Zoology	341
Botany	328
Microbiology	136
Food & Nutrition	126
Environment	24
Grand Total	3641

Arts Library: Number of books per subject

Subject	Total
Bengali	2874
English	1340
History	1826
Geography	1949
Political Science	1421
Education	1082
Sanskrit	17
Grand Total	10509

College Library has LAN connection which equips the teachers and students of all the departments to access the library catalogue from their respective Departments. This makes the search for books time-effective. Moreover, the Library has INFLIBNET facility, a UGC portal through which the College can have access to many useful journals. Besides the textbooks and reference books, the Library also houses career oriented journals to stimulate the young minds and prepare them for professional life and job market. In addition to that, some departments have departmental libraries.

Library card is issued to each and every student to facilitate library use in a systematic manner. Students are also encouraged to go to library reading room during the off-period to build up their reading habit in the college hour. The faculty also regularly avails of the library assets.

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

Yes, sometimes the institution faces challenges in completing the curriculum within the planned time frame and calendar. For example, University exams were postponed and as a result classes were disrupted due to election procedures during the last academic session. The teachers came forward to take extra classes during vacations to complete the syllabi. The students were also encouraged to contact teachers and ask for special tutorials and doubt clearing sessions.

Many departments suffer from shortage of teaching staff. Vacancies are yet to be filled and the existing faculty has to shoulder the additional burden of completing the syllabus on time. The College takes serious effort by appointing qualified Part-time/Guest teachers time to time to complete the curriculum within the planned time frame following the academic calendar.

The College being situated in remote location without adequate transport facilities, it is not possible to stay too long beyond class hours even if the teachers / students want/need to.

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

Quality of teaching learning is evaluated by individual departments and the IQAC through student attendance, performance and feedback, as already mentioned before. The performance of the students in University Examination gives final indication about the standard of teaching learning system of the institute. In addition to the University examinations the College maintains an internal evaluation scheme as noted below:

- i. Class tests
- ii. Mid-Term Test (conducted during November)
- iii. Selection tests (conducted during January, February and March for Part-III, Part-II and Part-I Examinations respectively)

For the past few years, the IQAC has been suggesting the departments various ways to improve their academic functioning, e. g. how to improve student attendance by augmenting student interest and involvement, how to make curriculum delivery more student-centric as a means to upgrade their performance, etc. The Cell also examines how far the departments have implemented the suggestions given in the previous year.

2.4 Teacher Quality

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

The college has no say in the recruitment of permanent teachers as their appointment is made on the basis of recommendation of West Bengal College Service Commission. However, at present some permanent teaching posts are lying vacant in the college. To meet the shortage of teaching staff, the College has appointed 37 (9+17+11) qualified part-time/ guest teachers / contractual teachers following the norms of the concerned university. As a part of selection process in case of part-time teachers/contractual teachers, the College advertises in the local and well circulated newspapers and conducts interview forming a selection committee as per regulations. On the basis of the merit panel prepared by the selection committee, the eligible and most competent candidates are appointed which is subsequently approved by the Governing Body of the College. Guest teachers are appointed on the basis of an interview conducted by an interview board comprising of the senior-most teacher of the concerned department, the Principal and a governing body nominee.

As a matter of retention policy, the teachers are provided salary as per government norm. They are also provided different kinds of leaves like casual leave, earned leave, medical leave, maternity leave as per government norm. A good infrastructural facility and a healthy working environment provided to the teachers also discourage them from leaving the institution.

Qualifications of the teaching staff:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	M	F	M	F	M	F	

Permanent Full Time Teacher [Total Number=11]#

D.Sc./ D.Litt./ Post Doctoral	-	-	-	-	-	2	2
PhD	-	-	-	-	2	3	5
MPhil	-	-	-	-	1(M. Tech)	1	2
PG	-	-	-	-	6	5	11

Govt. Approved Contractual Whole Time Teacher[Total Number= 11]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	-	-
PhD	-	-	-
M Phil	2	-	2
PG	8	3	11

Govt. Approved Part Time Teacher[Total Number= 09]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	-	-
PhD	-	1	1
M Phil	1	-	1
PG	6	3	9

Guest Teachers[Total Number=17]

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	1	1
PhD	1	1	2
M Phil	1	-	1
PG	11	6	17

Library Cell [Total Number = 02]*

	M	F	Total
D.Sc./ D.Litt./ Post Doctoral	-	-	-
PhD	-	-	-
M Phil	1	-	1
PG/ MLIS	2	-	2

*One Full-time (Permanent) Librarian, and one Contractual whole-time Librarian.

The list has been made excluding the Principal's academic degrees and qualifications.

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

The modern areas like Bio-technology, IT and Bioinformatics have not yet been introduced in the UG curriculum of our College. However, the College offers Honours course in Microbiology which is considered to be a modern and emerging branch of Biology. Biotechnology constitutes part of the syllabus of Microbiology as well as Zoology. The College has qualified and experienced teachers with Ph. D. and Post-doctoral experiences in India and abroad to teach such emerging areas. The College has introduced a Software training Program in collaboration with IIT Bombay for students and faculty. The institution provides computers with internet facility to all departments so that teachers can get themselves acquainted to cope with the growing demand of information technology.

Senior teachers and scientists from other institutes are invited to College in seminars and the students benefit largely from their lectures. (Details of seminars have been given in 2.3.6)

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

As per UGC guidelines, the faculty members of this College are regularly sent to various faculty development programmes organised by UGC Academic Staff College, University and other reputed organizations approved by UGC.

a) Nomination to staff development programmes#

Academic Staff Development Programmes	Number of Faculty Nominated#				
	11-12	12-13	13-14	14-15	15-16
Refresher Course(RC)	-	-	1	2	1
Orientation Program(OP)	2	1	-	-	2
Staff Training conducted by the University	1	-	-	-	-
Summer/ Winter Schools, Workshops etc	1	1	2	5	3

#(Excluding the Principal)

Faculty Development Programmes in detail

SESSION	DEPARTMENT	NAME OF THE FACULTY MEMBER	OP	RC	Staff Training	S, W, Wor*
11-12	Maths	Uttam Roy Mondal	Y			
	Geography	Sanat Kumar Purkait	Y			
		Dr. Sisir Chatterjee			Y	
	Food & Nutrition	Dr. Samrat Dev				Y
12-13	History	SudhinSinha	Y			
	Maths	Uttam Roy Mandal				Y
13-14	Geography	Sanat Kumar Purkait		Y		
	Food & Nutrition	Dr. Kalpana Ghosh				Y
		Debjani Mandal				
14-15	History	SudhinSinha		Y		
	Geography	Dr. Sisir Chatterjee		Y		Y(2)
		Sanat Kumar Purkait				
	Political Science	Rajesh Patra				Y
	Food & Nutrition	Rukshana Irani				Y
	Maths	Uttam Roy Mandal				Y
15-16	Maths	Uttam Roy Mandal		Y		Y
	Microbiology	Dr. ArunimaBiswas	Y			Y
	Food & Nutrition	Rukshana Irani	Y			
	Geography	Dr. Sisir Chatterjee				Y

*S/W/Wor = summer school/winter school/workshops



Faculty at Orientation Programme

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

Teaching learning methods/approaches ~ Apart from blackboard teaching, the College provides necessary infrastructural support for using different tools and technology like computer, smart classroom, classrooms with audio-visual aids, 24 hours Internet facility, etc. Expert faculties of the College train other teachers how to prepare computer aided study materials/Powerpoint lectures, how to use smartboard, how to use the internet to its maximum capacity, etc. The college has a lot of licensed software such as Windows, MS Office, Visual Basic, etc.

Handling new curriculum ~ Workshops on new syllabi of different branches of Science and Humanities are organised by the University of Calcutta for better handling of the curriculum. Representative teachers from concerned departments attend these workshops/trainings and share their experience with the remaining faculty. Interactive discussions within each department facilitate teaching learning process.

Selection, development and use of enrichment materials ~ The library assets as well as LAN and internet facility help the faculty to select, develop and share study material from enriched learning resources like research journals, valuable references, etc. for use in class. Advanced learning is also inculcated by regularly organizing seminars in the College which act as a rich resource to the faculty. Teachers from all departments are encouraged to take initiative to learn and keep abreast of the latest developments in fields other than only their own, by participating in these seminars.

Cross cutting issues~ Emphasis is given on different cross cutting issues like environmental education, climate change, gender related factors, human rights, etc. mainly as a measure of community awareness development through the NSS wings of the college. Experts from above mentioned fields are invited to share and deliver their experiences

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and knowledge through seminars on women empowerment, human rights, environment education, awareness on Thalassemia, etc.

Assessment~ Student assessment is done on the basis of internal evaluation and University results. For the faculty, there is a system of self assessment reflecting performance of the faculties in the area of academic, administrative and extension activities. These are considered for the promotion of the faculty. The Principal also gives a confidential report about the performance of the faculty and due credence is given to this report for career advancement/promotion of the faculty.

Audio Visual Aids/Multimedia~ Most of the faculties are trained in or acquainted with the system of using Audio-Visual Aids like LCD projector, computer with internet facility, relevant software packages by College faculty proficient in such usage.

OER (Open education resources) ~ There is no such resources in the institution.

Faculty as participant or resource person inside and outside the college~

Percentage of Faculty Members acted as Resource Persons

	11-12	12-13	13-14	14-15	15-16
Percentage of faculty members as Resource Persons in Workshops/ Seminars/ Conferences organized by external professional agencies	16.67%	0%	0%	0%	25%
Percentage of faculty members who Participated in External Workshops/ Seminars/ Conferences organized by National International professional bodies	33.33%	33.33%	50%	9.09%	91.67%
Percentage of faculty members who Presented Papers in Workshops/ Seminars/ Conferences conducted or recognized by professional agencies	33.33%	16.67%	0.25%	18.18%	25%

***The table is applicable to the Full-Time Teachers only.**

The teachers regularly participate in seminars/conferences/workshops organized by the College as also by other institutes or academic/professional bodies. A large part of faculty members is invited for presentation of papers and delivering talks as resource persons at Workshops / Seminars / Conferences.

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

The College does not yet have any option or system of providing research grants from the College fund. The Principal encourages the teachers to apply for and conduct research project from the sponsorship of UGC and other funding agencies. The college provides necessary infrastructure and other facilities for smooth running of their projects. Study leave, if needed, is granted to the teachers when they are in the process of pursuing their Ph.D. degree. Teachers are also encouraged to teach in the university level. The college allows 'on duty' leave to the teachers to attend orientation programme, refresher course, seminars, workshops and other training programmes organized by the parent or any other university, research institutes etc. The internal Research Committee of the College keeps the faculty updated on such programmes.

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.

None.

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

Evaluation of teachers is done by the 3rd Year Honours students after their 3rd year Test, where they can freely assess the performance of teachers of respective departments collectively in a feedback form. At the time of IQAC visit to every department, student evaluation is discussed and efforts are made for advancement of the teaching-learning process of the department.

2.5 Evaluation Process and Reforms

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

The stakeholders of the Institution are made aware of the evaluation processes of the College and the University mainly through the Prospectus and Academic Calendar. At the time of issuing form for admission to 1st year in any course, the College administration distributes prospectus of the College to the admission-aspiring students. This prospectus provides the idea of the examination and evaluation system. All official announcements and University/College notices are circulated to both teachers & students and usually also put up on the College notice board and College website. Admitted students can have guidelines from their departmental teachers regarding time table, syllabus, academic calendar, teaching plan and number of internal tests to be conducted in a session and its impact on their final University examination. Students are clearly made aware of the eligibility criteria required to appear in the final examination. They are informed about the criterion of attendance and internal assessment in details. The students come to know about question patterns, marks distribution, etc. from the teachers. Every student of lab-based subjects is well briefed on the process of evaluation of external examination/projects/viva-voce/labwork throughout the period of their study. During Parent -Teacher meetings, the whole evaluation process is clearly explained to the parents. After each internal assessment test, the evaluated answer scripts are shown to each of the students by the departmental teachers, pointing out their mistakes and shortcoming.

Teachers' Council meetings are held frequently concerning the evaluation process, especially for the benefit of the new faculty.

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 College abides by all the major evaluation reforms that have been initiated by the University of Calcutta in recent years. Since 2007-08 University examination is being conducted at the end of each academic year, i.e., 1+1+1 system with modular system of question papers. From 2013, Practical Examinations in Science subjects are being held at home centre. In addition to Selection Tests, the University has also directed the affiliated institutions to hold Mid-Term examinations as a preliminary assessment of students since 2008-09. Class tests are also conducted to

evaluate the students.

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

To ensure effective implementation of the evaluation reforms of the University, the College maintains regular contact with the University administration, i.e., the Controller of Examinations, Registrar, Inspector of Colleges etc. by regularly attending meetings. Faculty members are appointed as examiners and scrutineers and attend the requisite meetings and are in regular contact with the respective Head Examiners. The College administration implements all reforms through the College Examination Cell and Teachers' Council. This ensures the smooth running of the examination system. These committees also keep track of all the developments in the University evaluation procedure.

To ensure effective implementation of the evaluation reforms initiated on its own, the College depends on its internal Examination Cell.

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

Formative evaluation: Most departments hold regular class tests for constant evaluation of student performance. According to University regulation, every student has to appear for the Mid-Term Test conducted during November. This provides the students and the faculty with an effective feedback about their understanding of the subject with scope for improvement during the remaining part of the session. Selection tests are conducted during January, February and March for Part-III, Part-II and Part-I Examination, respectively. Only those students who have the requisite attendance and qualify in the College Selection Test, satisfying the criteria provided by the University, are allowed to appear in the final examination. Class response, group discussions, interactive sessions etc. also help to identify slow and advanced learners. Special classes are arranged for slow learners, while advanced learners are encouraged to further stretch their ability.

Summative evaluation: The students are evaluated at the end of every academic session by the University. The examination pattern is as follows:

Part-I: 2 Honours papers of 100 marks each + 2 General paper of 100 marks + 2 Compulsory language papers of 50 marks each.

Part-II: 2 Honours papers of 100 marks each + 2 General papers of 100 marks each.

Part-III: 4 Honours papers of 100 marks each + ENVs paper of 100 marks (including a compulsory Project work).

For lab-based science subjects, examinations also include practical papers.

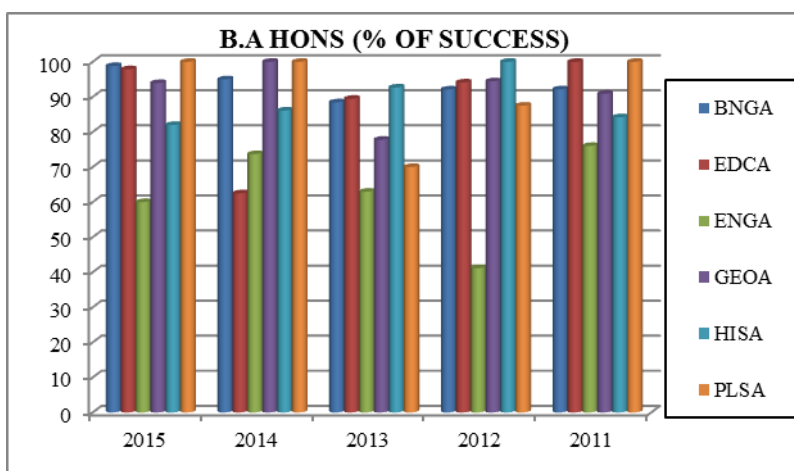
After the completion of each examination held at various examination centres, the Controller of Examination section of the University collects all those scripts and makes arrangements for evaluation by the assigned examiners. In the evaluation processes, answer scripts are evaluated by one examiner, then scrutinized by another teacher and the total evaluation is verified by the Head Examiner. After publication of result, if any student finds any anomalies in the award of marks, he can opt for re-view of answer script according to University norms. The result of a student is considered holistically at the end of Part-III examination.

The formative and summative assessments taken together greatly help in monitoring student progress through the process of frequent evaluation and feedback. The recent reforms, namely the 1+1+1 examination system and the system of compulsory Mid-term examinations have significantly improved student attendance, participation and performance. In the earlier examination system, 1st year students often tended to be too casual in their approach, but the system of University exam every year keeps them alert and sincere.

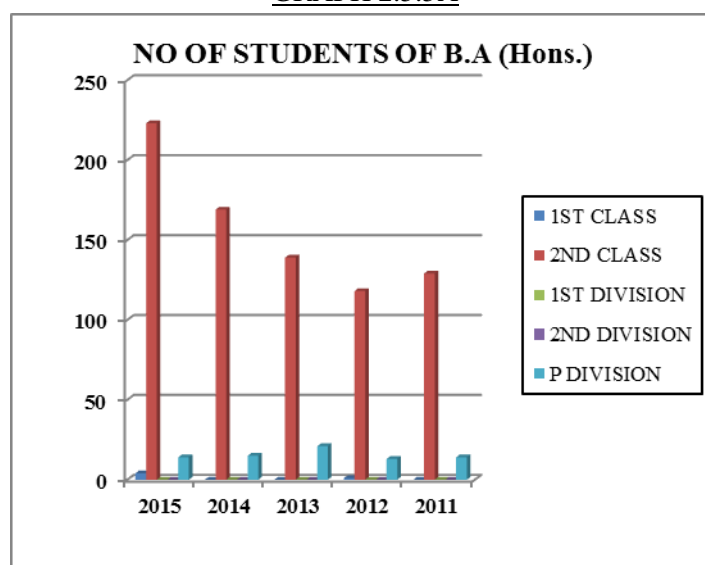
2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns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

Apart from departmental class tests, the College holds Mid-term examination and Selection test for all batches of students, as mentioned before. The evaluated answer scripts are shown to each of the students by the departmental teachers, pointing out their mistakes and shortcomings. Model answers are discussed and notes are provided, if needed. Tutorial classes and remedial classes are held regularly by the departments. Besides internal examinations, student progression is also monitored through class performance and attendance. Each department holds parent-teacher meeting. In the meetings, parents are informed about the academic performance of their wards.

University results for the last four years~



GRAPH 2.5.5A

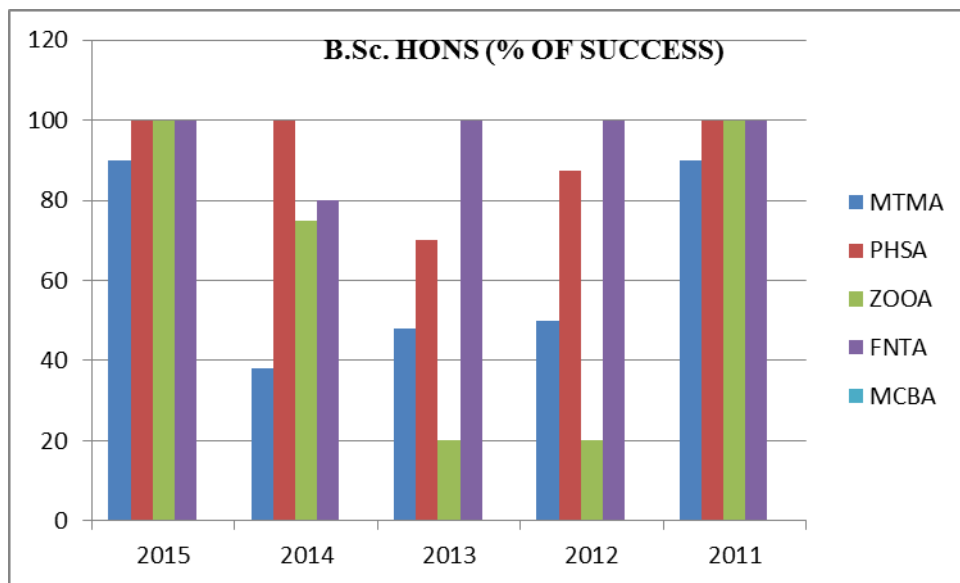


GRAPH 2.5.5B

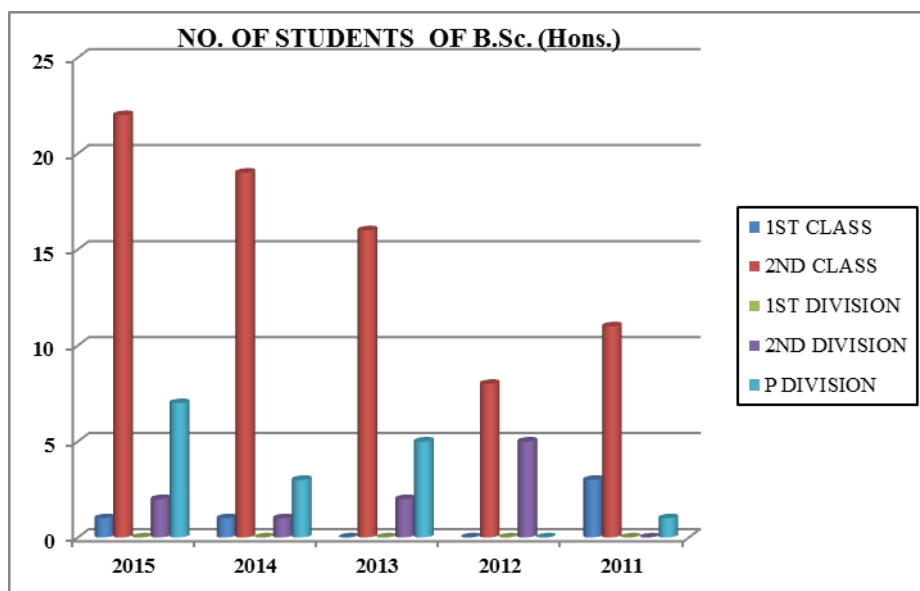
As is explicit from GRAPH 2.5.5A, the success rate in most subjects (BNGA~ Bengali Hons., EDCA~ Education Hons., ENGA~ English Hons., GEOA~ Geography Hons., HISA~ History Hons., PLSA~ Political Science Hons.) of

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the Humanities (Honours) group is quite high. Considering the underprivileged background of the local student community, the % of success in English is also commendable. However, a detailed study (GRAPH 2.5.5B), shows that the number of students securing 1st Class is very low, almost non-existent. This implies that the College and its multitude of economically poor, needy, disadvantaged students have yet a long way to go. The College is trying its utmost to improve student performance (especially number of students securing 1st Class) and hopes to nurture a few University toppers in near future.



GRAPH 2.5.5C



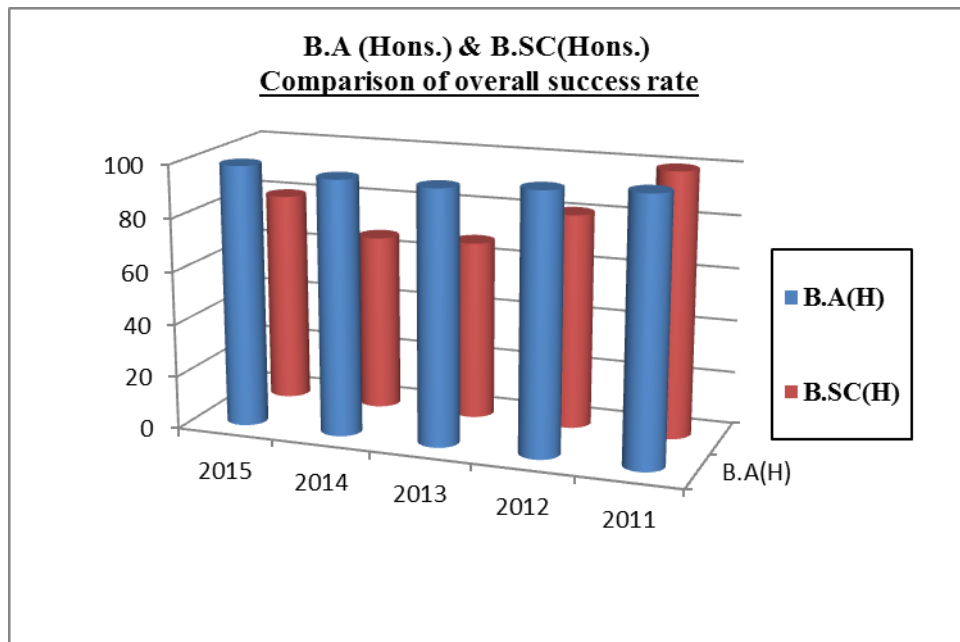
GRAPH 2.5.5D

[Note: MCBA (Microbiology Hons.): No batch has appeared for the Part III examination yet.]

As is apparent from the above graph 2.5.5C, the % of success in most of the subjects (MTMA~ Mathematics Hons., PHSA~ Physics Hons., ZOOA~ Zoology Hons., FNTA~ Food and Nutrition Hons.) in Science (Honours)

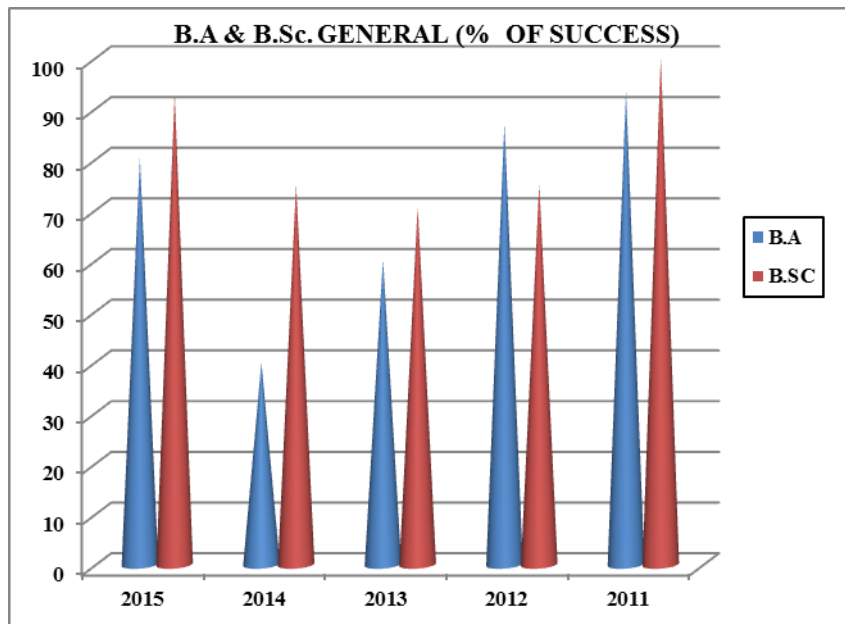
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group is quite high (some are 100%), but here also the % of students securing 1st Class is very poor (GRAPH 2.5.5D). The College needs better quality of input students and more teaching staff to cope with the increasing demands of the Science programmes.



Shortage of permanent/ full time teaching staff in most of the Science departments had resulted in a temporary dip in the success rate as compared to the Humanities group, but recruitment of some highly qualified permanent teaching staff over the last one and a half year has raised hopes of better overall success.

The results of General streams in both Science and Humanities is given below:



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

To maintain rigour and transparency in the internal assessment, the teachers strictly adhere to the examination system, question pattern and marks distribution prescribed by the University. The record of the marks of all internal examinations is maintained in the individual departments, while a copy of the same is sent up and published centrally. It needs to be mentioned here that while a teacher can counsel a student for his/her better progress in near future, the feedback from the student enables the teacher in improving the standard of teaching and assessment.

Independent learning and communication skills of students are assessed through participation in class projects, laboratory work, field visits, wall magazines, College magazines, short quiz, debates, group discussions, etc. Students also participate in different intra and inter-college co-curricular and extra-curricular activities as well as NSS programmes. They also attend seminars and invited lectures organized by the College. Credence is assigned for the overall performance and development of the students on the basis of all these activities internally; however, there is no scope for assigning such weightage for evaluating student performance in the final (University) level.

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

Internal assessment/evaluation is used by each department as an indicator for evaluating student performance, achievement of learning objectives and planning. As mentioned before, class tests, Mid-term test, Selection tests help to assess academic progress before the University exam. Student attendance and their participation in various class projects, homework assignments, laboratory work, field visits, wall magazines, College magazines, short quiz, debates, group discussions, etc test their interest, involvement, ability to understand, correlate and communicate, their analytical skill, planning, management, discipline, sincerity and enthusiasm in the respective fields. All these taken together help to attain the learning objectives and ensure holistic progress of the young minds.

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

In case of grievances regarding internal evaluation at the College level (College assessments), the following steps are adopted:

Answer scripts are shown to the students. The concerned teacher often explains to the students their mistakes/shortcomings and advises on ways for better performance. If a student is not satisfied with the evaluation, he/she may directly approach the Head of the Department with his/her grievance. There is a Grievance Redressal Cell in the College which may be approached, if necessary. In that case, the members of the Cell and the Principal jointly take a decision.

For redressal of grievances with reference to evaluation at the University level, following steps are adopted according to University regulations:

The students may apply for scrutiny/re-examination/review of answer scripts in the prescribed proforma, forwarded by the College authority. The scripts are then scrutinized or re-examined, as the case may be, by a different scrutinizer or examiner. Sometimes, if needed, photocopies of scripts are shown to the examinee. Students can also directly approach the Controller of Examinations or the Vice-Chancellor for intervention on their part. But their applications are ultimately redirected to the College authorities for further actions.

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 vision, mission and goals of the College have shaped the learning outcomes. The ultimate goal is to empower the typically first generation learners of this backward, rural, under-developed community with higher education, wisdom and moral values, to liberate them through knowledge and truth, to prepare them as responsible, self-dependent citizens. This is also reflected in the College logo and motto. Students and staff are made aware of these learning outcomes through academic calendar, prospectus, circulars displayed on College notice board and website, Teachers' Council meetings, classroom teaching, interactive sessions, various College programmes, etc.

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

The college aims to nurture its backward, needy students into ideal citizens with moral values, a sense of social responsibility, capability of earning livelihood and a just sense of self esteem. Accordingly it provides the students and staff with a supportive learning environment. The teaching, learning and assessment strategies are designed to be student centric and in tune with the intended learning outcomes (as mentioned before). The Academic Council and Teachers' Council meet regularly to discuss on how to enhance the quality of learning, teaching and assessment.

The faculty promotes learning through classroom teaching, interactive sessions, group activity, homework assignments, projects, seminars, practical sessions, tests, field visits, industrial visits, excursions, participation in departmental wall magazines and College magazines, etc. These help the students to acquire skill in collecting, processing and presenting relevant data, develop their analytical and communication skill, build their confidence and enable them to get a firm grip on their subject. Interaction with experts through seminars and workshops, the rich library resources, computer and internet facilities also help develop their knowledge.

Various social activities, community programmes, environmental safety campaigns (organized by NSS and Students' Union), College Sports and Annual Cultural Programme, different co-curricular and extra-curricular activities help to build character and awareness, promote social orientation and foster a sense of national integration. Compulsory course in Environmental Studies, following Calcutta University regulations, provide training in ecology and environment related issues.

Apart from academic assessments, as outlined before, the College closely monitors and documents student participation in all the above events to assess their holistic development. The IQAC gives special emphasis on Learning Outcome Assessment and Documentation as these can tell an organization whether the services, opportunities, or experiences it offers are having the desired impact on those who partake in them.



Community awareness



Sports Day Prizes



Field Trip



Faculty conducting Quiz



Student Performance

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

In the introductory classes of any course, teachers make the new students aware of the social and economic relevance of the course. Teachers focus on how the study of the courses can be economically and socially significant by explaining the job opportunities and scope of further studies and research work in the subjects. Departmental seminars / invited lectures also give the students idea about the impact of studying their relevant subjects. The Career



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Counseling Cell counsels students and arranges for career workshops. The Cell is drawing up a proposal to start active liaison with industrial houses for campus interviews and an annual career fair.

At the very beginning of each session students are encouraged to participate in NSS activities that include social and community services.

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

Various departments collect data on student learning primarily on the basis of their performance in the College Examinations and University Examinations. Performances in class test, Mid-term Test and Selection Test give feedback on various parameters such as interest in the subject, attention in class, understanding of the subject, analytical skill, presentation and communication, etc. Slow and shy learners are identified and offered counseling. Special tutorial classes and remedial classes can be availed by students. Apart from this, class attendance records also inform the faculty about student interest and involvement in the relevant course. Interactive sessions help to analyze student personality and specific needs. Laboratory work and field work inform the faculty on whether a student can apply his knowledge to a real scenario. All these information taken together helps to analyze individual learning outcome and assists the faculty to review the teaching process, if needed.

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

The College authority monitors student performance through attendance records and records of class performances. Mid-term and Selection Tests are conducted and results are displayed on the departmental notice boards. The answer scripts are also shown to the students to help them analyze their mistakes. Results of the College examinations are analyzed in the departmental meetings while those of the University Examinations are analyzed in the Teachers' Council meeting. Departments arrange tutorial and UGC-funded remedial classes for slow learners. Library visits and use of internet are highly encouraged and records are kept to document their usage.

The College puts major emphasis on areas like communication, discipline, social behavior, responsibility, humanity etc. Parent Teacher meetings serve as a great source of information exchange on student progress and development.

All relevant student data are analyzed, problems (if any) are identified and addressed accordingly in the Teachers' Council meeting. Suggestions obtained are implemented and feedback discussed in next meeting.

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

The graduate attributes specified by the College are in tune with the College vision, mission and goals. The institute aims for quality education for all-round development of its underprivileged students. The students are expected to have acquired the necessary knowledge, wisdom and skill that would enable them not only to take up a suitable career but also make them socially responsible citizens. The College ensures the attainment of these by providing a suitable learning environment. All teaching learning and assessment strategies are designed to be student centric and in tune with the intended learning outcomes (as mentioned before).

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

N.A.

CRITERION III:**RESEARCH, CONSULTANCY AND EXTENSION****3.1 Promotion of Research*****3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?***

Not Applicable

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

The College is not a recognized research centre of the Calcutta University. However, it promotes research activities, especially among faculty, and has an internal Research Committee. It consists of the following teaching staff~

Dr. Kalpana Ghosh (convenor), Dr. Sisir Chatterjee (joint convenor), Mr. Sudhin Sinha, Mr. Uttam Ray Mandal, Dr. Arunima Biswas, Dr. Debasree Saha, Dr. Manabkanti Baidya, Dr. Poulomi De Bhowmik, Ms. Rukshana Irani, Mr. Sanat Purkait, Dr. Samrat Dev.

The Committee intimates the teachers about various Research schemes and Fellowships, and motivates them to apply for the same. It screens project proposals funded by different agencies. It ensures that adequate infrastructural support such as library, laboratory, computer and internet facilities is provided by the college. It also ensures timely availability and release of fund. Assistance is provided by the committee to enable timely submission of Utilization Certificate to the funding authorities. It informs faculty of upcoming national and international seminars, workshops etc. and encourages them to participate and present papers or to act as resource persons. It also helps individual departments to arrange seminars, workshops etc. in the College. The Committee monitors that copies of research publications and seminar proceedings are kept in the library (soft copies). It keeps record of past and present research achievements of faculty. It also helps to monitor equipment/instrument requirement, purchase and maintenance in the laboratories.

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

Being an undergraduate college, there is no provision for research for the students in the college. The faculty members are encouraged to start active research and apply for research grants funded by UGC and other agencies (e.g. UGC Minor Research Projects). Once a faculty gets funded, the authorities try to facilitate smooth progress and implementation of the project through the following steps:

- Autonomy to the principal investigator is ensured by the College authorities. The PI usually enjoys full autonomy to utilize the sanctioned grant properly.
- Timely availability of resources and timely release of fund are facilitated.
- Adequate infrastructure (library, laboratory, computer and internet facilities etc.) and human resources are provided as far as possible.
- Time-off, reduced teaching load, special leave etc. are not always possible due to shortage of teaching staff. However, there is a provision of special educational leave which is allowed only under special circumstances.

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- Support in terms of technology and information needs is provided with 24 hours internet and LAN facilities.
- Assistance is provided to enable timely 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?

This is an Undergraduate College and has little provision to develop research culture among students. The institution, however, always motivates the students to go for higher education, including research, in future. Various departments of the College organize national or state level seminars or invited lectures and encourage student participation to develop scientific temper and research aptitude among the students. Students, thus, get an opportunity to meet and interact with the distinguished personalities in their respective fields. The library resources and internet facilities also provide access to research journals that in turn foster research aptitude.

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

This, being an Undergraduate College, the students are not involved in active research. The recent UGC-Minor Research Projects sanctioned to the teachers are detailed below:

UGC-Minor Research Project (Sl. No.)	Name of the PI and Dept	Duration		Title of the project	Name of the Funding Agency	Total amount sanctioned	Total amount received till date
		From	To				
1	Dr. Sisir Chatterjee of Dept. of Geography	2009	2010	Tourism Development in Sundarban: Participation of Local People and their Perception	UGC	Rs. 1,29,500/-	Rs. 1,29,500/-
2	Dr. Sisir Chatterjee, Dept. of Geography	2013	2014	Changing Pattern of Socio-economic status of Digha Township	UGC	Rs. 1,09,500/-	Rs. 1,09,500/-
3	Sanat Kumar Purkait, Dept. of Geography	2015	2017	Socio-Economic Impact of Small Scale industry and cottage Industry in South 24 Parganas, West Bengal	UGC	Rs. 2,20,000/-	Rs. 1,75,000/-

Also, some of the faculty members (from Department of History, Department of Food and Nutrition) are currently pursuing their Ph.D. from other institutes in their spare time.

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

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There has been no workshops / training programmes / sensitization programmes organized by our College in the recent past on capacity building pertaining to research. But the Research Committee is taking initiative to arrange such a training programme soon in the campus.

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

As stated earlier, the college does not have any research centre but our faculty members are or have been involved in high quality research. Following is the detail along with research areas and expertise field of the permanent faculty members~

Name	Research Areas	Expertise
Dr. Sasabindu Jana (Principal)	BENGALI	Modern Bengali Essay
Dr. Manab Kanti Baidya	BENGALI	Bengali Drama
Sudhin Sinha	HISTORY	Agrarian History
Dr. Sisir Chatterjee	GEOGRAPHY	Environmental geography
Sanat Kumar Purkait	GEOGRAPHY	Cartography, GIS and RS
Dr. Poulami De Bhowmik	ZOOLOGY	Genetics and Molecular Biology
Dr. Arunima Biswas	MICROBIOLOGY	Molecular Biology with special emphasis on RNA and Protein Biology
Rukshana Irani	FOOD & NUTRITION	Therapeutic Potential of Food
Uttam Roy Mondal	MATHEMATICS	Image processing
Dr. Debasree Saha	CHEMISTRY	Organic Chemistry
Supriti Sarkar	EDUCATION	Comparative Education
Suvankar Ghosh Roy Chowdhury	ENGLISH	Theatre, Translation, Modernism

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

Eminent teachers, researchers and educators from different Universities, colleges and academic/professional bodies are invited as resource persons in seminars and workshops arranged by the various departments or NSS units of the College. The teachers and students are both benefitted through interaction with such prominent personalities. Such seminars provide an ideal platform where the distinguished scholars can share their knowledge and experience that, in turn, help to promote research aspirations in students. Also the faculty is benefitted through such scholarly interaction and exchange of ideas. Details of recent seminars have been given before (2.3.6). A list of eminent faculty members who visited the College in recent years is given below:

- Prof. Sudepta Adhikari, Ex-Vice Chancellor, Patna University;
- Dr. Kalyan Rudra, eminent environmentalist and river geographer;
- Prof. Malay Mukhopadhyay, Dept. of Geography, Visva Bharati University;
- Prof. Sunanda Bandopadhyay, Dept. of Geography, Calcutta University;
- Dr. L. N. Sathpathy, Dept. of Geography, Calcutta University;
- Dr. Ramakrishna Maiti, Dept. of Geography and Environmental Management, Vidyasagar University;
- Dr. Biswajit Bera, Dept. of Geography, Rabindra Bharati University;
- Himbanto Bandopadhyay, Professor, Dept. of Bengali, Rabindra Bharati University;
- Jahar Sen Majumdar, Professor, Dept. of Bengali, Calcutta University;
- Prof. Mahalaya Chatterjee, Dept. of Urban Economics, Calcutta University;
- Dr. Manjari Bhattacharjee, Department of Geography, Visva Bharati University;
- Dr. J.P. Halder, Dept. of Physiology, Former Principal, Bangabashi Evening College, Calcutta University;
- Dr. Kazi Layla Khaled, Department of Home Science, Calcutta University;

- Dr. Sudipta Pal, Dept. of Human Physiology, Tripura University;
- Dr. S. K. Acharya, Dept. of Agricultural Extension, Bidhan Chandra Krishi Visva-vidyalaya;
- Dr. Shibaprasad Sengupta, Agricultural Marketing Officer, State-owned Oil Grading Laboratory;
- Dr. Tapan Kumar Pal, Dept. of Biotechnology, Bengal Institute of Technology

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Nil

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

The College creates awareness and induces transfer of the findings of institutional research by making the publications of the faculty available to the students. Dr. Sisir Chatterjee's recent works on Tourism in Sundarban and on socio-economic status of Digha have been greatly appreciated by the Sundarban Development Board and Digha Sankarpur Development Authority respectively, and are examples of research work whose findings are being translated directly into the welfare of the local people.

Copies of research publications and seminar proceedings are kept in the library. The understanding about the latest research findings is usually shared and explained by the researcher among the faculty members and students of the concerned department and practical applicability and policy measures, if any, are discussed.

3.2 Resource Mobilization for Research

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

The College is not entitled to make any autonomous allocation from the total budget for research. The faculty members can apply and receive grant from UGC for research, seminar etc.

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?

The College has no provision to provide seed money to the faculty members for research.

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

As the college has only undergraduate courses, there is no provision for research work for the students.

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

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Currently no interdisciplinary research is going on. The major interdisciplinary programmes are usually seminars which have been described before.

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

It should be mentioned here again that this is an Undergraduate College and students are not involved in active research. The Science departments have well set up laboratories with modern equipments having compatibility with the UG syllabus as recommended by the University. The instruments, equipments, chemicals, computers, library resources etc. of various departments are used optimally and regularly by the staffs and students of respective departments for regular laboratory work and shared with other departments, if needed. The teachers involved in active research avail of the same infrastructure provided by the College and also buy additional necessary amenities with their grant money.

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

No

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

The faculty members are encouraged to submit proposals to the UGC for the minor research projects during various plan periods. The internal Research Committee plays a motivating role and helps the faculty to secure research funds. The details of grants received from UGC during the last four years are enlisted below:

UGC-Minor Research Project	Name of the PI and Dept.	Duration Year		Title of the project	Name of the Funding Agency	Total amount sanctioned	Total amount received till date
		From	To				
1	Dr. Sisir Chatterjee of Dept. of Geography	2013	2014	Changing Pattern of Socioeconomic status of Digha Township	UGC	Rs. 1,09,500	Rs. 1,09,500
2	Sanat Kumar Purkait, Dept. of Geography	2015	2017	Socio-Economic Impact of Small Scale industry and cottage Industry in South 24 Parganas, West Bengal	UGC	Rs. 2,20,000	Rs. 1,75,000

3.3 Research Facilities

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

The students are not involved in active research work as this is an Undergraduate College. The students of laboratory-based subjects are provided with all the facilities (e.g. instruments, chemicals, library resources, computer and internet facility etc.) needed for their laboratory/practical work or projects/ field surveys etc.

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

The basic infrastructure available in the campus is almost sufficient for the undergraduate students of laboratory-based subjects. Students have full access to utilize the available resources in a systemic way. Besides, the institute has taken initiative to form an internal Research Committee to facilitate the faculty involved in active research and to enhance the research quality.

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

No.

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

Not Applicable

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

The library has an excellent collection of textbooks, reference books, journals for all streams. Facilities available include excellent and efficient staff, availability of computers, LAN and internet services, INFLIBNET, DATA BASE SERVER etc. Library details are given in Criteria 4.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

The college does not have a research centre of its own. However, our faculty members have research relations (informal) with a number of research institutes.

3.4 Research Publications and Awards

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

- * *Patents obtained and filed (process and product):* Not Applicable
- * *Original research contributing to product improvement:* Not Applicable

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

Students of B.Sc. 2nd Year Honours of Food and Nutrition Department visit different communities and assess their nutritional status by using anthropometric measurements, diet surveys and observing clinical manifestations. They also prepare visual aids and provide nutrition education and try to make people aware not only about the nutrition related problems prevalent in the society but also teach them about the preventive and remedial measures.

They also undertake market survey where they gather information regarding different commercial food commodities available in the market. It's a kind of field experience through which demand of different commodities and its popularity among people can be obtained. It helps to assess and spread the positive and negative perceptions of people of different age group regarding various commercial products available in the market.



Survey amongst primary school children



Faculty and students of College during survey

The UGC Minor Research Project carried out by Dr. Sisir Chatterjee of the Department of Geography in 2009-10 was on ‘Tourism Development in Sundarban’. The Sunderbans is a UNESCO World Heritage Site. It is one of the most attractive and alluring places of earth. It is also the largest Tiger Reserve and National Park in India. In other words, it is a tourists’ paradise. Yet, the socio-economic profile of Sundarban’s inhabitants is very poor as the tourists usually avail some ‘package tours’ which are mostly operated by outside agencies. The residents of the island villages have little opportunity to take part in such tourism-related business. Dr. Chatterjee’s work has provided deep insight into this issue. His work has been greatly appreciated by the Sundarban Development Board and his report actually serves as a popular brochure for the tourists and is available in all local stores. His work also gave important guidance on packaging of the forest honey for sale.

Similarly, his work on “Changing Pattern of Socioeconomic status of Digha Township” (2013-14) is an example of translation of research findings directly into the welfare of the local mass. It was greatly appreciated by the Digha Sankarpur Development Authority.

The on-going UGC Minor Research Project of Mr. Sanat Kumar Purkait of the Department of Geography on Small Scale Industry and Cottage Industry in South 24 Parganas, aims at evaluating rural development through assessment of the present scenario of these industries with special emphasis on the condition of the workers. It is expected to appraise the socio-economic impact in great details with a view to improve these trades and benefit the community involved.

Research inputs contributing to new initiatives and social development~

The College hopes that the inputs of the research studies/work, as described above, will benefit the common mass, albeit, mostly, in a local level at present.

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

The institute is going to publish research journals in Science and Humanities separately very soon.

3.4.3 Give details of publications by the faculty and students:

Since the students are not actively involved in research, the journal and book publications by the teachers (related to work done in the College or elsewhere) are listed below:

Name Of the department	Number of papers published in peer reviewed journals, both National and International	Chapter in books/ e-books	Books edited	Books with ISBN & ISSN no.	Abstracts/ Proceedings
Bengali	10	10		04	20
English	01	3		2	10
History					
Geography	11	7	2	5	19
Political Sc.					
Education					
Food & Nutrition	19	8			42
Microbiology	13	2			2
Zoology	5				
Mathematics	3				1
Chemistry	12	1			
College Library	3				

* Number of papers published by faculty in peer reviewed journals (national / international)

Publication details (if any), are attached to the end of 'Evaluative Report of each Department'.

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

Not Applicable

3.4.4 Provide details (if any) of

Research awards/ Recognitions received by the faculty~ Not Applicable

3.5 Consultancy

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

There is no such provision for institute - industry interface, till date. The Career Counseling Cell is shortly coming up with a proposal for institute- industry liaison which, in future, may give way to such interface.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

In tune with the vision of the College to develop generations of educated, worthy and responsible citizens, all students are encouraged to take part voluntarily and actively in the institution -neighbourhood-community network by participating in the Extension activities promoted by the College. Raidighi College, since its birth, has a tradition of philanthropy and engagement in social service, and this spirit is instilled in our students through their participation in various NSS programmes and Eco Club activities. At times of national calamities, the staff and students contribute generously towards Relief Funds. The severe Cyclonic Storm **Aila** was the worst natural disaster to affect the Sundarbans in recent times. The College played a major role in the relief work in the local community during that period.

Since many of the students, themselves, come from local families with meager means, the College plays a pivotal role in ensuring continuity of their formal learning process. The College helps the students of socially backward class to get scholarship/financial help from the Government. The College also helps needy but bright students by waving tuition fees, or by giving concessions. Introduction of Spoken English and computer training classes and that of UGC-funded Remedial coaching classes for backward students and coaching for competitive examinations also help the local youths. Many senior students and even ex-students work voluntarily side-by-side with the teachers to help the College arrange these career development activities.

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

The privilege and responsibility of being a college student and the obligation and importance of community service are impressed upon the students at the very beginning of the session. The young minds are, thus, motivated to participate in various NSS and Eco Club activities. Their involvement in campus cleaning, blood donation camps, health camps, Thalassemia camps, literacy drive, relief work, community awareness campaigns, and their participation in paying homage to state and national luminaries, etc. ensure the promotion towards the augmented citizenship role. The students are also actively involved in the cultural programmes held in the College. Under the supervision of their teachers, our students are engaged in preserving the clean and green environment of the College campus. They help the Eco Club to maintain the recently made medicinal garden of the College, put up posters for general awareness on healthy practices and, also participate in cleaning of local water bodies and adjoining areas.

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

As mentioned before, the IQAC monitors the overall performance and quality of the institution and solicits stakeholder perception on this. As a part of the quality assessment process, the final year UG students fill up feedback questionnaires on teaching and other aspects of the College. This feedback is considered and analyzed by IQAC and communicated to the respective departments in order to enhance the teaching-learning process and incorporate the valid suggestions of the students. Apart from this practice, the students can also express their concerns/opinions in various ways. The student representatives can communicate students' requirements and problems to the respective teacher/ head of department/ Principal. A student can directly communicate with the head of department/ Principal. A Suggestion / Complaint box is placed in the College specifically for the students. The Students' Welfare Committee and the Grievance Redressal Cell also address student concerns.

Parent-teacher meetings are held on a regular basis to update the parents about the performance and attendance of the students, and also to get their feedback and suggestions. Parents of any student are allowed to meet the teachers and Principal on any day of the week, but, preferably, with prior appointment.

Regular meeting of Teachers' Council and regular staff meetings are held to keep the staff updated about changes and developments of the institute and to seek their opinions on different issues.

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

The Institution plans and organises its extension and outreach programmes primarily through the two NSS Units of the College.

The yearwise budgetary details are given in the next page:



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University of Calcutta
National Service Scheme (NSS)
ACCOUNTS STATEMENT

The following statements of expenditure of **Raidighi College NSS UNIT-I** for their regular activities and for their special camp during the year **2011-12** have been checked and prepared on the basis of documents and vouchers produced by the authority of the NSS unit and it is certified that the grant has been utilized as per norms.

Receipt		Expenditure (regular activities)
Opening balance: The Grant received from CU Vide cheque was	Rs. 22500.00	1. Out of pocket allowance of Prog. Officer @ Rs. 400/- p.m = Rs. 4800/-
Savings Bank A/C No. :	SB4686	2. Programme Development expenditure= Rs. 15450/-
		3. Contingencies and unforeseen expenditure= Rs. 2250/-
Total = Rs. 22500.00		Total = Rs. 22500.00

Receipt		Expenditure (special camp)
Opening balance: The Grant received from CU Vide cheque was	Rs. 22500.00	Expenses incurred for 7 days x 50 heads @ Rs. 450/- per head for the total period= Rs. 22500/-
Savings Bank A/C No. :	SB4686	
Total =Rs. 22500.00		Total = Rs. 22500.00

The following statement of expenditure of **Raidighi College NSS UNIT- II** for their regular activities and their special camping during the year **2011-12** has been checked and prepared on the basis of documents and vouchers produced by the authority of the college NSS unit and it is certified that the grant has been utilized as per norms.

Receipt		Expenditure (regular activities)
Opening balance: The Grant received from CU Vide cheque was	Rs. 22500.00	1. Out of pocket allowance of Prog. Officer @ Rs. 400/- p.m = Rs. 4800/-
Savings Bank A/C No. :	SB4686	2. Programme Development expenditure= Rs. 15450/-
		3. Contingencies and unforeseen expenditure= Rs. 2250/-



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Total = Rs. 22500.00	Total = Rs. 22500.00
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Receipt		Expenditure (special camp)
Opening balance:		1. Expenses incurred for 7 days x 50 heads @ Rs. 450/- per head for total period =
The Grant received from CU Vide cheque was	Rs. 22500.00	Rs. 22500/-
Savings Bank A/C No.	SB4686	
Total --Rs. 22500.00		Total = Rs. 22500.00

The following statement of expenditure of **Raidighi College NSS UNITS**, which applies to **each of UNIT-I and II** for their regular activities and special camp during the year **2012-13** has been checked and prepared on the basis of documents and vouchers produced by the authority of the college NSS unit and it is certified that the grant has been utilized as per norms.

Receipt	Expenditure for each unit (regular activities)
Opening Balance:	1. Out of pocket allowance of Prog. Officer @ Rs. 400/- p.m=
The Grant received from CU= Rs. 13500.00 for each unit	Rs. 4800/-
(Vide cheque no. 240845 dated 20.11.12 and cheque no. 240846 dated 20.11.12)	2. Programme Development expenditure =
Savings Bank A/C No. : SB4686	Rs. 7100/-
	3. Contingencies and unforeseen expenditure=
	Rs. 1600/-
Total = Rs. 13500.00 for each unit	Total =Rs. 13500.00 for each unit

Receipt	Expenditure for each unit (special camp)
Opening Balance:	Expense incurred for 7 days x 50 heads @ Rs. 42.86 per head per day =Rs. 15001/- for total period
The Grant received from CU= Rs. 15000.00 for each unit	Less Rs. 1 as spent by the P.O from his pocket and no claim made
(Vide cheque no. 721665 dated 17.12.12 and Vide cheque no. 721666 dated 17.12.12.)	
Savings Bank A/C No. : SB4686	
Total = Rs. 15000.00 for each unit	Total = Rs. 15000.00 for each unit

The following statement of expenditure of **Raidighi College NSS UNITS**, which applies to **each of UNIT-I and II** for their regular activities during the year **2013-14** has been checked and prepared on the basis of documents and vouchers produced by the authority of the college NSS unit and it is certified that the grant has been utilized as per norms.

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Receipt	Expenditure for each unit (regular activities)
Opening Balance:	1. Out of pocket allowance of Prog. Officer @ Rs. 400/- p.m= Rs. 4800/-
The Grant received from CU <u>for each unit</u> : @Rs. 13500.00 (Vide 2 cheques)	2. Programme Development expenditure = Rs. 7100/-
Savings Bank A/C No. : SB4686	3. Contingencies and unforeseen expenditure= Rs. 1600/-
Total =Rs. 13500.00	Total = Rs. 13500.00

The following statement of expenditure of **Raidighi College NSS UNITS**, which applies to **each of UNIT-I and II** for their regular activities and special camp during the year **2014-15** has been checked and prepared on the basis of documents and vouchers produced by the authority of the college NSS unit and it is certified that the grant has been utilized as per norms.

Receipt	Expenditure for each unit (regular activities)
Opening Balance:	1. Out of pocket allowance of Prog. Officer @ Rs. 400/- p.m= Rs. 4800/-
Grant received from CU <u>for each unit</u> is @ Rs. 13500.00 (Vide cheque no. 187656 dated 06.07.15 and Vide cheque no. 187657 dated 06.07.15)	2. Programme Development expenditure = Rs. 7100/-
Savings Bank A/C No. : SB4686	3. Contingencies and unforeseen expenditure= Rs. 1600/-
Name of the Bank with branch : BANK OF INDIA , RAIDIGHI	
Total = Rs. 13500.00	Total = Rs. 13500.00

Income	Amount (Rs.)	Expenditure for each unit (special camp)	Amount (Rs.)
Opening Balance:	15,000/-	Expenses incurred for 50 heads for 7 days programme	15,000/-
The Grant received from CU (Vide cheque)			
Savings Bank A/C No. :	SB4686		
Name of the Bank with branch : BANK OF INDIA , RAIDIGHI			
	15,000/-		15,000/-

The major extension and outreach programmes are listed below:

ACTIVITIES OF NSS UNITS OF RAIDIGHI COLLEGE (2011-2012)

Dates	Activities Undertaken
09.08.2011	Rabindrajayanti Programme as per W.B. Govt. Circular
11.08.2011	Observed Sundarban Day (21 st August) to enhance the awareness on biodiversity of local area
18.08.2011	Health Camp and Awareness procession
19.08.2011	Blood Donation Camp at College premises
15.09.2011	Observed Sports Day on the eve of our participation and success in Calcutta University Inter-College Sports tournament
December 2011	Identification and discussion on local biodiversity resources with the participation of bio-science students and faculty member
10.01.12	Orientation of NSS volunteers.
29.01.12	Beginning of Swami Vivekananda's 150 th Birth Anniversary Programme
07.02.12	Campus Cleaning and Message Conveying Posters
3 rd week of March , 2012	Beautification of Campus Programme.
17 th -18 th March,2012	An awareness programme was organized in the presence of Raidighi Police station O.C. and other inspectors of Raidighi P.S. to promote traffic laws and people's perception on road safety. It was highly appreciated by district administration and local people.
19.03.2012	Whole Unit-1 undertook River bank erosion protection programme. Unit Officer along with other Professors, members executed the Programme. Students members visited the erosion affected Purba Jata Village, Kankandighi Gram Panchayat, Mathurapur and surveyed the hazard affected people about their present status and future demands for better eco-friendly living.
20.03.2012	A large procession with banners & placards demonstrating the various aspects of our education and means to protect it originated out from the college campus on the eve of Birth Celebration of Swami Vivekananda and a seminar was organized on the life and contribution of Swami Vivekananda.
21.03.2012	A special discussion was held on the importance of NSS in the conference hall of the New Building of college in presence of dignitaries from NSS Unit.Prof. Sanat Kumar Purkait delivered an illustrious lecture on 'Education, travel and character building'.
22.03.2012	Though the campus cleaning is not a part of Special camp, we had been compelled to undertake the programme in unprecedented circumstances. The whole campus was cleaned, particularly the sewerage system and bleached.
23.03.2012	Lecture, Orientation and interaction with students by Prof. S. Majumdar, Chairman, WB College Service Commission. NSS Youth Officer of the district, Manasi Mandal was among the dignitaries. The last date of the Special Camp came to an end with colourful cultural programme and Vote of Thanks. Proposed Awards: Total 10, Best Male and Best Female NSS Volunteers in special camp for the contribution in social service throughout the year.

*Dr. Sisir Chatterjee, P.O. of NSS Unit II Raidighi College was awarded Best Programme Officer (along with few others) among all other Calcutta University College in the session 2011-2012. Dr. Dhrubojyoti Chattopadhyay [Programme Coordinator, NSS & Pro Vice Chancellor (Academic), CU] felicitated Dr. Chatterjee on 31st March 2012 in NSS award Programme, Centenary Hall, Calcutta University.

NSS Activities of Raidighi College (2012-2013)

Date	Activities Undertaken
10.08.2012	Observed 22 se Shraban as Rabindra Swaran Programme as per W.B. Govt. inspiration.
11.08.2012	Observed Sundarban Day (21 st Aug) to enhance the environmental awareness.
15.08.2012	Observed Independence Day.
17.08.2012	Health Camp and awareness procession on the eve of Independence Day
13.09.2012	Observed Sports Day on the eve of our participation and success in Calcutta University Inter- College Sports Tournament
01.10.2012	Observed Gandhi Birthday and felicitated some students for their work on social welfare.
12.10.2012	Awareness Programme on immersion and associated toxic effects on pond's water.
10.12.12-14.12.12	Identification and discussion on local biodiversity resource with the participation of Bio- Science students and Faculty Members.
08.01.2013	Orientation of NSS Volunteers.
11.01.2013	Observed Swami Vivekananda's Birthday with colourful procession.
22.01.2013	Participated in University Closing Ceremony and 150 th Birth Anniversary of Swami Vivekananda.
15.02.2013	Orientation of local people for motivating school going children towards learning and addressing the drop out problem.
18.02.2013	Campus cleaning and Message conveying Posters.
12.03.13-15.03.13	Beautification of Campus associated with Saraswati Puja.
12.04.13	An awareness programme was organized with the participation of Raidighi College's Teacher-in- Charge and other professors of the College to promote social responsibilities and people's perception on human behavior. It was highly appreciated by local people and other educational institutes.
13.04.2013	Though the campus cleaning was not the part of Special Camp, we had been compelled to undertake the programme in unprecedented circumstances. The whole campus was cleaned particularly the sewage system.
14.04.2013	Whole Unit-I undertook River Bank erosion Protection Programme. Unit Officer along with other professors, members executed the programme. Student members visited the erosion affected Purba Jata Village, Kankandighi G.P., Mathurapur-II and surveyed the hazard affected people about their present status and future demands for better living with a set of questionnaire.
16.04.2013	A large procession was carried out with Banners and Placards demonstrating the various aspects of our social problems like woman's honour and means to protect it. It originated out from the college campus on the completion of 150 th Birth Celebration of Swami Vivekananda and Rv. Krishnamohan and the procession terminated at the camp site covering local area. Prof. Uttam Roy Mondal , Bursar , Raidighi College and Prof. Suprity Sarkar, Dept. of Education, Raidighi College were the main speakers.
17.04.2013	A special discussion was held on the importance of NSS in the conference Hall of the New Building of College in presence of dignitaries from NSS Unit. Prof. Sanat Kumar Purkait , Ex. P.O. , Raidighi College NSS Unit delivered illustrious lecture on 'Travel and Development of Mental Map'.
18.04.2013	Lecture, Orientation and interaction of students with Prof. Sudhin Sinha and B.D.O. of Mathurapur II on public health issues.
19.04.2013	The last date of Special Camp came to an end after distribution of certificates in a colourful cultural programme and vote of thanks. This programme was presided by Dr. Sukdeb Halder , President , GB, Raidighi College. Proposed Awards: Total 10, Best Male and Best Female NSS volunteers in Special Camp for the contribution in social service throughout the year (considering the performance of both Unit I and Unit II).

NSS activities of Raidighi College (2013-14)

Date	Activities Undertaken
09.05.2013	Rabindra Smaran Programme (Remembering Tagore).
18.08.2013	Health Camp and awareness procession
19.08.2013	Quiz on environment and Biology
21.08.2013	Observed Sundarban Day(21 st Aug) to enhance the environmental awareness on biodiversity of local area.
15.09.2013	Observed Sports Day on the eve of our participation and success in Calcutta University Inter College Sports Tournament.
December, 2013	Awareness campaign on local biodiversity resource with the participation of bio-science students and faculty members.
10.01.2014	Orientation of NSS Volunteers.
29.01.2014	Seminar on Women Empowerment
07.02.2014	Campus Cleaning and Message conveying Posters.
3 rd week of March, 2014	Beautification of Campaign programme

NSS activities of Raidighi College (2014-15)

Date	Activities Undertaken
05.06.2014	Observed World Environment Day and volunteers participated in door to door interaction on the use of safe drinking water and the necessity of clean sanitation.
21.08.2014	Observed Sadbhavna Day to enhance the awareness on community interaction and coordination in local area.
08.09.2014	Organized and promoted rural Sarbashiksha Avijan on the day of International Literacy Day.
15.09.2014	Arranged a Procession on the day of International Peace and a discussion on nursing services for our Girl Volunteers
22.09.2014	Observed NSS Day on the eve of NSS Day, 24 th September. Felicitated young NSS Volunteers for their social contribution in local area.
20.11.2014	Orientation of 1 st Year Students on NSS objectives and observed National Integration Day, 19 th November with a large procession in Local surroundings.
01.12.2014	Campus cleaning and message conveying posters on World AIDS Day and an open-air talk on tropical diseases.
17.02.2015	Discussion on Environmental Awareness by different departmental teachers
27.02.2015	Cleaning of local surroundings and interaction with local Panchayat members on popular perception on Sundarban Environment
07.03.2015	Observed International Women Day and distributed awareness leaflet on ideal marriage age.
22.03.2015	A large procession with banners and placards demonstrating the various aspects of our environment and means to protect it. The procession originated out from the college campus and terminated at the camp site covering local area.
23 rd & 24 th March, 2015	Whole Unit- I Purba Jata Village Cleaning Programme was organised. Unit Officer along with other Professor members executed the programme.

	Local transport personals extended their supporting hands.
25 th March, 2015	Though the campus cleaning was not the part of Special Camp, we had been compelled to undertake the Programme in unprecedented circumstances. The whole campus was cleaned, particularly the sewerage system, and bleached.
26 th March, 2015	An awareness programme was organised in the presence of Mathurapur Block II B.D.O. Officers to promote the Health awareness to combat tropical disease with a slogan 'Safe Drinking Water is our only Future'.
27 th March, 2015	A Special Discussion held on the importance of NSS in the Raidighi college Conference Hall of The New Building of College in presence of dignitaries from NSS Unit and many important persons of the concerned locality, presided by Sukdev Halder, President, G.B., Raidighi College. Cultural Awareness Camp: Lecture, orientation and interaction with students by Prof. Sanat Kumar Purkait, Dept. Of Geography on Education, Culture and Character-building.
28 th March, 2015	The last date of the Special Camp comes to an end with colourful cultural programme and the vote of thanks.

ACTIVITIES OF NSS UNITS OF RAIDIGHI COLLEGE (till date in current session)

DATE	ACTIVITIES
5 th June	Observed World Environment Day
20 th August	Observed Sadvabna Day
8 th September	Observed International Literacy Day
15 th October	Awareness Camp on health, with focus on Thalassemia
1 st December	Observed World Aids Day; Attended seminar at Calcutta University College Street campus

Participation in such widespread extension activities inculcates the ideal of good citizenship and a sense of responsible consciousness in the young minds of the students, ensuring their active involvement in different aspects of the society, in future.





NSS AIDS Awareness campaign

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

The college undertakes wide spread extension and enrichment activities through NSS, Eco-Club and other forms of community development programmes arranged by the College. At the beginning of each session, the new students are apprised of the benefits and scope of the extension activities, by the in-charge of these units. The details of the program are displayed on the notice board. The faculty is also motivated to take active part in each extension program. The different NSS activities carried out in recent years are mentioned in 3.6.4. The Eco Club engages students and faculty alike, in maintaining a clean, green, plastic-free campus and in maintaining the recently made medicinal plant garden. The old medicinal garden was destroyed in the Cyclone Aila and the College is very protective about the new garden.

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

The College students mostly represent the underprivileged and ignorant section of the local community. The College periodically arranges for health camps, blood donation camps, etc. Awareness campaigns are carried out on safe drinking water, various tropical diseases AIDS, women empowerment, human rights, road safety, protection of local water bodies. The College also undertakes cleaning drives, river bank erosion protection program, literacy drive, nutritional survey. The College also arranges orientation of local people for motivating school going children towards learning and addressing the drop out problem in school and colleges. An awareness programme, organized in 2013 to promote social responsibilities and people’s perception on human behavior, was highly appreciated by local people and other educational institutes. The College observes International Women’s Day by focussing on women’s honour, importance of women’s education and the ideal marriage age for girls. Thus, the College aims to integrate academic study with the empowerment of less-privileged sections of the society.

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

The college endeavors to strengthen character, broaden mind, dispel superstition, impart moral values and consequently develop generations of educated and responsible citizens. Through the outreach programmes the students have been successfully sensitized regarding their duty to the society, as a whole.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The Eco Club and the NSS units have taken initiative to involve the local community in their outreach activities through which they alert common people on several social and health problems. Issues like early marriage of girls, dowry system, extensive use of chemical fertilizers, poor sanitation habits, etc. are strongly discouraged. The community is made vigilant about quality of drinking water, various tropical diseases, AIDS, etc. Awareness campaigns on protection of environment, conservation of local bio-diversity of the Sundarbans, river bank erosion protection, road safety, women empowerment etc. are greatly appreciated by local people.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The College has constructive relationships with other institutions of the locality, especially local schools.

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 NSS Unit of the College was awarded Best Unit in 2014. Dr. Sisir Chatterjee, P.O. of NSS Unit II Raidighi College was awarded Best Programme Officer (along with few others) among all other Calcutta University Colleges in the session 2011-2012. Dr. Dhrubojyoti Chattopadhyay [Programme Coordinator, NSS & former Pro Vice Chancellor (Academic), CU] felicitated Dr. Chatterjee on 31st March 2012 in NSS award Programme, Centenary Hall, Calcutta University.

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.

There is no official collaboration with institutes, industry or research laboratories for research activities. Some faculty members have association with research labs on personal basis. The College has been greatly benefitted by the exposure to National Level seminars, held in collaboration with other academic institutes.

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3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Not Applicable.

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

The College has a Career Counseling Cell which arranges for career workshops. The Cell is trying to facilitate regular visits of experts from different corporate sectors and industries each year, in order to interact with the students and inform them about placement opportunities in near future.

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

Seminar Organised by the College during Last Four Years

Academic Year/Session	Total No. of Seminars	Worth Mentioning (Type of Grant)
2011-2012	1	UGC-Sponsored National Level Seminar, Department of Geography
2012-2013	-	-
2013-2014	1	UGC-Sponsored National Level Seminar, Department of Bengali
2014-2015 (Sanction obtained) & 2015-2016 (Organised above mentioned sanctioned seminars)	2	UGC-Sponsored National Level Seminar, Department of Geography & UGC-Sponsored National Level Seminar, Department of Food and Nutrition

Serial No.	Organised by	Theme	In Collaboration With	Resource Person(s)	Date
1	Department of Geography and Political Science	Community Awareness in Sundarban: combat Physical and Social Hazards	Ahovaan Siksha Samsad and Raidighi College, P.G. Study Centre, Rabindra Bharati University	i) Prof. Sudeepta Adhikari, Ex-Vice Chancellor, Patna University; ii) Dr. Kalyan Rudra, eminent environmentalist and river geographer; iii) Prof. Malay	20 th and 21 st January, 2012

				Mukhopadhyay, Dept. of Geography, Visva Bharati University; iv) Prof. Sunanda Bandopadhyay, Dept. of Geography, C.U.; v) Dr. L. N. Sathpathy, Dept. of Geography, C.U.; vi) Dr. Ramakrishna Maiti, Dept. of Geography and Environmental Management, Vidyasagar University; vii) Dr. Biswajit Bera, Dept. of geography, Rabindra Bharati University	
2	Department of Bengali	Jug Sankat, Madhyabitta o Bangla Natak		i)Jagannath Basu, Formerly Director, DD Bangla; ii) Soumitra Basu, Eminent Theatre Personality; iii) Himbanto Bandopadhyay, Professor, Dept. of Bengali, Rabindra Bharati University; iv) Jahar Sen Majumdar, Professor, Dept. of Bengali, C.U.; v) Shyamal Bhattacharya, Eminent Theatre Personality, Agartala.	27 th and 28 th March, 2014
3	Department of Geography	Socio-Economic	Department of Economics,	i)Prof. Mahalaya	11 th and 12 th September,

		Impact of Cottage and Small Scale Industries in West Bengal with Special Reference to South 24-Parganas District	Dhrubachand Haldar College, Dakshin Barasat	Chatterjee, Dept. of Urban Economics, C.U.; ii) Dr. Manjari Bhattacharjee, Department of Geography, Visva Bharati University;	2015
4	Department of Food & Nutrition	‘Nutritional Deprivation in the Midst of Plenty’ – An Attempt to Create Awareness	Department of Botany, Raidighi College, and Department of Microbiology, Sarsuna College	i) Dr. J.P. Halder, Dept. of Physiology, Former Principal, Bangabashi Evening College, C.U.; ii) Dr. Kazi Layla Khaled, Department of Home Science, C.U.; iii) Dr. Sudipta Pal, Dept. of Human Physiology, Tripura University; iv) Dr. S. K. Acharya, Dept. of Agricultural Extension, Bidhan Chandra Krishi Visva-vidyalaya; v) Dr. Shibaprasad Sengupta, Agricultural Marketing Officer, State-owned Oil Grading Laboratory; vi) Dr. Tapan Kumar Pal, Dept. of Biotechnology, Bengal Institute of Technology	22nd and 23rd September, 2015



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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 -

Not Applicable

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

Not Applicable

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?***

As it is a Government aided College, all the decisions regarding creation and enhancement of infrastructure to facilitate effective teaching and learning are made on the basis of the policy of Government of West Bengal. Demands and requirements regarding infrastructure are collected by IQAC from all the departments and then forwarded to the Principal, Academic Staff Council and UGC Committee. It is then discussed in the Governing Body meeting. For the enhancement and creation of infrastructure appeal is made to the Department of Higher Education, Government of West Bengal.



The Principal, members of the Academic Committee & IQAC discussing Infrastructural Development of the College.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – The infrastructural facilities available for conducting the curricular and co-curricular activities are as follows:

The College Campus has two buildings which have been named after Acharya Jagadish Chandra Bose and Swami Vivekananda.

1. Acharya Jagadish Chandra Bose Bhavan/ AJC Bose Bhavan:

- The Ground floor of this building houses the library, Student's Union Room, Boy's Common Room, Girl's Common Room, Student's Health Home and Department of Food & Nutrition. There is a room in the Ground Floor for the Grievance Redressal Cell, Women's Cell, RTI Cell, Career Guidance cell, UGC committee, Cultural

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committee, Anti ragging Cell, First aid Committee etc. The library of the college has an abundant collection of several books, journals, periodicals etc. All the students, Teaching and Non- Teaching Staff can access internet facility.

- In the first floor of this building Principal's Office, Administrative Section, Accounts Unit of the College, Conference Hall, IQAC Cell and Department of Geography are situated.

Conference hall on the first floor of this building is used for examination purposes, for conducting Teachers Council meetings and organizing other activities like seminars and workshops.

The Administrative Block has adequate desktop computers, printers, scanners, Office Maintenance Software (CAS), Internet facility, server, Accounts Module Software(CAS), reprographic facilities etc.

- The second floor of the building constitutes Department of Physics, Microbiology, Zoology, Chemistry, Botany and Mathematics.

- Class rooms and well equipped laboratories are available in each Science Department.

- There are 9 well equipped laboratories in this building, of which 2 are in the department of Food and Nutrition and 1 each in the department of Physics, Microbiology, Zoology, Chemistry, Botany, Mathematics and Geography.

- There are total 7 Classrooms with LCD projectors used by the various departments on requirement basis. The teachers frequently use LCD Projectors and screens in the class rooms.



Acharya Jagadish Chandra Bose Bhavan



Laboratory of Physics Department



Laboratory of Food & Nutrition Dept.

2. Vivekananda Bhavan:

- Vivekananda Bhavan has rooms for conducting classes of all other departments (Department of English, Bengali, Sanskrit, History, Political Science, Education).
- Ground floor of this building has large and spacious Halls which are also used to organize seminars and other college activities like cultural programs, Teachers Day celebration, NSS workshops etc.
- In the first floor there is the Teachers' Staff Room.
- The second floor of the building has a Smart Room with technologically up-graded, audio visual facilities.
- An Annexe building is coming up that will house the new library and reading rooms.
- Besides the 2 Seminar Halls and a Smart room, there are 6 Class Rooms for conducting theoretical Classes.



Vivekananda Bhavan

3. Botanical Garden:

The College has a 'Green Zone' comprising of medicinal plants, local flora and course oriented plantation. Student's contribution in making this eco-friendly campus is appraisable. Tree plantation in the campus is a regular activity of the NSS unit.

4. Animal House:

There is no separate animal house but the important zoological specimens are kept in the Laboratory of the Department of Zoology.

b) Extra-curricular activities~ The infrastructure facilities available for organizing and arranging Extra-curricular activities are the following:-

- A playground is situated at the centre of the College where Annual Sports meet, Outdoor Activities of NSS (eg. Swachya Bharat Abhiyan) etc. are conducted every year. Programs like Student's Social Function, Student's Freshers' Welcome (Nabin Baran) are also organized.
- Students also participate in Inter College Sports Competitions organized by the University.
- The students can avail indoor games like carom, chess, ludo in the common room.
- Outdoor Games like Football, Cricket, Badminton are played in the College Ground.

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- The College has a well organized Gymnasium with instruments like Chest Expander, Exercise Cycle, Waist Twister, Tread Mill etc.
- The College has two NSS Units. The students participate actively in several programs organized by NSS units. NSS conducts many awareness programs on health and prevalent social issues for the betterment of the students and the whole society. Camps are arranged for Health Checkups, Blood Donation Camps and Thalassemia Testing etc.
- In the Seminar Halls, competitions like debate, quiz, extempore speech, singing and recitation etc are conducted.



An outstanding performance of Raidighi College in Inter College Girls' Kho Kho Tournament conducted by University of Calcutta (2014-2015).



Colourful Cultural Programme organized by Raidighi College



A Community Interaction Programme organized on International Literacy Day by NSS Unit in the year 2015

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

The College authority always endeavors for the improvement of infrastructure as well as optimization of available resources.

- The Academic Committee prepares Time Table and allocates the classes on the basis of available infrastructure. The classes are stringently supervised and it is ensured that the classes are going on properly. Classes are conducted from 10:30am to 4:30pm.
- All the class room in the AJC Bose Bhavan and Vivekananda Bhavan are properly used for taking classes according to scheduled routine.
- The College also serves as the Distance Education Centre of P.G. Studies of Rabindra Bharati University for the subjects like Bengali, English, History, Geography, Education, Political Science;. Classes are conducted for this every Sunday.
- Class rooms, halls and smart room are utilized for conducting classes using teaching aids such as LCD projector, audio-visual system etc. to make the teaching learning process more interesting and enjoyable.
- Remedial Classes are taken before final examinations emphasizing more on academically weak students.
- All the Science departments have well equipped laboratories with adequate instruments and apparatus to facilitate the requirements for conducting practical classes of students.
- There are computers and Laptops in the departments with LAN and internet browsing facility to assist faculties in the preparation of teaching/learning materials.
- Every year each department is instructed to submit the list of books required for students and these are purchased accordingly.
- Government and Non Government Examinations are held in the College during Holidays.

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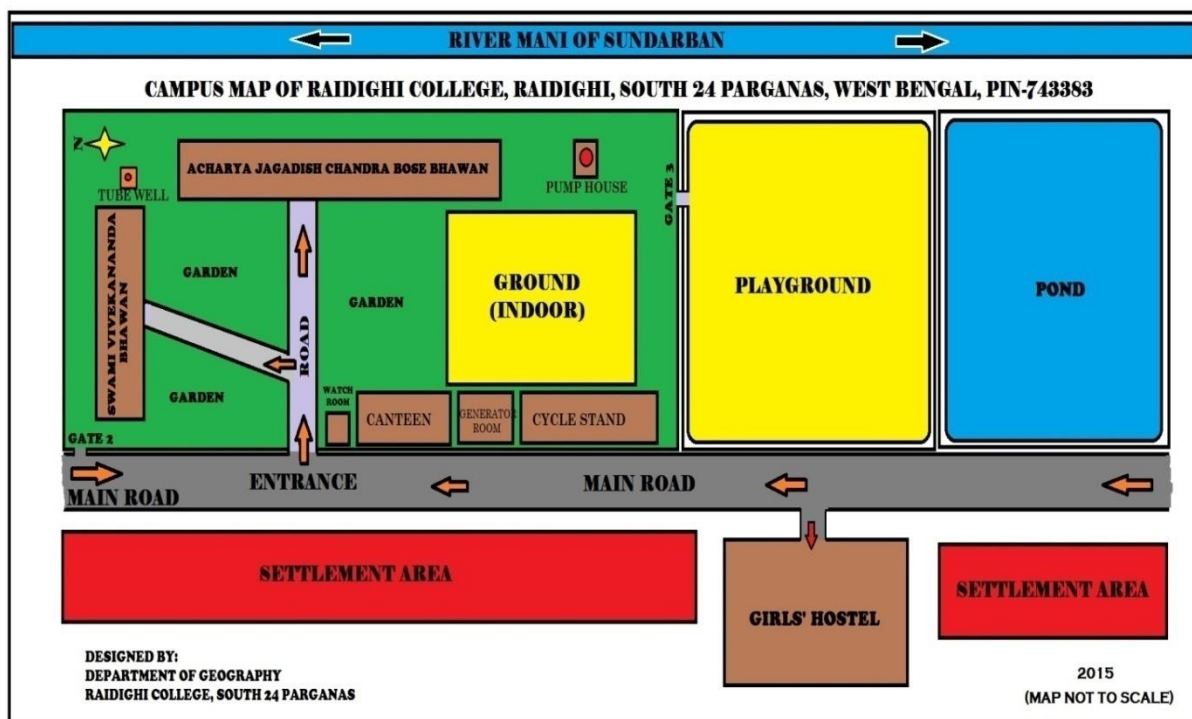
The College always focuses on the augmentation of the infrastructure of the Institution to keep pace with academic growth in the following ways:

- The journey of Raidighi College began in the year 1995, when some sincere and selfless local people under the guidance of a number of influential people took initiative for the functioning and development of the college. They donated as per their ability to make this dream true.
- College receives grant from UGC.
- Every year each department is asked to give requisition of books, journals, study materials and then these are purchased accordingly.
- Augmentation of laboratory infrastructure of science departments is done every year depending upon their requirement.



Donation by some people at the initial stage of Raidighi College

The Master Plan of the college is enclosed~



The Master Plan of the college

Infrastructure allotment and expenditure of the last 4 years In Rupees

S. No.	Heads of Expenditure	2012-2013		2013-2014		2014-2015*		2015-2016*	
		R	E	R	E	R	E	R	E
1	Electricity	124975	113612	603070	524128	129850	129850	-	-
2	Telephone	10100	9181	2020	1921	2325	2325	-	-
3	Maintenance	226645	206039	103070	98161	118530	118530	-	-
4	Other office expenses	46640	42399	36850	35092	42380	42380	-	-
5	Rent, Rates, Taxes	Nil	Nil	Nil	Nil	Nil	Nil	-	-

[R= Received, E=Expenditure]

[*. = Not Audited]

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

There are ramps in both buildings to support differently abled students. Student volunteers are there for helping them. Library is situated at the ground floor so that they face little difficulty in availing it.

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

A well-run Girls' Hostel accommodates students from different islands of the Sunderban. It can accommodate about 102 inmates. A modernized Kitchen with LPG supply ensures a smoke free, clean atmosphere to the students. It has a guest room to entertain guardians of the boarders. A recreation room, a library, a common room-cum-visitor's room are also there in the hostel. The College provides a security and sanitary staff to the hostel campus for the maintenance of safety and cleanliness. Further details of girls' hostel have been given before. In future the College is planning to build a boy's hostel.



Girls Hostel of Raidighi College

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

The College has a tie up with the Student's Health Home, Kolkata and whenever needed students can also contact its main office [142/2, Acharya Jagadish Chandra Bose Road, Sealdah-Maulali Crossing, Kolkata-700014]. It also has contacts with the local hospitals in case of emergencies. Medical Practitioners are also called up when needed. There is a First aid committee in the College which functions very efficiently to provide the preliminary First aid facilities. The College does not have its own ambulance service or inpatient/ outpatient/ emergency care facilities.

The Department of Sundarban Affairs set up a multi-gym for the students and teachers to direct them towards the significance of physical fitness and health. Yoga classes are also conducted by taking advice from the experts from different reputed Yoga clubs.



College Gym

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

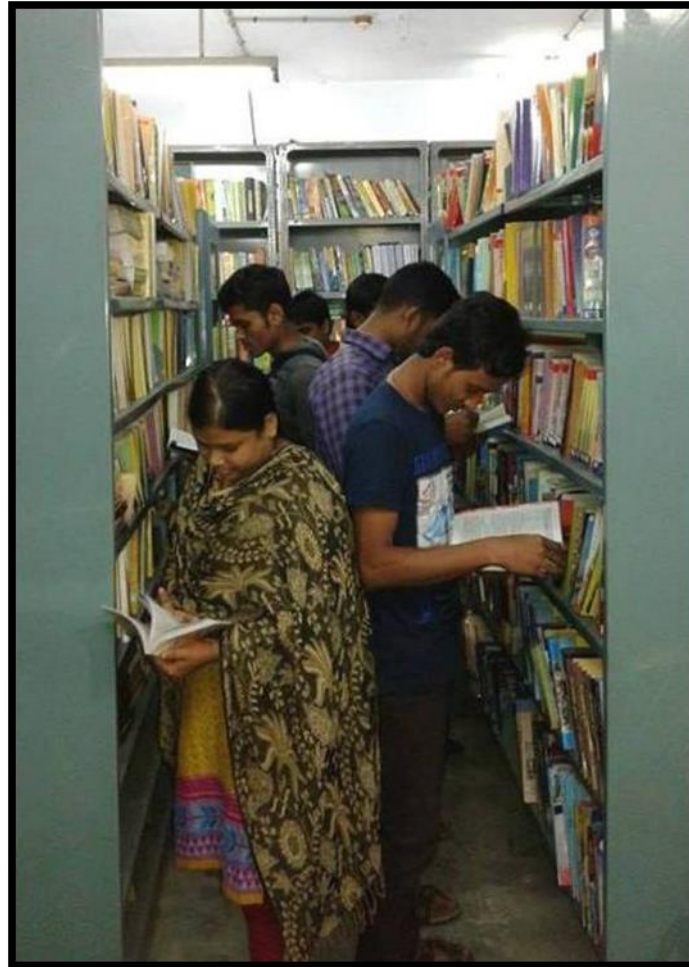
- There is an **Internal Quality Assurance Cell (IQAC)** in the college comprising of Principal, some senior faculty Members, some members of the Governing Body and few external influential people of the locality. The committee was made as per GB Resolution. It is working with the aim of quality enhancement and sustenance in teaching and infrastructure facilities. A separate room is there for IQAC cell in the first floor of AJC Bose building.
- The Grievance redressal cell is situated in the Ground floor of AJC Bose building. There is a complaint box in the Ground floor of this building where students can drop their complaint letters. It is working actively in receiving the complaints and taking corrective actions. Students can convey their grievance through feedback form, letters, emails etc. Their identity is kept secret if they want.
- Women’s cell: The cell focuses on many problems of women, emphasizing mainly on Sexual Harassment of Women. Vishaka Guidelines are followed for dealing this kind of problem. Sofar no such incident has been reported.
- A separate space in the ground floor of AJC Bose Bhavan is used by the RTI cell, Career guidance cell, UGC committee, Cultural committee, Sports committee and outdoor games committee, Academic committee, Admission committee, Finance Committee, Purchase & Development committee, Library committee, Magazine committee, SC/ST cell, Students’ welfare Committee, Research committee, NSS committee, Rabindrabharati committee and Invigilance committee etc. All these committees are functioning under the guidance of senior and experienced teachers. The GS (General Secretary) of the college is also an active member of some of these cells e.g. Anti-ragging Cell, as a representative of students.
- There is a Canteen within the College campus. It is not subsidized yet, but the prices are quite reasonable and the quality of food is also good.
- Recreational Spaces for Staff: There is a staff room in the Vivekananda Building provided with a television and computer (with internet facility) for the teachers.
- Recreational Spaces for Students: Separate Common Rooms are there for Girls and Boys having Indoor Game Facilities.
- All the departments, canteens, main building of the college and hostel are equipped with Safe Drinking Water Supplies.
- Hall I of Vivekananda Bhavan is used as Auditorium for seminars, workshops, NSS activities, cultural programmes etc., whenever needed. It is quite spacious and proper additional arrangements are made when programs are organized. There is also a Smart Room in the second floor of this building with all audiovisual aids and digital facilities; it is also used for the same purpose.

4.2 LIBRARIES AS A LEARNING RESOURCE

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

Yes, there is an Advisory Committee for the library.

- The Library Advisory Committee has two components i.e. the General Committee and the Executive Committee.
- The General Committee comprises of Principal as the Chairperson, Librarian as the Convener, Assistant Librarian and senior most teacher of all the departments as its member.
- The executive committee consists of the Librarian, Teachers Council Secretary, Academic Council Secretary, Bursar and some experienced teachers.
- The Committee asks to submit the requisition of books to all the departments of the college every year. According to their recommendation, books are purchased.
- The Librarian and the Assistant Librarian take care of the books; regular pest control and dusting is done.
- Students and staff avail the benefits of free internet access, computerised browsing and lending facility.
- There are altogether 14 departments in the college and each department has its own “Departmental Library”.
- Computer generated catalogues are available.
- Four computers are available in the library with internet facility.
- LAN facility is present in the Library.
- Installation of library automation software has been done.
- Reference service is rendered to the students for their improvement in studies.
- INFLIBNET facility has been recently introduced for the students so that they can access e-journals.



Students searching for books in the Library

4.2.2 Provide details of the following:

- **Total area of the Library:** 1350 sqft
- **Seating capacity:** 60 Students can sit at a given time.
- **Working hours of the Library:**
 On Week days: 10.30 a.m. to 5 p.m.
 On Saturdays: 10.30 a.m. to 2 p.m.

- **Layout of the library:-**

Since the space in the library is inadequate to accommodate the large number of books, the college authority has decided, as of now, to provide 2 rooms in the AJC Bose Bhavan for keeping books and providing reading facilities, till new construction is done.

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

The library procures books, journals and study materials on the recommendations of the faculty members and demands of the students. A budget is prepared by the Library Committee as per the grant allocated for the purpose. Then, Executive Body of the Library instructs all the departments to prepare the requisition form stating the requirements of books and journals. Quotations and tenders are invited by the Purchase Committee and then the decision is taken by them. After the purchase, entry of the books and cataloguing are done.

Table 4.2.3a: Annual budget for the purchase of books and journals during last 4 years

Year	Total
2010-2011	Rs.208480.00(State Grant)+500000(UGC Grant)
2011-2012	Rs.180761.00(State Grant)+160000(UGC Grant)
2012-2013	Rs.27735.00(State Grant)+800000(UGC Grant)
2013-2014	Rs.7880.00(State Grant)
2014-2015	Audit pending

Table 4.2.3b : Number of books and journals purchased during last 5 years

Library Books	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Science	997	336	36	325	231
Arts	2518	1201	411	709	492
Journal (No.of Issue)	16	15	17	12	6
e-resource	---	---	---	---	INFLIBNET
Total books purchased in last five years: 7256					
Total journals (No. of Issue) purchased in last five years: 66					

Table 4.2.3c: Library Collection

Type of Collection	Total
Text Book	13688
Reference Book	43
Career Guidance	154
Journal(No. of Issue)	265
Grand Total	14150

Table 4.2.3d: Science library: Number of books per subject

Subject	Total
Mathematics	1085
Chemistry	566
Physics	1035
Zoology	341

Botany	328
Microbiology	136
Food & Nutrition	126
Environment	24
Grand Total	3641

Table 4.2.3e: Arts Library: Number of books per subject

Subject	Total
Bengali	2874
English	1340
History	1826
Geography	1949
Political Science	1421
Education	1082
Sanskrit	17
Grand Total	10509

Table 4.2.3f : Science Library: Number of titles per subject

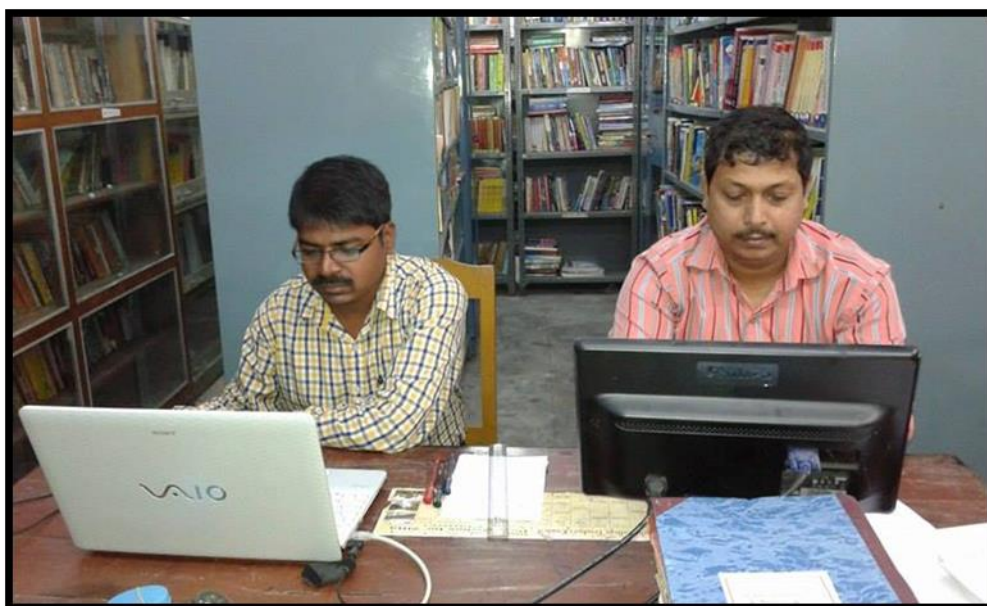
Subject	Total
Mathematics	470
Chemistry	354
Physics	646
Zoology	153
Botany	92
Microbiology	109
Food & Nutrition	67
Environment	11
Grand Total	1902

Table 4.2,3g: Arts library: Number of titles per subject

Subject	Total
Bengali	1085
English	1084
History	973
Geography	887
Political Science	625
Education	378
Sanskrit	11
Grand Total	5043

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

- OPAC(Online Public Access Catalog) : Yes
- Electronic Resource Management package for e-journals: INFLIBNET-NLIST Programme
- Federated searching tools to search articles in multiple database: Not Available
- In-house/remote access to e-publications: Nil
- Library automation: Yes
- Total number of computers available for public access: 4
- Total number of printer available for public access: 1
- Internet band with width/speed: 2 Mbps
- Institutional Repository: Under planning
- Content management system for e-learning: No
- Participation in Resource sharing networks/consortia (like INFLIBNET): Yes



Cataloguing of books by the Librarian

4.2.5 Provide details on the following items:

- Average number of walk-ins: 50 per day
- Average number of books issued/returned: 25per day
- Ratio of library books to students enrolled: 4:1 (Approx)
- Average number of books added during last three years: 735 (Approx)
- Average number of login to OPAC: 10/day
- Average number of login to e-resources: 15/day
- Number of information literacy trainings organized: not yet done
- Details of “weeding out” (books damaged beyond repair) of books and other materials: Damaged books are weeded out from the racks and are kept separately.

4.2.6 Give details of the specialized services provided by the library

- Manuscripts: Not available
- Reference: Yes
- Reprography: Yes
- ILL (Inter Library Loan Service): No
- Information deployment and notification: Yes
- Download: Yes
- Printing: Yes
- Reading list/ Bibliography compilation: Yes
- In-house/remote access to e-resources: No
- User Orientation and awareness: Yes
- Assistance in searching Databases: Yes, service provided by the library staff
- INFLIBNET/IUC facilities (Teachers and students through teachers): Yes

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

The library staff members help the students and teachers in a number of ways.

- They help the students and teachers to browse the internet and also to search books online as well as from the racks of the library.
- They inform them about all of the available facilities of e-journals and magazines.
- Reading room facility with magazines and newspapers are also provided.
- Books are kept in racks according to subjects in the glass door almirah so as to facilitate ease to the users.
- Library cards are issued to the students. Library clearance is checked out by the college administration before issuing admit card of final examination to the students and also to teaching and non-teaching staff before giving release orders from the college.
- Books and Information on competitive exams and employment opportunities can also be obtained.

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

The differently-abled students are assisted by the Library staff in many ways like searching books, making entries for getting reading and lending facilities. The library is situated at the ground floor of AJC Bose Bhavan. Besides, there is a ramp at the main gate of this building.

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

The Library gets feedback from its users by means of Survey. A printed form or questionnaire is given to the students of Third year (both Honours and General course) and are instructed to fill it. It is then analyzed by the Library committee, the teachers and the librarian, and measures are taken on that basis to improve the library services. Questions regarding the need of increase in the number of books and procurement of latest edition of books, working hours in the library etc. are taken in to consideration. The library also takes regular feedback verbally from its users.

No. of students enrolled against books purchased

Academic Year	No. of books purchased	No. of students enrolled
2011-2012	3515	1068
2012-2013	1537	1655
2013-2014	447	1243
2014-2015	1034	1863
2015-2016	723	337

4.3 IT Infrastructure

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

The details on the computing facility available in the College are given below:-

- Total Number of computers: 60
- No. of Computers in the Office: 10
- No. of Computers for students in the Department: 50
- Computer-student ratio: 50:1 (Approx)
- Stand alone facility: Nil
- LAN facility: Available
- Wi-Fi facility: Not available at present (work is in progress)
- Configuration: PIV, CORE2duo, AMD/IBM. Server
- Licensed software: Windows XP and Windows 7, Quickheal Antivirus
- Number of computers with LAN and Internet facility: 60
- Any other: There are 15 Printers and 3 Scanners

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

Computers and internet facilities have been provided to Teaching Staff, Non- Teaching Staff and students within the campus for learning purposes. Faculty members can access internet in their departmental rooms, library and computer laboratory. Every Department has been given a Laptop and LAN facility is also available in all the Science departments.

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

- The college tries to upgrade the IT infrastructure and computers with latest configurations.

- The college has provided the facility of internet browsing to the faculty members, non-teaching staff and students to promote the teaching learning process.
- Teachers can use this facility to update their existing knowledge with current informations which would definitely be beneficial for students.
- Students can also download various study materials from the internet. Student's feedback is also taken for the improvement of available IT infrastructure.
- College admissions take place using online submission of forms. Merit list are also declared in the official website of the college (www.raidighicollege.in) since 2014-2015 session.

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

Annual budgets for procurement, up gradation, deployment and maintenance of the computers and their accessories in the Institution during last four years are given below:-

Annual budget for procurement & maintenance of computers

Year	Amount in Rupees
2012-2013	50000/-
2013-2014	47310/-
2014-2015	54410/-
2015-2016	65290/-

The College has Annual Maintenance Contract (AMC) with WEBEL for the maintenance of computers and their accessories. During the last four years procurement, up gradation and deployment were being done from the UGC grants received by the College. Maintenance of computers and their accessories are done from the funds available in the college.

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 College encourages teachers and students to use ICT tools extensively. Laptops, computers, LCD projectors, internet browsing facilities are available which are used for teaching purposes to enrich their prescribed syllabus involving modern techniques like PowerPoint presentations. Departmental seminars are also organized where students get the opportunity to deliberate talks using ICT resources. There is a smart room in the Vivekananda building of the college upgraded with the audiovisual and digital facilities.

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.

Emphasis is given to teaching-learning processes involving ICT (Information and Communication Technology) for making it attractive, effective and more comprehensible. The use of modern Audio Visual Aids/multimedia is encouraged. Some departments are equipped with LCD projectors, internet browsing facility to

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assist faculties in the preparation and utilization of teaching/learning materials. The college also provides training to faculties on the usage of ICT effectively.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

No, the college is not making use of this provision yet. However, the College is a subscriber of the INFLIBNET facility.

4.4 MAINTENANCE OF CAMPUS FACILITIES

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

The different sections of the College are maintained by:-

- Building – No grant is received from UGC for construction and maintenance of the two main buildings. Rs. 30,00000 was received from UGC for the construction of the Women’s Hostel.
- Electrical Establishments – WBSEB (West Bengal State Electricity Board).
- Furniture –West Bengal Small Industries Development Corporations Ltd.
- Equipment –Government grant/UGC
- Computer –WEBEL
- Vehicle– Nil
- Books – Pest control and de-dusting done by agencies.

Statement of allotment received and expenditure in rupees of last four years (State Plan Head)

Items	2011-2012		2012-2013		2013-2014*		2014-2015*	
	Allotment	Expenditure	Allotment	Expenditure	Allotment	Expenditure	Allotment	Expenditure
Equipments	-----	-----	178177.00	178177.00	Nil	Nil	Nil	Nil
Furniture	150000.00	150000.00	533184.00	519536.00	Nil	Nil	Nil	Nil
Chemicals and Glass wares	-----	-----	-----	-----	Nil	Nil	Nil	Nil
Books & Journals	200000.00	180761.00	106548.00	106548.00	Nil	Nil	Nil	Nil
Sports	15000.00	15000.00	-----	-----	Nil	Nil	Nil	Nil
Contingency	-----	-----	111115.00	111115.00	Nil	Nil	Nil	Nil
Total	365000.00	345761.00	929024.00	915376.00	Nil	Nil	Nil	Nil

*No allocation of fund was received during the financial year 2013-14, and 2014-15.

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

The Institution has an annual contract with service providers for maintenance. Building committee is there that monitors the progress of all the construction works of the building. The maintenance of computer, equipment, electric goods are done by the external agencies.

The departmental staff and the security personnel ensure the security of all these infrastructure and equipment. Cleaning of weeds and unwanted vegetation is done regularly. Sometimes students themselves indulge themselves in these cleaning activities as a part of NSS Activity (Swachya Bharat Abhiyan).

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

The departments are instructed to make a stock book enlisting the details of the equipment and materials present. The maintenance of laboratory equipment is carried out through annual grants received from the UGC. The instruments are properly kept and used according to the instructions mentioned on the product. Whenever any problem in the function is detected concerned agencies are asked for repairing.

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

- The sensitive instruments in the laboratories of the Science Departments are protected from voltage fluctuations by using UPS and Voltage Stabilisers.
- An eco-friendly generator is also present in the college to compensate for the electricity deficit at times. The college is thinking to procure a better and more efficient Transformer and the process is already under consideration from concerning authority.
- Supply of safe drinking water is ensured in all the buildings of the college. There is also a Tube Well present within the college campus.
- There is one fire extinguisher in every floor of each building of the college.

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

- The College has its own website as mentioned above. The website is regularly updated with important news and notifications. Online admission process is conducted through this website.
- The College has a separate space for allotted for the parking of cycles and motorbikes.

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?

The College publishes its updated Prospectus every year which is issued to the applicants along with the application form for admission. It highlights information regarding different courses, Honours subjects and General combinations offered by the College. It also states the vision, mission and motto of the College. It explains the admission process, the fee structure, the University curriculum and University examination schedule. It provides brief information about the rules, regulations and policies of the College and stresses the importance of co-curricular, extra-curricular and community activities in building character. The College publishes centralized Time-Tables for Science and Humanities, consisting of detailed information regarding College activities during the year round, e.g., examination schedule of the College, tentative dates of publication of College examination results, dates for annual cultural programme, annual sports, dates to commemorate some special events, etc. It also provides a list of holidays approved by the Governing Body of the College. Most of this information is also provided in the college website.

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

The College, at present, does not offer any institutional scholarship. Fee concession or partial/complete fee waiver is offered to underprivileged students on need cum merit basis. Different types of scholarship and free ship schemes introduced by central and state governments are made available to the students on time by the institution. The following are some of the scholarships and free ships disbursed among the students.

Student Scholarship from Government of West Bengal

Session	SC	ST	OBC	TOTAL
2011-2012	628	21	84	733
2012-2013	727	13	204	944
2013-2014	596	12	100	708
2014-2015	1033	29	295	1357

Student Assistance as conveyance allowance for the "Economically Deprived" from UGC Border Area Grant (11th Plan)

Total number of Students	2003
Assistance Per student	Rs. 300/-
Total Payment	Rs.600900/-

Minority Scholarship from Government of West Bengal
Post-Matric Scholarship 2011-2012

Batch	Male	Female
1 st year	19	9

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2 nd Year	18	7
3 rd Year	11	5
Total No. of Students	48	21

Post-Matric Scholarship 2012-2013

Batch	Male	Female
1 st year	32	21
2 nd Year	20	14
3 rd Year	14	5
Total No. of Students	66	40

Post-Matric Scholarship 2013-2014

Batch	Male	Female
1 st year	35	30
2 nd Year	32	20
3 rd Year	11	14
Total No. of Students	78	64

Note: Since 2014-15, the scholarship is not being disbursed through College, but is being directly transferred to the bank accounts of deserving minority candidates and College has no record of this.

West Bengal Talent Support Programme~

Batch	Male	Female
2013-2014	12	23
2014-2015	10	21

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

YEAR	TOTAL	%
2011-2012	733	29.59
2012-2013	944	31.41
2013-2014	708	22.07
2014-2015	1357	37.84

5.1.4 What are the specific support services/facilities available for

Students from SC/ST, OBC and economically weaker sections

The College has an active SC/ST cell comprising of the following teaching and non-teaching staff: Dr. Manabkanti Baidya (convenor), Prof. Uttam Ray Mandal, Prof. Sanat Purkait, Mr. Barunkanti Haldar, Mr. Paritosh Bar, Mr. Sombhu Hajra.

The SC/ST Cell, along with the Students' Welfare Cell, look after the welfare of SC/ST, OBC and economically weak students. They inform the SC/ST/OBC students about various facilities provided to them by the Government, the University of Calcutta and other educational institutions thereby motivating them to avail those facilities. The College effectively handles the whole process of collection and allocation of fund regarding grants, scholarships, free studentships etc. Fee concession or partial/complete fee waiver is offered to underprivileged

students on need cum merit basis.

Students with physical disabilities

At present, The College does not have any student with physical disability.

The College strictly follows reservation rules for admission of students belonging to differently-abled categories, as per UGC and Government notifications. Special attention is given to their needs. The College has made ramps to facilitate the differently-abled students. The College ensures that all their classes are held on the ground floor only. College library is currently in the ground floor. At present College does not have any visually impaired student. But for outside examination candidates (during University exams) College allows writers for candidates with visual handicap. Differently-abled students are also given extra time to finish their paper at the rate of extra 20 minutes per hour of allotted time, as per University norm.

Overseas students

Not Applicable

Students to participate in various competitions/National and International

The College duly encourages, informs, motivates, guides and helps the students to prepare and participate in various competitions of National, State and University level. The College is planning to organize an annual festival where inter-college competitions on co/extra-curricular activities like music, dance, debate, quiz, creative writing, poster painting, choreography, etc., can be held.

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

The College seriously considers the issue of student health and a First Aid Committee has been formed to provide medical assistance to the students as an initial treatment on an emergency basis in absence of a medical professional. The College has a tie up with the Students' Health Home, Government of West Bengal, at Moulali, Kolkata. All the students are advised to become its member as they can avail free treatment. It also has a tie up with the local hospital in case of emergencies. First-aid facilities are available in the College itself. The College does not have its own ambulance service or inpatient/outpatient/emergency care facilities or in-house doctor/nurse facilities. Thalassaemia camp and carrier screenings, Health Camps, Blood Donation Camps and other health-related awareness programmes are also organized by the College.

Organizing coaching classes for competitive exams

The College organizes coaching classes for competitive examinations in regular basis. Students belonging to SC/ST category and OBC are given special attention.

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

Compulsory English is a part of the regular curriculum of Part I students (both humanities and science). Students interested to develop their communicative skill are provided with Spoken English classes by the faculty free of cost. This helps students to face interviews and other interactive meetings in different places and institutions.

Support for “slow learners”

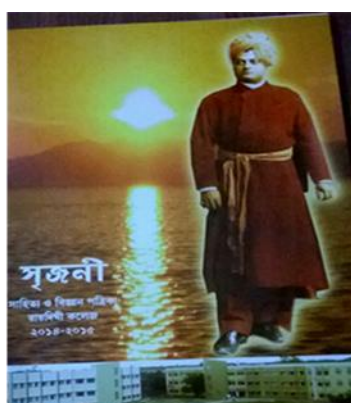
Slow learners are provided with remedial classes and tutorial to cope with the demanding nature of the curriculum. Special tests are also arranged for them.

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

The College organizes seminars, workshops, invited lectures etc., at regular intervals so that students may get to interact with experts and peers from other academic institutes and also to apprise the students about the scope of higher studies. The Teachers and the Career Counseling Cell motivate and orient the students to avail various opportunities regarding higher studies.

Publication of student magazines

The College publishes its annual magazine “Srijani” every year and the students are invited to submit creative writings. Every year, our students, who mostly come from underprivileged background, surprise us with their raw creative talent. Apart from the College magazine, a number of wall magazines are also published and displayed periodically by the students of various departments.



College magazine 2014-15



Zoology wall magazine being inaugurated by Principal

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

The College conducts Spoken English and Computer Training courses to prepare the students for the job market. The Career Counseling Cell organizes career workshops to promote entrepreneurial skills. The College has recently organized Awareness campaign on investment, for young investors. The programme was funded by the Government of India and guided by RBI. The aim was to make young investors aware of the fact that they should not be influenced by private cheat funds, taking into account the financial scams in different states of India in recent times. The objective of the programme was also to encourage the outgoing students to be self employed. The speakers were Dr. Sasabindu Jana, Principal, Raidighi College, Mr. Bidyut Saha, Professor of English Department, Raidighi College, and Sri Hasan Ali Mollah, Regional Coordinator.



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

The college promotes active participation of students in various co-curricular and extra-curricular activities. The Sports and Outdoor games Committee, the Cultural Committee, the Magazine Committee, the Student Union, the NSS units work together to inform, organize and motivate the students to participate in sports, cultural programmes, quiz competitions, community activities, magazine writing, etc. The objective of such programmes is to explore and streamline the hidden talents of the students and promote character building.

College Timetable is prepared in such a way so as to accommodate these events without hampering examinations. Classes are not held on Sports Day or during cultural programme, College social and Freshers' Welcome programme.

The College provides sports kit, cap and uniform to the students participating in sports and outdoor games. Special uniforms, if needed, are provided to those participating in different programmes held in the College. Special uniforms and caps are given to the NSS volunteers. The College bears the travel expenses of students for their participation in various activities outside the College campus. The College provides fund to arrange cultural programmes.



Girls' KhoKho Team



Annual Sports and Cultural Meet

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

As this college is located in the economically, socially, politically backward region, students who are basically the first generation learners, are not yet interested or motivated or even competent enough in taking such higher competitive examinations like CAT/GRE/TOEFL etc., though some individuals use to take regular guidance from concerning departments. The College mainly aims at ensuring that the students complete their undergraduate course and proceed towards P.G. or prepare for simpler competitive examinations for the job market.

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

The College has a Students' Welfare Committee, a Career Counseling Cell, a Grievance Redressal Cell, a Women's Cell that take note of student concern and take appropriate steps or provide counseling to students on several relevant issues on need basis. The faculty renders academic counseling after class hours if and when necessary and also tries to help the students in case of any personal problem.

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

The College has a Career Counseling Cell that guides students on career options and choices and arranges career workshops. Till date, there is no formal structured mechanism for conducting campus interviews. Students are offered free Spoken English and Computer Training courses and coaching for competitive examinations. The Career Counseling Cell is currently preparing a proposal (to be placed before the G.B.) to act as a liaison between the College and the renowned industrial houses. The Committee plans to henceforth maintain regular contact with the corporate houses and make arrangements for their visits to the College for conducting seminars regarding job opportunities, for campus selection and for arranging career fair.

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.

The College has a formal Grievance Redressal Cell that collects applications (which are kept confidential, if needed) on various issues (like dirty toilet, shortage of water, misbehavior of any fellow student or staff, answer script evaluation, etc.) and addresses those grievances as best as it can.

So far, no serious complain or grave issue has been reported. Usually, the Cell convenes a meeting in the Principal's chamber where the complaint is discussed and then the corrective measure is adopted.

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

The Institution adopts the policy of ZERO tolerance in terms of sexual harassment or gender discrimination. The Women's Cell, Students' Welfare Committee and the Invigilance Committee keep close watch. The Women's Cell of the College takes measure for creating awareness about sexual harassment among the students and staff through public notice and lectures.

The College has a very good ambiance maintained by both the staff as well as the students. Perhaps, this prevalent culture is one of the reasons why no incident of serious grievance or sexual harassment has been reported yet in the brief history of our College.

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

The College has an active Anti-ragging Cell that has been constituted as per the existing UGC norms. At the beginning of every academic year both the freshers and the senior students of the College are made aware of the ragging related rules and regulations by the Cell. The Cell also directs the respective departments and the Students' Union to keep close watch on the students and to report immediately any untoward incident for appropriate action. The Students' Welfare Committee and the Invigilance Committee also keep close watch. So far, no incidence of ragging has been reported.

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

The College has an active Students' Welfare committee comprising of experienced, compassionate and devoted teachers. They address student concern, in general.

Meritorious but economically needy students are provided with financial assistance. The College helps deserving students to get scholarships offered by Central or State Government, UGC, etc.

In case of any sudden, urgent financial necessity of any student (or even any staff member) on medical ground, instant fund is created through generous contribution of the staff members and students for the benefit of the distressed person.

The college has been assuring maximum support to the students affected by the devastating cyclone Aila by waivering tuition fees.

The Career Counseling Cell guides students on career choice and options.

The faculty renders academic counseling after class hours, if and when necessary, and also tries to help the students in case of any personal problem.

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

There is no registered alumni association. Very recently the College has taken initiative to form an alumni association and to get it registered. However, some of the departments regularly convene meetings with their former students and involve them to participate in various activities of the department or College.

5.2 Student Progression

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

The details of student progression to higher education and employment have been calculated only on the basis of students passing out as honours graduate. Overall estimation could not be prepared.

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

The programme wise **PASS PERCENTAGE** of the students in the final Part III University examination is shown below:

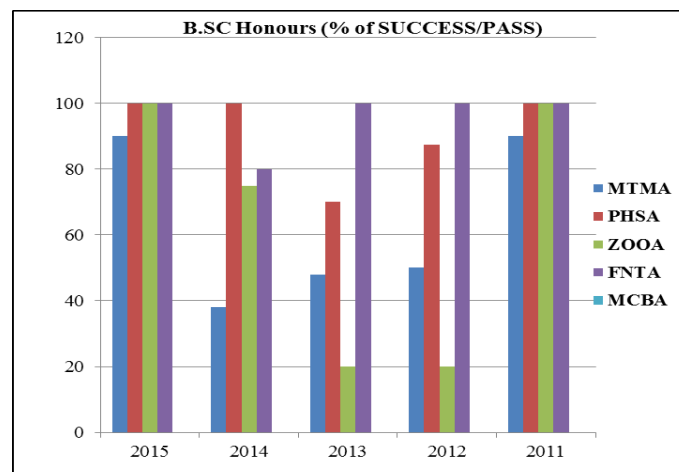
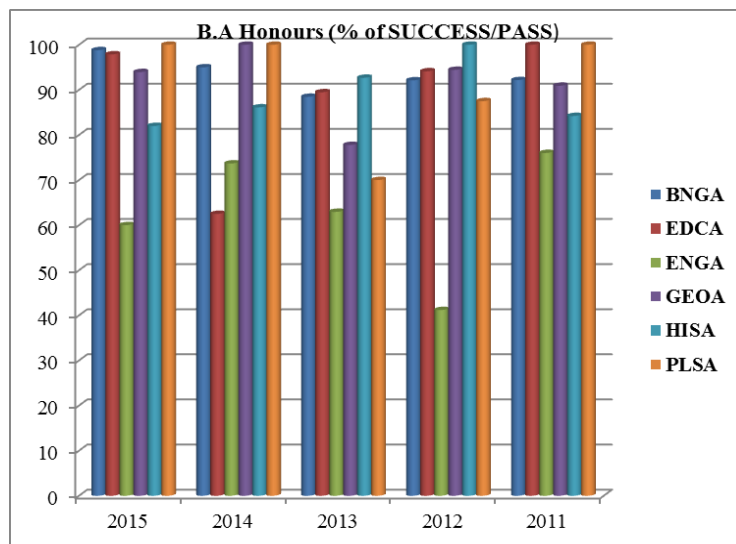
Programme	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
BNGA	98.8	95	88.46	92.11	92.16
EDCA	97.87	62.5	89.47	94.12	100
ENGA	60	73.68	62.96	41.18	76
GEOA	93.94	100	77.78	94.44	90.91
HISA	82	86.11	92.68	100	84.21
PLSA	100	100	70	87.5	100

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MTMA	90	38.1	47.83	50	90
PHSA	45.5	83.3	33.33	100	100
ZOOA	100	75	20	20	100
FNTA	100	80	100	100	100
MCBA*	NA	NA	NA	NA	NA
B.A(General)	80.11	39.85	60.16	87.14	93.37
B.Sc.(General)	92.86	75	70.59	75	100

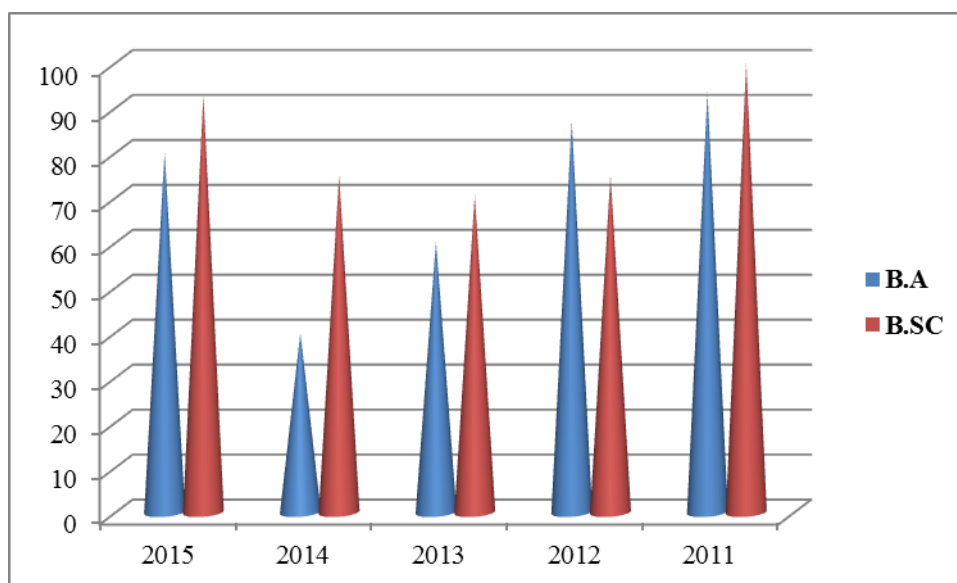
[Note: *MCBA (Microbiology Hons.): No batch has appeared for the Part III examination yet.]

BNGA~ Bengali Hons., EDCA~ Education Hons., ENGA~ English Hons., GEOA~ Geography Hons., HISA~ History Hons., PLSA~ Political Science Hons., MTMA~ Mathematics Hons., PHSA~ Physics Hons., ZOOA~ Zoology Hons., FNTA~ Food and Nutrition Hons.]



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B.A. and B.Sc. (General) Pass Percentage is shown graphically below:



Comparison with other Colleges affiliated to Calcutta University,

within the district:

Name of the College	Course	2011-2012 Pass %	2012-2013 Pass %	2013-2014 Pass %	2014-2015 Pass %
Gour Mohan Sachin Mandal Mahavidyalaya	B.A. (H)	94.30	96.81	98.60	98.00
	B.Sc. (H)	50.00	33.33	64.70	76.90
	B.Com. (H)	--	50.00	100	100
	B.A. (G)	66.60	51.40	50.20	31.00
	B.Sc.(G)	100	57.14	100	90.00
	B.Com. (G)	--	--	--	--
Raidighi College	B.A.(H)	97.78	95.81	96.34	98.77
	B.Sc. (H)	81.25	67.65	66.67	80.00

	B.Com. (H)	--	--	--	--
	B.A. (G)	87.14	60.16	39.85	80.11
	B.Sc. (G)	75.00	70.59	75.00	92.86
	B.Com. (G)	--	--	--	--
Dhruba Chand Halder College	B.A. (H)	98.38	98.11	94.77	98.48
	B.Sc. (H)	97.94	91.25	75.61	91.09
	B.Com. (H)	100	77.78	41.67	34.57
	B.A. (G)	60.46	59.34	68.95	68.15
	B.Sc. (G)	95.65	86.20	82.98	90.32
	B.Com. (G)	58.33	55.56	45.66	50.00

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

The College strives towards equipping the students of this underprivileged, rural, backward community of Sundarbans with the best in academics. The faculty endeavors tirelessly to encourage student progression to higher education after completing their Undergraduate courses. The latest researches in the subjects are incorporated in class teaching, supported by requisite reading material.

The seminars, arranged by the College, work as an excellent platform for research motivation in students.

The library resources, computer and internet facilities provide them with an excellent overview of the world of research.

The College also tries to prepare its students for the job market by offering free Spoken English and Computer Training courses and coaching for competitive examinations. Career workshops are also arranged.

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

As mentioned before, most of our students are from the disadvantaged and economically backward sections of the society. Many of them are first generation learners and are slow learners. The first strategy adopted by the faculty is patience and extreme care and compassion, so that the students may gradually cope with the curriculum and examination system. Teachers identify students who are at risk of drop out and counsel them to instill confidence in them. Additional support is given in terms of tutorials, remedial class, simplified study material, suggestions, etc. Fee

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concessions are given to appropriate needy candidates on merit-cum-means basis to help them continue their studies. Students of SC/ST/OBC category and of Minority group are informed of stipends and assistance sponsored by Government and other agencies. NSS units conduct orientation of local people for motivating their children to complete their higher education, and try to address and assess the drop out problem.

5.3 Student Participation and Activities

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

Student Participation in Extra and Co-Curricular Activities Held in College in the Last Four Years

Session 2011-2012~

Serial No.	Extra/Co-Curricular Activities	Date	No. of Participants
1	Rabindra Jayanti Programme as per WB Govt Circular	09. 08. 2011	170
2	Sunderban Day (21 st August)	11.08.2011	200
3	Blood Donation Camp at College Premises	19.08.2011	230
4	Sports Day	15.09.2011	250
5	Beginning of Swami Vivekananda's 150 th Birth Anniversary Programme	29.01.2012	175

Session 2012-2013~

Serial No.	Extra/Co-Curricular Activities	Date	No. of Participants
1	Rabindra Jayanti	09.08.2012	200
2	International Literacy Day	08.09.2012	170
3	International Peace Day	15.09.2012	150
4	National Youth Day	11.01.2013	180
5	World Health Day	06.04.2013	160

Session 2013-2014~

Serial No.	Extra/Co-Curricular Activities	Date	No. of Participants
1	Rabindra Smaran Programme	09.08.2013	220
2	Bio-Diversity Day on Awareness of Natural Resources	21.08.2013	140
3	Campus Development Programme	2 nd week of December, 201	250
4	Seminar on Women Empowerment	29.01.2014	180

5	Annual Cultural Competition and Performances	07.02.2014	200
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Session 2014-2015~

Serial No.	Extra/Co-Curricular Activities	Date	No. of Participants
1	Sadbhavna Day	21.08.2014	200
2	International Literacy Day	08.09.2014	140
3	National Integration Day	20.11.2014	180
4	International Women Day	17.02.2015	220
5	Swami Vivekananda's 150 th Birth Anniversary Programme	24.02.2015.	
6	World Environment Day	05.06.2015	150
7	Sadbhavna Day	20.8.2015.	145
8	International Literacy Day	08.09.2015	200
9	Thalassemia Program	15.10.2015	200

Participation in various community activities arranged by NSS units, Students' Union, Eco Club has been mentioned before. Sports and cultural events that take place annually every year, are not mentioned separately every time.

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

CULTURAL ACTIVITIES OF RAIDIGHI COLLEGE

EVENTS IN 2011-12:

1. Rabindra Sangeet:

Date:13/12/2011

Participants:

SL NO	NAME	STREAM	YEAR
1.	ARPITA MONDAL	GEOA	1 ST YEAR
2.	UJJAYINI MANDAL	BNGA	1 ST YEAR
3.	ANITA MAL	BNGA	1 ST YEAR
4.	MRITYUNJOY CHAPRASHI	GEN	2 ND YEAR
5.	JAYANTA KUMAR BAIRAGI	GEN	3 RD YEAR
6.	MADHUMITA GHOSH	EDCA	1 ST YEAR
7.	REKHA PRAMANIK	ENGA	1 ST YEAR
8.	KAKALI GHORAI	HISA	1 ST YEAR

JUDGES: Prof. Sonali Basu, Dr. Manab Kanti Baidya, Prof. Sakuntala Basu.

WINNER:

1st: ARPITA MONDAL

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2nd : KAKALI GHORAI
3rd : UJJAYINI MANDAL

2. Nazrul Geeti : Participants:

Date:13/12/2011

SL NO	NAME	STREAM	YEAR
1.	MADHUMITA GHOSH	GEOA	1 ST YEAR
2.	ARPITA MONDAL	GEOA	1 ST YEAR
3.	REKHA PRAMANIK	BNGA	1 ST YEAR
4.	KAKALI GHORAI	HISA	1 ST YEAR
5.	MRITYUNJOY CHAPRASHI	GEN	2 ND YEAR
6.	JAYANTA KUMAR BAIRAGI	GEN	3 RD YEAR
7.	MADHUMITA GHOSH	EDCA	1 ST YEAR

JUDGES: Prof. Sonali Basu, Dr. Manab Kanti Baidya ,Prof. Sakuntala Basu

WINNER:

1st: MADHUMITA GHOSH
2nd : KAKALI GHORAI
3rd : ARPITA MONDAL

3. Recitation : Participants:

Date:13/12/2011

SL NO	NAME	STREAM	YEAR
1.	MRITYUNJOY CHAPRASHI	GEN	2 ND YEAR
2.	JAYANTA KUMAR BAIRAGI	GEN	3 RD YEAR
3.	NIRANJAN HALDER	FNTA	1 ST YEAR
4.	AMITESH BHANDARI	GEOA	2 ND YEAR
5.	PINTU SARDAR	GEOA	2 ND YEAR
6.	SUDIPTA MALIK	PLSA	1 ST YEAR
7.	ARUN DHALI	BNGA	1 ST YEAR

JUDGES: Dr. Malay Mondal, Prof. Bidyut Saha, Prof. Chandra Baidya

WINNER:

1st: SUDIPTA MALIK
2nd : AMITESH BHANDARI
3rd : MRITYUNJOY CHAPRASHI

4. Debate :
Date:14/12/2011
Participants:

SL NO	NAME	STREAM	YEAR
1.	SHUKDEB SARDAR	GEOA	3 RD YEAR
2.	RAKIB HOSSAIN BAIDYA	BNGA	2 ND YEAR
3.	AMITESH BHANDARI	GEOA	2 ND YEAR
4.	PINTU SARDAR	GEOA	2 ND YEAR
5.	SOUMITRA HALDER	PLSA	1 ST YEAR
6.	SUDIPTA MALIK	PLSA	1 ST YEAR
7.	ARUN DHALI	BNGA	1 ST YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Dibyendu Saha
WINNER:
1st: SOUMITRA HALDER
2nd: SUDIPTA MALIK
3rd: ARUN DHALI
5. Quiz :
Date:14/12/2011
Participants:

SL NO	NAME	STREAM	YEAR
1.	DEBASISH MAHAPATRA	GEOA	1 ST YEAR
2.	AMITESH BHANDARI	GEOA	2 ND YEAR
3.	PINTU SARDAR	GEOA	2 ND YEAR
4.	PURNENDU BAIDYA	BNGA	1 ST YEAR
5.	KHOKAN HALDER	BNGA	1 ST YEAR
6.	SAMIR KR SHIKARY	BNGA	1 ST YEAR
7.	RAKIB HOSSAIN BAIDYA	BNGA	2 ND YEAR

JUDGES: : Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha
WINNER:
1st: PURNENDU BAIDYA
2nd: AMITESH BHANDARI
3rd: KHOKAN HALDER

CULTURAL ACTIVITIES OF RAIDIGHI COLLEGE
EVENTS IN 2012-13:
1. Rabindra Sangeet:
Date:11/12/2012
Participants:

SL NO	NAME	STREAM	YEAR
1.	LIPIKA HALDER	BNGA	2 ND YEAR
2.	NIBEDITA MANDAL	BNGA	2 ND YEAR
3.	MOTIUR RAHAMAN HALDAR	MTMA	1 ST YEAR
4.	PINAKI NAYEK	FTNA	1 ST YEAR
5.	UJJAYINI MANDAL	BNGA	2 ND YEAR
6.	MADHUMITA GHOSH	EDCA	2 ND YEAR
7.	REKHA PRAMANIK	ENGA	2 ND YEAR
8.	KAKALI GHORAI	HISA	2 ND YEAR

JUDGES: Prof. Sonali Basu, Dr. Manab Kanti Baidya, Prof. Sakuntala Basu.
WINNER:

- 1st: PINAKI NAYEK
 2nd: UJJAYINI MANDAL
 3rd: KAKALI GHORAI

2. Nazrul Geeti :
Date:11/12/2012
Participants:

SL NO	NAME	STREAM	YEAR
1.	UJJAYINI MANDAL	BNGA	2 ND YEAR
2.	NIBEDITA MANDAL	BNGA	2 ND YEAR
3.	MADHUMITA GHOSH	EDCA	2 ND YEAR
4.	REKHA PRAMANIK	ENGA	2 ND YEAR
5.	KAKALI GHORAI	HISA	2 ND YEAR
6.	TANUSREE MANDAL	FNTA	1 ST YEAR
7.	TANUSREE MANDAL	BNGA	1 ST YEAR
8.	KRISHNA RANI MONDAL	BNGA	1 ST YEAR

JUDGES: Prof. Sonali Basu, Dr. Manab Kanti Baidya, Prof. Sakuntala Bas
WINNER:

- 1st: NIBEDITA MANDAL
 2nd: MADHUMITA GHOSH

3rd : TANUSREE MANDAL

3. Extempore:

Date:11/12/12

SL NO	NAME	STREAM	YEAR
1.	SANCHITA MONDAL	ENGA	2 ND YEAR
2.	BIDYUT CHHATUI	BNGG	2 ND YEAR
3.	ABHIJIT MANNA	ENGA	1 ST YEAR
4.	RANOJIT MONDAL	ENGA	1 ST YEAR
5.	AMITESH BHANDARI	GEOA	3 RD YEAR
6.	PINTU SARDAR	GEOA	3 RD YEAR
7.	SUJOY MOYRA	GEN	1 ST YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha

WINNER:

- 1st: BIDYUT CHHATUI
 2nd: RANOJIT MONDAL
 3rd: PINTU SARDAR

4. Recitation :

Date:12/12/2012

Participants:

SL NO	NAME	STREAM	YEAR
1.	DEBABRATA SHEET	BNGA	2 ND YEAR
2.	SUMANA HALDER	ENGA	1 ST YEAR
3.	ABHIJIT MANNA	ENGA	1 ST YEAR
4.	RANOJIT MONDAL	ENGA	1 ST YEAR
5.	SUMANA KHAN	GEOA	1 ST YEAR
6.	MRITYUNJOY CHAPRASHI	GEN	3 RD YEAR
7.	AMITESH BHANDARI	GEOA	3 RD YEAR
8.	PINTU SARDAR	GEOA	3 RD YEAR

JUDGES: : Prof. Bidyut Saha, Dr. Manab Kanti Baidya, Prof. Malay Mondal

WINNER:

- 1st: SUMANA HALDER
 2nd: PINTU SARDAR
 3rd: MRITYUNJOY CHAPRASHI

5. Debate :
Date:12/12/2012
Participants:

SL NO	NAME	STREAM	YEAR
1.	CHIRANTAN MONDAL	BNGA	2 ND YEAR
2.	ANIMESH MAITY	MTMA	1 ST YEAR
3.	SUJOY MOYRA	GEN	1 ST YEAR
4.	DEBABRATA BARIK	GEN	1 ST YEAR
5.	GOURANGA SARDAR	GEN	1 ST YEAR
6.	SOUMITRA HALDER	PLSA	2 ND YEAR
7.	SUDIPTA MALIK	PLSA	2 ND YEAR
8.	ARUN DHALI	BNGA	2 ND YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha
WINNER:
1st: ANIMESH MAITY
2nd: DEBABRATA BARIK
3rd: SOUMITRA HALDER
6. Quiz :
Date:12/12/12
Participants:

SL NO	NAME	STREAM	YEAR
1.	DEBABRATA SHEET	BNGA	2 ND YEAR
2.	SWASTIKA MANDAL	HISA	2 ND YEAR
3.	AMIT PARIYA	PHSA	1 ST YEAR
4.	SUJOY MOYRA	MTMA	1 ST YEAR
5.	SOUMITRA HALDER	PLSA	2 ND YEAR
6.	SUDIPTA MALIK	PLSA	2 ND YEAR
7.	ARUN DHALI	BNGA	2 ND YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha
WINNER:
1st: AMIT PARIYA
2nd: ARUN DHALI
3rd: SUDIPTA MALIK

CULTURAL ACTIVITIES OF RAIDIGHI COLLEGE

EVENTS IN 2013-14:

**1. Rabindra Sangeet:
Participants:**

Date:10/11/2013

SL NO	NAME	STREAM	YEAR
1.	CHIRANTAN MONDAL	BNGA	3 ND YEAR
2.	SUMAN JANA	BNGA	1 ST YEAR
3.	ARPITA MONDAL	ENGA	1 ST YEAR
4.	MADHUMITA SHEE	GEN	1 ST YEAR
5.	PRIYANKA NASKAR	ENGA	1 ST YEAR
6.	BHARATI KUILA(MONDAL)	BNGA	1 ST YEAR
7.	ARPITA MONDAL	GEOA	3 RD YEAR
8.	MADHUMITA GHOSH	EDCA	3 RD YEAR
9.	KAKALI GHORAI	HISA	3 RD YEAR
10.	LIPIKA HALDER	BNGA	3 RD YEAR
11.	TANUSREE MANDAL	FNTA	2 ND YEAR

JUDGES: : Prof. Chandra Baidya, Dr. Manab Kanti Baidya, Prof. Sakuntala Basu.

WINNER:

1st: SUMAN JANA

2nd : ARPITA MONDAL

3rd : KAKALI GHORAI

**2. Nazrul Geeti :
Participants:**

Date:10/12/13

SL NO	NAME	STREAM	YEAR
1.	NIBEDITA MANDAL	BNGA	3 RD YEAR
2.	MANASI GAYEN	BNGA	1 ST YEAR
3.	SMITA MANDAL	ENGA	1 ST YEAR
4.	PRIYANKA NASKAR	ENGA	1 ST YEAR
5.	BHARATI KUILA(MONDAL)	BNGA	1 ST YEAR
6.	ARPITA MONDAL	GEOA	3 RD YEAR
7.	LIPIKA HALDER	BNGA	3 RD YEAR
8.	TANUSREE MANDAL	FNTA	2 ND YEAR
9.	MADHUMITA SHEE	GEN	1 ST YEAR

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JUDGES: Prof. Sonali Basu, Dr. Manab Kanti Baidya, Prof. Sakuntala Basu.

WINNER:

- 1st: MANASI GAYEN
 2nd: MADHUMITA SHEE
 3rd: BHARATI KUILA(MONDAL)

3. Extempore:

Date:10/12/2013

SL NO	NAME	STREAM	YEAR
1.	SANCHITA MONDAL	ENGA	3 ND YEAR
2.	RAJDEB NAIYA	BNGA	1 ST YEAR
3.	ARIJIT HALDER	GEN	1 ST YEAR
4.	SUVENDU HALDAR	EDCA	1 ST YEAR
5.	SUJOY MOYRA	GEN	2 ND YEAR
6.	RANOJIT MONDAL	ENGA	2 ND YEAR
7.	BIDYUT CHHATUI	BNGA	3 RD YEAR
8.	ABHIJIT MANNA	ENGA	2 ND YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha

WINNER:

- 1st: ARIJIT HALDER
 2nd: ABHIJIT MANNA
 3rd: SUVENDU HALDAR

4. Recitation :

Date:11/12/2013

Participants:

SL NO	NAME	STREAM	YEAR
1.	SHASHANKA SHEKHER MONDAL	ENGA	1 ST YEAR
2.	PRASENJIT NASKAR	BNGA	1 ST YEAR
3.	BISWAJIT PRADHAN	BNGA	1 ST YEAR
4.	SOU MEN MISTRY	ENGA	1 ST YEAR
5.	KAMALESH DAS	ENGA	1 ST YEAR
6.	SUJOY MOYRA	GEN	2 ND YEAR
7.	INDRAJIT BHUNIA	ENG	1 ST YEAR
8.	KAMALESH DAS	GEN	1 ST YEAR
9.	ARPITA MONDAL	GEOA	3 RD YEAR

WINNER:

- 1st: SOUMEN MISTRY
 2nd: SUJOY MOYRA

3rd : BISWAJIT PRADHAN

5. Debate :

Date:11/12/2013

Participants:

SL NO	NAME	STREAM	YEAR
1.	SHASHANKA SHEKHER MONDAL	ENGA	1 ST YEAR
2.	DIPAN HALDAR	PLSA	1 ST YEAR
3.	INDRAJIT BHUNIA	BNGA	1 ST YEAR
4.	KAMALESH DAS	ENGA	1 ST YEAR
5.	SUVENDU HALDAR	GEN	1 ST YEAR
6.	SOUMITRA HALDER	PLSA	3 RD YEAR
7.	ARUN DHALI	BNGA	1 ST YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha

WINNER:

- 1st: ARUN DHALI
 2nd : DIPAN HALDAR
 3rd : SOUMITRA HALDER

6. Quiz :

Date:11/12/2013

Participants:

SL NO	NAME	STREAM	YEAR
1.	SANCHITA MONDAL	BNGA	1 ST YEAR
2.	INDRAJIT BHUNIA	BNGA	1 ST YEAR
3.	BIKASH PRAMANIK	ENGA	1 ST YEAR
4.	SUVENDU HALDAR	GEN	1 ST YEAR
5.	SUVENDU HALDAR	EDCA	1 ST YEAR
6.	SAMIR KR SHIKARY	BNGA	3 RD YEAR

JUDGES: Prof. Bidyut Saha, Prof. Sudhin Sinha, Prof. Dibyendu Saha

WINNER:

- 1st: SUVENDU HALDAR
 2nd : SANCHITA MONDAL
 3rd : SAMIR KR SHIKARY

CULTURAL ACTIVITIES OF RAIDIGHI COLLEGE
EVENTS IN 2014-15:
1. Rabindra Sangeet:
Date:15/12/2014
Participants:

SL NO	NAME	STREAM	YEAR
1.	SHRABANTI CHATTERJEE	GEOA	2 RD YEAR
2.	PUJA ADHIKARI	ENGA	2 ND YEAR
3.	LABONI HALDER	BNGA	1 ST YEAR
4.	ARPAN BAG	BNGA	2 ND YEAR
5.	KAKOLI DAS	ENGA	2 ND YEAR
6.	PAMPA GAYEN	BNGA	1 ST YEAR
7.	ANUPAMA HALDER	PLSA	1 ST YEAR
8.	PIYALI SARKAR	BNGA	2 ND YEAR
9.	KAKOLI DAS	HISA	2 ND YEAR

JUDGES: Prof. Chandra Baidya, Dr. Manab Kanti Baidya, Prof. Sakuntala Basu.
WINNER:
1st: SHRABANTI CHATTERJEE
2nd: LABONI HALDER
3rd: PUJA ADHIKARI
2. Nazrul Geeti :
Date:15/12/2014
Participants:

SL NO	NAME	STREAM	YEAR
1.	KUHALI HALDER	ENGA	3 RD YEAR
2.	ARPAN BAG	ENGA	2 ND YEAR
3.	PIYALI SARKAR	HISA	2 ND YEAR

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4.	PUJA ADHIKARI	ENGA	2 ND YEAR
5.	SHRABANTI CHATTERJEE	GEOA	2 ND YEAR
6.	PAMPA GAYEN	PLSA	1 ST YEAR
7.	KAKOLI DAS	BNGA	1 ST YEAR
8.	TANUSREE MANDAL	FNTA	3 RD YEAR

JUDGES: Prof. Chandra Baidya, DR. Manab Kanti Baidya, Prof. Sakuntala Basu.

WINNER:

1st: PUJA ADHIKARIO

2nd: SHRABANTI CHATTERJEE

3rd: KUHALI HALDER

3. Recitation :

Date:15/12/2014

Participants:

SL NO	NAME	STREAM	YEAR
1.	RANAJIT SAHA	ENGA	2 ND YEAR
2.	MRINAL MONDAL	ENGA	3 RD YEAR
3.	SUDIPTA SAMANTA	GEN	3 RD YEAR
4.	DIPANKAR KAYAL	GEN	2 ND YEAR
5.	SOURAV MONDAL	B.A	3 rd YEAR
6.	ARUN DHALI	BNGA	3 RD YEAR
7.	ANUP SARKAR	BNGA	2 ND YEAR
8.	PRADHAN ROY	GEN	3 RD YEAR
9.	JAGADIS HALDER	HISA	2 RD YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha

WINNER:

1st: MRINAL MONDAL

2nd: DIPANKAR KAYAL

3rd: RANAJIT SAHA

4. Debate :

Date:16/12/2014

Participants:

SL NO	NAME	STREAM	YEAR
1.	NABYANDU HALDER	ENGA	2 ND YEAR
2.	ARPITA SAMANTA	PLSA	3 RD YEAR
3.	SAHADAT HOSSAIN	EDCA	2 ND YEAR
4.	SUDIPTA SAMANTA	GEN	3 RD YEAR

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5.	DEBANSHU GAYEN	HISA	2 ND YEAR
6.	SUVENDU HALDAR	EDCA	1 ST YEAR
7.	RANAJIT NASKAR	GEN	3 RD YEAR
8.	ANUP SARKAR	BNGA	2 ND YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha
WINNER:

1st: SAHADAT HOSSAIN
 2nd: SUVENDU HALDAR
 3rd: ANUP SARKAR

5. Quiz :

Date:16/12/2014

Participants:

SL NO	NAME	STREAM	YEAR
1.	SUBHAJIT MONDAL LOB MONDAL	PLSA EDCA	3 rd YEAR 3 rd YEAR
2.	MITHUN HALDER INDRAJIT HALDER	ENGA HISA	3 rd YEAR 2 ^{sd} YEAR
3.	TAPAS PURKAIT SUVENDU HALDAR	BNGA EDCA	1 ST YEAR 1 ST YEAR
4.	SAMIR KR SHIKARY SUVENDU HALDAR	BNGA EDDA	3 RD YEAR 2 ND YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha
WINNER:

1st: LOB MONDAL
 2nd: SUBHAJIT MONDAL
 3rd: SUVENDU HALDAR

6. EXTEMPORE:

Participant:

DATE:16/12/2014

SL NO.	NAME	STREAM	YEAR
1.	DIPANKAR KAYAL	GEN	2 ND YEAR
2.	PAPPU GAYEN	GEN	2 ND YEAR
3.	RANAJIT NASKAR	GEN	3 RD YEAR
4.	SAHADAT HOSSAIN	EDCA	2 ND YEAR

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5.	SUDIPTA SAMANTA	GEN	3 RD YEAR
6.	SOURAV MONDAL	HISA	3 RD YEAR
7.	INDRAJIT HALDER	GEN	2 ND YEAR
8.	KAMALESH DAS		2 ND YEAR

JUDGES: Prof. Bidyut Saha, Prof. Ramesh Chandra Das, Prof. Sudhin Sinha

WINNER:

- 1ST: PAPPU GAYEN
 2ND: RANAJIT NASKAR
 3RD: SUDIPTA SAMANTA

CULTURAL ACTIVITIES OF RAIDIGHI COLLEGE

EVENTS IN 2015-16:

1. Rabindra Sangeet:

Date:08/12/2015

Participants:

SL NO	NAME	STREAM	YEAR
1.	MANDIRA HALDAR	FNTA	2 ND YEAR
2.	SUSMITA MONDAL	GEOA	1 ST YEAR
3.	LABONI HALDER	BNGA	2 ND YEAR
4.	SRILEKHA JANA	GENERAL	1 ST YEAR
5.	MOUMITA BHUINA	FNTA	2 ND YEAR

JUDGES: Prof. Poulomi De Bhowmik, DR. Manab Kanti Baidya, Prof. Sakuntala Ghosh.

WINNER:

- 1st: SUSMITA MONDAL
 2nd: SRILEKHA JANA
 3rd: LABONI HALDER

2. Nazrul Geeti :

Date:08/12/2015

Participants:

SL NO	NAME	STREAM	YEAR
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1.	MANDIRA HALDAR	FNTA	2 ND YEAR
2.	SUSMITA MONDAL	GEOA	1 ST YEAR
3.	LABONI HALDER	BNGA	2 ND YEAR
4.	SRILEKHA JANA	GENERAL	1 ST YEAR
5.	MOUMITA BHUINA	FNTA	2 ND YEAR

JUDGES: Prof. Bidyut Saha, DR. Manab Kanti Baidya, Prof. Supriti Sarkar.

WINNER:

1st: **SUSMITA MONDAL**

2nd: **LABONI HALDER**

3rd: **SRILEKHA JANA**

3. Adhunik Sangeet

Date: 08/12/2015

SL NO	NAME	STREAM	YEAR
1.	MANDIRA HALDAR	FNTA	2 ND YEAR
2.	SUSMITA MONDAL	GEOA	1 ST YEAR
3.	LABONI HALDER	BNGA	2 ND YEAR
4.	SRILEKHA JANA	GENERAL	1 ST YEAR
5.	MOUMITA BHUINA	FNTA	2 ND YEAR

JUDGES: Prof. Moloy Mondal, DR. Manab Kanti Baidya, Prof. Debasree Saha.

WINNER:

1st: **SRILEKHA JANA**

2nd: **LABONI HALDER**

3rd: **MOUMITA BHUINA**

4. Recitation :

Date:08/12/2015

Participants:

SL NO	NAME	STREAM	YEAR
1.	Rajkumar Baidya	HISA	2 ND YEAR

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2.	Sahadat Sheikh	EDCA	2 nd YEAR
3.	Parameshwar Sardar	GENERAL	1 st YEAR
4.	Kaushik Sardar	HISA	3 rd YEAR
5.	Laboni Halder	BNGA	3 rd YEAR
6.	Tapash Halder	BNGA	2 nd YEAR

JUDGES: Prof. Suvankar Ghosh Roy Chowdhury, Prof. Moloy Mondal, Prof. Chandra Baidya

WINNER:

1st: KAUSHIK SARDAR

2nd: LABONI HALDER

3rd: SAHADAT SHEIKH

5. Debate :

Date:08/12/2015

Participants:

SL NO	NAME	STREAM	YEAR
1.	BARUN DAS	GEOA	3 rd YEAR
2.	RAHUL HALDER	General	2 nd YEAR
3.	RAJKUMAR BAIDYA	HISA	2 ND YEAR
4.	RANAJIT MONDAL	GEN	3 RD YEAR
5.	TAPASH PURKAIT	EDCA	2 ND YEAR
6.	SAHADAT SHEIKH	EDCA	2 nd YEAR

JUDGES: Prof. Sanat Kumar Purkait, Prof. Swarup Kumar Purkait, Prof. Dibbyendu Saha

WINNER:

1st: SAHADAT SHEIKH

2nd: TAPASH PURKAIT

3rd: RAJKUMAR BAIDYA

6. Quiz :

Date:09/12/2015

Participants:

TEAM NO	NAME
1.	Arpan Bag Tapash Purkait
2.	Rajkumar Baidya Paritosh Mondal

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3.	Barun Das Ranajit Mondal
4.	Shahadat Sheikh Satyaki Haldar
5.	Sukanta Debnath Sudip Bhuina
6.	Abhirup Satia Swarup Banerjee
7.	Debmalya Mondal Chayan Mondal
8.	Sonu Sardar Sushobhan Ganguly
9	Rahul Halder Surojit Kayal
10	Debashish Barui Anup Sarkar

JUDGES: Prof. Bidyut Saha, Prof. Suvankar Ghosh Roy Chowdhury, Prof. MoloY Mondal
WINNER:

Champion: Rajkumar Baidya & Paritosh Mondal
Runners up: Shahadat Sheikh & Satyaki Haldar

7. EXTEMPORE:

Participant:

DATE:08/12/2015

SL NO.	NAME	STREAM	YEAR
1.	Barun Das	GEOA	3rd
2.	Arpan Bag	General	2nd
3.	Ranajit Mondal	General	3rd
4.	Rahul Halder	B.Sc.	1st
5.	Tapash Purkait	EDCA	2nd
6.	Shahadat Sheikh	EDCA	2nd
7.	Satyajit Bhowmik	General	2nd
8.	Anup Sarkar	BNGA	3rd
9.	Chinmoy Halder	General	2nd

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10.	Poritosh Haldar	BNGA	1 st
11.	Dipankar Kayal	General	3 rd

JUDGES: Dr. Sasabindu Jana, Prof. Suvankar Ghosh Roy Chowdhury, Mr. Barun Kanti Haldar

WINNER:

1ST: Dipankar Kayal

2ND: Rahul Haldar

3RD: Barun Das

8. Newspaper Reading

Participants:

Date: 09/12/2015

Sl. No.	Name	Stream	Year
1	Debashish Barui	ENGA	1 st
2	Sukanta Debnath	ENGA	1 st
3	Sudip Bhuina	ENGA	1 st
4	Rajkumar Baidya	HISA	2 nd
5	Anup Sarkar	BNGA	3 rd
6	Ranajit Mondal	General	3 rd
7	Rahul Haldar	B.Sc	1 st
8	Mita Haldar	ENGA	2 nd
9	Susmita Pramanik	GEOA	3 rd
10	Abhijit Chakraborty	General	3 rd
11	Arpan Bag	General	2 nd
12	Shahadat Sheikh	EDCA	2 nd
13	Dipankar Kayal	General	3 rd
14	Arnabi Haldar	GEOA	2 nd

Judges: Dr. Sasabindu Jana, Dr. Manab Kanti Baidya, Dr. Asim Panda.

Winners: 1. Arnabi Haldar

2. Mita Haldar

3. Dipankar Kayal

ANNUAL SPORTS MEET

2015

(Only the names of the winners are provided in the order of ranking)

Event: 100 metre Sprint (Boys)

1. Chottu Haldar
2. Dibyendu Mondal
3. Sanat Kirtaniya

Event: 200 metre Sprint (Boys)

1. Sanat Kirtaniya
2. Prasenjit Naskar
3. Shib Shankar Paik

Event: 400 metres Sprint (Boys)

1. Prasenjit Naskar
2. Asit Haldar
3. Ajay Haldar

Event: 800 metre Sprint (Boys)

1. Shahrukh Hossain Mollah
2. Ganesh Patra
3. Subhankar Maity

Event: Long Jump (Boys)

1. Nilotpall Sardar

2. Ajay Haldar
3. Sanat Kirtaniya

Event: High Jump (Boys)

1. Ajay Haldar
2. Shahrukh Hossain Mollah
3. Subrata Kapat

Event: Slow Cycle Race (Boys)

1. Dipankar Kayal
2. Subhashish Saha
3. Kabirul Mollah

Event: Discus Throwing (Boys)

1. Nilotpal Sardar
2. Kiriti Haldar
3. Tarikh Hossain Mollah

Event: Shotput (Boys)

1. Pappu Gayen
2. Kiriti Haldar
3. Surajit Naskar

Event: Javelin Throwing (Boys)

1. Nilotpal Sardar
2. Kiriti Haldar
3. Tapash Haldar

Event: 100 metre Sprint (Girls)

1. Mamata Kayal
2. Susmita Pramanik
3. Pampa Haldar

Event: 200 metre Sprint (Girls)

1. Ayesha Khan
2. Mamata Kayal
3. Susmita Pramanik

Event: 400 metre Sprint (Girls)

1. Ayesha Khan
2. Angurbala Haldar
3. Parama Kapat

Event: Slow Cycle Race (Girls)

1. Pinky Haldar
2. Pampa Haldar
3. Parama Kapat

Event: Long Jump (Girls)

1. Pampa Haldar
2. Ayesha Khan
3. Susmita Pramanik

Event: Discus Throwing (Girls)

1. Rekha Kayal
2. Parama Kapat

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3. Dipali Paik

Event: Shot Put (Girls)

1. Mamata Kayal
2. Pinky Haldar
3. Sanchita Haldar

Event: Javelin Throwing (Girls)

1. Pinky Halder
2. Anima Mondal
3. Susmita Pramanik

Event: Musical Chair (Girls)

1. Lailima Sardar
2. Monashree Naskar
3. Mamata Kayal



ANNUAL SPORTS MEET 2015



Student extempore



After the Annual Sports Competition

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?

As mentioned before, the College considers the feedback from its graduates very seriously. Each year, after the Part Three Selection Test is over, the collegiate (who secures more than 75% class attendance) outgoing students are asked to fill up a detailed feedback format by the IQAC on Faculty performance, infrastructural facilities etc., and the complaints and suggestions are seriously taken care of by the Principal, the IQAC and the G.B. The IQAC visits the departments annually and discusses with the teachers on the specific departmental feedback.

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

The College encourages students to contribute in the annual College magazine “Srijani”. Many departments periodically publish wall magazines based on student write – ups. The College is also planning to publish two separate journals in humanities and science. The faculty members and the scholars from outside of this college are to write in these journals and we have already applied for ISBN number. The Department of English is in its way to publish its first journal “Critic” soon.

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

The Students' Union is an elected body in the college. The representatives are elected democratically in the parliamentary method. The composition of this union is as follows:

1. President/ Chairman: Principal
2. Vice President/ Vice Chairman: Elected from students' representatives
3. General Secretary: Elected from the students' representatives (He/She is ex-officio member of the G.B., representing the students' community)
4. Assistant General Secretary
5. Treasurer
6. Sports' Secretary
7. Representative to the NSS Unit
8. Magazine Secretary
9. Boys' Common Room Secretary
10. Ladies' Common Room Secretary
11. Students' Coordinator for Library
12. Student Health Home Secretary
13. Representative to Traveling
14. Accountant of the Union
15. Leader of the House

[Item 6-15 are the prerogative of the General Secretary.]

Notification for College Union Election is announced by the college as per college constitution and guided by the university and the Govt. of West Bengal. An election commissioner is appointed by the principal as per recommendation of the Teachers' Council and endorsed by the Governing Body.

The major activities of the Students' Union include organizing various cultural events to enrich the quality of the students outside of their academic involvement. The events generally organized by the students' union are as follows:

- Organizing Fresher's Welcome
- Organizing Annual Sports and Cultural Meet
- Publication of College Magazine

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- Selecting and supporting students for university festivals
- Facilitating the various programmes undertaken by the college
- Organizing College Social
- Organizing Saraswati Puja
- Organizing Blood Donation Camp.

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

There are a number of committees/ bodies in the college with student representative.

- Governing Body of the college
- Anti-ragging cell
- Students' Welfare committee
- Library advisory committee
- College development committee

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

There is no registered alumni association. Very recently the college has initiated to form an alumni association and to get it registered, though some of the departments regularly convene meetings with their former students and involve them to participate in various activities of the department. The college also invites the former faculty members of the institution for various functions, and keeps in touch with them. The college invited its first principal Prof. Ali Reza and former Head of the Department of Physics, now Principal of Dhrubachand Haldar College, Dr. Satyabrata Sahoo, to participate in the seminar on Swami Vivekananda. Former Head of the Department of English, Dr. Subhagit Sengupta (who is at present an Associate Professor at the Department of English and Cultural Studies, University of Burdwan) is always in touch with the department to encourage the faculties and the students.

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

The college has been assuring maximum support to the students by waiving tuition fees after this region of the Sunderbans had been affected by Ayla (devastating cyclone). Meritorious students are provided with financial assistance and it succeeded in providing scholarship to such students to 100%. The Department of Geography gets financial support during their educational tour. Some of our students have been benefited from the fund provided by the UGC. We are trying our best to upgrade our infrastructure to help our students from time to time.

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

6.1 Institutional Vision and Leadership

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

Vision

“Education for Attaining the Absolute”

The vision of the College is to carve a niche for itself as a premier institution offering quality education to the poverty-stricken, under-developed community of rural marshlands of Sundarban. The college aims to mould the student community hailing mostly from the marginalized and backward sections of the society into better individuals, and guide them to contribute constructively towards nation-building by upholding the values of secularism, and national integration and social commitment. We have a vision that the students coming out of our campus should be intellectually enlightened, emotionally sound and practically efficient. The college aims to mould leaders who are intellectually competent, morally erect, psychologically strong, physically healthy and acceptable to the society, who will champion the cause of justice, truth and peace and who are open to further growth to attain the Absolute.

Mission

Raidighi College was established with a single mission ~ to cater higher education to the poverty-stricken, under-developed community of this region and to develop the students into self-sufficient and responsible citizens through comprehensive education based on carefully prepared and well designed curriculum. Our mission is to impart quality education and exposure to the students and equip them to cope with the latest requirements, through innovative techniques and practices. We are confident that proper education is the best resort to uplift the youth in the rural and backward areas, and we are committed to facilitate meaningful education for our students, coming from far-away islands of the Sunderbans.

Objectives

“Transforming Students to Ideal Countrymen”

- 1. Academic Excellence:** Guiding the students to cope with the demands of the contemporary society through effective transaction of the curricular and co-curricular aspects is the primary objective of the institution. Various measures have been initiated like regular enrichment of the library, subscription to academic journals, magazines, State-of-the-Art classrooms, standard infrastructure, and faculty development programmes.

2. **Personality Development:** The all-round development of the student's personality through proper education and exposure is another primary concern of the institution. Participating in the numerous academic and co-curricular activities organized in the college, students develop leadership skills, team-spirit, communication skills and collective responsibilities.

3. **Social Orientation:** Education with a social face is the hallmark of this college, and to enhance community participation, the NSS unit(s) organizes different awareness campaign and undertake(s) different community work for the upliftment of biodiversity.

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

The College is managed by the Governing Body as per statute of the affiliating university and Department of Higher Education, Government of West Bengal. The G.B. regularly updates its action plan acquiring information from the Government and the University. The Principal collects necessary information from the University and Directorate of Public Instruction and informs the G.B. for the formulation of policies that are to be implemented effectively at the institutional level. It is also the responsibility of the Principal to inform the implementing agencies regarding the instructions from the G.B.

The Principal of the college and the staff coordinators of various programmes attend the meetings convened by the concerning authority on various purpose. They apply their ideas gathered from these meetings for proper implementation of this programmes.

The faculty-members are keen to work in tune with the requirements and take active participation in undertaking and implementing various quality improvement plans and programmes. Numerous quality-improvement programmes are undertaken by faculty-members as an additional duty. Some of such result-oriented programmes are listed below:

For Staff:

- Use of internet
- Access of learning materials
- Referring E-books
- Preparation of PowerPoint presentation
- Creation of E-mail id.s
- Handling OHP facility

Research activities and research publications are promoted by the institution under the guidance of the Research Committee of the college.

For Students:

- Induction programme immediately after the admission of freshers
- Orientation towards higher education
- Familiarization programmes conducted for effective use of classrooms, laboratories, and other resources
- Encouragement to organize their own interest groups

6.1.3 What is the involvement of the leadership in ensuring:

- *The policy statements and action plans for fulfilling of the stated mission*

The College functions with a view to achieve the spirit of its mission, i.e., to provide quality education and opportunities for the all-round development of the students. To ensure this, the College has accrued the required physical facilities, intellectual resources and societal goodwill. The College Council and Staff Council meet regularly, and the Principal updates the faculty members on the policies and programmes of the Government and the Department of Collegiate Education. The staff council formulates action plans for the implementation of these policies and programmes and ensures that the College has the required know how for the implementation of these policies and programmes. Facilities like interactive smart classes, sophisticated laboratories for Physics, Geography, Microbiology, Food & Nutrition and Zoology, sufficient number of printers, scanners, copiers, intercom facility, a well-designed website, annually updated general library and departmental libraries are a few of the physical facilities for obtaining the mission of the institution. In addition to these, the college assures clean environment, lush green compound and hosts a Health and Fitness Centre with outdoor and indoor sports facilities. The College ensures scholarships for all, and provides student amenities at subsidized rates and thereby supports hassle-free academic engagement. The NSS-Unit(s) help(s) to develop leadership qualities among the students. It strengthens the inner potential and emotional quotient of the student folk and organizes co-curricular and social activities and help(s) to develop a sense of service and sacrifice among the students. The dramatically elected College union also has its share in developing the skill in coordination and synergistic interactions among the students of this College. The various cells operating in the College also join hands to fulfill the mission of the institution. The College also assures the following:

- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plans.
- Interaction with stakeholders.
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champions organizational change.

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

The conveners of the different sub-committees appraise the Principal about all institutional activities. The Principal, with the help of the Academic Council and other sub-committees, reviews the process and initiate corrective measures, if needed. The reports from the Students' Grievance Cell are addressed time to time. The heads of the departments keep regular contact with the students and guardians for the implementation and improvement of the policies and plans.

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

The affiliating University (University of Calcutta) and the Higher Education Department, Govt. of West Bengal assign responsibilities mapping the strength, areas of interest. They also assign additional duties for faculty members to play specific role for academic excellence.

6.1.6 How does the college groom leadership at various levels?

The Principal exercises effective leadership by taking into consideration different points of view. The inner strengths are well utilized for the institutional development by creating a sense of belongingness. He envisions futuristic and time bound goals and executes participatory action plans. The College has eleven Honours departments viz. Bengali, English, Mathematics, Physics, Zoology, Microbiology, Food and Nutrition, History, Geography, Education and Political Science, lead by the heads of the departments concerned. The department level activities are coordinated by the respective departmental heads according to the directions and instructions of the Principal and Academic Council. Further, separate faculty members are entrusted with the duty to organize the activities of different students' organizations like NSS, College Union, etc. The faculty members, who are in charge of these organizations, lead the activities. The decisions are analyzed and discussed at various levels. The proper implementation of the institutional policies and programmes is achieved through mutual understanding and appreciation. The leadership skills of our students also get enriched as they have to play the role of student coordinators in all the programmes undertaken by the college.

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

The College administration is decentralized to ensure the quality of educational provisions. The responsibilities of taking appropriate steps to ensure qualitative teaching and preparing the students to face the challenges of the modern world lie with the heads of the departments. They also manage their departmental work with the cooperation and assistance of their staff members and maintain departmental stock registers and other documents. Committees comprising teachers from different departments coordinate and conduct various activities and events in the College. The administration is decentralized for all academic activities. This paves way for the sharing of duties and responsibilities, binding all stakeholders in a positive interaction and building good human relations.

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

Yes. The Cultural Committee of the College promotes participation of faculty members, staff, and students at all levels to contribute their ideas and views on institutional objectives and goals. The cultural committee meets regularly to chalk out different programmes and participation in the events organized by other colleges and universities. The management (i.e. G.B) encourages this type of participation.

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?

Raidighi College is located in the lineage part of the Sunderbans and socially, economically backward area and it determines our quality policy. Our policy is to continuously strive for the comprehensive development of the faculty members and student community of all castes, creeds and colours, with special focus on academic excellence, personality development and social orientation. Academic merit is given priority at the time of admission even though we follow the rules of reservation.

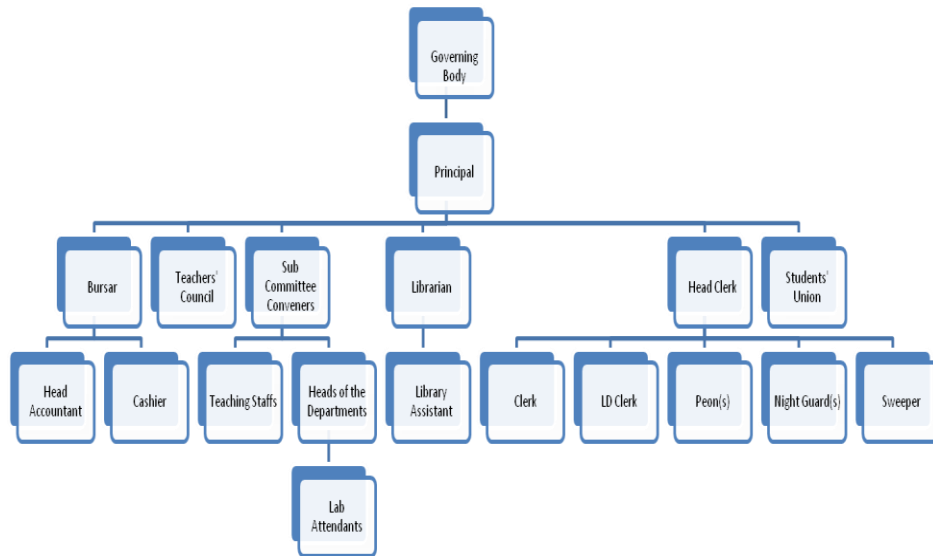
6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The College is well concerned about the continuous improvement of physical and academic ambience and infrastructure of the College, both quantitatively and qualitatively. The College authority has already initiated to introduce Honours course in Sanskrit and Chemistry, keeping in view the demand of the locality. We have sent proposal for setting up of an auditorium and a separate library block to facilitate our students.

1. To start Honours in Chemistry and Sanskrit.
2. Attract funds for research projects and academic programmes.
3. Assure scholarships for students as per government guideline.
4. Get sanction for the construction of library building.
5. Get sanction for the construction of the auditorium.

6.2.3 Describe the internal organizational structure and decision making processes.

INTERNAL ORGANIZATIONAL STRUCTURE



A development committee is constituted as per Governing Body resolution. It is in charge of monitoring the progress of the institution and mobilizing resources for its overall development.

Composition of the College Development Committee~

Chairman,

Secretary – College Principal (Ex Officio),

1 Technical Member,

2 Senior Faculty Members (nominated by Teachers’ Council).

Students’ Union

Principal of the College is the Ex Officio Chairman of the Students’ Union. Elected Class Representatives elect their General Secretary and other port-folio holders of the union.

Admission Committee: Admission Committee of the College coordinates the admission procedure as per the rules of the Government and the University.

Library Advisory Committee: Library Advisory Committee supervises the functioning of the library and suggests creative ideas for its better functioning.

Examination Committee: Two separate committees exist in the College to monitor internal and external examination (given by the University). They are also liable to answer the queries by the University.

Purchase Committee: The Purchase Committee is headed by the Principal and two other senior faculty members, and one non-teaching member. They are responsible for all types of purchasing.

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

- Teaching and Learning

Our College library is well equipped with 13541 books, 261 issues of journals in addition to the e-books and digital resources and OPAC, and departments are equipped with libraries. A number of classes are assisted with

modern teaching methods using wi-fi broadband internet, INFLIBNET, LCD projectors, collar microphones and amplifiers and laptops. These are increasingly employed in the classrooms to keep pace with the information explosion around the globe. The College provides opportunity to the teachers to attend orientation and refresher courses to make improvements in teaching. Faculty members encourage students to acquire knowledge from divergent sources. Interactive learning takes place through field work, educational tours, group discussions, quiz contests, workshops, academic seminars, etc. Departmental seminars are also conducted by some departments. Academic progress of students is assessed through class tests. The tutorial system and remedial coaching help students to overcome their weakness in specific subjects.

➤ **Research and Development**

A Research Committee has been constituted recently to encourage and motivate the teachers to take up research projects, to nurture a culture of research among the faculty members. The committee recommends the members by providing relevant information and updates on the availability of funds and their sources. Faculty members are also encouraged for publishing and presenting research papers. The Committee also helps in arranging seminars, etc.

➤ **Community Engagement**

The two NSS units initiate community orientation programme in the villages and undertake different programmes to help the community around the College, as described in details before. The College has undertaken service on problems faced by the marginal community in this part of the Sunderbans. Programmes like field-visits, organizing road-safety awareness camp, blood donation campaigns are a few of activities of the NSS.

➤ **Human Resource Management**

The teaching faculty works in various committees and sub committees and participates in all the social and cultural activities of the College. Some of them are also engaged in research and publication. The College encourages them to follow their academic and cultural interests. The non-teaching staff is involved in the smooth functioning of the official activities.



Seminar/Career workshop/Community Awareness programmes in the College

➤ **Industry interaction**

At present, industry interaction is limited to industry visits, market survey and a few career workshops. The Career Counseling Cell is currently preparing a proposal (to be placed before the G.B.) to act as a liaison between the College and the renowned industrial houses. The Committee plans to henceforth maintain regular contact with the corporate houses and make arrangements for their visits to the College for conducting seminars regarding job opportunities, for campus selection and for arranging career fair.

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

The Principal collects reports of the different activities of all the committees and cells functioning in the College, and these reports are analyzed in the Teachers’ Council meeting to review the successes and failures. Teachers’ Council recommends improvements to be made, and the Principal arranges further facilities on requirement. He also collects feedback from his own machinery, and prepares a consolidated report and forwards them to the departments to initiate steps.

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

The Governing Body plays an important role in encouraging the faculty for academic progress and efficiency. The faculty members are motivated to participate and organize seminars, workshops, conferences and engage in research works. The permanent teachers are given periodic training like orientation and refresher courses to improve their performance. Many of our faculty members are engaged in doctoral researches and project works.

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

The Governing Body discussed on infrastructure development, setting up of an auditorium, an indoor stadium, wi-fi facility, INFLIBNET facility, introducing Honours courses in Sanskrit and Chemistry and to start the construction of new library building.

Current status: As per G.B. guidelines, the communication been made with the concerning authority and we have already received positive signals from the local MP and MLA regarding the allocation of fund for above-said purpose. We have already asked the concerned expert to facilitate the wi-fi facility in the college premises for stipulated hours.

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

No.

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

There exists a Grievance Redressal Cell, headed by a senior faculty member. As mentioned before, the cell, time to time, addresses the grievances (if any) from the employees or students and immediately recommends effective measures. So far, there has been no complain of grave nature.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

A case was filed by Sri Shaktipada Jana and the Hon'ble High Court of Calcutta has given the verdict in favour of Sri Jana and now, there is no case against or by the institute.

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 college collects feedback from the students on the performance of teaching faculty, courses and the institution, and uses the feedback for enhancing the institutional performance. The institute has the practice of holding meetings with guardians to get recommendations and suggestions.

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?

Permanent teachers are allowed to attend refresher and orientation courses. Faculty members are encouraged to attend state/ national/ international seminars on relieved basis. Faculty also acts as resource persons outside the College campus. They are also encouraged to innovate and improvise their teaching practices to promote better understanding of their classroom lecture/teaching by the students. Faculty members are also motivated to apply for minor/ major projects funded by UGC and other funding agencies and to pursue research works individually. Computer training is one of the important efforts to enhance the professional efficiency of the staff (teaching and non-teaching).

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

Faculty trainings are periodically provided keeping in view the job requirements. The institute facilitates the faculty members to attend orientation courses, refresher courses, University level training programmes. Seminars and workshops arranged in the College serve as excellent platforms for intellectual exchange. The faculty also works as examiners, scrutinizers, etc. as part of job description. The institute takes special initiative to maintain the work culture and quality education, and also imparts moral values by providing a healthy working atmosphere conducive to learning.

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 College makes good use of the comprehensive assessment by students to assess the performance of the faculty members and non-teaching staff. The feedback is communicated to the staff for improvement in their performance. Departmental staff meetings address specific issues in teaching and learning, pointed out by the students. Academic Council and IQAC recommend corrective measures, if required.

The Institution maintains Daily Self Appraisal System in which each staff keeps a record of attendance and activities inside and outside the College on working days. These are regularly appraised by the Principal and necessary steps taken. The teachers are encouraged to enhance their performance by the Career Advancement Scheme of the Government as they themselves need to prepare their own API scores during consideration for career advancement. Also, the Principal submits Annual Progress Report (APR) to the higher authority for performance appraisal of the staff.

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

The College authority takes proper decision regarding the performance of the teachers and staff, and guides them to improve their working efficiency. At the time of confirmation of service of every teaching and non-teaching staff, a Special Confidential Report from the Principal is also required. On the basis of Daily Appraisal of the faculty, Principal also prepares the Annual Confidential Report, which is subsequently sent to the Higher Education Department, Government of West Bengal. This serves as a necessary document for the Career Advancement of the faculty. The faculty also needs to do a self appraisal and prepare API scores for career advancement.

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

This is an aided college and in that capacity the permanent teaching staffs are paid at the rates fixed by the Sixth recommendations of the UGC. But their other service conditions and privileges are at par with the state government employees, for example, the permanent employees of the College are entitled to the General Provident Fund. Other welfare schemes include: Ad-hoc payment of part of the salary in the months when the pay packet is not received in time; Free use of college infrastructure for individual research; First-aid, gym, canteen facilities etc.

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

The College cannot appoint permanent faculty on its own. The recruitment of the permanent teaching staff is made as per existing rules following UGC norms by the Department of Higher Education through the College Service Commission, West Bengal. Contractual whole time teachers, Part-time teachers and Guest lecturers are appointed following government norms. The College creates opportunities for self-improvement of all faculty and provides healthy academic atmosphere to assure job satisfaction among the staff. It helps the College to attract and retain eminent 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?*

A Finance and Development Committee has been constituted in the College, headed by the Principal Secretary and the UGC sub-committee and is used to monitor different proposals and entrust with the coordinators concerned. They are also supposed to monitor the implementation process and to ensure that quality work is completed in stipulated time. The fund is disbursed from the office on the recommendation of the Purchase and Development Committee. The plan and non-plan fund utilization is made according to the direct monitoring by the Principal. The proposals made by the coordinators and the recommendations of the IQAC are discussed in the Governing Body and the Governing Body permits the valid proposals and recommendations. The Principal Secretary is responsible to ask for utilization certificates and has to produce them to the institute concerned. The students' union fund is used as per recommendations of the committees concerned with students' union.

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

All accounts of the college are regularly audited. There are two types of audit done in the college.

- i) The Chartered Accountant appointed by the government use to audit the general fund.
- ii) The utilization of UGC account is audited by the registered Chartered Accountant.

The last audit conducted in the college was for the period starting from 01.04.2013 to 31.03.2014. All points were duly complied with and report submitted to the authorities.

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

The major sources of institutional receipts/funding are : Student fees, Grants from Central and State Government, and income from pond lease. This being an aided institution, its main source of income is funds received from the Govt. of West Bengal for salary component of the Staff. Recurring Grant received under Non Plan Head is disbursed for payment of salary. Student fees are fixed by the State government and the governing body and are duly collected and expenses met from that source.

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

a. Non plan fund received from the Government of West Bengal

Particulars	Amount received in Rs.			
	2010-2011	2011-2012	2012-2013	2013-14
Salaries	6525849	8208045	13045880	15413632
Tour TA	Nil	Nil	Nil	Nil
Transfer TA	Nil	Nil	Nil	Nil
Electricity charge	Nil	Nil	Nil	Nil
Telephone charge	Nil	Nil	Nil	Nil
Other charges	Nil	Nil	Nil	Nil
Materials and supplies	Nil	Nil	Nil	Nil
Total	6525849	8208045	13045880	15413632

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b. Fund Received from the UGC (XIth Plan, Period: 14.02.2009 – 04.08.2013)

Particulars	Fund Received
UGC Grant (Merged School) MSWC 102/09-10(Ero)/16-11-10 CATCH UP GRANT FOR YOUNG COLLEGES	1200000.00
Colleges Located in Rural Area	800000.00
Colleges With Relatively Higher proportion of SC/ST/OBC (excluding creamy layers) and minorities(at least 35% of the students may comprise SC/ST/OBC)	480000.00
Special Grant for Enhancement of Initiative for Capacity Building in College	320000.00
Establishment of Daycare Centres in Colleges	200000.00
Colleges in Backward Areas	1200000.00
Establishment of UGC network resources centre (UGC-NRC)	102000.00
Remedial Coaching for SC/ST/OBC and minorities	620000.00
Coaching classes for Entry in Services for SC/ST/OBC and minorities	700000.00
Career Counselling Cell	260000.00
UGC Grant (Additional Grant) AGW-096/10-11(Ero) Dt. 25.10.2010	1440000.00
UGC Grant (Minor Research Project)	364000.00
UGC Grant (Seminar)	262500.00
Additional Grant UGC (WC2-102/07-08(Ero.)18.09.07	249696.00
UGC (Additional Grant) AGW-378/11-12 (Ero.)23.07.2012	1108750.00

- c. The college has also received a fund of Rs. 46,15855.00 (Rupees Forty-six Lakh fifteen thousand eight hundred and fifty-five) for the work of “Construction of Raidighi College Building in Mathurapur II Block under South 24-Parganas District” as part of development work under **Border Area Development Programme**, from the **Department of Sunderban Affairs, Govt. of West Bengal**.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

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

The College has an Internal Quality Assurance Cell (IQAC) established as per recommendation of UGC-NAAC. It was formed on 21st March, 2014.

The Cell comprises of the TIC/Principal (At the time of formation of IQAC the then TIC was the ex-officeo member who was replaced by the principal Dr. Sasabindu Jana from 2.7.2015), senior teaching faculty members, external members from college management and local administrative authority and student representative as per the UGC-NAAC guidelines.

This Cell monitors the teaching, student-teacher relationship and various departmental activities of each department. Feedback regarding teaching, infrastructural facilities and other amenities of the College are collected from both the teachers and the students by this Cell.

This Cell visits and consults each department regularly to verify the yearly progress of the department and associated constraint with regard to record documentation, upgradation of teachers' profile and general academic activities.

The students' feedback for each department is very much valuable for the cell.

Considering the socio-economic condition of the locality all observations are sincerely appreciated and remedial measures are suggested to concerned section like G.B. or Students Welfare Committee, even Students' Union.

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

The decisions of IQAC are endorsed with due concern by Governing body of Raidighi College and the following items are being approved by management authority.

Date	Proposal of the IQAC	Date	Approval of G.B. for implementation
21.03.2014	1. Appointment of an advisory committee of IQAC 2. Early implementation of Girls Hostel 3. Total renovation of Library infrastructure as well as functioning	13.06.2014	GB received some proposals from the IQAC and discussed them elaborately and pragmatically resolved to approve those proposals, to be implemented by the concerning agencies and sub-committees for the smooth running of the college.

	4. On line admission and strict monitoring on quality control		Simultaneously, as per request of the IQAC, Governing Body also cautioned the implementing agencies to follow the quality of the work.
11.06.2014	1. Department infrastructure facilities 2. New Teacher appointment 3. Students Orientation 4. Faculty Exchange programme and departmental seminar. 5. Inclusion of Advisory Committee		
10.07.2014	1. Discuss on feedback from department 2. Creation of full time teaching posts 3. Software and other Infrastructure in Library 4. 1 st Year students orientation	19.07.2014	GB received some proposals from the IQAC and discussed them elaborately and pragmatically resolved to approve those proposals, to be implemented by the concerning agencies and sub- committees for the smooth running of the college. Simultaneously, as per request of the IQAC, Governing Body also cautioned the implementing agencies to follow the quality of the work.
27.04.2015	1. Discussion on feedback of IQAC visit to the departments 2. CAS proposal for concerned six teachers 3. Orientation of newly appointed teachers 4. Laboratory Infrastructure	09.05.2014., 03.06.2015	GB received some proposals from the IQAC and discussed them elaborately and pragmatically resolved to approve those proposals to be implemented by the concerning agencies and sub- committees for the smooth running of the college. Simultaneously as per request of the IQAC Governing Body also cautioned the implementing agencies to follow the quality of the work.
18.08.2015	1. Proposals on formation of some sub committees like students welfare etc. 2. Smart class rooms for both arts and science faculties 3. Parent -Teacher meeting 4. Field Excursion policies for lab base subjects as per CU guideline		.

19.11.2015	<ol style="list-style-type: none"> 1. Proper reorientation of conference hall for the purpose of Geography Dept. Lab and Exam cell office 2. Journal subscription in Library as per Departmental requisition 3. A well equipped meeting room 4. Numbering and proper orientation of all rooms 5. Proper stock registers for college resources and regular audit 6. Faculty exchange programme 	04.12.2015	<p>GB received some proposals from the IQAC and discussed them elaborately and pragmatically resolved to approve those proposals to be implemented by the concerning agencies and sub-committees for the smooth running of the college. Simultaneously, as per request of the IQAC, Governing Body also cautioned the implementing agencies to follow the quality of the work.</p>
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e. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes, external experts are invited who enrich the IQAC with their experience. The external members of the present IQAC are enlisted below:

1. Dr. S Rahaman, Former Joint DPI(PPS), Higher Education Directorate, Government of West Bengal, Presently controller of examination, Diamond Harbour Women’s University, Diamond Harbour
2. B.D.O., Mathurapur-II Block, 24 Pgs(S).
3. Prof. Sabuj Chowdhury, Dept. of Library Science, University of Calcutta.

Their advices are endorsed with due importance and following items are being cited as examples:

<i>Year</i>	<i>Date</i>	<i>Agenda of discussion</i>
2014	21.03.2014	Discussion on infrastructural upgradation of college
2015	19.11.2015	Discussion on students’ feedback of IQAC visit to the departments.

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

- It is needless to mention that students are the primary stakeholders towards whom all efforts of not only the IQAC but also the entire college authority are targeted. Their feedback is treated as utmost essential and significant quality improvement measures are taken.
- The Raidighi College Alumni Association is not fully prepared till date. But as local representatives, their (i.e., ex-students’) expertise is sought in various matters which ultimately

contribute to the overall development of the Institution. It should be noted that Ali Reza Molla, Former Principal, Raidighi College is an active adviser of IQAC.

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

- Apart from the Principal, present teachers from different departments as well as Governing Body members from management section are taken as constituent members of the IQAC.
- A Student representative is also a part of IQAC.
- Through regular interactions and deliberations different constituents of the Institution are made aware of the IQAC's activities.

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

For the slow learners, special classes are arranged. The teachers continuously evaluate the students based on their classroom interactions, home assignments in the special classes and also class tests.

Talks are organized to acquaint the students with different perspectives related to their subject and even on several contemporary issues. Parent teacher meetings are held after Selection Tests to notify the guardians about their students' progress.

The computerization of the College office has enhanced the quality of administrative activities.

The College Library has a rich collection and internet facility and the INFLIBNET facility.

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

Since the College is not autonomous, there is not much provision to provide training to its staff. However, faculty members are encouraged to undertake faculty development programmes as follows:

- Refresher and Orientation Courses.
- Minor and major research projects funded by the UGC.
- Faculty Improvement Programme by some special training like RS-GIS under Calcutta University scheme or university supported scheme.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The Principal of the College reviews the Performance Reports submitted by the faculty members, particularly senior teachers, and these are further sent to the Governing Body for necessary action. The Principal is also responsible for providing the faculty members their annual report associated with promotional appraisal. These measures are taken to evaluate the teachers and ensure that the teaching learning process is aimed towards academic excellence as well as intellectual cum cultural upgradation of the concerned community.

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

Value based education is provided to the students with the help of courses like Spoken English and

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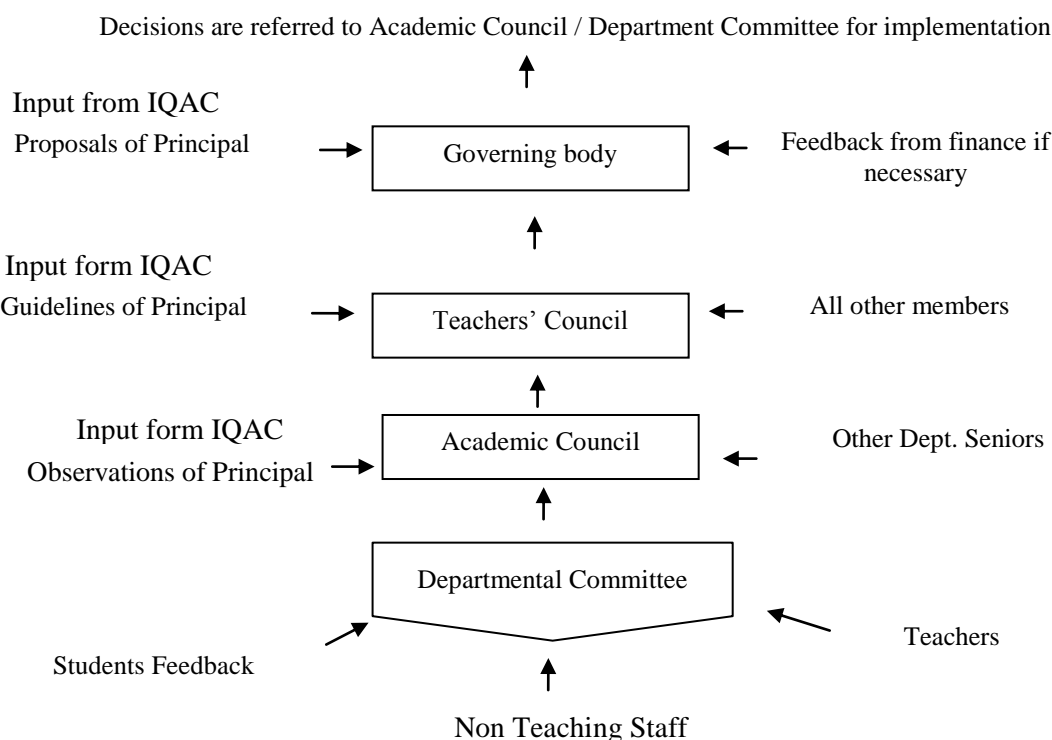
Computer Training. A transparent admission process is conducted online. The College has a SC/ST Cell and a Minority Development Cell as recommended by the University and the Government.

In keeping with the recommendations of the quality assurance agency NAAC, several measures have been adopted. Postgraduate courses in Bengali, History, English, Education and Geography have been introduced with the help of DDE, RBU in order to enrich the college pass out students with socio-economic limitations. Increased use of audio-visual orientation in classrooms and administrative office has begun. The College also has a Career Counseling Cell, Anti Ragging Cell, Students' Welfare and a Women's Cell acted as per Hon'ble Supreme Court guideline.

The Governing Body and IQAC are also two regulatory bodies whose interventions have facilitated quality enhancement and sustenance.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The IQAC cell always randomly collect necessary information and acquire them if necessary from the concerning departments and prepare the mechanism for better teaching learning process.



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

The College communicates its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders through the College website, various media forms, administrative domain and College Prospectus. Every year College magazine is published. Contributions are made both by the students and the faculty. Apart from this, continuous parental feedback in public domain is an active way to assure about the high academic quality of the Institution.

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

The IQAC conducts meetings at regular intervals to keep a sincere vigil on the academic quality of the College. The Cell takes up appropriate measures to help the departments to achieve excellence in teaching and associated activities.

IQAC Meetings (2014-2015)

Year	Date of Meeting	Topic of Discussion
2014	21.03.2014	Constitution of IQAC Cell and IQAC visit policies. Sustenance and enhancement measure to the complete development of the college.
	11.06.2014	Inclusion of advisory committee in the IQAC team. Quality control measure.
	10.07.2014	Discussion on feedback of IQAC visit to the departments.
2015	27.04.2015	Annual IQAC visit; Discussion on feedback received during IQAC visit to the departments.
	18.08.2015	Quality control and enhancement measure for the overall development of college.
	19.11.2015	Preparation for NAAC visit and infrastructure development proposals; Faculty exchange programme .

**CRITERIA VII:
INNOVATIONS AND BEST PRACTICES**

7.1 Environment Consciousness**7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?**

The institute has not yet conducted any green audit of its campus and facilities. We are planning to conduct a green audit in early 2016.

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

Following initiatives are taken by the college to make the campus eco friendly:

1. Energy conservation:

- Lights and fans are switched off by teachers, staff and students after completion of the classes so that the use of electricity can be minimized. It helps in saving energy and supports our motto of minimising power consumption.
- Most of the computers have LCD monitors to reduce the usage of electricity. It also helps in conservation of electricity.
- The plants are watered from pond water instead of shallow pump water. This helps in energy conservation.
- We are planning to implement rain water harvesting project in the college. Water will be consumed with the help of roof top harvesting and rain water harvesting technique. The water thus harvested will be used for watering the plants and gardens.

2. Use of renewable energy: Nil.

3. Water harvesting: There is a pond in the college campus which is utilized for Pisciculture type activities by the college and also for watering of plants in the campus. There are so many syllabus oriented practical works like calculating BOD (biochemical oxygen demand), COD (chemical oxygen demand), photosynthetic rate of aquatic plants, zooplanktons, phytoplanktons etc., for which a water body is often needed. The in-campus pond facility is highly beneficial to us. Another very important utilisation of this resource is Pisciculture. Earlier, College was involved in the maintainance, production and marketing of mixed cultured fish & Bagda prawn. But for the last few years, College has leased it to professionals for proper production. However, it is still available for improving practical knowledge of the students. Students are invited in the time of fishing & other activities to observe the processes.

4. Check dam construction: There is no dam near the college and so there is no scope of checking dam construction.

5. Efforts for Carbon neutrality:

- College location is far away from rubber plantation/industrial area.
- LPG is used in Chemistry and Food and Nutrition departments and for cooking in the college canteen which is carbon neutral.

6. Plantation: Tree plantation drives are organized regularly to create clean and green campus. A green register is maintained which contains a record of all the plants in the campus. A recently made garden with syllabus oriented plants and a new medicinal plant garden are maintained here. A strategic awareness process has also been adopted for students of different discipline and for local people. The concept of kitchen garden has also motivated many local people.

7. Waste management:

- Solid Waste Management: Leaf litter from the college is used for vermin-composting and is also put on in the ground for its enrichment.
- Hazardous waste management: In our college, minimum hazardous waste is generated. Sufficient numbers of dustbins are kept at each floor by the NSS unit for deposition of hazardous waste. All are collected together and regularly disposed of manually.
- E-waste Management: After their lifetime, computers and their accessories are sold as scrap to local vendors.

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.

During the last four years the College has taken many innovative steps for creating community awareness on various issues. Some of them are presented below:

- In Chemistry Laboratory, greener methods are being adopted for various experiments.
- Constant effort is made to minimize waste generated in the laboratories.
- Department of Botany is involved in developing and maintaining a medicinal plant garden. The Department also maintains a mangrove photo album with description so that the students are able to identify the species.
- We have gone paper free by introducing an online application process for student admissions. To produce 1 ton of paper, it takes 380 gallons of oil, and that invites the use of many a chemical that are pollutant in nature. Hence, supporting the cause of Green Revolution, we have gone paper-free. The students are made aware of the drastic consequences which mankind will have to face in case we don't take steps to protect the environment.
- A general notice has been issued, that requests students not to bring polybags in the campus and, instead, they are motivated to use jute bags etc.
- The college is maintained as 'No Tobacco Zone'.
- The college has initiated campaigns to promote the development of kitchen garden for local residents which will help lower economic group people to eat fresh vegetables at minimum cost.
- Rallies and awareness are regularly organized to make the campus eco-friendly. Drives like Tree-Plantation, Campus cleanliness campaign and 'Say No to Crackers' for pollution free Diwali are some such initiatives.
- Community programmes apt for Sunderban locality (e.g. on local biodiversity) are arranged by NSS, Student Union, etc. and have been described before in details.

7.3 Best Practices

7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Two best practices which have contributed to the achievement of the institutional objectives and/or contributed to the quality improvement of the core activities of the college are given:

Best Practice 1: The college has a system of fee waiver for low economic group students which goes as high as complete waiver of tuition fee. This is an important step which enables many poor students to get an undergraduate education.

Best Practice 2: Mangrove study campaign is carried out regularly by the college to highlight crab and fish protection methodologies and also to spread the importance of preserving endangered plant and animal species. This is a highly relevant and useful practice considering the geographical location of the college.

Local Mangrove plants:

Scientific Name	Local Name
<i>Rhizophora mucronata</i> <i>Rhizophora apiculata</i>	Garjan
<i>Bruguera parviflora</i>	Kaankra
<i>Ceriops tagal</i> <i>Ceriops decandra</i>	Jaat-Garan Jele-Garan
<i>Sonneratia apelta</i>	Keora
<i>Excoecaria agallocha</i>	Gneowa
<i>Phoenix paludosa</i>	Hnetaal
<i>Proteresia coractala</i>	Dhani Grass
<i>Avicennia alba</i> <i>Avicennia mariana</i> <i>Avicennia officinalis</i>	Piyara Bayen, Kalo Bayen Jaat Bayen
<i>Xylocarpus mekongensis</i>	Pashur

Local Medicinal plants:

Scientific Name	Local Name
<i>Eclipta alba</i>	Kesuth
<i>Croton bonplandianum</i>	Lankeshwari
<i>Adhatoda vasica</i>	Bashok
<i>Andrographis peniculata</i>	Kalmegh
<i>Azadirachta indica</i>	Nimm
<i>Acacia nilotica</i>	Babla

Local Fishes~

Scientific name	Local name
<i>Sardinella sp.</i>	Khoyra
<i>Hilsa ilisha</i>	Hilsha

<i>S. phapsa</i>	Fyasha
<i>Lates calcarifer</i>	Bhetki
<i>Plotosus canis</i>	Kaan Magur

Crabs ~

Scientific Name	Local name
<i>Diogenes sp.</i>	Hermit crab
<i>Ocypoda sp.</i>	Red crab
<i>Matuta victor</i>	Swimming crab
<i>Scylla serrata</i>	Giant mad crab
<i>Uca rosea</i>	Fiddler crab

Birds~

Scientific Name	Local Name
<i>Gallus gallus</i>	Red jungle fowl
<i>Tadorna ferruginea</i>	Ruddy Shelduck
<i>Halcyon coromanda</i>	Ruddy Kingfisher
<i>Athene brama</i>	Spotted owlet
<i>Cacomantis passerines</i>	Grey-built Cuckoo



PART IV
EVALUATIVE REPORT OF THE DEPARTMENTS

DEPARTMENT OF ENGLISH

1. **Name of the Department, Year of Establishment:** Dept. of English, Gen.-1995, Hons.-2002
2. **Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) :**
UG (Honours and General), PG (Distance Mode)
3. **Names of Interdisciplinary Courses and Departments / units involved :**

Science and Humanities.
4. **Annual/Semester/Choice Based Credit system(programme wise):** Annual
5. **Participation of the department in the courses offered by other departments :**

Compulsory English for both Humanities and Science Departments.
6. **Courses with collaboration with other universities, industries, foreign institution, etc:**

PG with Rabindra Bharati Univeristy, Kolkata.
7. **Details of courses/programmes discontinued (if any) with reasons:**

None.
8. **Number of teaching Posts sanctioned and filled :**

	Sanctioned	Filled
Associate Professors	-	-
Asst. Professors	2	1

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided in the last 4 years.
Sri Suvankar Ghosh Roy Chowdhury	M.A.	Assistant Professor	Theatre, Translation, Modernism	3.5 years	-

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Sri Bidyut Saha	M.A.	CWTT	Greek Literature	11 years	
Sri Pranab Kumar Mandal	M.A.	Guest Lecturer	Feminist theatre	2 years	
Smt. Tithi Gayen	M.A.	Guest Lecturer	-	2 years	

10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
B.A. (Hons. and General)	Day	-

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
BA	Hons.	15:1 (Approx)
BA	General	20:1 (Approx)
PG	Masters	3:2 (Approx)

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled:

N.A

Course	Technical Staff	Administrative Staff

13. grants received: Nil.

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: None.

15. Research Facility/Centre recognized by the University: None.

16. Publications.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> Monographs							
<input type="checkbox"/> Chapter (s) in Books						2	
<input type="checkbox"/> Editing Books							

<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers					1 (ISBN: 978-93-5045-055-0) (Writers Workshop)	1 (ISBN: 13-978-93-83832-41-5) (Pathak)	
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings							2
<input type="checkbox"/> <input type="checkbox"/> Citation index							
<input type="checkbox"/> <input type="checkbox"/> SNIP							
<input type="checkbox"/> <input type="checkbox"/> SJR							
<input type="checkbox"/> <input type="checkbox"/> Impact factor							
<input type="checkbox"/> <input type="checkbox"/> H-index							

17. Details of Patents and Income Generated: None.

18. Areas of consultancy and Income Generated: None.

19. Faculty as members

- a) National committees: none
- b) International Committees : None
- c) Editorial Boards: None

20. Faculty Recharging Strategies:

Refresher Courses	No
Orientation Courses	No
Any other Courses	No

21. Student Projects: None

Student Projects	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percentage of students* who have done in-house projects including interdepartmental	Nil	Nil	Nil	Nil	Nil	Nil
Percentage of students doing projects in collaboration with industries/institutes	Nil	Nil	Nil	Nil	Nil	Nil

* Final year UG and PG students.

22. Awards/Recognitions received at the National /International Level by faculty: None

23. List of eminent academicians and scientists/ visitors to the department: None.

24. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

- a) National: None
- b) International: None
- c) Others: Organised Inter-college students' seminar

25. Student Profile programme / course – wise:

Name of the course/programme B.A./B.SC Hons/SUBJECT	AR *	Selected B.A./B.Sc(H)	Enrolled* M*F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(H)
2009-10	115	51	M: 37 F: 14	17	41.18%
2010-11	117	53	M: 32 F: 21	30	62.96%
2011-12	119	73	M: 45 F: 28	20	73.68 %
2012-13	170	64	M: 43 F: 21	10	60 %
2013-14	144	41	M: 31 F: 10	Yet to appear	
2014-15	97	48	M: 31 F: 17	Yet to appear	

Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam #	Total no of Passed students B.A./B.Sc(P)
2009-10/1 ST YEAR (p)	42	42 (H+G)	M: 24 F: 18		28
2010-11	41	41(H+G)	M: 27 F: 14		18
2011-12	37	37(H+G)	M: 23 F: 14		32
2012-13	40	40(H+G)	M: 34 F: 6		52
2013-14	36	36(H+G)	M: 23 F: 13		Yet to appear
2014-15	34	34(H+G)	M: 27 F: 7		Yet to appear

*H= Students of other Honours Courses

G= Students of General Course

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Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

26. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A Hons.	100 %	-	-	-
B.A General.	100 %	-	-	-

27. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET,SSC, Police Service)
2008-09				4
2009-10				3
2010-11				2
2011-12	1			5
2012-13				2
2013-14				3

28. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	60% (Approx)
PG to M. Phil.	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	80% (Approx)
Entrepreneurship/Self-employment	20%

29. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	50%
From other Universities within the state.	50%
From other Universities of other States.	-

30. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period: None.

31. Present details about infrastructural facilities:

Library : Departmental library, Central library

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- Internet facilities for staff and students : Only for staff
- Total number of class rooms : 3
- Class room with OHP facility : 1
- Students' laboratories : None
- Research laboratories /Research Room : None

Other facilities: Audio-visual facility for students for their better understanding of literature and culture.

32. Number of students receiving financial assistance from college, university, government or other agencies

: Data provided under Criterion V (Head 5.1.2).

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	-	-	-	-	-	-

33. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : None.

34. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	To diagnose and to provide remedial and tutorial classes for needy students.
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes. The department receives feedback from the students. The department tries to cope with the demands of the students.
Alumni and employers on the programmes and what is the response of the department to the same?	Good respondents keep contact with the department on necessities and demand.

35. List the distinguished Alumni of the department (maximum 10)

Year of Study	Name	Current Position
2005	Mousumi Halder	Asst. Teacher
2006	Soumitra Halder	Asst. Professor
2007	Anup Maity	Asst. Teacher
2008	Pabitra Halder	Asst. Teacher

2009	Madhusudan Das Bhupal mondal Sankar Das	Asst. Teachers
2011	Raju Halder	Self employed
2012	Swadesh Halder	Completed MA
2014	Pradip Majhi Purnendu Halder Pallabi Debnath Samir Baidya	Pursuing MA
2015	Debasis Chakraborty	Pursuing MA

36. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
NET/SLET Coaching						
Special Lectures	1	2	-	2	1	2
Workshops						
Seminar	1	1	1	1	1	1
Remedial Coaching				1	1	
Competitive Coaching				1	1	

37. List the Teaching Methods adopted by the faculty for different programmes.

- o Power Point
- o Film Show
- o Guest Lecture
- o Seminars
- o Skill development activity (Story Telling & Story Writing)
- o Silent Reading and Quiz
- o Pre-reading and Post-reading activity
- o Listening to audio exercises
- o Dictionary work and dictation
- o Debate
- o Black/White board teaching

38. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students
- o Based on previous year's performance.
- o Getting feedback from ex-students

39. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o actively involved in different cells like NSS
- o Four students participated in inter-college seminar at Dhruvachand Halder College.
- o Departmental tour and picnic

40. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- o Literary Association activities
- o Participation in Intercollegiate competitions, student seminars

41. State whether the programme/department is accredited/graded by other agencies : No.

42. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

- o 1 Faculty member is doing Ph.D.
- o NET/SLET/SET Qualified faculty – 2
- o One faculty member is a recognized experts in their fields and act as resource persons for academic programmes at varied universities/colleges.
- o One Faculty member has published two books of poems in English and Bengali, respectively.

Weakness:

- o Alumni details are difficult to get and maintain.
- o Most of the students are from under-privileged backgrounds and have low exposure to English. It is very difficult for them to cope with the academic demands of the educational system.

Opportunities:

- To get first- hand knowledge on suitable preparation methods to clear SLET/NET and other competitive examinations.
- To get introduced to the best minds in the field through interactions with department faculty and resource persons from other institutions.
- To build up a proper digital library with films and audio files related to the literature and culture.

Challenges:

- o To achieve 100% success in the final examination.

43. Future plans of the Department.

Short-term Plan:

- o To establish a Dalit Study Centre
- o To continue spoken English course for interdisciplinary students
- o To set up a debate club.
- o To set up a centre for Indian English Literature, Regional Literatures, Dalit literature and Translation
- o To organise National Seminars at regular intervals(already applied for one), thus, engaging the students and faculty-members in a dialogue with the recent trends in research of literature.

Long-term Plan:

- o Eco Studies and Literature
- o Literature and Environment
- o To establish collaboration with International Centre for American Studies.
- o To collaborate with British Council in the matters of English literature.

DEPARTMENT OF BENGALI

1. **Name of the Department, Year of Establishment :** Department of Bengali, 1999(H)
1995(G)
2. **Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) :** UG , PG (Distance Mode)
3. **Names of Interdisciplinary Courses and Departments / units involved :** B.A. (Hons./ Gen.)
4. **Annual/Semester/Choice Based Credit system(programme wise):** Annual
5. **Participation of the department in the courses Nil offered by other departments :**
6. **Courses with collaboration with other universities, industries, foreign institution, etc:** Nil
7. **Details of courses/programmes discontinued (if any) with reasons:** Nil
8. **Number of teaching Posts sanctioned and filled :**

	Sanctioned	Filled
Associate Professors		
Asst. Professors	02	01

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided in the last 4 years.
Dr. Sasabindu Jana	M.A. Ph.D.	Principal	Comparative Literature	6 months (as Principal)	Nil
Prof. Dr. Manab Kanti Baidya	M.A. B.Ed. PHD.	Asst. Prof.	Drama	09 Yrs.	Nil
Prof. Sonali Basu	M.A. B.Ed.	PTT	Linguistics	10 Yrs.	Nil
Prof. Chandra Baidya	M.A. B.Ed.	CWTT	Short Stories of Novels	06 Yrs.	Nil
Moloy Mondal	M.A. Mphil	CWTT	Linguistics	05 Yrs.	Nil
Tapan Kr. Giri	M.A. B.Ed.	Guest	Drama	07 Yrs.	Nil

*Principal's credentials are mentioned in his C.V. later.

10. Percentage of classes taken by temporary faculty – Programme wise Information. Nil

Programme	Shift	Percentage

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11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
B.A. Hons.		25:1
B.A. General		200:1

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
	Nil	Nil

13. Grants received.

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title
Moloy Mondal	2014	Seminar	1,12,000	Bangla Natok, Jug Sankat o Madhyabitta

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: Nil
15. Research Facility/Centre recognized by the University: Nil
16. Publications.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books							
<input type="checkbox"/> <input type="checkbox"/> Editing Books							01
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers							CITADEL
<input type="checkbox"/> <input type="checkbox"/> Journals							01

National and International Publications in proceedings							
<input type="checkbox"/> Citation index							
<input type="checkbox"/> SNIP							
<input type="checkbox"/> SJR							
<input type="checkbox"/> Impact factor							
<input type="checkbox"/> H-index							

*Prof. Moloy Mondal has published papers and chapters in many journals and articles. Please find the detailed list in Annexure-I, attached.

17. Details of Patents and Income Generated: Nil

18. Areas of consultancy and Income Generated: Nil

19. Faculty as members

- a) National committees Nil
- b) International Committees c) Editorial Boards... Nil

Faculty Recharging Strategies:

Refresher Courses	1
Orientation Courses	1
Any other Courses	Nil

20. Student Projects: Nil

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental				
Percentage of students doing projects in collaboration with industries/institutes				

* Final year UG and PG students.

21. Awards/Recognitions received at the National /International Level by faculty: NIL

22. List of eminent academicians and scientists/ visitors to the department:

The following scholars and eminent personalities visited the department during the seminar

organised by the department on 'Bangla Natok Yug Sankat o Madhyabittya':

- i. Dr. Soumitra Basu (RBU)
- ii. Dr. Himabanta Bandopadhyay (RBU)
- iii. Jagannath Basu (CU, Eminent Theatre Personality)
- iv. Jahar Sen Majumdar (RBU, Eminent Theatre Personality)
- v. Prof. Jayanta Mistry (Bethune Govt. College)
- vi. Shyamal Bhattacharya (Eminent litterateur from Tripura, and Winner of Akademi Award)
- vii. Dr. Banani Chakraborty (Head, Dept. Of Bengali, Bidyanagar College)
- viii. Dr. Nandan Bhattacharya (JU)
- ix. Dr. Joygopal Mondal (Head, Dept. Of Bengali, RSP College, Jharkhand)
- x. Subhashish Ganguly (Eminent Theatre Personality)

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

- d) National: Bangla Natok Yug Sankat o Madhyabittya / Participants 250%
- e) International

24. Student Profile programme / course – wise:

Name of the course/programme B.A./B.SC Hons/SUBJECT	AR *	Selected B.A./B.Sc(H)	Enrolled* M*F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(H)
2009-10	450	92	M:41 F:51	48	2012-92.11%
2010-11	437	95	M:38 F:57	60	2013-88.86%
2011-12	488	B.A. (Hons.) 106	M: 46 F: 60	79	2014 – 95%
2012-13	450	B.A. (Hons) 122	M: 60 F: 62	100	2015 – 98.8%
2013-14	469	B.A. (Hons) 122	M: 52 F: 70		Not completed
2014-15	311	B.A. (Hons) 99	M: 40 F: 59		Not completed
2015-16	612	B.A. (Hons) 137	M: 46 F: 91		Not completed

Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam #	Total no of student pass B.A./B.Sc(P)
2009-10/1 st Year	556	556(H+G)	M:306 F:250		187

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2010-11	599	599(H+G)	M: 321 F: 278		126
2011-12	689	689(H+G)	M:350 F:339		78
2012-13	748	748(H+G)	M:392 F:356		218
2013-14	909	909(H+G)	M: 471 F: 438		Not completed
2014-15	1092	1092(H+G)	M: 575 F: 517		Not completed

*AR-application received

H- Students from other Honours Courses; G-Students of General Course

25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%	Nil	Nil	Nil
B.A/B.Sc General.	100%	Nil	Nil	Nil

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination? NIL

Year	JRF	NET	SET	ANY OTHER(TET,SSC, Police Service)
2008-09				
2009-10				
2010-11				
2011-12				
2012-13				
2013-14				
2014-15				

27. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	8%
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	Some of our students have qualified in SSC Exam and are serving in schools.
Entrepreneurship/Self-employment	

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	100%

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From other Universities within the state.	Nil
From other Universities of other States.	Nil

29. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period. Nil

30. Present details about infrastructural facilities:

- Library : Yes
- Internet facilities for staff and students : Staff Only
- Total number of class rooms : 3
- Class room with ICT facility : Nil
- Students' laboratories : Nil
- Research laboratories /Research Room : Nil

Other facilities

31. Number of students receiving financial assistance from college, university, government or other agencies

Data provided under Criterion V (Head 5.1.2).

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15

**32. Was any need assessment exercise undertaken before the department of new program (S)?
If so, give the methodology : Nil**

33. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures,etc.
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes The Dept tries to incorporate the suggestions
Alumni and employers on the programmes and what is the response of the department to the same?	Nil

34. List the distinguished Alumni of the department (maximum 10) Nil

Year of Study	Name	Current Position

35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching	Internal Expert	Internal Expert		
Competitive Coaching	Internal Expert	Internal Expert		

36. List the Teaching Methods adopted by the faculty for different programmes.

- o Besides ordinary lecture method, we adopt participatory method by inspiring the students to take part in class discussion and seminars.

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students
- o Based on previous year's performance.

38. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o We always encourage the students to join the NSS wing of our college to take part in different social activities

39. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- o Participation in Intercollegiate competitions (sports).

40. State whether the programme/department is accredited/graded by other agencies :Nil

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Example:

Strengths

The strength of the department lies in its intimate teacher-student relationship. The students are always in the loving watchful eyes of their teachers which provide the students ample opportunity to solve their difficulties. Teachers always try to help the students in academic as well as in other spheres. The result of our department is quite encouraging. We regularly arrange student seminar and tutorial classes to encourage them participating in discussion.

Weakness:

The number of students in our department is really alarming especially in Honours. So, in spite of our sincere wishes it is really difficult for us to arrange for class tests regularly.

Opportunities:

Bengali as a subject is very promising as it offers different kinds of job opportunities to its students. The students can opt for teaching jobs in schools and colleges. As a regional language the importance of Bengali is increasing day by day and various job facilities in different administrative departments are being open up. There are also job facilities in newspapers, television and broadcast departments. The demand of the Bengali Honours and postgraduate students as translators is unquestionable.

Challenges:

It is our challenge to teach the vast number of students properly and to help them to excel in their final examination.

42. Future plans of the Department.

We have a plan to develop our departmental library.

We have already published the writings of the students’ seminar and we have a plan to publish them regularly.

Annexure – I

Publication of Prof. Moley Mondal in Journals

1. “Sharat Sahityer Prashangikata”, published in “Naba Bishari” (2001)
2. “Shamarik Khaate Arthabyay – Ekti Manastatwik Mulyayan”, published in “Naba Bishari” (2002).
3. “Sahityik: Samaj Unnoti o Magna Chaitanya”, published in “Naba Barnik” (2003).
4. “Bharatiya Puran Sahitye Prakritir Gurutwa”, published in “Naba Bishari” (2008).
5. “Pracheen o Madhyajuuger Bangla Sahitye Bangalir Khadyabhyash”, published in “Footpath” (2008).
6. “Manik Sahityer Prashangikata”, published in “Janani Janmabhumi” (2008).
7. “Comics er Sangyar Nirnay o Itihash”, published in “Bidisha” (2010).

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8. “Kimitibadir Bhasha o Bhashar Kimitibad”. Published in “Prama – Mohit Sankhya” (2013).
9. “Bharat o Antarjatic Stare Bangla Bhasha o Sahitya Prachare E-Magazine er Bhumika”, published in “Charya” (2015).
10. “Comics er Bhasha o Gathan Bisleshon”, published in “Deepan” (2015).

Publication of Prof. Moloy Mondal in Books

1. “Rabindranather HasyaKoutuk:Ekti Alochara”, in ‘Bhutnaath Panchabhut’.
2. “Sattarer Dashaker Bangla Kobitay Samay Chetana”, in ‘Bangla Kabita Saater Dashak’.
3. “Shishu Manastatwa o Rabindra Shishu Sahitye Tar Prakash”, in ‘Shishutirthey Rabindranath’.
4. “Agantuk: Bastabata o Kumotir Dandwa”, in ‘Pratibader Natak’.
5. “Mahakaler Rather Ghora: Police o Rashtrer Bhumika”, in ‘Mahakaler Rather Ghora, Krantikaler Kathakata’.
6. “Rather Rashi: Tatwasatya o Itihas”, in ‘Rather Rashi: Samyobhaber Sanglap’.
7. “Koutuk Upanyash: Paloker Sursuri Bonam Khyangra Kathir Khocha”, in ‘Pratibader Upanyash’.
8. “Pratikbaad o Geetanjali”, in ‘Geetanjali 100’.
9. “Koyekti Pashchatyo Onushongo o Rabindranath”, in ‘Rabindranath Thakure o Pashchatyo’.
10. “Raktakarabi: Binirman”, in ‘Rabindranatak – Firey Dekha’.

DEPARTMENT OF HISTORY

1. Name of the Department, Year of Establishment : **DEPT. OF HISTORY, 2001-02(Hons.), 1995(Gen.)**
2. Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : **B.A.History (Hons. & Gen.), M.A. (DE Mode)**
3. Names of Interdisciplinary Courses and Departments / units involved :
Short and Long type History for Competitive Exam.
4. Annual/Semester/Choice Based Credit system(programme wise): **Annual**
5. Participation of the department in the courses offered by other departments : **Nil**
6. Courses with collaboration with other universities, industries, foreign institution, etc: **Nil**
7. Details of courses/programmes discontinued (if any) with reasons: **Nil**
8. Number of teaching Posts sanctioned and filled :

(i) Government:

	Sanctioned	Filled
Associate Professors	Nil	Nil
Asst. Professors	2	1

(ii) Management

Govt. Of West Bengal Approved CWTT	2
Govt. Of West Bengal Approved PTT	1
College G.B. Approved Guest Lecturer	1

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided in the last 4 years.
Mr. Sudhin Sinha	M.A.	Assistant Professor	Agrarian History of modern India	11 yr	-
Mr. Ramesh Ch. Das	M.A.	Govt. Of W.B. Approved CWTT	Ancient Indian Socio-Economic History	6 yr	-
Begum Naziya Sultana	M.A.	Govt. Of W.B. Approved CWTT	Ancient Indian Fine Arts	6 yr	-
Mrs. Sharbani Halder	M.A.	Govt. Of W.B. Approved PTT	Modern Europe	16 yr	-
Mr. Himanshu Halder	M.A.	College G.B.	Industrial Revolution	3 yr	-

		approved Guest Lecturer			
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10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
B.A. History	Day	75%

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
B.A.	Hons.	60:1
B.A.	Gen.	500:1
MA	DE Mode	17:1

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled: Nil

13. Number of Faculty with ongoing Projects: Nil

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: Nil

15. Research Facility/Centre recognized by the University: Nil

16. Publications.: Nil

17. Details of Patents and Income Generated: Nil

18. Areas of consultancy and Income Generated: Nil

19. Faculty Recharging Strategies:

Refresher Courses	Yes
Orientation Courses	Yes
Any other Courses	Ph.D. Course Work

20. Student Projects: Nil

21. Awards/Recognitions received at the National /International Level by faculty: Nil

22. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any: Nil

23. Student Profile programme / course – wise:

Name of the course/programme B.A./B.SC Hons/SUBJECT	AR *	Selected B.A.(H)	Enrolled* M*F	Students Appeared In Final Exam)	% of Pass B.A./B.Sc(H)
2009-10	201	80	M: 49 F: 31	47	100
2010-11	215	85	M: 54 F: 31	47	92.68
2011-12	208	83	M: 55	44	86.11

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			F:28		
2012-13	229	100	M:52 F:48	57	82
2013-14	126	82	M:59 F:23	Result is awaiting.	-
2014-15	159	78	M:48 F:30	Result is awaiting.	-
2015-16	239	111	M:55 F:56	Result is awaiting.	-

Name of the course/programme B.A./B.SC General/SUBJECT	AR *	Selected B.A.(G)	Enrolled* M*F	Students Appeared In Final Exam #	Total no of Students Passed B.A./B.Sc(G)
2009-10	721	721(H+G)	M: 417 F:304		212
2010-11	767	767(H+G)	M:420 F: 347		123
2011-12	946	946(H+G)	M: 523 F: 423		104
2012-13	998	998(H+G)	M:537 F: 461		254
2013-14	940	940(H+G)	M:474 F: 466	Result is awaiting.	-
2014-15	1117	1117(H+G)	M:580 F: 537	Result is awaiting.	-
2015-16	953	953(H+G)	M:454 F: 499	Result is awaiting.	-

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

24. Diversity of Students(2011-12)

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%	Nil	Nil	Nil
B.A/B.Sc General.	100%	Nil	Nil	Nil

25. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service)
2008-09	NIL	NIL	NIL	TET-20
2009-10	NIL	NIL	NIL	TET-15
2010-11	NIL	NIL	NIL	TET-25
2011-12	NIL	NIL	NIL	TET-20 SSC(WB)-10
2012-13	NIL	NIL	NIL	TET-25 Public Service-05 SSC-15
2013-14	NIL	NIL	NIL	

26. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	20%
PG to M. Phil.	2%
PG to Ph.D.	1%
Ph.D. to Post-Doctoral	Nil
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	Nil 2%
Entrepreneurship/Self-employment	Nil

27. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	3
From other Universities within the state.	2
From other Universities of other States.	Nil

28. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period.
29. Present details about infrastructural facilities: Nil

- Library : Yes
- Internet facilities for staff and students : Staff only
- Total number of class rooms : 3
- Class room with ICT facility : Nil

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Students' laboratories : Nil

Research laboratories /Research Room :Nil

30. Number of students receiving financial assistance from college, university, government or other agencies

Data provided under Criterion V (Head 5.1.2).

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

31. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : II Shift –Historiography and Methodology

32. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes. Curriculum: To modify teaching-learning methods according to students needs
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes. The department finds the feedback useful as it helps them modify their teaching strategies according to the level of the students.
Alumni and employers on the programmes and what is the response of the department to the same?	Yes.

33. List the distinguished Alumni of the department (maximum 10)

Year of Study	Name	Current Position
2004	Santanu Bairagi	Teacher
2002	Shyamali Munda	Teacher
2010	Suhana Baidya	Teacher
2012	Bidhan Mistri	Teacher
2011	Moloy Mandal	Guest Lecturer
2009	Dharmendra Mondal	Teacher
2000	Debashis Ghosh	Teacher
2013	Prasenjit Bikram	Railway Protection force(RPF)
2008	Sanjit Gayen	West Bengal Police Service

34. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

2011-12	2012-13	2013-14	2014-15
Coaching For Entry into Service	Coaching For Entry into Service	Coaching For Entry into Service	Coaching For Entry into Service
Remedial coaching class	Remedial coaching class	Remedial coaching class	Remedial coaching class
Special Lectures/Seminar by Prof. Madhumita Tarafdar, GSM College	Special Lecture/Seminar on Swami Vivekananda's 150 th Birth Ceremony by Swami Sadananda Maharaj, Nimpith R.K. Mission Prof. Dr. Satyabrata Sahoo, Principal, DCH College	Special Lectures Prof. Sipra, DCH College Prof. Somnath Mondal, Bhangar Mahavidyalaya	Special Lecture Dr. Satyabrata Sahoo , Principal, DCH College Dr. Sujit Sasmal Swami Sampurnananda Maharaj , Sarisha RK Mission

35. List the Teaching Methods adopted by the faculty for different programmes.

- o Power Point
- o Guest Lecture
- o Group Discussion
- o Seminars
- o Debate
- o Black/White board teaching

36. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students
- o Based on previous year's performance.

37. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o Educational Excursion in the Historical places.
- o Visit to state and National Archives.
- o Socio-economic survey in the remote area of the Sundarban Delta
- o Visit to the State and National Library

38. Give details of "Beyond Syllabus Scholarly Activities" of the Department.

- o Literary Association activities
- o Participation in Intercollegiate competitions, student seminars

39. State whether the programme/department is accredited/graded by other agencies : Nil
40. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.
Strengths

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- O Faculty members are SLET qualified.
- o programmes at varied universities/colleges.
- o Students are taken to various colleges to give them exposure regarding research activity, career prospects.
- o Soft skills' training is incorporated in the syllabus.
- o Two Faculty members are researching (Ph.D.)

Weakness:

- o Most of the students are from Sundarban's under-privileged backgrounds and are economically backward.

It is very difficult for them to cope with the academic demands of the educational system.

Opportunities:

- o To get introduced to the best minds in the field through interactions with department faculty and resource persons from other institutions.

Challenges:

- o To achieve 100% placement for our outgoing students.

41. Future plans of the Department.

- o To establish a History Studies Centre
- o To set up a coaching centre for NET/SLET/SET
- o To publish a Historical journal for the Department.
- o To organise the community outreach/upliftment programme.
- o To establish collaboration with Calcutta University Historical Studies.

DEPARTMENT OF GEOGRAPHY

1. **Name of the Department, Year of Establishment :** *Geography(Hons.) 2002-03, Geography(Gen.) 2001-2002*
2. **Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) :**
UG / Hons and Pass Courses, PG (Distance Mode)
3. **Names of Interdisciplinary Courses and Departments / units involved :** *For Geography Hons. and Pass Students options are open to choose Pol.sc, History, Bengali, Education, Maths. as pass subjects.*
4. **Annual/Semester/Choice Based Credit system(programme wise) :** *Annual (UG)*
5. **Participation of the department in the courses offered by other departments:** *NA*
6. **Courses with collaboration with other universities, industries, foreign institution, etc :** *NA*
7. **Details of courses/programmes discontinued (if any) with reasons :** *NA*
8. **Number of teaching Posts sanctioned and filled :**

Post	Sanctioned	Filled
<i>Associate Professors</i>	<i>Nil</i>	<i>Nil</i>
<i>Assistant Professors</i>	<i>02</i>	<i>02</i>

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided in the last 4 years.
<i>Dr. Sisir Chatterjee</i>	<i>M.sc, PhD</i>	<i>Asst. Professor</i>	<i>Cartography, Environment,</i>	<i>10</i>	<i>NA</i>
<i>Mr. Sanat Kumar Purkait</i>	<i>M.Sc., P.G. Dip in Rs-GIS</i>	<i>Asst. Professor</i>	<i>Agricultural Geography, RS- GIS</i>	<i>08</i>	
<i>Mr. Swarup Purkait</i>	<i>M.A, B.ED</i>	<i>CWTT</i>	<i>Population Geography</i>	<i>15</i>	
<i>Mr.Arindam Bhattacharya</i>	<i>M.A., M.ED</i>	<i>PTT</i>	<i>Agricultural Geography</i>	<i>07</i>	

10. Percentage of classes taken by temporary faculty – Programme wise Information. *No*

Programme	Shift	Percentage

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
<i>UG</i>	<i>Hons</i>	<i>20:1</i>
<i>UG</i>	<i>Pass</i>	<i>20:1</i>

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
UG	01 (Filled 01)	Nil

13. Grants received. Already given separately

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title
Dr. Sisir Chatterjee	2009	MRP- UGC	R s. 1,29,500	Tourism Development in Sunderban : Participation of local people and their perception.
Dr. Sisir Chatterjee	2013	MRP- UGC	Rs.1,09,500	Changing Pattern of Socio –economic Status of Digha Township.
Mr. Sanat Kr. Purkait	2015	MRP- UGC	Rs.2,20,000	Socio-Economic Impact of Small Scale industry and cottage Industry in South 24 Parganas, West Bengal

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: No

15. Research Facility/Centre recognized by the University : No

16. Publications: Dr. Sisir Chatterjee

Publications	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books	Bauxa Rahasyer Sandhan e, PP 47-51, May,2010 Himalya Prasanga, Kolkata.	Urbanization of Kolkata : A geo environmental Analysis on Micro climatic Scenario, Issues in Geomorphology and Environments PP210-235 Acts Pub ISBN – 81-87500-41-7				Role of man in sustainable development: an environmental appraisal of Sunderban region, PP 327-341 Resource Use, Development and Environment Ed. Ravi S.Sing, Ys	1.Everest Rajniti : Ataapar Himalaya Santrasta, PP 78-81, Himalaya Prasanga Aug,2015. 2. Bharat Itihaser Binirman o sankat : Akti Bhougolik Bikhan PP

						Books International, New Delhi. ISBN – 93- 83793-06-6	74-80, Bharater Sampratik Itihas Charcha etc. Elegant Pub. Kol-9, ISBN -978-93- 83360-8
<input type="checkbox"/> <input type="checkbox"/> Editing Books		<i>Bhougolik Biparjoi o unnankami Manush. A pub of Bhugol Swadesh Charcha Patrika , Uttarpara,</i>	<i>Community Awareness in Sundarban Combat Physical and Social Hazard (Seminar Proceedings) UGC, Regional Centre, Kolkata.</i>				
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers	<i>Manobio Bhugol, 1st Pt. ISBN – 81- 87500- 52-2 Acb Pub, Kolkata- 89</i>		<i>1.Paschimbanga Bhougolik Parichoy, ISBN – 81-87500-57-3 Acb Pu, Kol-89 2.West Bengal Sundarban Directorate of Distance Education, Rabindra Bharati University Kolkata.</i>		<i>Manobio Bhugol, 2nd Pt. ISBN 81- 87500- 72-7 Acb Pub, Kol-89</i>		<i>Anchal Bhugol o Bharat, Sikhhan Pub Kol-9 (ISBN 81-87500- 44-1 older ed. Under Acb Pub. Kol-89-2005)</i>
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in Proceedings (Already details given in Personal Profile)	<i>Every man's Science Vol XLIV Indian Science congress ISSN- 05631- 495x</i>		<i>1.Community Awareness in Sudarban Combat Physical and Social Hazard, Jan,2012 Raidighi College National Seminar, South 24 Pgs. 2.Hazard and Disaster in North and Eastern India, Jan 2012 P.K.H.N Mahavidyalay State Seminar, Howrah.</i>	<i>Social Dimension of Hazard Management, Hijli College, Paschim Medinipur, ISBN, 81- 87500-71-9</i>		<i>Environmental perspectives and Resource Management, International Seminar, Sep, 2014, ILEE and Dept of Geography CU, ISBN – 978-81- 928047-4-3</i>	<i>1.Nutritional Deprivation in the Midst of Plenty An attempt to create Awareness Raidighi College, South 24 pgs. Sep, 2015 (in press) 2. Natural Disaster and Gender Vulnerability : A Geographica l Inter- pretation Ed. L.N. Satpati University of Calcutta UGC Refres. Courses Pub (in Press)</i>

<input type="checkbox"/> Citation index	-	-	-	-	-	-	-
<input type="checkbox"/> SNIP	-	-	-	-	-	-	-
<input type="checkbox"/> SJR	-	-	-	-	-	-	-
<input type="checkbox"/> Impact factor	-	-	-	-	-	-	-
<input type="checkbox"/> H-index	-	-	-	-	-	-	-

Publications: Mr. Sanat Kumar Purkait

Publications	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<input type="checkbox"/> Monographs							
<input type="checkbox"/> Chapter (s) in Books						<p><i>“Application of Modern Geographical Techniques in Geospatial Analysis of Urban Management-A Case Study from Central Kolkata, West Bengal, India” in the edited volume “Land, Water & Renewable Energy for Sustainable Development” with ISBN:978-93-81778-36-4, April, 2015, pp. 224-230</i></p>	<p>1. <i>“Prokriti Porjoton o Banglar Janojati: Himalaya Rani Darjeeling” in the Journal ‘Bhugol O Poribesh’ ISSN:2321-4694 Vol-3, No-3, September-2015, pp. 7-12</i></p> <p>2. <i>“Impact of Brick Kilns on Physical Environment: A Case Study of Diamond Harbour Block-I, South 24 Parganas, West Bengal, India” in an edited book(in Press)</i></p>
<input type="checkbox"/> Editing Books						<p><i>Seminar Proceedings on Samokalin Bharatborshe Swami Vivekanander Prasongikota, Raidighi College & Raidighi B. Ed College, Raidighi South 24 Parganas</i></p>	<p><i>Seminar Proceedings on “Socio-economic impact of Cottage and Small Scale Industries in West Bengal with special reference to South 24 Parganas District”, UGC-ERO, Kolkata (in Press)</i></p>
<input type="checkbox"/> Books with ISBN numbers with details of Publishers							<p>General Climatology (in Press)</p>
<input type="checkbox"/> Journals National and International Publications in proceedings							<p>1. <i>“Occupational Health Hazard of Women Bidi Workers in Rural India” in International Journal of Science, Engineering and Technology Research, Vol-4, Issue 5, May 2015, pp 1496-1502</i></p> <p>2. <i>Nutritional Deprivation in the Midst of Plenty An attempt to create Awareness Raidighi College, South 24 pgs. Sep, 2015 (in press)</i></p> <p>3. <i>“Socio-economic impact of Cottage and Small Scale Industries in West Bengal with special reference to South 24 Parganas District”,Raidighi College National Seminar, September,2015 UGC-ERO, Kolkata (in Press)</i></p>
<input type="checkbox"/> Citation index	-	-	-	-	-	-	-
<input type="checkbox"/> SNIP	-	-	-	-	-	-	-

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<input type="checkbox"/> SJR	-	-	-	-	-	-	-
<input type="checkbox"/> Impact factor	-	-	-	-	-	-	-
<input type="checkbox"/> H-index	-	-	-	-	-	-	-

17. Details of Patents and Income Generated: NA

18. Areas of consultancy and Income Generated: No

19. Faculty as members : NA

- National committees
- International Committees
- Editorial Boards

Faculty Recharging Strategies:

Refresher Courses	<i>Dr. Sisir Chatterjee (02RC) Mr. Sanat Kumar Purkait (01RC)</i>
Orientation Courses	<i>Dr. Sisir Chatterjee (01 OP) Mr. Sanat Kumar Purkait (01 OP)</i>
Any other Courses (P.G. Diploma Courses from JU on RS & GIS)	<i>Mr. Sanat Kumar Purkait.</i>

20. Student Projects: NA

Student Projects	2011-12	2012-13	2013-14	2014-15	2016-17
Percentage of students* who have done in-house projects including inter departmental					
Percentage of students doing projects in collaboration with industries/institutes					

* Final year UG and PG students.

21. Awards/Recognitions received at the National /International Level by faculty: NA

22. List of eminent academicians and scientists/ visitors to the department:

- Prof. Sudepta Adhikari, Ex-Vc, Patna, University*
- Prof. S.R. Basu, University of Calcutta,*
- Dr. Kalyan Rudra, Chairman, WBPCB.*
- Prof. Moloy Mukhopadhyay, Visva-bharati University,*
- Prof. Mahalaya Chattopadhyay, Dept. Of Economics University of Calcutta.*
- Prof. Manjari Bhattacharya, Visva-bharati University*
- Prof. Sunando Bandyopadhyay, University of Calcutta*
- Prof. Laxmi Narayan Satpati, University of Calcutta*

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

f) **National:** 2 (One in 2012 and another in 2015) – Funding agency UGC.

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g) International: *NIL*

24. Student Profile programme / course – wise:

Name of the course/programme B.A./B.Sc Hons/SUBJECT	AR *	Selected B.A./B.Sc(H)	Enrolled* M:F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(H)
2009-10	245	56	M:47 F:9	25	94.44% (H) 100% (P)
2010-11	231	69	M:56 F:13	21	77.78% (H) 100% (P)
2011-12	238	62	M:40 F:22	54	100% (H) 100% (P)
2012-13	274	73	M:48 F:25	34	93.94% (H) 100% (P)
2013-14	226	56	M:36 F: 20		Not Completed
2014-15	295	67	M: 36 F: 31		Not Completed
2015-16	166	61	M: 36 F:25	Not Completed	Not Completed

Name of the course/programme B.A./B.Sc General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M:F	Students Appeared inFinalExam)#	Total no of students Passed B.A./B.Sc(P)
2009-10	57	57(H+G)	M:34 F:23		47
2010-11	61	61(H+G)	M:47 F:14		21
2011-12	76	76(H+G)	M:50 F:26		22
2012-13	81	81(H+G)	M:55 F:26		38
2013-14	90	90(H+G)	M:58 F:32		Not Completed
2014-15	56	56(H+G)	M:41 F:15		Not Completed
2015-16	08	08(H+G)	M:04 F:04	Not Completed	Not Completed

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%	Nil	Nil	Nil

<i>B.A/B.Sc General.</i>	<i>100%</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, SSC, Police Service etc)
<i>2008-09</i>				
<i>2009-10</i>				<i>03+</i>
<i>2010-11</i>				<i>04+</i>
<i>2011-12</i>				<i>04+</i>
<i>2012-13</i>				
<i>2013-14</i>		<i>1</i>		
<i>2014-15</i>	<i>1</i>	<i>3</i>	<i>1</i>	

27. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	<i>10%</i>
PG to M. Phil.	<i>NA</i>
PG to Ph.D.	<i>Under Process</i>
Ph.D. to Post-Doctoral	<i>NA</i>
Employed	<i>Nil</i>
<input type="checkbox"/> Campus selection.	
<input type="checkbox"/> Other than campus recruitment	
Entrepreneurship/Self-employment	<i>30%</i>

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	<i>100% (University of Calcutt a)</i>
From other Universities within the state.	
From other Universities of other States.	

29. Number of faculty who were awarded Ph.D ., D.Sc., and D.Lit, during the assessment period.
30. Present details about infrastructural facilities:

- Library: *One Departmental Library*
- Internet facilities for staff and students: *Yes for both Staff and students*
- Total number of class rooms: *02*
- Class room with ICT facility: *Nil*
- Students' laboratories: *02*
- Research laboratories /Research Room: *Nil*

Other facilities

One Conference Room

31. Number of students receiving financial assistance from college, university, government or other agencies

: Relevant data is provided under Criterion V (Head 5.1.2.)

Year	2011-12	2012-13	2013-14	2014-15	2015-16

32. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : NA

33. Does the department obtain feedback from?

Faculty on curriculum as well as teaching learning- evaluation? If Yes, how does the Department utilize it?	<p>Yes</p> <p>i) Convey the observations to the Chairman of U.G. Board, University of Calcutta.</p> <p>ii) Discuss on teaching learning process in Academic council for Proper implementation.</p>
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	<p>Yes,</p> <p>I) Students response on all departmental issues are reflected in departmental annual feedback form</p> <p>II) Departmental committee meeting evaluates all the concerned observation twice in a year and take necessary actions as per University guideline and college regulations</p>
Alumni and employers on the programmes and what is the response of the department to the same?	<p>Scopes are limited in concerned University guided functioning but department in always ready to accept all kind of criticism observations and suggestions from alumni and employers.</p>

34. List the distinguished Alumni of the department (maximum 10)

Year of Study	Name	Current Position
2006	Kamal Hossain Akhand	PTT in DCH College, South 24 Pgs.
2009	Salima Khatun	Assistant Teacher in School
2009	Santu Kuila	Guest Lecturer in Kultali Dr. B.R. Ambedkar College.
2009	Kaushik Halder	Guest in GMSM Mahavidyalaya
2012	Suwendu Purkait	Pacemaker Technology expert, associated with AMRI Kolkata
2008	Bimal Mondal	Assistant Teacher in School
2008	Pritilata Halder	Assistant Teacher in School
2007	Paromita Halder	Assistant Teacher in School
2009	Pravat Das	Assistant Teacher in School
2004	Bishnupriya Sarkar	Assistant Teacher in School

35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching	<i>None</i>			
Special Lectures(by Other college Expert)	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Workshops	<i>Yes</i>			
Seminar (already given details separately)	<i>Yes</i>			
Remedial Coaching	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Competitive Coaching	<i>College Organised Centrally</i>			

36. List the Teaching Methods adopted by the faculty for different programmes.

- a. *Power Point*
- b. *Guest Lecture*
- c. *Group Discussion*
- d. *Seminars*
- e. *Debate*
- f. *Mock Interview*
- g. *Black/White board teaching*

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- a. *Through feedback of the students*
- b. *Based on previous year's performance on last university exam.*
- c. *Deciding through performance of the students in Home Centre practical examination mostly conducted by external examination.*

38. Participation in Institutional Social Responsibility (ISR) and Extension activities

- a. *actively involved in different cells like NSS*
- b. *Field visit to various parts of India as well as West Bengal.*
- c. *Participation of students in different programmes of local clubs, administrative programmes on Sundarban Days etc.*

39. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- a. *Geographical Association activities publications of journals*
- b. *Participation in various competitions, Student seminars, Fresher's welcome etc*

40. State whether the programme/department is accredited/graded by other agencies : NA
41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Example:

Strengths

- 1) *Department has a library with adequate reference books.*
- 2) *NET/SLET/SET qualified faculty - 03*
- 3) *Faculties are recognized experts in their fields and act as resource persons for Academic programmes at varied universities/colleges.*

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- 4) Students are taken to various like as institutes like GIS to give them exposure regarding geographical environment and activities.
- 5) One Faculty member publishes feature paper regularly in English and Bengali magazines.

Weakness:

1. Department has no recognised research centre.
2. Alumni details are difficult to get and maintain.
3. Most of the students are from under-privileged backgrounds and have low exposure to Proper Bengali and English. It is very difficult for them to cope with the academic demands of the educational system.
4. Campus placement is not possible till date.
5. Class room infrastructures are not academically proper; not even single smart class room in department.

Opportunities:

1. To get updated knowledge to clear SLET/NET and other competitive examinations.
2. To get introduced to the best minds in the field through interactions with resource persons from other institutions.
3. To get introduced to the contemporary journals available in state.
4. To get proper information about career prospects in and around states after pass out
5. To get regular interactions with the alumni exchanging views and suggestions.

Challenges:

1. To achieve 100% success for our outgoing students.
2. To achieve at least 10% placement from campus interview.
3. To achieve at least 50% Students progression from UG (College) to PG(University)
4. To achieve at least 1% Students involvement / interests in research orientation.
5. To achieve new programmes like PG from University of Calcutta.

Short Term plans:

- To establish a Sundarban Study Centre
- To set up a system of Rain Water harvesting.
- To set up weather forecast centre to provide regular information for local fishing community.

Long-term Plan:

- Eco Studies and Geo diversity Library
- A Centre of Alternative energy to popularise eco –friendly environment within a community.
- To establish collaboration with Geological Survey of India and Indian Meteorological Departments for Hazard and Disaster Studies.

DEPARTMENT OF EDUCATION

1. Name of the Department, Year of Establishment : Honours 2001 General 1995
2. Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Ph.D., etc.) : UG, PG (Distance Mode, RBU) Integrated
3. Names of Interdisciplinary Courses and Departments / units involved : B.A
4. Annual/Semester/Choice Based Credit system(programme wise): Annual
5. Participation of the department in the courses offered by other departments : Political Science, Mathematics
6. Courses with collaboration with other universities, industries, foreign institution, etc: Nil, PG:Open University of RVU
7. Details of courses/programmes discontinued (if any) with reasons: NIL
8. Number of teaching Posts sanctioned and filled :

	Sanctioned	Filled
Associate Professors		
Asst. Professors	02	01

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided in the last 4 years.
Suprity Sarkar	M.A,B.ED,M.Phil	Assistant Professor	Comparative Education	12 Years	Nil
Gourhari Mondal	M.A,B.ED,M.Phil	Permanent Part Time Teacher (PTT)	Educational Statistics	16 Years	Nil
Pradip Kumar Das	M.A,B.ED,M.Phil	Guest Lecturer	Educational Technology	6 Years	Nil
Pravati Kapat	M.A,B.ED	Guest Lecturer	Mental Hygiene		Nil

10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
Nil	Nil	Nil

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
UG	B.A(Honours)	16:1 (Approx.)
	B.A (General)	87:1 (Approx.)

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
UG	NIL	NIL

13. Grants received.

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title
NIL	NIL	NIL	NIL	NIL

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: NIL
15. Research Facility/Centre recognized by the University: NIL
16. Publications.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<input type="checkbox"/> <input type="checkbox"/> Monographs			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> Editing Books			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers			NIL	NIL	NIL	NIL

with details of Publishers						
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> Citation index			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> SNIP			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> SJR			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> Impact factor			NIL	NIL	NIL	NIL
<input type="checkbox"/> <input type="checkbox"/> H-index			NIL	NIL	NIL	NIL

17. Details of Patents and Income Generated: NA
18. Areas of consultancy and Income Generated: NA
19. Faculty as members

- a) National committees : NIL
- b) International Committees : NIL
- c) Editorial Boards... : NIL

20. Faculty Recharging Strategies:

Refresher Courses	01
Orientation Courses	01
Any other Courses	

21. Student Projects:

Student Projects	2010-11	2011-12	2012-13	2013-14
Percentage of students* who have done in-house projects including interdepartmental	NIL	NIL	NIL	NIL
Percentage of students doing projects in collaboration with industries/institutes	Nil	Nil	NIL	NIL

* Final year UG and PG students.

22. Awards/Recognitions received at the National /International Level by faculty: NIL

23. List of eminent academicians and scientists/ visitors to the department: *NIL*

24. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

- h) National : U.G.C Sponsored National Seminar on 8th Sep 2007 at Sivnath Sastri College .
- i) International Nil

25. Student Profile programme / course – wise:

Name of the course/programme B.A./B.SC Hons/SUBJECT	AR *	Selected B.A./B.Sc(H)	Enrolled* M*F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(H)
2009-2010 / 1 ST YEAR (H)	201	58	M: 38 F: 20	22	94.12
2010-11	186	54	M: 29 F: 15	22	89.47
2011-12	242	56	M: 35 F: 21	31	62.5
2012-13	284	74	M: 45 F: 29	48	97.87
2013-14	385	56	M: 22 F: 34		Not Completed
2014-15	347	60	M: 30 F: 30		Not Completed
2015-16	447	71	M: 33 F: 38		Not Completed

Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam #	Total no of student Passed B.A./B.Sc(G)
2009-10/ 1 ST YEAR (p)	125	125(H+G)	M: 85 F: 40		94
2010-11	83	83(H+G)	M: 51 F: 32		49
2011-12	96	96(H+G)	M: 46 F: 50		54
2012-13	88	88(H+G)	M: 67 F: 21		80
2013-14	465	465(H+G)	M: 275 F: 190		Not Completed
2014-15	413	413(H+G)	M : 240 F : 173		Not Completed
	426	426(H+G)	M : 208		Not Completed

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2015-16			F :218		
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*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

26. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	90 %	20 %	NIL	NIL
B.A/B.Sc General.	90 %	20 %	NIL	NIL

27. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service)
2008-09	NIL	NIL	NIL	
2009-10	NIL	NIL	NIL	
2010-11	NIL	NIL	NIL	
2011-12	NIL	NIL	NIL	
2012-13	NIL	NIL	NIL	
2013-14	NIL	NIL	NIL	

28. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	40 %
PG to M. Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	NIL
Entrepreneurship/Self-employment	50%

29. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	100 %
From other Universities within the state.	NIL
From other Universities of other States.	NIL

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30. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period.

None.

31. Present details about infrastructural facilities:

Library : YES

Internet facilities for staff and students : YES

Total number of class rooms : 2

Class room with ICT facility : NA

Students' laboratories : 1

Research laboratories /Research Room : NA

Other facilities

32. Number of students receiving financial assistance from college, university, government or other agencies

Data provided under Criterion V (Head 5.1.2).

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

33. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : NIL

34. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	NO
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes , Department gets the feedback from the students course – wise at the end of each final Exam. Test on the relevance, adequacy and the quality. Again feedback is obtained from the outgoing students on the entire programme to know how much and to what extent the students could turn a fresh leaf of life on pursuing that programme. This response from the students is analyzed and the valuable part of it is discussed in the Departmental Meeting and used for restructuring

	the curriculum as well as teaching-learning evaluation.
Alumni and employers on the programmes and what is the response of the department to the same?	Yes. Based on the feedback, the necessary recommendations are proposed in the Departmental meeting for discussion and approval.

35. List the distinguished Alumni of the department (maximum 10)

Year of Study	Name	Current Position
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL
NIL	NIL	NIL

36. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2010-11	2011-12	2012-13	2013-14
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching		Internal Expert	Internal Expert	
Competitive Coaching		Internal Expert	Internal Expert	

37. List the Teaching Methods adopted by the faculty for different programmes.

- o Power Point
- o Group Discussion
- o Seminars

38. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students

- o Based on previous year's performance.

39. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o actively involved in different cells like NSS

40. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- o Participation in Intercollegiate competitions, Sports, student seminars

41. State whether the programme/department is accredited/graded by other agencies : NIL

42. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

- o Well Qualified and dedicated hard-working teachers of the department .Part time teachers and guest lecturers are also very hard working and efficient . All the teachers have good experience in teaching Education and are well knowledge with the syllabus and question pattern of our affiliated university.
- o The coordinated effort of the teachers and the students compel them to work hard and has yielded results. we have separate department with 2 classrooms, one laboratory

Weakness:

- o Most of the students are from under-privileged backgrounds and have low exposure to Education . It is very difficult for them to cope with the academic demands of the educational system.
 - o Due to lack of teachers, we could not always be able to scan all the students, to counsel dropout students, to spare more time for individual student for their betterment in every aspect.
 - o Besides there is only 1 full-time teachers and only 1 Part-time teachers and 2 guest teachers in the department, more attention could have been given to the general course students if the teacher – student ratio were better

Opportunities:

The separate space for the department gives the student s and the teachers . The department arranges for seminar lectures time to time where the students get exposure to interactive sessions and current development of Education.

Challenges:

The dropout rate of Honours & General course students is high. Most of our students are from B.P.L. & A.P.L families; these force them to earn to carry out their courses. Another major problems is in our girls students are married. Some of the girls students are getting married in the middle of the course and is the major reason of the drop out.

This dropout rate can be reduced if we can increase more number of free student-ship or half free student-ship. It is our challenge to reduce dropout rate.

Our challenge is to open masters' course in regular mode.

Our challenge is to open a research unit and a literacy programme unit , women education for awareness in education .

43. Future plans of the Department.

- Provide Mathematical techniques for the faculties in their respective field.
- To open masters' course in regular mode
- To open a collaborative research unit.

Short-term Plan:

- To establish a Women Studies Centre

Long-term Plan:

- Literature and Environment
- To establish collaboration with International Centre for American Studies.

DEPARTMENT OF POLITICAL SCIENCE

1. **Name of the Department, Year of Establishment : Department of Political Science; 2008(H) 1995(G)**
2. **Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : UNDER GRADUTE COURSE ,PG (Distance Mode)**
3. **Names of Interdisciplinary Courses and Departments / units involved : B.A
Annual/Semester/Choice Based Credit system(programme wise): ANNUAL**
4. **Participation of the department in the courses offered by other departments : Nil**
5. **Courses with collaboration with other universities, industries, foreign institution, etc: NIL**
6. **Details of courses/programmes discontinued (if any) with reasons: NIL**
7. **Number of teaching Posts sanctioned and filled :**

	Sanctioned	Filled
Associate Professors		
Asst. Professors	1	NIL

8. Faculty Profile

Name	Quali- fication	Design- ation	Specialization	Years of Exper- -ience	No.of Ph.D. Student s guided in the last 4 years.
SHAKUNTAL A GHOSH	M.A	C.W.T.T	Anthropology and sociology	Above 6 years	Nil
DIBBYENDU SAHA	M.A,M.PH IL	C.W.T.T	Public administration	Above 6 years	Nil
MANAS GAYEN	M.A,B.ED	P.T.T	Anthropology and sociology	7 years	Nil
RAJESH PATRA	M.A,B.ED	GUEST	Research Methodology	2.5 years	Nil

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9. Percentage of classes taken by temporary faculty – Programme wise Information. Nil

Programme	Shift	Percentage

10. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
UG	Honours	15:1
UG	General	183:1

11. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
	NIL	NIL

12. Grants received. Nil

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

13. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received: Nil

14. Research Facility/Centre recognized by the University: NIL

15. Publications.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books							
<input type="checkbox"/> <input type="checkbox"/> Editing Books							
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers							
<input type="checkbox"/> <input type="checkbox"/> Journals							

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National and International Publications in proceedings							
<input type="checkbox"/> Citation index							
<input type="checkbox"/> SNIP							
<input type="checkbox"/> SJR							
<input type="checkbox"/> Impact factor							
<input type="checkbox"/> H-index							

16. Details of Patents and Income Generated:Nil

17. Areas of consultancy and Income Generated:Nil

18. Faculty as members

- a) National committees Nil
- b) International Committees c) Editorial Boards... Nil

Faculty Recharging Strategies:

Refresher Courses	NIL
Orientation Courses	NIL
Any other Courses	NIL

19. Student Projects:

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental	NIL	NIL	NIL	NIL
Percentage of students doing projects in collaboration with industries/institutes	NIL	NIL	NIL	NIL

* Final year UG and PG students.

20. Awards/Recognitions received at the National /International Level by faculty: Nil

21. List of eminent academicians and scientists/ visitors to the department:Nil

22. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

- j) National SEMINAR ON COMMUNITY HAZARDS IN SUNDARBAN
- k) International Nil

23. Student Profile programme / course – wise:

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Name of the course/programme B.A./B.SC Hons/SUBJECT	AR *	Selected B.A./B.Sc(H)	Enrolled* M*F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(H)
2008-09 / 1 ST YEAR (H)	86	38	M: 24 F: 14	8	100%
2009-10	91	48	M: 35 F: 13	12	87.5%
2010-11	84	43	M: 25 F: 18	11	70%
2011-12	90	44	M:29 F: 15	25	100%
2012-13	214	59	M:41 F:18	22	100%
2013-14	145	49	M:37 F:12		Not Completed
2014-15	106	39	M:20 F:19		Not Completed
2015-16	315	60	M:36 F:24		Not Completed

Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam #	Total no of student Passed B.A./B.Sc(G)
2009-10/ 1 ST YEAR (p)	512	512 (H+G)	M: 216 F: 296		127
2010-11	486	486(H+G)	M: 211 F: 275		100
2011-12	498	498(H+G)	M: 284 F: 214		64
2012-13	552	552(H+G)	M:274 F:278		160
2013-14	717	717(H+G)	M:422 F:249		Not Completed
2014-15	732	732(H+G)	M:373 F: 359		Not Completed

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

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24. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%	NIL	NIL	NIL
B.A/B.Sc General.	100%	NIL	NIL	NIL

25. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service)
2008-09				
2009-10				
2010-11				
2011-12				01(M)
2012-13				
2013-14				02(M)
2014-15				01(F)

26. Students Progression

Student Progression	Percentage against Enrolled
UG to PG 2008-14=10	
PG to M. Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	
Entrepreneurship/Self-employment	

27. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	01
From other Universities within the state.	03
From other Universities of other States.	

28. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period.

29. Present details about infrastructural facilities:

- Library : YES
- Internet facilities for staff and students : YES
- Total number of class rooms : 01

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- Class room with ICT facility : NIL
- Students' laboratories : NIL
- Research laboratories /Research Room : NIL

Other facilities

30. Number of students receiving financial assistance from college, university, government or other agencies

: Relevant data is provided under Criterion V (Head 5.1.2).

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

31. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : NIL

32. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes. Curriculum: To modify teaching-learning methods according to students needs
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes. The department finds the feedback useful as it helps them modify their teaching strategies according to the level of the students.
Alumni and employers on the programmes and what is the response of the department to the same?	No.

33. List the distinguished Alumni of the department (maximum 10) Nil

Year of Study	Name	Current Position

34. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching	14			
Competitive Coaching				

35. List the Teaching Methods adopted by the faculty for different programmes.

- o Group Discussion
- o Seminars
- o Debate
- o Black/White board teaching

36. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students YES
- o Based on previous year's performance.

37. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o actively involved in different cells like NSS

38. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- o Participation in Intercollegiate competitions, student seminars YOUTH PARLIAMENT AND QUIZ COMPETITION

39. State whether the programme/department is accredited/graded by other agencies : NIL

40. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

The cordial relationships in the Department among students enable us to iron out many problems in cordial and informal manner. Those pursuing higher studies also keep in touch with us for informal guidance.

- The informal relationship among the teachers helps us share many problems and find out the solutions, to an extent.

Weakness:

Although we earnestly believe that we are the makers of our destiny, we have not been much successful in infusing this ideal among the students. As many of our students are engaged in the serious battle for survival: they are often the additional helping hands in their families. As a result, they are left with little psychological resources to motivate exploring the opportunities available in Political Science.

- Despite our much counseling, urging students to develop workable capacities in English (as a gateway for future opportunities) and making newspaper-reading as their daily routine, the outcome is negligible. A very small fraction of students seem to put the advice in practice.
- The CWTT & Part-Time Teachers in the Department are doing their best with smiling face, but the core attention of the Department is virtually restricted in finishing the Syllabus first.

Opportunities:

o In recent times, there is enormous growth and diversification in activities, which require skilled social science practitioners: media, survey works and voluntary organisations. Since many of our students hail from rural and weaker sections of the population, their chances of employability do increase.

Challenges:

Over last few years, students entering the Department found to have scored very high in Political Science in their Higher Secondary Examination. At the outset, it looks encouraging, but we found serious gaps in their knowledge on various basic issues. With somewhat a false sense of excellence, it seems to affect students psychologically: either their confidence is damaged while encountering the demanding realities of Honours programme, or they find college education somewhat unnecessary. Hence it is our challenge to instil in them love for the subject and at the same time to make them realise that they have to work hard if they want to make a good academic career

41. Future plans of the Department.

We have a plan to develop our departmental library.

We have a plan to publish a departmental magazine involving the alumni of our department.

DEPARTMENT OF SANSKRIT

1. Name of the Department, Year of Establishment : DEPT. OF SANSKRIT, 2009(GENERAL)
2. Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : UG
3. Names of Interdisciplinary Courses and Departments / units involved : B.A. (GENERAL)
4. Annual/Semester/Choice Based Credit system(programme wise): ANNUAL
5. Participation of the department in the courses offered by other departments : NIL
6. Courses with collaboration with other universities, industries, foreign institution, etc: NIL
7. Details of courses/programmes discontinued (if any) with reasons: Nil
8. Number of teaching Posts sanctioned and filled :

	Sanctioned	Filled
Associate Professors		
Asst. Professors	NIL	NIL

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided in the last 4 years.
Prof. Santi Baidya	M.A.	G.L.	Philosophy	Above 1 years	Nil

10. Percentage of classes taken by temporary faculty – Programme wise Information. NIL

Programme	Shift	Percentage

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
B.A. (GEN)		100:1

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
	NIL	NIL

13. Grants received. NIL

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: NIL

15. Research Facility/Centre recognized by the University: NIL

16. Publications. NIL

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books							
<input type="checkbox"/> <input type="checkbox"/> Editing Books							
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers							
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in Proceedings							
<input type="checkbox"/> <input type="checkbox"/> Citation index							
<input type="checkbox"/> <input type="checkbox"/> SNIP							
<input type="checkbox"/> <input type="checkbox"/> SJR							
<input type="checkbox"/> <input type="checkbox"/> Impact factor							
<input type="checkbox"/> <input type="checkbox"/> H-index							

17. Details of Patents and Income Generated: NIL

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18. Areas of consultancy and Income Generated: NIL

19. Faculty as members

- a) National committees NIL
 b) International Committees c) Editorial Boards...NIL

Faculty Recharging Strategies:

Refresher Courses	NIL
Orientation Courses	NIL
Any other Courses	NIL

20. Student Projects: NIL

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental				
Percentage of students doing projects in collaboration with industries/institutes				

* Final year UG and PG students.

21. Awards/Recognitions received at the National /International Level by faculty: NIL

22. List of eminent academicians and scientists/ visitors to the department: NIL

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any: NIL

- l) National
 m) International

24. Student Profile programme / course – wise:

Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam #	Total No of Passed students B.A./B.Sc(G)
2009-10/1 ST YEAR (p)	Nil	Nil	Nil		0

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2010-11	25	25(H+G)	M: 13 F:12		6
2011-12/	86	86(H+G)	M:40 F:46		8
2012-13	158	158(H+G)	M:84 F: 74		59
2013-14	147	147(H+G)	M:67 F: 80		Not Completed
2014-15	242	242(H+G)	M:107 F: 135		Not Completed
2015-16	117	117(H+G)	M:20 F:97		Not Completed

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.				
B.A/B.Sc General.	100%	NIL	NIL	NIL

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service)
2008-09				
2009-10				
2010-11				
2011-12				
2012-13				02 Male
2013-14				
2014-15				

27. Students Progression NIL

Student Progression	Percentage against Enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	
Entrepreneurship/Self-employment	

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	
From other Universities within the state.	100%
From other Universities of other States.	

29. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period.

30. Present details about infrastructural facilities:

- Library : NIL
- Internet facilities for staff and students : Staff only
- Total number of class rooms : 01
- Class room with ICT facility : NIL
- Students' laboratories : NIL
- Research laboratories /Research Room : NIL

Other facilities

31. Number of students receiving financial assistance from college, university, government or other agencies Nil

Data provided under Criterion V (Head 5.1.2).

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

32. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : NIL

33. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures,etc.
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes The Dept tries to incorporate the suggestions

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Alumni and employers on the programmes and what is the response of the department to the same?	NIL
--	-----

34. List the distinguished Alumni of the department (maximum 10) NIL

Year of Study	Name	Current Position

35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts. NIL

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching				
Competitive Coaching				

36. List the Teaching Methods adopted by the faculty for different programmes.

- o Seminars
- o Black/White board teaching

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students :
- o Based on previous year's performance.

38. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o actively involved in different cells like NSS

39. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

o Sports

40. State whether the programme/department is accredited/graded by other agencies : Nil

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

- 1) Good relationship between the teachers and the students.
- 2) Willingness of the student to learn the language.
- 3) Good result.

Weakness:

- 1) In order to meet the need of the increasing numbers of students the department requires more teachers. We have no full time sanctioned post in our Department.
- 2) Most of the students do not have any exposure to the language so the teachers face the problem of communicating with them in Sanskrit.

Opportunities:

Sanskrit as an ancient language of India opens up several opportunities for the students who want to pursue higher studies and devote themselves in research work. There are also job opportunities in different Academic and Research Institutions and also in the Government sector.

Challenges:

In the present scenario of society where everybody is running after material comfort and benefits it is our challenge to motivate the students to discover the true spirit of our beloved country and to unveil the treasures imbedded in Sanskrit language & literature.

42. Future plans of the Department.

We have a plan to apply for Honours course.

Our plan is to invite some scholars from different parts of India in near future for delivering lectures and orient the students regarding the future of Sanskrit language.

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10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
Nil	Nil	Nil

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
UG	B.Sc (Honours)	9:1 (Approx.)
	B.Sc (General)	7:1 (Approx.)

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
UG	NIL	NIL

13. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received.

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title
NIL	NIL	NIL	NIL	NIL

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: NIL

15. Research Facility/Centre recognized by the University: NIL

16. Publications.

Publications	2009-10	2010-11	2011-12	2012-13	2013-14
<input type="checkbox"/> <input type="checkbox"/> Monographs					
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books					
<input type="checkbox"/> <input type="checkbox"/> Editing Books					
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers					
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings	“Predicting Gene Expression Level from Relative Codon Usage Bias: An Application to Escherichia coli Genome” U. Roymondal, S. Das , and S. Sahoo, DNA Res. 2009 February; 16 (1): 13–30.			“Gene expression profile of the cyanobacterium synechocystis genome” S. Das , U. Roymondal, B. D. Chottopadhyay, S. Sahoo, Gene. 2012 Apr 15; 497 (2):344-52	

	”Analyzing gene expression from relative codon usage bias in Yeast genome: a statistical significance and biological relevance” S. Das , U. Roymondal, S. Sahoo, Gene . 2009 Aug 15; 443 (1-2):121-31				
<input type="checkbox"/> <input type="checkbox"/> Citation index					
<input type="checkbox"/> <input type="checkbox"/> SNIP					
<input type="checkbox"/> <input type="checkbox"/> SJR					
<input type="checkbox"/> <input type="checkbox"/> Impact factor					
<input type="checkbox"/> <input type="checkbox"/> H-index					

17. Details of Patents and Income Generated: NA
18. Areas of consultancy and Income Generated: NA
19. Faculty as members

- a) National committees NIL
- b) International Committees NIL
- c) Editorial Boards... NIL

20. Faculty Recharging Strategies:

Refresher Courses	2
Orientation Courses	1
Any other Courses	

21. Student Projects:

Student Projects	2012-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental	Nil	Nil	Nil	Nil
Percentage of students doing projects in collaboration with industries/institutes	Nil	Nil	Nil	Nil

* Final year UG and PG students.

22. Awards/Recognitions received at the National /International Level by faculty: NIL
23. List of eminent academicians and scientists/ visitors to the department: NIL

24. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any: NIL

n) National

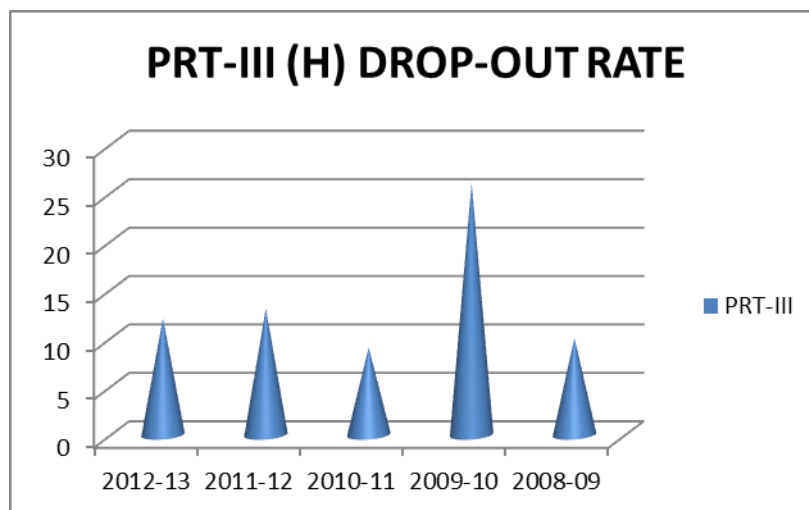
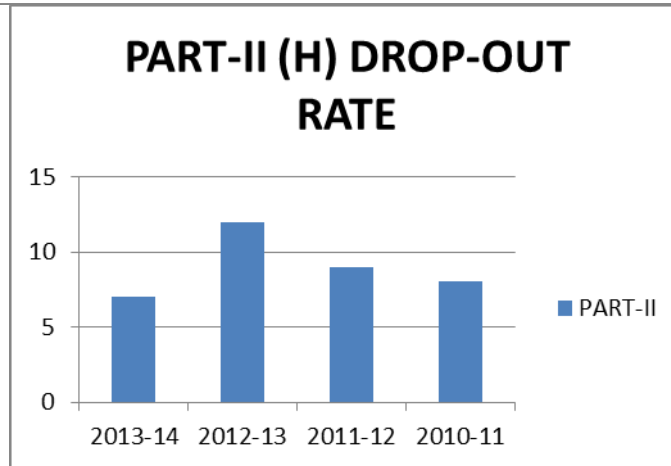
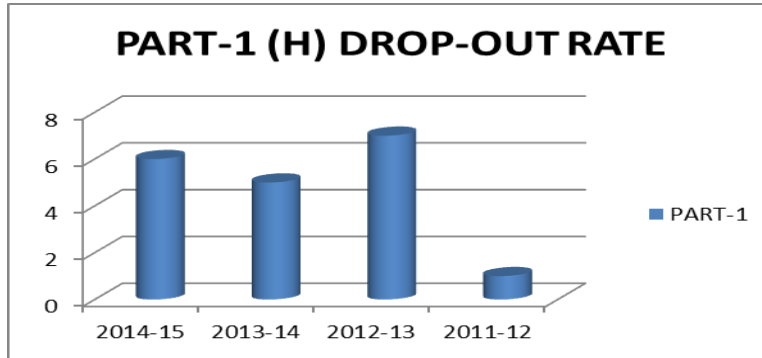
o) International

25. Student Profile programme / course – wise:

Name of the course/programme B.A./B.Sc Hons/SUBJECT	AR *	Selected B.A./ B.Sc(H)	Enrolled* M*F	Students Appeared inFinalExam) PART-I	Students Appeared inFinalExam) PART-II	Students Appeared inFinalExam) PART-III	% of Pass B.A./ B.Sc(H) PART-III
2008-09 / 1 ST YEAR (H)	21	14	M:10 F:4			4(C)+7(P)	90%
2009-10	47	35	M:31 F:4			9(C)+1(P)	50%
2010-11	26	19	M:15 F:4		11(C)+8(P)	10(C)+13(P)	47.83%
2011-12	69	24	M: 22 F: 2	23(C)+3(P)	15(C)+5(P)	11(C)+12(P)	38.1%
2012-13	49	18	M: 15 F: 8	16(C) +15(P)	11(C)+11(P)	11(C)+7(P)	90%
2013-14	57	22	M: 19 F: 3	17(C) + 8(P)	15(C)+9(P)	Not Completed	
2014-15	56	30	M: 29 F: 2	25(C)+2(P)	Not Completed	Not Completed	
2015-16	82	37	M: 32 F: 5	Not Completed	Not Completed	Not Completed	

C: Current Year, P- Previous years, AR- Application Received

Drop-out rate of PART-I (H)/PART-II (H)/PART-III(H) students



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Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(G)
1 ST YEAR (G)					
2009-10	6	6	M:3 F: 3	6	33.33%
2010-11	12(H)+5(G)	12(H)+5(G)	M:14 F: 3	8	37.5%
2011-12	13(H)+6(G)	13(H)+6(G)	M: 16 F: 3	12	83.33 %
2012-13	17(H)+10(G)	17(H)+10(G)	M:21 F: 6	5	60%
2013-14	8(H)+10(G)	8(H)+10(G)	M:16 F: 2	Not Completed	
2014-15	11(H)+18(G)	11(H)+18(G)	M:22 F: 7	Not Completed	
2015-16	21(H)+6(G)	21(H)+6(G)	M:23 F: 4	Not Completed	

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

26. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%	nil	nil	Nil
B.A/B.Sc General.	100%	nil	nil	Nil

27. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	GATE	SSC	ANY OTHER(TET, Police Service)
2009-10					2	1
2010-11					1	1
2011-12					2	
2012-13						1
2013-14						

28. Students Progression (data submitted only for the last year)

Student Progression	Percentage against Enrolled
UG to PG	Distance Mode 26 %
PG to M. Phil.	Nil
PG to Ph.D.	Nil

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Ph.D. to Post-Doctoral	Nil
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	Some students get appointment through S.S.C
Entrepreneurship/Self-employment	Nil

29. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	75 %
From other Universities within the state.	25%
From other Universities of other States.	Nil

30. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period. Nil

31. Present details about infrastructural facilities:

- Library : Yes
- Internet facilities for staff and students : Yes
- Total number of class rooms :3
- Class room with ICT facility :Nil
- Students' laboratories : 1
- Research laboratories /Research Room : Nil

Other facilities

32. Number of students receiving financial assistance from college, university, government or other agencies

: Relevant data is provided under Criterion V (Head 5.1.2).

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

33. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : Nil

34. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures,etc.
--	--

Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes. Department gets the feedback from the students, course-wise, at the end of each final Examination (TEST) on the relevance, adequacy and the quality of contents. Again feedback is obtained from the outgoing students on the entire programme to know how much and to what extent the students could turn a fresh leaf of life on pursuing that programme. This response from the students is analyzed and the valuable part of it is discussed in the Departmental Meeting and used for restructuring the curriculum as well as teaching-learning evaluation.
Alumni and employers on the programmes and what is the response of the department to the same?	Yes. Based on the feedback, the necessary recommendations are proposed in the Departmental meeting for discussion and approval.

35. List the distinguished Alumni of the department (maximum 10)

Year of Study	Name	Current Position
2009	Surajit Mandal	SSC(Govt.)
	Biswajit Jana	SSC (Govt.)
	Prithiraj Manna	PT (Govt.)
2010	Bappa Majhi	GUEST LECTURER
	Farid Shaikh	SSC (Govt.)
	Palash Manna	PT (Govt.)
	Niranjana Halder	Asst. Teacher (P)
2011	Anumita Halder	Asst. Teacher (P)
	Rahul Halder	Asst. Teacher (P)
2012	Rajkumar Mondal	PT (Govt.)

SSC: School Service Commission , PT: Primary Teachers

36. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching		Internal Expert	Internal Expert	
Competitive Coaching		Internal Expert	Internal Expert	

37. List the Teaching Methods adopted by the faculty for different programmes.

- o Ordinary Lecturer Method
- o Lecturer Method through Power Point
- o Student Seminars
- o Pair work

- o Black/White board teaching

38. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students
- o Based on previous year's performance.
- o Deciding through performance of the students in competitive exams.

39. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o Actively involved in NSS
- o Donated Blood to the needy people
 - o Planting trees in and outside the college campus.

40. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- o Aptitude classes for prefinal year students
- o Participation in Intercollegiate competitions like sports etc.

41. State whether the programme/department is accredited/graded by other agencies : Nil

42. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

o Well Qualified and dedicated hard-working teachers of the department of whom one is M.Tech in Computer Science and also going research work on Bioinformatics . Also the Part time teachers and guest lecturers are very hard working and efficient in doing hard core mathematics. All the teachers have good experience in teaching mathematics and are well equipped with the syllabus and question pattern of our affiliated university.

- o The coordinated effort of the teachers and the students compelling them to work hard and has yielded results. This is the foremost strength of the department. Besides, we have separate department with 3 classrooms, one computer laboratory with 7 computers and seminar library.

Weakness:

- o Most of the students are from under-privileged backgrounds and have low exposure to Mathematics . It is very difficult for them to cope with the academic demands of the educational system.
- o Due to lack of teachers, we could not always be able to scan all the students, to counsel dropout students, to spare more time for individual student for their betterment in every aspect.
- o Besides there is only 1 full-time teachers and only 2Part-time teachers and 1 guest teachers in the department, perhaps more attention could have been given to the general course students if the teacher – student ratio were better

Opportunities:

- The separate space for the department gives the students the opportunity to get close attention of the teachers and also facility of close interaction with students and the teacher.
- The department arranges for seminar lectures time to time where the students get exposure to interactive sessions and current development of the branches of mathematics.
- The laboratory also enables them to get experienced in computer use. Due to internet connection at our department, students can get their study material through net search. They also come to know about the advertisement of different examinations like JAM, MCA Master's admission test etc. and the result of such examinations.
- All the teachers spend a long time at the department; as a result students get opportunity to interact with the teachers regarding their all kinds of problems. Due to a departmental library, students can issue books at their off periods and can save their valuable time.
- The mathematical journals subscribed by the department also helps them to be updated with the current topics of mathematics.
- Regular class-tests, tutorials, quiz etc are taken and the answer scripts are shown to the students for the benefit of the students.

Challenges:

- The dropout rate of Honours & General course students is high. Most of our students are from B.P.L. families; these force them to earn to carry out their courses. This dropout rate can be reduced if we can increase more number of free student-ship or half free student-ship. It is our challenge to reduce dropout rate.
- Our challenge is to open masters' course in regular mode.
- Our challenge is to open a collaborative research unit.

43. Future plans of the Department.

- Provide Mathematical techniques for the faculties in their respective field.
- To open masters' course in regular mode
- To open a collaborative research unit.

DEPARTMENT OF PHYSICS

1. Name of the Department, Year of Establishment :

Department of Physics Honours - 2008 General – 1995

2. Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : UG
3. Names of Interdisciplinary Courses and Departments / units involved : Nil

4. Annual/Semester/Choice Based Credit system(programme wise): Annual

5. Participation of the department in the courses offered by other departments : Nil

6. Courses with collaboration with other universities, industries, foreign institution, etc: Nil
7. Details of courses/programmes discontinued (if any) with reasons: Nil
8. Number of teaching Posts sanctioned and filled :

	Sanctioned	Filled
Associate Professors	Nil	Nil
Asst. Professors	02	Nil

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided in the last 4 years.
SANKAR KR.SANTRA	M.Sc. , B.Ed.	CWTT	Electronics	06(02/07/09)	Nil
CHANCHAL DAS	M.Sc.	GUEST	Electronics(Signal generator)	05(05/04/10)	Nil
SWATI PURKAIT	M.Sc.	GUEST	Electronics(Signal generator)	05(02/08/10)	Nil

10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
NA	NA	NA

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
UG	B.Sc. Honours	15:1
	B.Sc. General	25:1

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
UG	01	Nil

13. grants received.

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title
Nil	Nil	Nil	Nil	Nil

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: Nil
15. Research Facility/Centre recognized by the University: Nil
16. Publications.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<input type="checkbox"/> <input type="checkbox"/> Monographs	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Editing Books	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Citation	Nil	Nil	Nil	Nil	Nil	Nil

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index						
<input type="checkbox"/> <input type="checkbox"/> SNIP	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> SJR	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Impact factor	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> H-index	Nil	Nil	Nil	Nil	Nil	Nil

17. Details of Patents and Income Generated: NA

18. Areas of consultancy and Income Generated: NA

19. Faculty as members

- a) National committees Nil
 b) International Committees c) Editorial Boards... Nil

20. Faculty Recharging Strategies:

Refresher Courses	Nil
Orientation Courses	Nil
Any other Courses	Nil

21. Student Projects:

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental	Nil	Nil	Nil	Nil
Percentage of students doing projects in collaboration with industries/institutes	Nil	Nil	Nil	Nil

* Final year UG and PG students.

22. Awards/Recognitions received at the National /International Level by faculty: Nil

23. List of eminent academicians and scientists/ visitors to the department: Nil

24. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

- p) National Nil
 q) International Nil

25. Student Profile programme / course – wise:

Name of the course/programme B.A./B.SC Hons/SUBJECT	AR *	Selected B.A./B.Sc(H)	Enrolled* M*F	Students Appeared In Final Exam	% of Pass B.A./B.Sc(H)
2009-10/1 ST YEAR (H)	15	9	M:6 F:3	01	100%
2010-11	25	12	M:10 F:2	03	33.33%
2011-12	37	13	M: 11 F: 02	06	83.33 %
2012-13	65	17	M:14 F:03	11	18%
2013-14	51	08	M: 07 F:01		Not completed
2014-15	56	16	M:12 F:04		Not completed
2015-16	63	21	M:18 F:03		Not completed

Name of the course/programme B.A./B.SC General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared inFinalExam)	% of Pass B.A./B.Sc(G)
2009-10/ 1 ST YEAR (p)	25	25 (H+G)	M:20 F:5	5(G)	100%
2010-11	28	28 (H+G)	M:23 F:5	6(G)	50%
2011-12	30	30 (H+G)	M:28 F:02	8(G)	100%
2012-13	27	27 (H+G)	M:14 F:13	1(G)	100%
2013-14	31	31 (H+G)	M:28 F:03		Not completed
2014-15	42	42 (H+G)	M:38 F:04		Not completed
2015-16	35	35 (H+G)	M:30 F:05		Not completed

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

26. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100	Nil	Nil	Nil
B.A/B.Sc General.	100	Nil	Nil	Nil

27. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service)
2009-10	Nil	Nil	Nil	Nil
2010-11	Nil	Nil	Nil	Nil
2011-12	Nil	Nil	Nil	Nil
2012-13	Nil	Nil	Nil	Nil
2013-14	Nil	Nil	Nil	Nil
2014-15	Nil	Nil	Nil	Nil

28. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	NIL
PG to M. Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	Nil
Entrepreneurship/Self-employment	Nil

29. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	67%
From other Universities within the state.	33%
From other Universities of other States.	Nil

30. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period. Nil
31. Present details about infrastructural facilities:
 Library : **Yes**
 Internet facilities for staff and students : **Yes**
 Total number of class rooms : **02**

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- Class room with ICT facility : **Nil**
- Students' laboratories : **04**
- Research laboratories /Research Room : **Nil**

Other facilities

32. Number of students receiving financial assistance from college, university, government or other agencies

Data provided under Criterion V (Head 5.1.2).

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15

33. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : Nil

34. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures,etc.
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes The Dept tries to incorporate the suggestions
Alumni and employers on the programmes and what is the response of the department to the same?	Yes

35. List the distinguished Alumni of the department (maximum 10)

Year of Study	Name	Current Position
2010	Bappa Majhi/9564178131	Guest Lecturer at Raidighi College,Raidighi
2014	Madhumita Batul/7074929384 Shovon Chakraborty/8926694048	Deputed teacher at Loreto st.Mary's girls high school,Sealdah Part time teacher at Bhatar girls high school,Burdwan
2011	Nuruluddin Laskar/9126175675	Part time teacher at Raidighi High school,Raidighi

36. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching			Nil	Nil	Nil	Nil
Special Lectures			Nil	Nil	Nil	Nil
Workshops			Nil	Nil	Nil	Nil
Seminar			Nil	Nil	Nil	Nil
Remedial Coaching			Nil	Nil	Nil	Nil
Competitive Coaching			Nil	Nil	Nil	Nil

37. List the Teaching Methods adopted by the faculty for different programmes.

- o Power Point
- o Seminars
- o Pair work
- o Black/White board teaching

38. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through feedback of the students
- o Based on previous year's performance.

39. Participation in Institutional Social Responsibility (ISR) and Extension activities

- o actively involved in different cells like NSS

40. Give details of "Beyond Syllabus Scholarly Activities" of the Department.

- o Sports

41. State whether the programme/department is accredited/graded by other agencies : Nil

42. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

Strength of the department lies with its well co-ordinated team of dedicated and accomplished teachers, its brilliant students, well equipped laboratory and small cozy departmental library.

Weakness:

The drop-out rate of the students is quite high, mostly because of the craze for technical education.

The full time posts of the teachers are lying vacant.

Opportunities:

The study of Physics encompasses all branches of science and new research opportunities are unfolding day by day. From the field of Biophysics to High Energy Physics and Nano-science

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there is now enormous scope of research. Besides research works, there are other job facilities for the students of Physics in educational institutions, software companies technical laboratories etc.

Challenges:

It is a challenge for the faculty members to complete the ever increasing content in the curriculum of Physics syllabus within a stipulated time and the challenge for the students to learn it properly with this constrain of time. We also feel that it is a challenge for us to motivate the students

43. Future plans of the Department.

Our plan is to develop the laboratory more equipped and up-dated. We want to start M.Sc in Physics in near future if the vacant posts of the department are filled up.

DEPARTMENT OF CHEMISTRY

1. Name of the Department, Year of Establishment : Dept of Chemistry, Year-1995
2. Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : UG- B.Sc. (General)
3. Names of Interdisciplinary Courses and Departments / units involved : Nil
4. Annual/Semester/Choice Based Credit system(programme wise): Annual
5. Participation of the department in the courses offered by other departments : Nil
6. Courses with collaboration with other universities, industries, foreign institution, etc: Nil
7. Details of courses/programmes discontinued (if any) with reasons: Nil
8. Number of teaching Posts sanctioned and filled :

	Sanctioned	Filled
Associate Professors	-	-
Asst. Professors	1	1

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided in the last 4 years.
Dr. Debasree Saha	Ph.D., NET	Assistant Professor	Organic Chemistry	3 Yrs	-
Mr. Madhusudan Das	M.Sc.	Guest Lecturer	Organic Chemistry	2 Yrs	-

10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
B.Sc. Gen		NIL

11. Programme –wise Student Teacher Ratio

Course	Programme	Student – Teacher Ratio
UG	B.Sc.Gen	40:1

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
B.Sc Gen	Mr. Narendranath Halder	-

13. Grants received. Nil

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: Nil
15. Research Facility/Centre recognized by the University: Nil
16. Publications.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books						1	
<input type="checkbox"/> <input type="checkbox"/> Editing Books							
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers							
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings	1	5	2	1	3		
<input type="checkbox"/> <input type="checkbox"/> Citation index							
<input type="checkbox"/> <input type="checkbox"/> SNIP							

<input type="checkbox"/> <input type="checkbox"/> SJR							
<input type="checkbox"/> <input type="checkbox"/> Impact factor							
<input type="checkbox"/> <input type="checkbox"/> H-index							

17. Details of Patents and Income Generated: Nil

18. Areas of consultancy and Income Generated: Nil

19. Faculty as members

a) National committees: Nil

b) International Committees: Nil c) Editorial Board: Nil

Faculty Recharging Strategies:

Refresher Courses	Nil
Orientation Courses	Nil
Any other Courses	

20. Student Projects: Nil

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental				
Percentage of students doing projects in collaboration with industries/institutes				

* Final year UG and PG students.

21. Awards/Recognitions received at the National /International Level by faculty: Dr. Saha received a) CSIR NET JRF (2007-09) and SRF (2009-12) Award b) Best Poster Award at CRSI National Symposium, Trivundrum, 2012

22. List of eminent academicians and scientists/ visitors to the department: Nil

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any: Nil

r) National

s) International

24. Student Profile programme / course – wise:

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Name of the course/programme B.A./B.Sc General /SUBJECT	AR *	Selected B.A./B.Sc(G)	Enrolled* M*F	Students Appeared In Final Exam	% of Pass B.A./B.Sc(G)
2009-10/ YEAR (p) 1 ST	75	65 (H+G)	M:53 F:12	11	Passed: 9 Pass %: 81
2010-11	85	72 (H+G)	M:62 F:10	12	Passed: 10 pass%: 83
2011-12	80	60(H+G)	M:48 F:12	14	Passed: 11 pass%: 78.6
2012-13	100	92(H+G)	M:69 F:23	13	Passed: 11 pass%: 84.6
2013-14	85	71(H+G)	M:45 F:26		Not Completed
2014-15	90	70(H+G)	M:46 F: 24		Not Completed
2015-16	95	81(H+G)	M: 57 F: 24		Not Completed

*AR – Application Received.

H- Students from other Honours Courses; G-Students of General Course

25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	-			
B.A/B.Sc General.	100	Nil	Nil	Nil

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination? Nil

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service)
2008-09				
2009-10				
2010-11				
2011-12				
2012-13				
2013-14				
2014-15				

27. Students Progression Nil

Student Progression	Percentage against Enrolled
UG to PG	
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	
Entrepreneurship/Self-employment	

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	50%
From other Universities within the state.	50%
From other Universities of other States.	

29. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period. Nil

30. Present details about infrastructural facilities:

- Library : Yes
- Internet facilities for staff and students : Yes
- Total number of class rooms : Two
- Class room with ICT facility : Nil
- Students' laboratories : One
- Research laboratories /Research Room : Nil

Other facilities

31. Number of students receiving financial assistance from college, university, government or other agencies

: Relevant data is provided under Criterion V (Head 5.1.2).

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

32. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : Nil

33. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures,etc.
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes The Dept tries to incorporate the suggestions
Alumni and employers on the programmes and what is the response of the department to the same?	Yes

34. List the distinguished Alumni of the department (maximum 10) : Nil

Year of Study	Name	Current Position

35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching	Yes	Yes		
Competitive Coaching				

36. List the Teaching Methods adopted by the faculty for different programmes:Power point presentation, Group Discussion, Black/White board Teaching

- o Power Point
- o Seminars
- o Pair work
- o Black/White board teaching

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored? Yes. Through feedback of the students and based on previous year's performance.

- o Through feedback of the students
- o Based on previous year's performance.
- o Deciding through performance of the students in competitive exams.

38. Participation in Institutional Social Responsibility (ISR) and Extension activities: Participation in different cells like ECO Club, Students Welfare and Career guidance.

- o actively involved in different cells like NSS

39. Give details of "Beyond Syllabus Scholarly Activities" of the Department: Participation in Intercollegiate competitions, student seminars

- o **Sports**

40. State whether the programme/department is accredited/graded by other agencies :
No

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths: 50% faculty PhD holder, 50% faculty NET qualified

Weakness: Alumni details are difficult to get and maintain and Most of the students are from under-privileged backgrounds and have low exposure to English. It is very difficult for them to cope with the academic demands of the educational system.

Opportunities:

- o To get first- hand knowledge on suitable preparation methods to clear SLET/NET and other competitive examinations.
- o To get introduced to the best minds in the field through interactions with department faculty and resource persons from other institutions.

Challenges:

To achieve 100% placement for our outgoing students.

42. Future plans of the Department: To start Honours programme in Chemistry

Short-term Plan: To provide better laboratory and classroom facilities

Long-term Plan: To establish a proper research centre

DEPARTMENT OF ZOOLOGY

1. Name of the department and year of establishment: ZOOLOGY

Honours - 2007 General – 2005

2. Name of the programmes or courses offered: UG
3. Name of the interdisciplinary courses and departments / units involved: Nil
4. Annual/semester/choice based credit system: Annul
5. Participation of the department in the courses offered by other departments: Nil
6. Courses with collaboration with other universities, industries, foreign institution etc: Nil
7. Details of courses/programmes discontinued (if any) with reasons: Nil
8. Number of teaching posts sanctioned and filled:

	Sanctioned	Filled
Associate professors	Nil	-
Assistant professrs	2	1

9. Faculty profile:

Name	Qualification	Designation	Specialization	Year of Experience	No.ofPh.d Students guided in the last 4 year
Poulami De Bhowmik	Ph.D (Zoology), NET	Asst. Professor	Genetics and Molecular Biology	10 M	-
AshrafulAlam	M.sc(Zoology),M.Ed .PGDTM, CIA.,DTP.	Part-Time Lecturer	Fishery Science	8 Years	-
MonuarHossanDhali	M.sc(Zoology)	Guest-lecturer	Aquaculture	1 Years 10M	-
SudeshnaKundu	M.sc(Zoology), NET	Guest-lecturer	Parasitology	10 M	-

10. Percentage of classes taken by temporary faculty:

Programme	Shift	Percentage
B.Sc.		NIL

11. Programme wise Student- teacher ratio:

Course	Programme	Student – Teacher Ratio
UG	B.Sc. Honours	20:1
	B.Sc. General	25:1

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12. Number of academic support staff (technical) and Administrative Staff sanctioned and filled: Nil

13. Grants received: Nil

14. Departmental project funded by DST-FIST: DBT, ICSSR, etc., total grants received: Nil

15. Research facility /centre recognized by the university: Nil

16. Publications:

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<input type="checkbox"/> <input type="checkbox"/> Monographs	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Editing Books	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers	Nil	Nil	Nil	Nil	Nil	Nil
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings	Putative Virulence Traits and Pathogenicity of <i>Vibrio cholerae</i> non-O1, non-O139 Isolated from Surface Waters in Kolkata, India: P. K. Bag, Poulami Bhowmik , T. K. Hazra, T. Ramamurthy, P. Sarkar, M. Majumder, G. Chowdhury & S. C. Das; Applied and Environmental Microbiology 74(2008) 5635-5644. ISSN: 0099-2240.	Pathogenic potential of <i>Aeromonas hydrophila</i> isolated from surface waters in Kolkata, India: Poulami Bhowmik , Prasanta K. Bag, Tapas K. Hajra, Rituparna De, Pradipto Sarkar and T. Ramamurthy; Journal of Medical Microbiology 58(2009) 1549-1558. ISSN: 0022-2615.	Nil	Triterpene constituents and antibacterial activity of the stems of <i>Reissantia grahamii</i> : Amarendra Patra, Sumana Ghosh, Sajal Kumar Bandyopadhyay, Prasanta Kumar Bag, Poulami Bhowmik and Ethirajan Sukumar; J. Indian Chem. Soc. 89(June 2012) 805-810. ISSN: 0019-4522.	Evaluation of nicotinamide adenine dinucleotide (NAD) glycohydrolase activity among the strains of <i>Vibrio cholerae</i> non-O1, non-O139: Manimala Sen, Tapas K. Hajra, Poulami Bhowmik , Prativa Naskar and Prasanta K. Bag; Current Research in Microbiology and Biotechnology, Vol.1, No. 2(2013) 46-49. ISSN: 2320-2246.	Nil
<input type="checkbox"/> <input type="checkbox"/> Citation index	-	-	Nil	-	-	-
<input type="checkbox"/> <input type="checkbox"/> SNIP	-	-	Nil	-	-	-

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□□SJR	-	-	Nil	-	-	-
□□Impact factor	-	-	Nil	-	-	-
□□H-index	-	-	Nil	-	-	-

17. Details of patent and income generated: Nil

18. Areas of consultancy and income generated: Nil

19. Faculty recharging strategies: Nil

20. Student projects: Nil

21. Awards/ Recognitions received at the National/ International Level by faculty:

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental	Nil	Nil	Nil	Nil
Percentage of students doing projects in collaboration with industries/institutes	Nil	Nil	Nil	Nil

22. List of eminent academicians and scientists/ visitors to the department: Nil

23. Seminars/ Conferences/ Workshops organized and the source of funding (national/international) with details of outstanding participants is if any: Nil

24. Student profile programme /course – wise:

B.Sc honours in zoology	Application received	Selected candidates	Enrolled students	Students appear in final exam	Percentage of passed students
2008-2009	37	15	M:9 F:6	3	100%
2009-10	46	18	M: 8 F: 10	6	20%
2010-11	40	14	M: 8 F: 6	5	20%
2011-2012	71	19	M 14 F 5	4	75%
2012-13	93	21	M 10 F 11	4	100%
2013-14	114	27	M 17 F 10		Not Completed
2014-15	128	23	M 14 F 9		Not Completed

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2015-2016	126	25	M 11		Not Completed
			F 14		

B.Sc general	Application received(AR)	Selected candidates (G)	Enrolled students	Students appear in final exam #	Total no of passed students (G)
2009-10	17	17 (H+G)	M: 9 F: 8		6
2010-11	16	16(H+G)	M: 9 F: 7		9
2011-2012	18	18(H+G)	M 10 F 8		3
2012-13	24	24(H+G)	M 15 F 9		10
2013-14	17	17(H+G)	M 11 F 6		Not Completed
2014-15	55	55(H+G)	M 33 F 22		Not Completed
2015-2016	43	43(H+G)	M 23 F 20		Not Completed

*AR- Application Received.

H- Students of other Honours Courses; G- Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

25. Diversity of students:

Name of the course	% of student from district	% of student from other district	% of student from other states	% of student from other countries
B.Sc honours	100	-	-	-
B.Sc general	100	-	-	-

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive exam: Nil

27. Students progression:

Students progression	Percentage against Enrolled
UG to PG	8%
PG to M.Phil.	-
PG to Ph.D	-
Ph.D to Post-Doctoral	
Employed	-
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/ Self-employment	-

28. Diversity of staff:

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Percentage of faculty who are graduates

Of the same parent university	100
From other universities within the state	-
From other universities of other states	-

29. Number of faculty who were awarded ph. D., D. Sc., and D. Lit, during the assessment period: Nil

30. Present details about infrastructural facilities:

Library: Yes

Internet facility for staff and students: Staff only

Class room with ICT facility: Nil

Student's laboratory: Yes

Research laboratory/ Research room: No

31. No. of students received financial assistance from college, university, government or other agencies:

Relevant data is provided under Criterion V (Head 5.1.2).

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

32. Was any need assessment exercise undertaken before the department of new program(s)? if so give the methodology: Nil

33. Does the department obtain feedback from?

Faculty on curriculum as well as teaching/learning evaluation?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures, etc.
Students on staff, curriculum as well as teaching learning evaluation and response of the department to the same	Yes The Dept tries to incorporate the suggestions
Alumni and employers on the programme and response of the department to the same	No

34. List the distinguished alumni of the department: Nil

35. Give details of Student Enrichment Programmes (special lectures/Workshops/Seminar) with external experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching	Nil	Nil	Nil	Nil
Special Lectures	Nil	Nil	Nil	Nil
Workshops	Nil	Nil	Nil	Nil
Seminar	Nil	Nil	Nil	Nil
Remedial Coaching	Nil	Nil	Nil	Nil
Competitive Coaching	Nil	Nil	Nil	Nil

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36. List of teaching methods adopted by the faculty for different programmes:

- o Power Point
- o Seminars
- o Pair work
- o Black/White board teaching

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored:

- o Through feedback of the students
- o Based on previous year's performance.
- o Deciding through performance of the students in competitive exams.

38. Participation in Institutional Social Responsibility (ISR) and extension activities:

- Field visit to Bakkhali.
- Educational visit to Indian Museum and Zoological Garden.
- Presentation of a departmental wall magazine (ZOOMag).

39. Give details of 'Beyond Syllabus Scholarly Activities' of the department:

- o Sports

40. State whether the programme /department is accredited/ graded by other agencies: Nil

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths:

The zoology department has one part time, one full time and two guests faculties.

The part time faculty Prof. Asraful Alam has 8 years experience in this college.

The full time assistant professor Dr. Poulami De Bhowmik has done her Ph. D from University of Calcutta and she has 5 years of part time teaching experience.

One of the guest faculty prof. Sudeshna Kundu is NET qualified.

Weakness:

The department has only one full time faculty so it is very difficult to complete the syllabus.

Also the constant power cut and everyday's water supply problem causes great problem during practical classes.

Opportunities: To get first hand knowledge on different topics to clear NET/SET or other competitive exams.

To bring resource persons from other institutions in the department for interactions with faculty and students.

Challenges:

To get 1st class marks and more and to achieve 100% placement for our outgoing students.

42. Future plan of the department:

Short term plan:

To get more teachers and atleast one laboratory attendant.

Long term plan:

To establish a research centre and to get funds for instruments and books.

DEPARTMENT OF BOTANY

1. **Name of the Department, Year of Establishment:** Department of Botany, 2005
2. **Names of Programmes/Courses Offered :** under Graduate level 3 years General Degree course
3. **Names of Interdisciplinary Courses and Departments / units involved :** B.Sc. General Degree Course
None
4. **Annual/Semester/Choice Based Credit system (programme wise):** Annual
5. **Participation of the department in the courses offered by other departments :** B.Sc. Honours & General Degree Course with relevant subjects.
6. **Courses with collaboration with other universities, industries, foreign institution, etc:** NA
7. **Details of courses/programmes discontinued (if any) with reasons:** NA
8. **Number of teaching Posts sanctioned and filled :**

	Sanctioned	Filled
Associate Professors	Nil	Nil
Asst. Professors	1	Nil

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided in the last 4 years.
Asim Panda	M.sc.	Contractual Whole Time Teacher	Plant Pathology	Over 6 years	NA

10. Percentage of classes taken by temporary faculty – Programme wise Information.

Programme	Shift	Percentage
NA		

11. Programme –wise Teacher Student Ratio

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Course	Programme	Student – Teacher Ratio
B.Sc.General		Single strength Department. Highest ratio 1:46 (2015-2016 session)
	Special Theories and Practical	1:25

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled

Course	Technical Staff	Administrative Staff
	Nil	Nil

13. Grants received. NA

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: NA

15. Research Facility/Centre recognized by the University: NA

16. Publications. NA.

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs				.			
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books			“GM fasal” A article about Genetically Modified Crops published in Raidighi College annual magazine named “Srijonee”	“Kadya Sankat” A article about Bio Magnification and Bio-accumulation problem in Sundarban area, published in Jogendrapur High school golden jubilee celebration magazine			
<input type="checkbox"/> <input type="checkbox"/> Editing Books							
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers							

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with details of Publishers							
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings							
<input type="checkbox"/> <input type="checkbox"/> Citation index							
<input type="checkbox"/> <input type="checkbox"/> SNIP							
<input type="checkbox"/> <input type="checkbox"/> SJR							
<input type="checkbox"/> <input type="checkbox"/> Impact factor							
<input type="checkbox"/> <input type="checkbox"/> H-index							

17. **Details of Patents and Income Generated: NA**

18. **Areas of consultancy and Income Generated: NA**

19. **Faculty as members**

a) National committees Nil

b) International Committees c) Editorial Boards... Nil

Faculty Recharging Strategies: NA

Refresher Courses	
Orientation Courses	
Any other Courses	

20. **Student Projects: As per syllabus preparation and submission of Herbarium Sheets of some angiospermic plants, submission of identification and description of some common medicinal plants, field note book submission.**

Student Projects	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental	100	100	100	100
Percentage of students doing projects in collaboration with industries/institutes	00	00	00	00

* Final year UG and PG students.

21. **Awards/Recognitions received at the National /International Level by faculty: NA**

22. **List of eminent academicians and scientists/ visitors to the department:**

Dr. Subhas Chandra Jana (Department of Microbiology , Bhidhan Nagar Govt College.)

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Dr. Anshuman Saha (Department of Botany, Charuchandra College)
 Dr. Prashanta Kumar Sen (Department of Botany , Bankim Sardar college)
 Dr. Nityananda Ghosh (Department of Botany , Bankim Sardar College)
 Prof. Argha Sarkar (Department of Botany , Bankim Sardar college)
 Prof. Madhab Naskar (Sonarpur Bosepukur College)
 Prof .Suvadip Das (Fakir Chand College)

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants is if any:

a) National level UGC Sponsored two day national Seminar on “ Nutritional Deprivation in the Midst of Plenty” An Attempt to Create Awareness(22nd & 23rd September 2015) Organised by Department of Food and Nutrition (Raidighi College) In Collaboration with Department of Botany (Raidighi College) & Department of Microbiology (Sarsuna College)

b) International : Nil

24. Student Profile programme / course – wise:

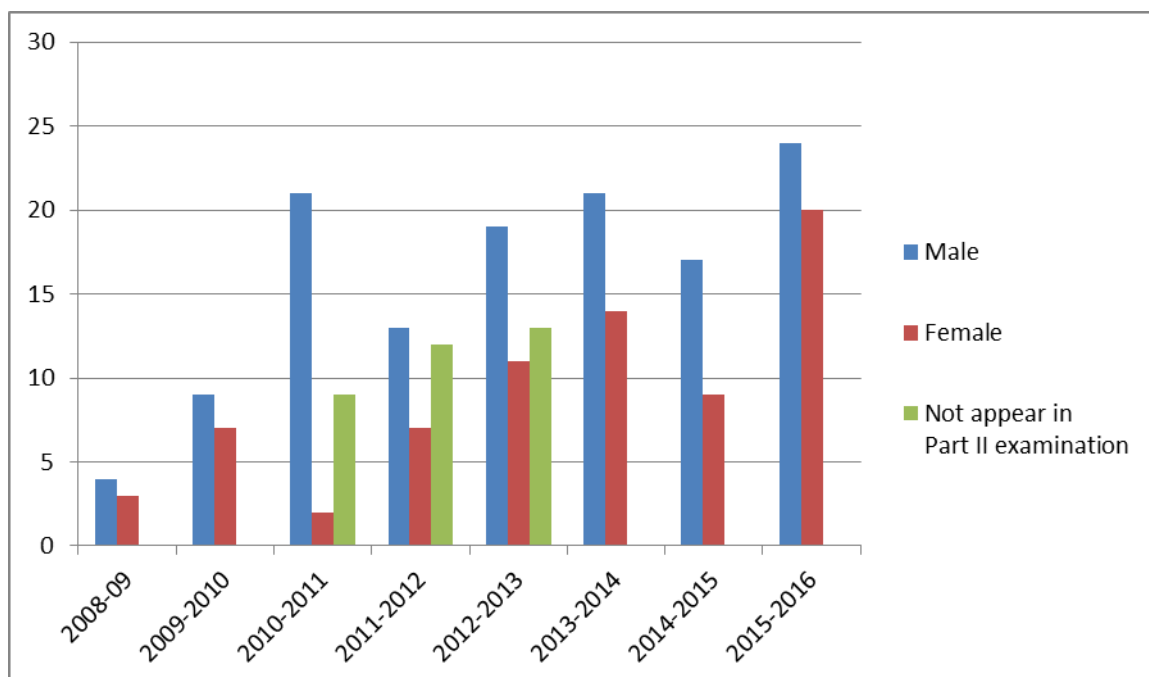
Name of the Course B.SC Hons/General SUBJECT1 ST YEAR (BOTG)	AR *	Selected	Enrolled* M*F	Students Appeared In Final Exam	% of Pass
2008-09	07	07 (H+G)	M:04 F:03	M:03 F:01	100
2009-10	16	16 (H+G)	M:09 F:07	M:05 F:04	100
2010-11	23	23 (H+G)	M:21 F:02	M:12 F:1	100
2011-12	20	20 (H+G)	M:13 F:07	M:01 F:Nil	100
2012-13	30	30 (H+G)	M:19 F:11	M:06 F:02	100
2013-14	35	35 (H+G)	M:21 F:14		Not Completed
2014-15	26	26 (H+G)	M:17 F:9		Not Completed
2015-16	44	44 (H+G)	M:24 F:20		Not Completed

*AR- Application Received.

H- Students of other Honours Courses; G- Students of General Course

Chart Analysis

From Student attendance record and Part II examination record it has been observed that the number of female students is increased. In this type of rural area, continuous up trend Interest In the subject Botany is a very good sign for women empowerment. It is also reflected that the number of students in the department of Botany has been increased.



25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	NA			
B.Sc General.(Sub-BOTG)	100	Nil	Nil	Nil

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination?

Year	JRF	NET	SET	ANY OTHER(TET, ssc, Police Service, Lab Technician, chemical analyst, Teacher)
2008-09	NA	NA	NA	1 Pathologist. Chlid Hospital, Park circus. 1Teacher in Bhadrappara high

				school. Primary teacher
2009-10	NA	NA	NA	1water purification laboratory.1 para teacher
2010-11	NA	NA	NA	1Pathologist Thakurpukur Cancer Hospital 1 WBCS. 1 Cath-lab (AMRI), 1 Para teacher.1 Automobile(Mahindra)
2011-12	NA	NA	NA	
2012-13	NA	NA	NA	
2013-14	NA	NA	NA	
2014-15	NA	NA	NA	

27. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	3 students awarded M.Sc.In 2014, 3students Completed their B.Ed Degree in 2013.
PG to M. Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed <input type="checkbox"/> Campus selection. <input type="checkbox"/> Other than campus recruitment	All established or Employed students are recruited in out of campus Or after pass out of the College.
Entrepreneurship/Self-employment	After completion of Degree course Maximum of our students are engaged in their family business or conventional farming.

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	Only one teaching Staff present in this Department and Who Passed Graduation from same University and Post-Graduation from other university of other states.
From other Universities within the state.	
From other Universities of other States.	

29. Number of faculty who were awarded Ph.D ., D.Sc., and D.Lit, during the assessment period.
Nil
30. Present details about infrastructural facilities:

- Library : Central library facility with departmental special books facility.
- Internet facilities for staff and students : Provided by College.
- Total number of class rooms : one
- Class room with ICT facility : No
- Students' laboratories : One laboratory facility present in Department of botany

Other facilities

31. Number of students receiving financial assistance from college, university, government or other agencies

Data provided under Criterion V (Head 5.1.2).

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

32. Was any need assessment exercise undertaken before the department of new program (S)? If so, give the methodology : Nil

33. Does the department obtain feedback from.

Faculty on curriculum as well as teaching-learning-evaluation? If Yes, how does the department utilize it?	Yes The Dept utilizes it to update the no. Of classes, teaching procedures,etc.
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Yes The Dept tries to incorporate the suggestions
Alumni and employers on the programmes and what is the response of the department to the same?	No

34. List the distinguished Alumni of the department (maximum 10) Nil

Year of Study	Name	Current Position
2008-09	Anupam Jana, Sukumar Halder Bhagaban Halder	Pathologist(Chid Hospital, Park curcus). Primary teacher. Teacher in Bhadrpara high school
2009-10	Manoj Halder Md. Jiaul sardar	Microbiologist in a water purification lab. Parateacher
2010-11	Dipanjan Mandal Punal Halder Ardhendu Purkait Sundari Halder Debprasad Ghorui	1Pathologist Thakurpukur Cancer Hospital 1 WBCS. 1 Cath-lab (AMRI), 1 Para teacher.1 Automobile(Mahindra)

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35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts.

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching				
Special Lectures				
Workshops				
Seminar				
Remedial Coaching	Internal expert	Internal expert		
Competitive Coaching				

36. List the Teaching Methods adopted by the faculty for different programmes.

Power Point presentation

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- Through feedback of the students (class room response & Short class test)
- Based on previous year's performance.
- Some times through performance of the students in competitive exams.

38. Participation in Institutional Social Responsibility (ISR) and Extension activities

Actively involved in different cells like, NSS, student health home etc.

39. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

Participation in Intercollegiate competitions like sports etc.

40. State whether the programme/department is accredited/graded by other agencies : Nil

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strength

Department of Botany Of Raidighi College is situated on the bank of “Moni” river (a saline water river in Sundarban) which is a great advantage for mangrove study. The department always try to create awareness about it in the student as well as in local people.



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As per syllabus halophytic adaptation in ecology portion is much better to understand than distant college from any saline water river.

Most of the students are coming from rural area of the Sundarban; the department have honest, needy, laborious and cultural students, which are differ from the urban colleges.

Laboratory facility of the Department of Botany is satisfactorily upgraded

A new medicinal Garden planted by Department of Botany according to Hutchinson classification (as per CU syllabus oriented medicinal plants) families are oriented which is very helpful to understand taxonomy, morphology and medicinal use of plants.

Weaknesses

The Department have no UGC Scale payee teacher. Only one government payee Contractual Whole Time Teacher present here who have not any other higher qualification like Ph.D.

Most of the students are coming from backward area or remote area with long time distance from the college.

No Hostel facility

Alumni details are difficult to get and maintain

Opportunity

Proper study and knowledge can improve and motivate to the students for Sustainable development in Sundarban .

Challenge

Create strong awareness about Sundarban, green farming as well as sustainable development

42.Future plans of the Department

Established a research laboratory
Mangrove study centre (other institutional collaboration)
Delta study centre

DEPARTMENT OF FOOD & NUTRITION

1. Year of Establishment : 2007 (H), 2007(G)
2. Names of Programmes/Courses Offered (UG, PG, and M.Phil. Integrated Masters; Integrated Ph.D., etc.) : UG (Both Honours and Pass Course)
3. Names of Interdisciplinary Courses and Departments / units involved: Department of Physics, Chemistry, Zoology & Microbiology
4. Annual/Semester/Choice Based Credit system(programme wise): Annual

5. Participation of the department in the courses offered by other departments : NA

6. Courses with collaboration with other universities, industries, foreign institution, etc: Dairy Industry and Hospital(Internship)

[**Note:** Students of B.Sc. 3rd Year undertake internship in different reputed hospitals as a part of their syllabus, where they gain practical knowledge in the field of clinical nutrition and dietetics. College conducts dairy visit for the students of B.Sc. 3rd Year Honours as it is a part of the curriculum, where they get the opportunity to acquire knowledge about production and processing of milk and dairy products.]

7. Details of courses/programmes discontinued (if any) with reasons: NA

8. Number of teaching Posts sanctioned and filled :

	Sanctioned	Filled
Associate Professors	-	-
Asst. Professors	02	01

9. Faculty Profile

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>	<i>No. of Ph.D. Students guided in the last 4 years.</i>
Rukshana Irani	M.Sc.	Assistant Professor	Therapeutic Potential of Food	<u>Teaching Experience:</u> 4 YRS Pursuing PhD Since 2012	NA
Dr. Kalpana Ghosh	M.Sc., PhD	Part Time Teacher	Food Colours	<u>Teaching Experience:</u> 13 YRS <u>Research Experience:</u> 7YRS	NA
Debjani Mondal	M.Sc.	Guest Lecturer	Occupational Ergonomics	<u>Teaching Experience:</u> 3YRS Pursuing PhD Since 2014	NA

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Dr. Samrat Dev	M.Sc., PhD	Guest Lecturer	Community Nutrition	<u>Teaching Experience:</u> 8 YRS <u>Research Experience:</u> 9 YRS	NA
Dr. Manorama Polley	M.Sc., PhD, Post Doc.	Guest Lecturer	Neurochemistry, Enzymology	<u>Teaching Experience:</u> 13 YRS <u>Research Experience:</u> 11 YRS	NA

10. Percentage of classes taken by temporary faculty – Programme wise Information.

NO TEMPORARY TEACHER AT PRESENT

Programme	Shift	Percentage

11. Programme –wise Student Teacher Ratio (for 2015-16)

Course	Programme	Student – Teacher Ratio
B.Sc. HONOURS (3 batches)	FNTA	11:1
B. Sc. GENERAL (3 batches)	FNTG	5:2

12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled:

NIL

Course	Technical Staff	Administrative Staff

13. Grants received: NIL

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: NIL

15. Research Facility/Centre recognized by the University: NA

16. Publications

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books	2	2	1			1	1
<input type="checkbox"/> <input type="checkbox"/> Editing Books							
<input type="checkbox"/> <input type="checkbox"/> Books with ISBN numbers with details of Publishers							
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in Proceedings	1	1	1	6	3	3	5
<input type="checkbox"/> <input type="checkbox"/> Citation index							
<input type="checkbox"/> <input type="checkbox"/> SNIP							
<input type="checkbox"/> <input type="checkbox"/> SJR							
<input type="checkbox"/> <input type="checkbox"/> Impact factor							
<input type="checkbox"/> <input type="checkbox"/> H-index							

[Detailed Information enclosed in Annexure 1]

17. Details of Patents and Income Generated: NIL

18. Areas of consultancy and Income Generated: NIL

19. Faculty as members

a) National committees

b) International Committees c) Editorial Boards

Name of the Faculty	National committees [Life Membership]	International Committees [Life Membership]	Editorial Boards
Dr. Samrat Dev	Indian Society of Ergonomics (ISE).	Road Traffic Injury Research Network (RTIRN)	-
	Indian Science Congress Association (ISCA) Life member (L-19930)		

	The Physiological Society of India.		
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Faculty Recharging Strategies:

Refresher Courses	
Orientation Courses	1 (Dec1-Dec30,2015)
Any other Courses	

20. Student Projects:

Student Projects	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental							
Percentage of students doing projects in collaboration with industries/institutes							

* Final year UG and PG students.

[Note:

- All the Students of B.Sc. 3rd Year (H) in every session has to undergo a project (Internship) in collaboration with Hospitals.
- All the Students of B.Sc. 2nd Year in every session has to undergo a project (Market Survey) and a field work is conducted for nutritional status assessment with the aim to determine the prevalence of malnutrition among the different section of population].

21. Awards/Recognitions received at the National /International Level by faculty:
I. RUKSHANA IRANI:

- Received Uma Mukherjee Scholarship/Award in the year 2009 [Stood First Class First in order of merit at the B.Sc. Part-III (3 Years Honours) Examination, 2009, University of Calcutta.]
- Stood First Class Fourth in the order of Merit in M.Sc. Examination (Food & Nutrition) in 2011, University of Calcutta.
- Stood Third in the inter-college debate Competition organized by International College of Nutrition, Calcutta Chapter at Indian Science Congress Association, Kolkata on 2nd September,2007
- Awarded Junior Research Fellowship by UGC (NET-DEC-2011).

II. Dr. KALPANA GHOSH:

- Awarded JRF in the 1982 by ICMR
- Awarded SRF in the 1984 by ICMR
- Awarded PhD degree in the Year 1990.

III. Dr. SAMRAT DEV:

- Awarded Senior Research Fellowship in the year 2012 & worked on INDOUS collaborative project of Indian Council of Medical Research (ICMR)
- Received Science Communicator Award – Indian Science Congress (2012).

- Awarded PhD degree in the year 2013.

IV. Dr. MANORAMA POLLEY:

- Junior Research Fellowship from Indian Council Of Medical Research (1991-1992)
- Junior Research Fellowship from University Grants Commission (UGC), India(1992-1994)
- Senior Research Fellowship from UGC, India (1994-1997)
- Fellowship by National Brain Research Centre (1999)
- IBRO (International Brain Research Organization) Fellowship, Hong Kong in the year 2000
- Awarded PhD degree in the Year 2000.
- Awarded Fellowship by NIH – NHLB (National Institute Of Health- National Heart Lung and Blood), USA (2001-2003)
for Post-doctoral Degree.

V. DEBJANI MANDAL

- Stood *First Class First* in the order of Merit in M.Sc.(Food & Nutrition) in 2011 from West Bengal State University.

22. List of eminent academicians and scientists/ visitors to the department:

[The resource persons of the Seminar mentioned in point no. 23 also visited the Department.]

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants if any: NIL

t) National

u) International

UGC Sponsored Two Days National Seminar in the Year 2015

Organised by: Department of Food & Nutrition, Raidighi College

In Collaboration With: Department of Botany, Raidighi College and Department of Microbiology, Sarsuna College

Convenor/ Organising Secretary: Rukshana Irani, Assistant Professor, Raidighi College

Theme: 'Nutritional Deprivation in the Midst of Plenty' – An Attempt to Create Awareness.

Date: 22nd and 23rd September, 2015

Resource Persons:

- Dr. J.P. Halder, Dept. of Physiology, Former Principal, Bangabashi Evening College, C.U.
- Dr. Kazi Layla Khaled, Department of Home Science, C.U.
- Dr. Sudipta Pal, Dept. of Human Physiology, Tripura University
- Dr. S. K. Acharya, Professor and Former Head, Dept. of Agricultural Extension, Bidhan Chandra Krishi Visva-vidyalaya, W.B.
- Dr. Shibaprasad Sengupta, Agricultural Marketing Officer, State-owned Oil Grading Laboratory
- Dr. Shibaprasad Sengupta, Agricultural Marketing Officer, State-owned Oil Grading Laboratory
- Dr. Tapan Kumar Pal, Dept. of Biotechnology, Bengal Institute of Technology
- Dr. Debabrata Bera, Assistant Professor, Department of Food Technology, Techno India, Salt Lake ,Kolkata
- Dr. Syed Benezir Firdaus, Assistant Professor, Department of Physiology, Government General degree College, Paschim Medinipur

- Dr. Apurba Giri, Assistant Professor, Department of Nutrition, Mugberia Gangadhar Mahavidyalaya
- Dr. Shantanabha Das, Assistant Professor, Department of Zoology, Government General Degree College at Kharagpur II
- Smt. Rama Das, Assistant Professor, Barrackpore Rastraguru Surendranath College, WBSU.
- Dr. Shruti Agrawal, Assistant Professor, Department of Food & Nutrition, Budge Budge College
- Dr. Tamal Das, Department of Physiology, Vidyasagar Evening College

Names of the Departmental Students who participated in Poster Presentation in the Seminar:

S.no.	Name of the Student	Subject
1	Tanmay Jana[B.Sc. 1 st Year(H)] Chandan Mondal [B.Sc. 1 st Year(H)]	Colostrum
2	Moumita Bhunia[B.Sc. 1 st Year(H)]	Hepatitis B
3	Sujoy Halder, Asit Halder, Sanjib Mondal, Anima Mondal [B.Sc. III st Year(H)]	Protein Energy Malnutrition in Sundarban Areas
4	Debojyoti Jana, Anushree Dolai, Sheuli Bhunia [B.Sc. III st Year(H)]	Save the Malnourished Mothers and Children at Sundarban
5	Debarati Ghosh[B.Sc. 1 st Year(H)]	Arsenic Toxicity: A Serious Problem

24. Student Profile programme / course – wise:

Name of the course/programme B.Sc., Food & Nutrition, Hons.	AR *	Selected B.A./B.Sc(H)	Enrolled M, F #	Students Appeared (In Final Exam)*	% of Pass B.Sc(H)*
2009-10	11	8	M: 3 F:5	2	100%
2010-11	12	10	M: 4 F: 6	6	100%
2011-12	20	9	M:5 F:4	5	80%
2012-13	29	10	M:4 F:6	6	100%
2013-14	55	17	M:10 F:07	-	Not completed
2014-15	47	25	M:10 F:15	-	Not completed
2015-16	57	14	M:5 F:9	-	Not completed

M: Male; F: Female

* [The Students who got admitted in the session 2013-14, 2014-15 & 2015-2016 has not yet appeared for the Final Examination]

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Name of the course/programme B.Sc. Food & Nutrition General	AR *	Selected B.Sc (G) (as per departmental record)	Enrolled* M:F	Students Appeared (in Final Exam)	Total no of Passed students B.A./B.Sc(G)
2009-10	0	0	M: F:	0	0
2010-11	0	0	M: F:	0	0
2011-12	2	2(H+G)	M:0 F:2	2	1
2012-13	2	2(H+G)	M:0 F:2	2	2
2013-14	1	1(H+G)	M:0 F: 1	-	Not Completed
2014-15	1	1(H+G)	M: 0 F: 1	-	Not Completed
2015-16	9	9(H+G)	M: 4 F: 5	-	Not Completed

*AR- Application Received.

H- Students of other Honours Courses; G- Students of General Course

25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%			
B.A/B.Sc General.	100%			

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination? Nil

Year	JRF	NET	SET	ANY OTHER
2008-09				
2009-10				
2010-11				
2011-12				
2012-13				
2013-14				
2014-15				

27. Students Progression

Student Progression	Percentage against Enrolled 3 regular+4 Correspondence
UG to PG	Nil
PG to M. Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	

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<input type="checkbox"/> Campus selection. NA	
<input type="checkbox"/> Other than campus recruitment *	
Entrepreneurship/Self-employment	

[Information enclosed in annexure 2]

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	100%
From other Universities within the state.	
From other Universities of other States.	

29. Number of faculty who were awarded Ph.D ., D.Sc., and D.Lit, during the assessment period (2011 onwards): 1

30. Present details about infrastructural facilities:

- Library : **Departmental library present**
- Internet facilities for staff and students : **available for teachers only**
- Total number of class rooms : **2**
- Class room with ICT facility : **nil**
- Students' laboratories : **2**
- Research laboratories /Research Room : **nil**
- Other facilities: Xerox Facility for Teachers only

31. Number of students receiving financial assistance from college, university, government or other agencies

Data provided under Criterion V (Head 5.1.2).

2011-12	2012-13	2013-14	2014-15	2015-2016

32. Was any need assessment exercise undertaken before the department availed of new program (s)? If so, give the methodology : NA

33. Does the department obtain feedback from~

Faculty on curriculum as well as teaching-learning evaluation? If Yes, how does the department utilize it?	NO
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Regular written and oral tests are taken and evaluated. Feedback is taken from students at the end of the academic session.
Alumni and employers on the programmes and what is the response of the department to the same?	NA

34. List the distinguished Alumni of the department (maximum 10): NA

Year of Study	Name	Current Position

35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts. :

Year	2011-12	2012-13	2013-14	2014-15	2015-16
NET/SLET Coaching NA					
Special Lectures NIL					
Workshops NIL					
Seminar					Yes (Details are mentioned above)
Remedial Coaching	Yes	Yes	Yes	Yes	-

UGC - funded remedial coaching is offered on need and demand basis.					
Competitive Coaching					

36. List the Teaching Methods adopted by the faculty for different programmes. :

(METHODS USED ARE WRITTEN IN BOLD) ~

- o **Power Point**
- o **Special Talks**
- o **Group Discussion**
- o **Seminars**
- o **Skill development activity (Story Telling & Story Writing)**
- o **Silent Reading and Quiz**
- o **Pair work**
- o Dictionary work
- o **Dictation**
- o **Black/White board teaching**
- o **Laboratory work**
- o **Group assignments**

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o **Through informal feedback taken from all batches of students**
- o **Based on previous year's performance.**
- o **Discussions in Parent - Teacher meetings**

38. Participation in Institutional Social Responsibility (ISR) and Extension activities

Students are encouraged to participate in NSS activities (awareness campaigns, various community drives, etc)

39. Give details of "Beyond Syllabus Scholarly Activities" of the Department.

- **Participation in departmental wall magazine and College magazine**
- **Beyond syllabus scholarly discussions during Teachers' Day program**
- **Presented Posters in the UGC Sponsored National Seminar 2015.**

40. State whether the programme/department is accredited/graded by other agencies : NO

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

- o Well Qualified and Experienced Faculty
- o Department has its own library and well-equipped laboratories.
- o Excellent teaching learning Environment

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- o Most of the Faculty members have presented and published papers in several National & International Journals. They participated in several conferences, seminars, symposiums, workshops, projects etc.
- o Majority of the teachers are pursuing active research in their respective fields.
- o Faculty members are available to students for consultation and advice on personal and social problem.

Weakness:

- o Most of the students are from economically backward, under-privileged background with poor communication skill. Many of them are first generation learners and suffer from lack of intellectual competence and confidence. It is very difficult for them to cope with the academic demands of the curriculum and we still do not have a pass-out Honours batch till date.
- o Poor power supply in the area is a constant problem for laboratory work.
- o More fund is needed for practical classes and for conducting more remedial classes, tutorials, counselling sessions for slow learners.
- o No support staff

Opportunities:

- o Remedial classes for weak students.
- o Scholarship is provided to needy and deserving candidates.

Challenges:

- o To have a successfully pass-out Honours batch.

42. Future plans of the Department.

Short-term Plan:

- o **The immediate requirement is to improve the result of Student.**
- o **To arrange for Campus recruitment facility in the institution**
- o **To get Academic Support Staff (technical) and Administrative Staff.**
- o **To organise more seminars.**
- o **To organise Community Development Programme with special emphasis on malnutrition.**
- o **To enrich the teaching sessions with modern teaching equipments and methods.**

Long-term Plan:

To start active research and encourage students to participate.

Annexure 1

I. RUKSHANA IRANI

Type of publication	Name of the Journal	ISSN no.	Impact Factor	Title of the Paper	Year of Publication
Paper in Journal	International Journal of Current Research	ISSN-0975-833X	5.349	Acacia nilotica Gum: An Underutilized Food Commodity	2015

Paper in Journal	Journal of International Academic Research for Multidisciplinary	ISSN: 2320-5083	1.625	A Review on Polyherbal Formulation of Triphala- The Ayurvedic Wonder	2015
Paper in Journal	International Journal of Pharmaceutical Research and Bio-Science	ISSN : 2277-8713	4.278	Miraculous Mango Seed	2015

II. Dr. KALPANA GHOSH

1. Ghosh K and Chakravarty Indira; Evaluation of Hepatotoxic Effects of Lac Dye after Oral Administration for Twelve months. Alumni Association Bulletin; All India Institute of Hygiene and Public Health, No.3; 15-22, 1986.
2. Ghosh K and Chakravarty Indira; Micronutrient Malnutrition. Present Status and Future Remedies; JIMA. V-98,9,2000.
3. Ghosh K and Chakravarty Indira; Study on Arsenic Retention in Foods Cooked in Arsenic Contaminated Water; Proceeding of International Conference on Control of Arsenic Contamination in Ground Water; 289-95; 2000.
4. Ghosh K and Chakravarty Indira; Present Status of Anaemia and its Impact on Health- Background Paper. Seminar on Anaemia Status in India and West Bengal; 2002.
5. Ghosh K and Chakravarty Indira; Biochemical Study on Chicken using Duckweed as Poultry Feed; Proceeding of 4th Biennial Conference of Animal Nutrition Association of India; 2002.

III. Dr. SAMRAT DEV

International Journal

1. Gangopadhyay S, Chakrabarty S, Sarkar K, **Dev S**, Das T, Banerjee S. An Ergonomics Study on the evaluation of Carpal Tunnel Syndrome among Chikan Embroidery Workers of West Bengal, India. International Journal of Occupational and Environmental Health. 2014. (**Impact factor: 1.099**) Article Type: Primary Article; Published online: 10/06/2014 Doi: <http://dx.doi.org/10.1179/2049396714Y.0000000065>;
2. Durlav S, Chakrabarty S, Chatterjee A, Das T, **Dev S**, Gangopadhyay S, Haldar P, Maity SG, Sarkar K, Sahu S. Prevalence of low back pain among handloom weavers in West Bengal, India. International Journal of Occupational and Environmental Health. 2014. 20 (4); pp 333-339. (**Impact factor: 1.099**)
3. Gangopadhyay S, Chakrabarty S, Sarkar K, **Dev S**, Das T. Evaluation of Low Back Pain among Chikan Embroidery Workers of West Bengal. Journal of Industrial Engineering and Management Innovation. 2014. 1 (1); pp 2-12.
4. Somnath Gangopadhyay and **Samrat Dev** .Design and Evaluation of Ergonomic Interventions for the prevention of Musculoskeletal Disorders in Developing Countries. Annals of Occupational and Environmental Medicine, 26:18, 2014.
5. Somnath Gangopadhyay, **Samrat Dev**, Tamal Das, Goutam Ghoshal and Tarannum Ara Ergonomic Study on the Prevalence of Musculoskeletal Disorders (MSD) among Indian Bus Conductors. International Journal of Occupational Safety and Ergonomics (JOSE) 2012, Vol. 18, No. 4, 521–530. (**Impact Factor: 0.354**)
6. Somnath Gangopadhyay and **Samrat Dev**, Environment and RTI, The Newsletter of the Road Traffic Injuries Research Network (RTIRN), October - December 2012.

7. **Samrat Dev** and Somnath Gangopadhyay. Upper Body Musculoskeletal Disorders among Professional Non-Government City Bus Drivers of Kolkata. Network of Ergonomics Societies Conference (SEANES), 2012 Southeast Asian, IEEE Explore digital Library, 1-5, 2012. **(Impact Factor: 6.081)**

8. Arunabha Bandyopadhyay, **Samrat Dev** and Somnath Gangopadhyay. A study on the prevalence of musculoskeletal disorders among the coalminers of Eastern Coalfields of India. International Journal of Occupational Safety and Health, Vol 2. No 2, 34 – 37, 2012.

9. Somnath Gangopadhyay and **Samrat Dev**. *Effect of Low Back Pain on Social and Professional Life of drivers of Kolkata. Work, Vol. 41, 2012.* **(Impact Factor: 0.534)**

10. A. M. Chandra, Suhana Ghosh, Sangita Barman, **Samrat Dev** and Somnath Gangopadhyay .An Ergonomic Study on Musculo-Skeletal Health Hazards among Sawmill Workers of West Bengal, India. Journal of Human Ergology Vol. 40, No. 1-2, 2011.

11. Somnath Gangopadhyay, Banibrata Das, Tamal Das, Goutam Ghoshal, Tirthankar Ghosh, Tarannum Ara, and **Samrat Dev**. Study on Musculoskeletal disorders among female potato cultivators of west Bengal India. Ergonomics SA, Vol 21, No.1, 2009, 11-22.

National Journal

1. Somnath Gangopadhyay, **Samrat Dev**, Tamal Das, Sabarni Chakrabarty and Krishnendu Sarkar. Work-Related Musculoskeletal Disorder (WMSD) in Distal Upper Extremity (DUE) of Fan manufacturing workers in West Bengal. Indian Journal of Physiology and Allied Sciences, Vol. 67, No. 3, 2013.

2. Somnath Gangopadhyay, Tamal Das, **Samrat Dev**, Sabarni Chakrabarty and Krishnendu Sarkar Ergonomics in potters' hand, Indoceram of AIPMA, 2012, Vol 1 No 2, pp 35-37.

3. Somnath Gangopadhyay, **Samrat Dev**, Tamal Das, Goutam Ghoshal and Tarannum Ara. *An Ergonomic study on the occurrence of injuries and concept of students on school bus safety in India.* **Al Ameen Journal of Medical Sciences, Vol 04, No 01, 2011.**

4. Somnath Gangopadhyay, Tarannum Ara Tamal Das, Goutam Ghoshal and **Samrat Dev** An Occupational Health Study of the Footwear Manufacturing Workers of Kolkata, India. Journal of Ethno-Medicine. 5(1), 11-15, 2011.

5. Somnath Gangopadhyay, **Samrat Dev**, Tamal Das, Goutam Ghoshal and Tarannum Ara .*A study on concept of safety among users of school buses of kolkata.* *Journal of Environmental Physiology, Vol. 1, No.1, June 2008, 11-19.*

Book Publications

1. **Samrat Dev** and Somnath Gangopadhyay. A Study on the Prevalence of Occupational Stress among the Urban Government and Non Government Bus Drivers of Kolkata in Humanizing Work and Work Environment Ergo safety for all (ISBN 9789351302704) Edited by Dr. Deepa Vinay, Published by Daya Publishing House, India, 2014, pp 472-478.

2. Krishnendu Sarkar, Tamal Das, **Samrat Dev** and Somnath Gangopadhyay . Prevalence of musculoskeletal disorders among the manual material handling workers – A pilot study in Humanizing Work and Work Environment Ergo safety for all (ISBN 9789351302704) Edited by Dr. Deepa Vinay, Published by Daya Publishing House, India, 2014, pp 244-249.

3. Somnath Gangopadhyay, Tamal Das, Goutam Ghoshal, Tarannum Ara, Samrat Dev and Rapti Das. Assessment of Occupational Health Problems among the Part-Time Housemaids of West Bengal. in Ergonomics For Everyone, Chapter II Ergonomics in Occupational Health (978-81-910303-0-3) edited by Somnath Gangopadhyay Published by HWWE 2009 Department of Physiology, Calcutta University, 2010, pp 53-60.

4. Samrat Dev, Tarannum Ara, Goutam Ghoshal, Tamal Das, Amitaba Kar and Somnath Gangopadhyay Occupational Factors Associated with Low Back Pain in Kolkata Bus Drivers, India in Ergonomics For Everyone, Chapter II Ergonomics in Occupational Health (978-81-910303-0-3) edited by Somnath Gangopadhyay Published by HWWE 2009 Department of Physiology, Calcutta University, 2010, pp 61-73.

5. B. Das, T. Das G. Ghoshal, T. Ara, S. Dev and S. Gangopadhyay, Study on the prevalence of musculoskeletal disorders among agricultural workers of West Bengal, India in Section 1: Women in Agriculture in Developments in Agricultural and Industrial Ergonomics, Vol 2: Women at Work, edited by L.P.Gite, C.R.Mehta, Nachiket Kotwaliwale and Joydeep Majumder, Allied Publisher Pvt.Ltd, 2009, 96-104.
6. S. Dev, T. Ara, T. Ghosh, T. Das, G. Ghoshal, B. Das and S. Gangopadhyay, Concept of metropolitan city students on the design of a safe school bus: a participatory ergonomics study in Section 1: Anthropometry and Work place Design in Developments in Agricultural and Industrial Ergonomics, Vol 1: General Studies, edited by L.P.Gite, C.R.Mehta, Nachiket Kotwaliwale and Joydeep Majumder, Allied Publisher Pvt.Ltd, 2009, 12-18.
7. Samrat Dev and Somnath Gangopadhyay. Ergonomic Study on the Development of Work Related Musculo Skeletal Disorder (MSD) Among Bus Conductors of West Bengal. Humanizing Work and Work Environment (HWWE 2008), International Ergonomics Conference, Vishwakarma Institute of Technology, Pune, Edited by Hemant Abhyankar, Shriram M. Sane, Prakesh R. Vaidya, Vinayak M. kale, Published by Vishwakarma Institute of Technology, Pune, Printed at kalyani Corporation 2008, pp 258-266.

IV. DEBJANI MANDAL

Attended and presented a paper entitled "Proper dietary regimen and use of herbs reduce the complications of Diabetes Mellitus on in the UGC sponsored national seminar on "Recent Trends In Research Of Nutrition Science" organized by Department of Food and Nutrition, Barrackpore Rastraguru Surendranath College in collaboration with Department of Food and Nutrition, West Bengal State University on 22nd – 23rd February 2012. ISBN No.978-81-921808-5-4 ; Chapter 3,Page No.93.

V. Dr. MANORAMA POLLEY

PAPERS :

- 1.Kalkier mK9: A prorenin converting enzyme, in hypertensive mice. Uddin, M. Polley-Mandal, M. and Beg, O.U. Biochem. Biophys. Res. Commun. 304: 724-728, 2003.**
- 2. Elevation of oxidative stress in aorta of genetically hypertensive mice. MukarramUddin, Hong Yang, Mingjian Shi, ManoramaPolley-Mandal and Zhing Mao Guo. (Mechanism of ageing and development,vol 124 Issue- 7,2003 811-817)**
- 3. Brain regional adenylatecyclase activity: Effect of Theophylline under nontolerantand tolerant conditions.M.Mandal and M.K. Poddar. Biogenic Amines, 16, No. 3,(2001) 251-268.**
- 4. Possible mechanism of interaction of GABAergicAdenosinergic systems in the regulation of theophylline Research induced locomotor activity under its nontolerant and tolerant conditions. M. Mandal and M.K. Poddar. Neurochemical, 24 (1999) 757-765.**
- 5. Hippocampal Serotonin: Effect of theophylline in nontolerant, tolerant and withdrawal rats. M. Mandal and M.K. Poddar. Biogenic Amines, 15 (1999) 217-228.**
- 6. Theophylline withdrawal stimulates brain regional serotonin. M. Mandal and M.K. Poddar. Journal of Serotonin Research, 4 (1998) 273-282.**
- 7. Brain regional serotonergic activity: Effects of theophylline in nontolerant and tolerant rats. M. Mandal and M.K Poddar. Journal of Serotonin Research, 4 (1998) 283-293.**

Chapter in Book

M.K. Poddar, M. Mandal and S. Mukhopadhyay. Theophylline-induced locomotor activity in nontolerant and tolerant mammals: Involvement of central serotonergic activity. In: Environment and Physiology. B.N. Mallick and R. Singh (Eds.) (1993) pp. 80-90. Narosa Publishing House, New Delhi, India.

Annexure 2

Information Regarding Pass Out Students of Food & Nutrition Department

S.no.	Name of the Student	Session of Admission in the College	Present Status
1.	Dulal Parua	2012-2013	Pursuing Post Graduation in Dietetics & Community Nutrition Management from IGNOU
2.	Sonali Tanti	2009-2010	Pursuing Post Graduation in Dietetics & Community Nutrition Management from IGNOU
3.	Falguni Maity	2009-2010	Pursuing Post Graduation in Dietetics & Community Nutrition Management from IGNOU
4.	Bula Mondal	2008-2009	Pursuing Post Graduation in Dietetics & Community Nutrition Management from IGNOU
5.	Subhoshree Mondal	2011-2012	Pursuing M.Sc. 2 nd year-Dept. of Nutrition & Dietetics-Vidyasagar Institute of Health ,Midnapur
6.	Paramita Karan	2010-2011	Completed M.Sc. -Dept. of Nutrition & Dietetics from Vidyasagar Institute of Health ,Midnapur
7.	Sumana Mondal	2010-2011	Done Post Graduation from Viharilal College Campus, University of Calcutta in Food & Nutrition

Some Other Informations:

1. Jasoda Halder was admitted in the College in the Session 2008-2009. She is now working as Anganwadi Worker under Integrated Child Development Services Scheme.

2. Bula Mondal, Falguni Maity, Sonali Tanti are working as Project Officers. They have completed Phase I of the Project(Fight Hunger) and now doing Phase II of Fight Hunger Project at Ramakrishna Ashram, Nimpith.

3. Paramita Karan

Project Institute: Midnapur Medical College.

Project Name: Cord Blood Biochemistry: A Good Predictor for Fetal and Maternal Health Status.

DEPARTMENT OF MICROBIOLOGY

1. Name of the Department, Year of Establishment : Department of Microbiology; 2007 (H) 2007 (G)
2. Names of Programmes/Courses Offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : UG
3. Names of Interdisciplinary Courses and Departments / units involved : NA
4. Annual/Semester/Choice Based Credit system(programme wise): ANNUAL
5. Participation of the department in the courses offered by other departments : NA
6. Courses with collaboration with other universities, industries, foreign institution, etc: NONE
7. Details of courses/programmes discontinued (if any) with reasons: NA
8. Number of teaching Posts sanctioned and filled :

	Sanctioned	Filled
Associate Professors		
Asst. Professors	02	01

9. Faculty Profile

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided in the last 4 years.
DR. ARUNIMA BISWAS	M.Sc., Ph.D	ASSISTANT PROFESSOR	MOLECULAR BIOLOGY (with special emphasis on RNA and Protein Biology)	Post-PhD experiences~ <u>TEACHING:</u> 4 YRS <u>RESEARCH:</u> 9 YRS	NA
MR. PRABIR SAHOO	M.Sc., B. Ed.	CWTT	MICROBIOLOGY	<u>TEACHING:</u> 8 YRS	NA

10. Percentage of classes taken by temporary faculty – Programme wise Information.
NO TEMPORARY TEACHER AT PRESENT

Programme	Shift	Percentage

11. Programme –wise Student Teacher Ratio (for 2015-16)

Course	Programme	Student – Teacher Ratio
HONOURS (3 batches)	MCBA	14:1
GENERAL (3 batches)	MCBG	13:1

**12. Number of Academic Support Staff (technical) and Administrative Staff sanctioned and filled:
NIL**

Course	Technical Staff	Administrative Staff

13. Grants received: NIL

Name of the Staff Members	Year of Commencement	Project Details	Amount	Title

14. Departmental project funded by DST-FIST:DBT, ICSSR, etc., total grants received.: NIL
15. Research Facility/Centre recognized by the University: NA
16. Publications. Vide publications of Dr. Arunima Biswas (enclosed in last page)

Publications	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<input type="checkbox"/> <input type="checkbox"/> Monographs							
<input type="checkbox"/> <input type="checkbox"/> Chapter (s) in Books							
<input type="checkbox"/> <input type="checkbox"/> Editing Books							
<input type="checkbox"/> <input type="checkbox"/> Books with							

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ISBN numbers with details of Publishers							
<input type="checkbox"/> <input type="checkbox"/> Journals National and International Publications in proceedings							
<input type="checkbox"/> <input type="checkbox"/> Citation index							
<input type="checkbox"/> <input type="checkbox"/> SNIP							
<input type="checkbox"/> <input type="checkbox"/> SJR							
<input type="checkbox"/> <input type="checkbox"/> Impact factor							
<input type="checkbox"/> <input type="checkbox"/> H-index							

17. Details of Patents and Income Generated: NIL

18. Areas of consultancy and Income Generated: NIL

19. Faculty as members

- a) National committees
- b) International Committees c) Editorial Boards... NA

Faculty Recharging Strategies:

Refresher Courses	
Orientation Courses	1 (Dec 1-30, 2015)
Any other Courses	1 (NAAC Workshop, 2015)

20. Student Projects: NIL

Student Projects	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Percentage of students* who have done in-house projects including interdepartmental							
Percentage of students doing projects in collaboration with industries/institutes							

* Final year UG and PG students.

21. Awards/Recognitions received at the National /International Level by faculty:

DR. ARUNIMA BISWAS ~

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- **CSIR Senior Research Associateship (Scientists' Pool)** awarded in 2011 by the Council of Scientific and Industrial Research, India
- **Institutional fellowship from Albert Einstein College of Medicine, New York, USA** (from AUG 2006-NOV 2010)
- **DBT-Postdoctoral Fellowship** awarded in 2005 by the Department of Biotechnology (under the Ministry of Science and Technology, India)
- Qualified **CSIR-NET** in 1999; Fellowship (JRF and SRF) awarded by the Council of Scientific and Industrial Research, India (2000-2005)

22. List of eminent academicians and scientists/ visitors to the department: NIL

23. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants if any: NIL

v) National

w) International

24. Student Profile programme / course – wise:

Name of the course/programme B.Sc., Microbiology Hons.	AR *	Selected B.A./B.Sc(H)	Enrolled M, F #	Students Appeared (In Final Exam)*	% of Pass B.A./B.Sc(H)*
2011-12	19	6	M:3(G)**,2 (OBC) F: 1(SC)		nil
2012-13	23	10	M:6(G), 1(SC), 1(OBC) F:2(SC)		nil
2013-14	34	8	M:5(G), 1(OBC), 2(SC) F: nil		Not Completed
2014-15	32	13 (includes 1 readmission)	M: 5(G), 3(SC), 1(OBC-A) F: 4(G)		Not Completed
2015-16	39	12	M: 5(G),		Not Completed

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			3(SC)		
			F: 2(G), 2(SC)		

*No batch has appeared in final MCBA Hons. Part III exam till date. Some enrolled students could not cope with the syllabus and have either transferred to General course or are re-appearing for Honours exams or have dropped out.

M: Male; F:Female

**G= General

Name of the course/programme B.Sc. Microbiology General	AR *	Selected B.Sc (G) (as per departmental record)	Enrolled* M*F	Students Appeared (in Final Exam) #	Total no of Passed students B.A./B.Sc(G)
2009-10	16	16 (H+G)##	M:9 F: 7		2
2010-11	18	18(H+G)	M:10 F: 8		8
2011-12	19	19(H+G)	M: 13 F: 06		2
2012-13	11	11(H+G)	M:5(G), 1(SC) F:3(G), 2(OBC)		5
2013-14	23	23(H+G)	M: 8(G), 3(SC), 1(OBC) F:6(G), 4(SC), 1(OBC)		Not Completed
2014-15	5	5(H+G)	M:1(G) F:1(G), 1(SC), 2(OBC)		Not Completed
2015-16	7	7(H+G)	M: 4 F:3		Not Completed

*AR- Application Received.

##H- Students of other Honours Courses; G- Students of General Course

Total number of appeared candidates cannot be counted as it constitutes both regular and back candidates.

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25. Diversity of Students

Name of the Course	% of students from the District	% of students from other Districts	% of students from other states	% of students from other countries
B.A/B.Sc Hons.	100%			
B.A/B.Sc General.	100%			

26. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examination? Not applicable for Hons. Students who are yet to appear for PART III final exam.

Year	JRF	NET	SET	ANY OTHER (TET, ssc, Police Service)
2008-09				
2009-10				
2010-11				
2011-12				
2012-13				
2013-14				
2014-15				

27. Students Progression

Student Progression	Percentage against Enrolled
UG to PG	NA
PG to M. Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed <input type="checkbox"/> Campus selection. NA <input type="checkbox"/> Other than campus recruitment *	
Entrepreneurship/Self-employment	

* As per information received till date, approx 10 ex-students of MCBG are employed in private sectors, private hospitals and labs.

28. Diversity of Staff

Percentage of faculty who are graduates	
Of the same Parent University	100%
From other Universities within the state.	
From other Universities of other States.	

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29. Number of faculty who were awarded Ph.D., D.Sc., and D.Lit, during the assessment period (2011 onwards): None

30. Present details about infrastructural facilities:

- Library : **Departmental library present**
- Internet facilities for staff and students : **available for teachers only**
- Total number of class rooms : **2**
- Class room with ICT facility : **Nil**
- Students' laboratories : **1**
- Research laboratories /Research Room : **Nil**
- Other facilities:

31. Number of students receiving financial assistance from college, university, government or other agencies

: Relevant data is provided under Criterion V (Head 5.1.2).

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

32. Was any need assessment exercise undertaken before the department availed of new program (s)? If so, give the methodology : NA

33. Does the department obtain feedback from~

Faculty on curriculum as well as teaching-learning evaluation? If Yes, how does the department utilize it?	NO
Students on staff, curriculum as well as teaching-learning evaluation and what is the response of the department to the same?	Feedback is taken from 3rd yr Hons students at the end of the academic session. Since we have our first batch of 3rd yr students in 2015-16 session, feedback is not available till date.
Alumni and employers on the programmes and what is the response of the department to the same?	NA

34. List the distinguished Alumni of the department (maximum 10): NA

Year of Study	Name	Current Position

35. Give details of Student Enrichment Programmes (Special Lectures/Workshops/Seminar) with External Experts. :

Year	2011-12	2012-13	2013-14	2014-15
NET/SLET Coaching NA				
Special Lectures NIL				
Workshops NIL				
Seminar NIL				
Remedial Coaching UGC - funded remedial coaching is offered on need and demand basis.				
Competitive Coaching College offers coaching for competitive exams for all interested students.				

36. List the Teaching Methods adopted by the faculty for different programmes. : (METHODS USED ARE WRITTEN IN BOLD) ~

- o **Power Point**
- o **Guest Lecture**
- o **Group Discussion**
- o **Silent Reading and Quiz**
- o **Pair work**

- o Black/White board teaching
- o Laboratory work
- o Group assignments

37. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- o Through informal feedback taken from all batches of students
- o Based on previous year's performance.
- o Discussions in Parent - Teacher meetings

38. *Participation in Institutional Social Responsibility (ISR) and Extension activities*

Students are encouraged to participate in NSS activities (awareness campaigns, various community drives, etc)

39. Give details of “Beyond Syllabus Scholarly Activities” of the Department.

- Participation in departmental wall magazine and College magazine
- Beyond syllabus scholarly discussions during Teachers’ Day program

40. State whether the programme/department is accredited/graded by other agencies : NO

41. Detail any five Strengths, Weaknesses, Opportunities and Challenges of the department.

Strengths

- o Department has 2 dedicated and sincere full time faculty (1 Assistant Professor, 1 CWTT). All lectures/tutorials/labs are held regularly by them as per a well-planned academic calendar.
- o 1 Faculty member (Dr. Arunima Biswas) is **CSIR-NET** qualified, has **Ph.D.** degree and has **Post-doctoral experience** abroad. She also has **publications** in peer reviewed international journals and book chapters.
- o 1 Faculty member (Dr. Arunima Biswas) is a recognized expert in her field and acts as resource person for academic programmes at varied universities/colleges.
- o 1 Faculty member (Mr. Prabir Sahoo) has B.Ed. degree.
- o Department has its own library and a spacious, well-equipped laboratory.

Weakness:

- o Most of the students are from economically backward, under-privileged background with poor communication skill. Many of them are first generation learners and suffer from lack of intellectual competence and confidence. It is very difficult for them to cope with the academic demands of the curriculum and we still do not have a pass-out Honours batch till date.
- o Poor power supply in the area is a constant problem for laboratory work.

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- o More fund is needed for practical classes and for conducting more remedial classes, tutorials, counselling sessions for slow learners.
- o Shortage of teachers
- o No support staff

Opportunities:

- o Remedial classes for weak students

Challenges:

- o To have a successfully pass-out Honours batch.

42. Future plans of the Department.

Short-term Plan:

- o **The immediate requirement is to have more teaching staff and at least one support staff.**
- o **To arrange for a seminar**

Long-term Plan:

To start active research and encourage students to participate.

ANNEXURE

PUBLICATIONS OF DR. ARUNIMA BISWAS:

NOTE: Most recent publications are shown first. Some publications are in the maiden name of **Arunima Basu**.

Published In Journals~

1. Wang, H., Venkatesh, M. Li, H., Goetz, R., Mukherjee, S., **Biswas, Arunima**, Zhu, L., Pullman, J, Whitney, K., O-kuro, M., Mohammadi, M. and Mani, S. (2011) "Pregnane X Receptor Activation Induces Fibroblast Growth Factor19 Dependent Tumor Aggressiveness in Humans and Mice" *The Journal of Clinical Investigation*, Vol. 121 (8) : 3220-3232
2. **Biswas, Arunima**, Pasquel, D., Tyagi, R, K. and Mani, S. (2011) "Acetylation of pregnane X receptor protein determines selective function independent of ligand activation." *Biochemical and Biophysical Research Communications*, Vol. 406 (3): 371-376.
3. Staudinger JL, Xu C, **Biswas Arunima**, Mani S. (2011) "Posttranslational Modification of Pregnane X Receptor" *Pharmacological Research* Vol. 64 : 4-10.
4. **Biswas, Arunima**, Mukherjee, S., Das, S., Shields, D., Chow, C and Maitra, U. (2011) "Opposing Action of Casein Kinase 1 and Calcineurin in Nucleo-cytoplasmic Shuttling of Mammalian Eukaryotic Initiation Factor eIF6." *Journal of Biological Chemistry*, Vol. 286 (4): 3129-3138.
5. Das, D., Samanta, D., Das, A., Ghosh, J., Bhattacharya, A., **Basu, Arunima**, Chakrabarti, A. and DasGupta, C. (2010). "Ribosome: The Structure-Function Relation and a New Paradigm to the Protein Folding Problem." *Israel Journal of Chemistry*, Vol. 50 (1): 109-116.

6. **Biswas, Arunima**, Mani, S., Redinbo, M., Krasowski, M., Li, H., Ekins, S. (2009). "Elucidating the 'Jekyll and Hyde' Nature of PXR: The Case for discovering Antagonists or Allosteric Antagonists." *Pharmaceutical Research*, Vol. 26 (8): 1807-1815.
7. Samanta, D., Das, A., Bhattacharya, A., **Basu, Arunima**, Das, D., DasGupta, C. (2009). "Mechanism of ribosome assisted protein folding: A new insight into rRNA functions." *Biochemical and Biophysical Research Communications*, Vol. 384: 137-140.
8. **Basu, Arunima**, Samanta, D., Bhattacharya, A., Das, A., Das, D. and DasGupta, C. (2008). "Protein folding following synthesis *in vitro* and *in vivo*: Association of newly synthesized protein with 50S subunit of *E. coli* ribosome." *Biochemical and Biophysical Research Communications*, Vol. 366 (2): 592–597.
9. **Basu, Arunima**, Samanta, D., Das, D., Chowdhury, S., Bhattacharya, A., Ghosh, J., Das, A. and DasGupta, C. (2008). "*In vitro* protein folding by *E. coli* ribosome: unfolded protein splitting 70S to interact with 50S subunit." *Biochemical and Biophysical Research Communications*, Vol. 366 (2): 598–603.
10. Samanta, D., Mukhopadhyay, D., Chowdhury, S., Ghosh, J., Pal, S., **Basu, Arunima**, Bhattacharya, A., Das, A., Das, D., and DasGupta, C. (2008). "Protein folding by Domain V of *E. coli* 23S rRNA: Specificity of RNA-Protein interactions." *Journal of Bacteriology*, Vol. 190 (9): 3344-3352.
11. Das, D., Das, A., Samanta, D., Ghosh, J., DasGupta, S., Bhattacharya, A., **Basu, Arunima**, Sanyal, S., DasGupta, C. (2008). "Role of the Ribosome in Protein Folding." *Biotechnology Journal*, Vol. 3 (8): 999-1009.
12. **Basu, Arunima**, Ghosh, J., Bhattacharya, A., Pal, S., Chowdhury, S. and DasGupta, C. (2003). "Splitting of Ribosome into its subunits by unfolded polypeptide chains." *Current Science*, Vol. 84 (8): 1123-1125.
13. Ghosh, J., **Basu, Arunima**, Pal, S., Chowdhury, S., Bhattacharya, A., Pal, D., Chatteraj, D. K. and DasGupta, C. (2003). "Ribosome-DnaK interactions in relation to protein folding". *Molecular Microbiology*, Vol. 48 (6): 1679-1692.

Published As Book Chapters:

1. Tif6 (eIF6) (2012) **Biswas, Arunima**, Choudhuri, A., and Maitra, U. *Encyclopedia of Signaling Molecules* (Editor: S. Choi, Springer-Verlag publication) pg 1859-1866. ISBN: 978-1-4419-0460-7
2. Ribosome Assisted Protein Folding: Some of its Biological Implications (2011) Samanta, D., Das, A., Das, D., Bhattacharya, A., **Basu Arunima**, Ghosh, J. and DasGupta, C. *Protein Folding*, (Editor: Eric C. Walters, Novascience publications, New York) pg 377-400. ISBN: 978-1-61728-990-3

Manuscript submitted/ in preparation:

- Non-randomness in the amino acid sequence of proteins: implications for folding mechanism.
- Acetylation of Lysine 109 Modulates Pregnane X Receptor DNA Binding and Transcriptional Activity
- A possible role of the full length nascent protein in post translational ribosome recycling.
- Interaction between the 60S Ribosome Biogenesis Factor eIF6 and Ca^{2+} -dependent Calcineurin Phosphatase.
- Ribosome mediated protein folding is inhibited by tRNA molecules bound to the peptidyl transferase centre.

Office Staffs of Raidighi College

S.no.	Name	Designation	Sex	Qualification
1	Shakti Pada Jana	Head Clerk	M	M.A. , B. Ed
2	Utpal Datta	Accountant	M	B.Com, LLB
3	Manturam Purkait	Cashier	M	B. Com.
4	Shambhunath Hazra	Clerk	M	M.A., B.Ed
5	Paritosh Bar	Typist	M	B.A.
6	Narendranath Halder	Chem. Lab Attendant	M	Madhyamik
7	Ganga Munda	Peon	F	VIII
8	AnandaMunda	Peon	M	VIII
9	Zakir Hossain Khan	Library Attendant	M	B.A.
10	Netaji Halder	Geography Lab Attendant	M	Madhyamik
11	Bapi Adhikary	Guard	M	VIII
12	Ranija Khanam	Lady attendant	F	Madhyamik
13	Mahadev Sardar	Sweeper	M	VIII

Casual Staffs

S. no .	Name	Designation	Sex	Qualification
1	Debashish Halder	Lab Attendant (Physics)	M	B.Sc.
2	Priyotosh Halder	Assistant Clerk	M	B.A.
3	Sudipta Samanta	Assistant Clerk	M	Higher Secondary
4	Dipankar Saha	Assistant Clerk	M	Higher Secondary

Last, but not the least, a few words on the credentials of our Principal~

Dr. Sasabindu Jana , M.A. (Bengali) , Ph.D.

A few publications ~

1. Tusartirtha Amaranth o Jaskar vromonbritanta - Dakshini 2011
2. Brombhander rahasya sandhyane iswarkana - Dakshini 2012
3. Jatiotabadi Andolon Bhaktibader provab abong sahitley tar protivas – Indigenous Tradition & Historical Forces : Impact of Bhakti Movement on Indian Nationalism ISBN-978-93-80332-33-8 -2012
4. Gramonnayane Kabi Gurur dristikon : Prasangikota – Thoughts in Action : Interpreting Tagore ISBN 978-81-924140-8-9 - 2012
5. Palli Songsrab : Kabigurur bidroho – Smaranika 2011
6. Swamiji Manabatabad : Somoyer Prekhit – Smaranika 2013
7. Dharmo , Sahitya o Biggan – Sampadana , ISBN 978-81-922449-8-3 – 2012
8. Biranganay Prachyaprabab – Birangana 2011

Resource Person in ~

National Seminar : 4

Seminars attended ~

State level Seminar: 4

Work Shop : 3

National Seminar : 4

Coordinator : Netaji Subhas Open University since 2005 to till date

Association in Baruipur Collge (Previous work place):

G.B Member : 18 years (since 1996)

Academic committee member from 2002

Building Committee member from 2000

Also, Finance Committee member

NAAC-SSR 2015

Convener :

1. Development & Purchase committee
2. Library Committee
3. Magazine Committee

Head Examiner :

2011-12	:	3 Papers in Bengali (8 th paper Hons. 4 th , 1 st paper General)
2012-13	:	3 Papers in Bengali (8 th paper Hons. 4 th , 1 st paper General)
2013-14	:	1 st , 2 nd General , 8 th papers
2014 – 15	:	8 th , Compulsory Bengali

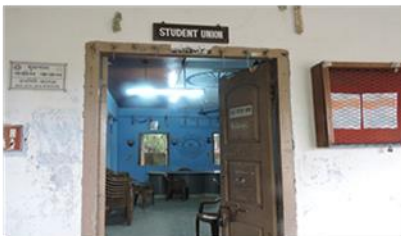
Question setter :

2011-12	:	I, 4 th General Part – III
2012-13	:	I, 4 th general Part – III
2013-14	:	I, 8 th Hons. Part - III
2014-15	:	I, 8 th Hons. Part - III



A few departments

Our Teachers, Our Students





PART V



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 **Raidighi College, P.O. + P.S.Raidighi, 24 Parganas (S), 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	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	Three Year B.A. Honours Courses in Bengali, English, History, Political Science, Geography, Education	NA		Affiliation stands valid till date
2.	Three Year B.A. General Courses in Bengali, English, History, Political Science, Geography, Education, Sanskrit	NA		Do
3.	Three Year B.Sc. Honours Courses in Physics, Microbiology, Mathematics, Zoology, Food & Nutrition	NA		Do
4.	Three Year B.Sc. General Courses in Physics, Microbiology, Mathematics, Zoology, Food & Nutrition, Chemistry, Botany	NA		Do

Date: 25.09.2014

Place : Kolkata

(Prof. B.Chaudhuri)
Registrar

Registrar
University of Calcutta

[Handwritten Signature]
25/09/2014

23236351, 23232701, 23237721, 23234116
23235733, 23232317, 23236735, 23239437



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F.8-150/2004 (CPP-I)

16 SEP 2004

The Registrar,
Calcutta University,
Kolkata (W.B).

16 SEP 2004

Sub:- List of Colleges prepared under Section 2 (f) and 12 (B) of the UGC Act, 1956-Inclusion of New Colleges.

Sir,

I am directed to refer to letter No. UGC/2F&12B/01/04 dated 09-01-2004 received from Raidighi College, Raidighi on the subject cited above and to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) of the UGC Act, 1956 under the head Non-Government Colleges teaching upto Bachelor's Degree:-

Name of the College	Year of Establishment	Remarks
Raidighi College, Raidighi, South 24 Parganas-743 383.	1995	The College is eligible to receive Central assistance in terms of the Rules framed under Section 12-B of the U.G.C Act, 1956.

The documents submitted in respect of the above College have been accepted by the Commission.

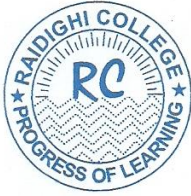
Yours faithfully,

(Mrs. Urmil Gulati)
Under Secretary

Copy forwarded to:-

1. The Principal, Raidighi College, Raidighi, South 24 Parganas-743 383 (W.B).
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, T-14 Section, Shastri Bhavan, New Delhi-110 001.
3. Deputy Secretary, UGC, Eastern Regional Office, LB-8 Sector-III, Kolkata-700 091.
4. Section Officer (F.D.-III Section) U.G.C., New Delhi.
5. All Sections, U.G.C.
6. Guard file.

(Prem Chand)
Section Officer



RAIDIGHI COLLEGE

P.O.+P.S.- RAIDIGHI, SOUTH 24 PARAGANAS, PIN- 743383, W.B.

Phone No. 09735310008

Website – www.raidighicollege.in

Email – raidighicollege95@gmail.com

Ref. No. NAAC/RC/01

Date : 28/12/2015

UNDERTAKING by the PRINCIPAL

This is to certify that **RAIDIGHI COLLEGE** fulfills all norms

1. Stipulated by the affiliating university and/or
2. Regulatory Council/Body (such as NCTE, AICTE, MCI, DCI, BCI etc) and
3. The affiliation and recognition 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 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 our institution found to be false then the accreditation given by NAAC is liable to be withdrawn.

The undertaking given to NAAC is also displayed on our institutional website.

Yours faithfully



(Dr. Sasabindu Jana)

Principal

Raidighi College

Place: Raidighi

Date: 28/12/2015



RAIDIGHI COLLEGE

P.O.+P.S.- RAIDIGHI, SOUTH 24 PARAGANAS, PIN- 743383, W.B.

Phone No. 09735310008

Website – www.raidighicollege.in

Email – raidighicollege95@gmail.com

Ref. No. NAAC/RC/02

Date: 28/12/2015

Declaration by the Head of the Institution

Sir,

I do certify that the data included in this Self –Study Report are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer team visit.

Yours faithfully


(Dr. Sasabindu Jana)
Principal
Raidighi College

Place: Raidighi

Date: 28/12/2015