

**SELF STUDY REPORT  
FOR  
ACCREDITATION [CYCLE-2]  
OF  
ANANDA MOHAN COLLEGE**  
*Established in 1961  
Affiliated to the University of Calcutta  
Accredited at the 'B+' level by NAAC in 2007*



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**SUBMITTED TO  
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)  
BANGALORE – 560072  
December, 2015**



**Ananda Mohan Bose**

**[23rd September, 1847 – 20th August, 1906]**

One of the most illustrious sons of India, Ananda Mohan Bose was born in Jaisiddhi, a remote village in the Mymansingh district of the undivided Bengal (now in Bangladesh) on 23rd September 1847. Educated in Hardinge School and then in Maymansingh Zilla School, Ananda Mohan stood ninth in the Matriculation Examination when he was only 15. He not only stood first both at BA and MA examinations, but he was also awarded the prestigious Roychand Scholarship.

Ananda Mohan sailed to England and completed higher studies in the Christ Church College, Cambridge. He took Mathematics as his principal subject and Greek and Latin as subsidiary subjects. He also earned the distinction of being the first Indian Wrangler. Simultaneously, he studied Law and was duly called to the Bar. On his return to India, Ananda Mohan started his career as a Lawyer in the Calcutta High Court and won distinction in his career. He also took active interest in the social and political life of Bengal with much zeal and enthusiasm. One of the founders of the Indian Association, Ananda Mohan was also elected the President of the Indian National Congress in its session in 1878.

Ananda Mohan was the first President of the Sadharan Bramho Samaj established in 1878. Along with Pandit Sivnath Sastri, another luminary of Bengal, he founded the educational institutions of the Sadharan Bramho Samaj which are now part of the Bramho Samaj Education Society (BSES). It should be recalled that the first institution among them, the City School, and later the City College, was established through the money advanced by him.

Ananda Mohan was called 'Saint Bose' by his friends and admirers for his truthfulness and nobility of character. Sister Nivedita called him 'a forerunner of a new Knighthood of Civil Order'. He combined in his life what is best in a man— personal integrity and public commitment, true to the spirits of the great Bengal Renaissance.

# Ananda Mohan College

(A College under the BrahmoSamaj Education Society)



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Ref. No. P/68/15

Date : 22/12/15

To  
The Director,  
National Assessment and Accreditation Council (NAAC),  
P.O. Box no: 1075, Nagarbhavi,  
Bangalore: 560072,  
India

Sub: Uploading SELF STUDY REPORT 2015 of ANANDA MOHAN COLLEGE, 102/1 Raja Rammohan Sarani, Kolkata: 700009, West Bengal for second cycle NAAC accreditation in our official website [www.anandamohancollege.ac.in](http://www.anandamohancollege.ac.in)

Sir,


I am uploading **Self Study Report 2015** of our College for the second cycle of NAAC accreditation in our official website [www.anandamohancollege.ac.in](http://www.anandamohancollege.ac.in). I shall send the **Letter of Intent (LOI)** from our end at earliest. The hard copies of the SSR will be sent in due time.

This is for your kind information and necessary action.

I look forward to hearing from you on your decision of Peer Team inspection in our college.

Thanking you.

Yours faithfully,

  
22/12/15  
(Dr. Pradip Kumar Maiti)  
Principal  
Ananda Mohan College  
Kolkata-700009

Principal  
Ananda Mohan College  
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Ref. No. P/70/15

Date : 22/12/15

## Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that .....ANANDA MOHAN COLLEGE.....(Name of the institution) fulfils all norms

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

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

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

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

Date:

Place:



PKM L-25 22/12/15  
(Dr. Pradip Kumar Maiti)

Principal  
Ananda Mohan College  
Kolkata-700009

Principal  
**ANANDA MOHAN COLLEGE**  
102/1, Raja Rammohan Sarani, Kol-9



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## PREFACE

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The pioneers of the Indian nation in the nineteenth and the early twentieth centuries, including, to name a few, the great men like Rabindranath Tagore, Swami Vivekananda and Mahatma Gandhi, had all envisaged “man-making and character-building” education as the panacea for the plethora of ills affecting India and had amply emphasized the importance of the spread of mass education as such. It was to that end that the Brahmo Samaj Education Society established the City College, at Amherst Street, Calcutta, among others, as early as in the year 1881, and again to further the activities subservient to the same cause, the Ananda Mohan College, named after the great social worker and educationist Ananda Mohan Bose, was established in the year 1961, as a separate evening college situated on the same premises as of the named City college, albeit this college was already extant as a branch of the said City College since before the independence.

However, as would patently appear from a mere cursory glance at the ground realities in India today, the tasks set by the pioneers are far from accomplished, and, what with the population explosion in the last six decades, and what with rampant corruption in all spheres of life, and with the resultant, widespread criminalization of politics, the tasks have become ever more formidable. Besides facing these odds, the college has been grappling with some other intrinsic problems from its very inception – namely those arising from its status as an evening college. To be more explicit, these latter problems may be noted severally as under:

i) those relating to the quality and/or background of the typical students of an evening college, it being common experience that such students, often found to have come from economically challenged sections of the population and/or crossed the threshold of a college for the first time in their families, have more immediate interest in having and keeping some job or other whatsoever, often leading them even to become drop-outs, than in honing their academic skills *per se*, thereby making it all the more difficult to impart quality education to them;

- ii) those relating to the fact of having to share the work-space belonging primarily to another institution, albeit often under the same umbrage, and to bear with all the constraints implied thereby, including those on work-time; and
- iii) those relating to financial constraints resulting from day colleges getting, *caeteris paribus*, a preferential treatment compared to the evening colleges, as well as from forced curtailment of work-time, owing to the sharing of the infrastructure, mentioned in clause (ii) above – with the result that many of the expansion programmes *ex antetend* to have no other option than to end up in an indefinite limbo.

Of course, over the years the relative weights of these problems have changed, e.g., the profile of students' backgrounds have shown some signs of improvement, and so also have the financial profiles of the evening colleges. However, the problem related to workspace, and consequently work-time, has remained and has gained more weight. Besides, and because of reasons not endogenous to the administration of the college, Ananda Mohan College has been facing two special problems veritably hampering the functioning of the college. First, there was a lull in the work atmosphere *pari passu* with a spurt in the number of retirements of various faculty-members, there having been no fresh appointments for about twelve years ending in 2014, pulling down the total strength of faculty members to infeasibly low levels. Secondly, the chair of the Principal lay vacant since 1984 onwards till the middle of 2015, making the college rather like a ship without a captain.

Yet with the unswerving zeal and motivation of the faculty and the non-teaching staff of the college in its inceptional years down through the very recent years, the college has been largely successful in tiding over all obstacles on its way to its focal objective, viz., the fostering of value-based education and awareness among its students coming from the people at large, and guiding them to achieve the status of good samaritans in their lives. That our success, meagre as it may seem, has not been entirely fruitless was corroborated, in 2007, by the NAAC team awarding us the grade B+, a grade which it is our earnest hope to succeed in augmenting to a higher level this time.

And our hope is not entirely “a fool’s hope” either. Many positive signs can be discerned in the horizon. One of them is the NAAC initiative itself, encouraging the entire academic community to be more introspective as well as prospective and forward-

looking. In our college, the dreary period of fortuitous, situation-driven lull in activity is over. After a long spell, a full-time principal has been appointed, and the college will no longer have to taxi over difficult waters like a ship without a captain. Moreover, the college is now teeming with a fresh battery of young, energetic, motivated and highly qualified go-getters as faculty members, a freshly appointed librarian fully equipped with the modern techniques of library and information management, and other members of the staff, and the much-needed activities of the Internal Quality Assurance have been kick-started on a war-footing. Gone are the days when perspective planning for expansions in various fields of education would come to naught. We have many plans up our sleeves, and given the fresh stock of energy, financial support from the UGC based on positive help from the NAAC authorities, we are sure to be able to further the horizons of our activities.

We must be, and we are, aware that great heights of human endeavour cannot be achieved by sudden flights, nor by sporadic displays of enthusiasm, by ostentatious means, however meretricious! The path ahead is no primrose path, but one requiring toil and travail and sweat of the brow! Our plight is much akin to that of the mythical character Sisyphus, who was ordained by his doom to shove a huge block of stone along a steep path upwards to the top of a hill, whereafter by the same doom the block of stone would always fall to a pit underneath, requiring Sisyphus to repeat his task over and over again, *ad infinitum*! But then our greatest strength lies in our dream to reach out to newer horizons, which is the *sine qua non* of success, and in our conviction that we can!

## Executive Summary

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## **CRITERION I: CURRICULAR ASPECTS**

The mission of Ananda Mohan College is to be an educational institution dedicated to social transformation as well as academic excellence. Right from its inception in 1961 till today, the college has striven, against all odds, to achieve higher levels of the quality of both the education it imparts and the transformation without it hopes to bring forth. Developing an ardent quest for enhancement of knowledge through research, freedom of expression, respect for culture, and sensitivity toward the environment is the focal point which the institution endeavours to zero in on. This mission sets the perspective of the curricular activities of the college, some aspects of which are outlined hereinunder.

- The college offers undergraduate courses in pure science, bio-science, social science, humanities and commerce with honours courses in Bengali, English, History, Economics, Mathematics, Physics, Chemistry, Zoology, Physiology, Botany, Accountancy and Finance. From the academic year 2006-2007 the college has introduced general undergraduate courses in Geography and Computer Science, and from the academic year 2007-2008 the college has also introduced general undergraduate course in Elective Hindi. This variety of disciplines provides students with a broad enough spectrum of courses to choose from.
- All the faculties of the college seek to encourage the development of an attitude of enquiry and a critical-analytical outlook among the students. The concept of parallel education running deep in the epistemological objective of the college, all departments of the college organize seminars, colloquia, symposia and workshops from time to time, often with interdisciplinary themes within the college premises. Besides, study tours, state level seminars and similar activities are also held from time to time outside the college premises. Such events provide platforms for fuller interaction between teachers and students and prove beneficial for all.
- With a view to assisting a holistic development of the students, performance in extra-curricular activities as well as curricular activities is promoted, and necessary infrastructural arrangement for such activities provided.

Various students' associations, including units of the NCC and the NSS, and the teachers work hand in hand to implement programmes for the all-round development of the students. Workshops, processions and other activities on various awareness campaigns, health and hygiene, and other social issues are organized every now and then to cater to these areas.

- Various officially formed cells and bodies made up mostly of teachers are in place to look into various aspects of students' general welfare. A Career Counseling cum Placement Cell is there to not only help students in getting jobs, or at least internships, but also advise them on the ways to make themselves employment-ready. Further, the collegiate committees like the Grievance Redressal Cell, Equal Opportunity Cell and Gender Sensitization Society have been formed for them to address themselves to students' specific needs in these areas.
- Curriculum enrichment remains unaccomplished without incorporating relevant technological developments. Accordingly there are continuous efforts geared to keep pace with technological developments related to education. Newer techniques and newer infrastructural facilities are regularly pressed into service to better the functioning of the Information Retrieval Systems in the college library, the college website, the college office, as well as that of the work in the classrooms.

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

As has been mentioned in the preface above, the status of Ananda Mohan College as an evening college makes the college face and deal with some special problems, particularly in respect of the student-profile and the work-time. Thus the execution of teaching/learning and evaluation has to be specially geared to tackle these problems efficiently, often requiring the faculty-members to turn the problems into advantages by suitable utilization of time. Some highlights of this process are as follows.

- The admission process of the College is conducted online and is completely transparent with merit being the sole consideration. The College however,



offers opportunities to the candidates belonging to SC/ST/OBC and differently-able sections abiding by the directives of the Government of West Bengal and the University of Calcutta.

- The college is aptly primed to design the process of teaching in such away as to be able to tell the slow learners from the fast. The college takes special care of the relatively slow and/or backward and/or impoverished learners. Thus special tutorials are held for the slow and backward students, and scholarships, fee-waivers and book grants are arranged for the financially challenged ones. To boot, the student Counselling Cell extends psychological and other support to the needy students while providing them with guidance as to the subjects to be learned, and future careers to pursue.
- The college veritably purposes to recreate the teaching-learning process as a learner-friendly and customised one. The teachers employ an interactive, participatory approach in teaching. To this end, facilities like ICT, sound system, internet facilities are pressed into service for the faculties and the students. Interactive events like seminars, workshops, group discussions, extension lectures, visits, excursions are organized by the faculties for enhancement of the teaching-learning experience.
- There are 45 permanent teachers, 2 contractual whole-time teachers and 6 part-time teachers and also 18 guest teachers. Amongst the permanent teachers, 28 are Ph.D., 4 are M.Phil., and 13 are PG degree holders. Out of 2 contractual whole-time teachers 1 holds a Ph.D., and the other a PG degree. Among the Part-time teachers all are PG degree holders and among the guest teachers 4 are Ph.D. and the rest are PG degree holders. The librarian holds a M.Phil. degree.
- According to the guideline of the UGC, faculty members are regularly sent to various faculty development programmes. As many as 4 teachers participated in such a course during 2011-2014. Many of the faculty members are invited for presentation of papers and delivering talks as resource persons at Workshops/Seminars /Conferences in various other institutions of learning.

- Another way in which this onerous task of enhancing the quality of the teaching-learning process within the constraints facing the college is carried out is by creating some room in the work-schedule for extra-curricular activities. The college purposes to ensure that through such extra-curricular activities, including games and sports, as well as other cultural activities, NSS and NCC activities, seminars and/or workshops and/or excursions on themes other than the curricular, the students can hone their inter- and intra-personal skills which add to their comprehensive development.

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

In the world of pedagogical philosophy and epistemology, the traditional paradigm of teaching, wherein the teacher is supposed to teach a fixed topic and the student to learn it in a fixedly unidirectional manner much as in a one-way flow of traffic, has undergone a veritable shift in the recent past, as a result of which two-way learning and research have become an integral part of the whole gamut of academic praxis in general, and of undergraduate teaching in particular. Besides, the college also acknowledges the importance of inculcating value-education into the students' mindsets and making them aware of, and sensitive to, various social and socio-economic issues affecting the society at large. The highlights of the initiatives and the achievements in these areas are furnished hereinunder.

- A dedicated research committee has been formed to imbue the teachers as well as the students with the aptitude for research and continual advancement of learning. While it has also been proposed to make simulation-based and/or computation-based research as the thrust area, the college is also open to all other kinds of research-work (particularly in the spheres of non-quantitative subjects like literature and philosophy).
- An inter-departmental competition on project-work has been proposed to subtly impel the students to adopt the culture of research at an early stage of their careers.

- Permanent provisions are made in the master routine for holding in-house seminars and colloquia on a fairly regular basis.
- Provisions are made to encourage the departments to organise state-level or national-level seminars unilaterally and/or in collaboration with other academic institutions.
- The total project outlay has been increased by fifteen times from Rs. 80,000.00 during 2002-2007 (in the last NAAC review period) to Rs. 11,91,000.00 during 2010-2015.
- The college has come forward in a great way to encourage research work by the teachers. The teachers have also amply responded to this positive attitude, as would appear from the facts given below.
  - Some faculty-members are working as Ph.D. supervisors for scholars from other institutions.
  - Some faculty-members also work as members of the Boards of Studies and/or the post-graduate departments of various universities, and/or members of the management of other academic institutions.
  - Faculty-members also get invited now and then as speakers (-this on more than fifty occasions-) and/or visiting scientists and/or project evaluators etc. by national and/or international academic institutions of repute, including Tata Institute of Fundamental Research, Inter-university Accelerator Centre, University of Calcutta and so on.
  - The publications of the various research works by the faculty-members have been increasing steadily. Of these some recent examples may be classified as under :
 

|   |    |
|---|----|
| ▪ Publication in journals :               | 90 |
| ▪ Books :                                 | 26 |
| ▪ Edited books :                          | 13 |
| ▪ Book chapters :                         | 33 |
| ▪ Full papers in conference proceedings : | 20 |
- The teachers also organize various interactive programmes involving students, teachers and people outside the college for fostering social

awareness and social responsibility among the students and the others. Some of these kinds of activities are as follows.

- Organising community awareness programmes, street lecturings, processions etc. on social, socio-economic and environmental themes (for instance, a community awareness programme on vector-borne diseases in the vicinity of the college-building) with the help of the Extension Cell and other fora.
- Organising more direct social service programmes such as health camps, blood donation camps in rural/semi-urban areas, locality cleansing programmes (for example, cleansing of parks and playgrounds), free coaching of slum children and so on.

In this respect, the NSS had been very actively collaborating with the college till 2013. Thereafter, the affiliation of the NSS unit was withdrawn owing to severe shortage of teaching staff in the college. Recently, however, this affiliation has been renewed.

- The college has a very strong and active NCC unit. It not only assists the character building of the students, but also provides them with a job opportunity. The college NCC unit participates in various camps organised by their eastern command and also helps the local administration during various social needs.

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

Ananda Mohan College runs on a common premise shared by two other colleges, namely, Rammohan College in the morning shift and City College in day shift. It is implied that this kind of sharing of space and time requires extreme level of understanding, adjustment and even sacrifice on the part of each of the co-sharers. However, this problem has some inherent advantages, as well as disadvantages in the context of infrastructure and learning resources; and utilising the advantages, while trying to keep the disadvantages at bay as far as practicable, the college has, under these constraints, been constantly developing its own exclusive resources, upgrading the learning resources with modern technologies and trying to utilise the

common resources maximally. Some features of these endeavours are outlined below.

- The state of space utilisation in the college may be summarized as follows.
  - The common infrastructure is maintained and developed by the Accommodation Co-ordination Committee where the present Principal of Ananda Mohan College is the secretary.
  - The college has 26 class rooms, 16 laboratories, 01 dedicated computer laboratory.
  - The science departments have exclusive space (not shared) for smooth running. This exclusive space has also been used for ICT enabled teaching.
  - New exclusive laboratories have been created for Physiology, Botany and Zoology departments.
  - The college has two separate newly renovated canteens of staff and students. In addition, the students have one pantry facility.
- Arrangements have been made to ensure a healthy, civic environment for all the students, the teachers and the members of the non-teaching staff. Some highlights of such arrangements are as follows.
  - There is ample provision for safe potable water for students and staff members.
  - There are separate common rooms for boys and girls.
  - There is a state- of- the- art gymnasium for the students and the staff. A qualified trainer has also been appointed for the gymnasium.
  - The college has appointed a part-time medical practitioner and runs a health center once every week for the students and the staff.
  - Students and staff members can submit their grievances to a Grievance Redressal Cell. An Anti-Sexual Harassment Cell and an Anti-Ragging Cell are also in place to give a patient and sympathetic attention to the students', and any others', grievances that can reach these cells even anonymously, through drop boxes and e-mails.
  - A new 15 KV silent generator has been installed to keep the problems arising out of power-cuts at bay.

- The college has taken great steps to upgrade the information retrieval system for all office-work as well as for the library system. The most important points in this regard are furnished hereunder.
  - The college has a fully functional website which is maintained by the librarian. This at once enables the college to achieve the following results, among others.
    - The admission process has been made strictly on-line.
    - The installation of students' data base management system has been done.
    - The introduction of the SMS gateway for students and staff is under progress.
    - The college has altogether 29 desktops, 10 laptops and 7 tablets and these are continually upgraded emphasising on ICT enabled teaching and use of e-resources.
  - The achievements for the library information system merit special mention. These are as follows.
    - The library zone has been made Wi-Fi enabled.
    - College took membership of "NLIST E-journal Consortium" of INFLIBNET for accessing e-journals and e-books.
    - The library is going to install the "KOHA" library management system for automating all routine operations of the library
    - The library has introduced and distributed "Know Your Library" brochure to the students to increase awareness about library resources and services.

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

Ananda Mohan College, one of the largest evening colleges in Kolkata, makes available a large array of honours and general courses to students of diverse geographical, socio-economic background. The college is committed to the ideals of exclusivity and democracy. The college tries its level best to extend all possible academic, financial, psychological and professional assistance to the students. Beside academic and personal guidance through systemic mentoring both at college and department level for all

students the college allows flexibility in routine and provides special care for in-service students. Some aspects of these attempts are given below.

- The college has in place a well-regulated information system to assist any person interested in the activities of the college. These are provided by the following means.
  - The college publishes its updated prospectus annually and it contains extensive information about the college and the curriculum.
  - The continually upgraded institution website ([www.anandamohancollege.ac.in](http://www.anandamohancollege.ac.in)) provides all interested persons with necessary information about the college, its faculties and courses offered.
- The college arranges for financial and medical assistance wherever needed.
  - The college arranges for financial support for the needy students on the basis of Government (national and state) fund and college fund, in the forms of free studentships, scholarships and stipends.
  - The college makes it mandatory for all students to be members of students' health home. The college also maintains a health centre to provide all the students with free medical assistance and advise. The college also helps needy students for hospitalization and treatment in cases of emergency.
- The college arranges for special academic and other support to students through its various facilities. These may be listed as follows.
  - The college provides remedial and special classes, skill oriented programs/workshops including those on communicative English, basic computer applications and the like. Special lectures/seminar and workshop, related to but not limited to course, are organized at regular intervals at the college for the overall advancement of the students.
  - The college provides a huge collection of reference and textbooks to the students through central and departmental library. Library digitization is in progress. The college also



provides the SC/ST/OBC/Minority and financially impoverished students with textbooks from a book-bank scheme.

- The college has a well-equipped laboratory in the science departments. It also maintains a well-equipped IT laboratory for students of both Commerce and Computer Science departments.
- In order to have in place facilities for physical education and development of healthy habits, the college has been equipped with a state-of-the-art gymnasium, separate common rooms for boys and girls with indoor sports facilities (like table tennis, carrom, etc.), a campus ground (adequate for volleyball, basketball, badminton, etc.) and motivates students to participate in different games and organizes annual sports every year.
- Students are also encouraged to participate in extension activities through national fora like NSS and NCC.
- ST/SC/OBC students are provided reservation facility as per rules at the time of admission.

➤ The college has constituted several statutory committees and/or Cells for keeping any wrongdoing against any of its inmates at bay. These are as follows.

- The college has a functioning Grievance Redressal Cell to resolve the grievances suffered by any of its inmates.
- The college has constituted an Anti-Ragging Committee to stop the evil practices like ragging.
- The college has also constituted an Equal Opportunity Cell for SC/ST/OBC/Minority students.
- The college has also constituted an Anti-Sexual Harassment Committee for all students and staff.

➤ The college also reckons as important a regular discourse with some other stakeholders in the affairs of the college for enhancing the overall efficiency of the functioning of the college.

- The college has an Alumni Association, and gathers feedback and suggestions from the Alumni regarding the overall development of the college.
- The college also has a Guardians' Forum to advise the college for better overall performance.
- The Students' Union formation and functioning is strictly according to the statute of the University of Calcutta. Their representatives are included in various academic and administrative sub-committees of the college for development, quality sustenance and enhancement. Its major roles include the following.
  - Maintaining and promoting an environment conducive to learning in the campus.
  - Organizing various social and cultural activities (like freshers' welcome, the college annual social, annual sports meet, publication of the college magazine, etc.).
  - Maintaining communication between the administration and the students.

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

Robust leadership, good governance, and efficient management are, both jointly and severally, the prerequisites of a proper administration of a college. Hence, care about the latter entails care about the former. The ways in which the former is sought to be achieved for the college at issue are indicated hereinunder.

- The Governing Body ( hereafter written as GB ) is the apex body of the college. As the top management, the GB is responsible for all planning and promulgation of policies. The Principal of the college is the head of the college, working under the GB. The Principal is primarily responsible to implement the policies adopted by the GB, by motivating the teachers and the non-teaching staff.
- Although the structure of the flow of command in the college has the traditional pyramidal form, with the GB and the Principal at the top and the teachers down

to the non-teaching staff at the bottom, yet the college is committed to democracy, with the following consequences.

- The GB is democratically constituted, and has as some of its constituent members representatives from the teaching staff, the non-pyramidal structure is diffused on the one hand, and the burden of responsibilities is distributed evenly on the other.
- Accordingly, the Principal, head as he remains *ex officio*, provides the subcommittees and the departments with operational autonomy, and hence involves others in the implementation of the plans and policies promulgated, thereby leading to a distribution of empowerment and leadership at every level of the institution.
- The Internal Quality Assurance Cell ( henceforth written IQAC) functions as an overall advisory body of the college. It constantly strives for the betterment of the infrastructure, teaching-learning process, research, governance, extension activities etc., in order to enhance the quality of education imparted by the college, and prepares suggestions to that effect. Most of the suggestions put forward by the IQAC are approved by the Management and implemented.
- This College humbly serves the cause of higher education, with special emphasis on educating **the first generation learners coming from vulnerable sections of society**. To achieve this the college management has taken to the following measures.
  - The major role of the faculties is envisaged as consisting in satisfying the needs of the students and in cooperating with the authorities for all round development of the college.
  - To meet the demands of the rapidly changing world of higher education, the College Management leaves no stone unturned to enhance the pedagogical skill of its faculty members. Teachers are sanctioned leave to participate in various courses like Refresher Courses, Orientation Programmes, Summer Schools, Winter Schools, other skill development short-term courses and so on.
  - Comprehensive mechanism is evolved for the performance appraisal of the faculty members. After assessment of the feedback forms and

- appraisal reports, the authority informally apprises the teachers about the outcome.
- The college undertakes Academic Audit that helps to identify shortcomings of teaching-learning process.
  - The College has its own mechanisms to continuously review the teaching-learning process.
  - Non-Teaching staffs are exposed to the training regarding operations on computer and its applications in daily activities of the college office. Regular assessment of non-teaching staff is made at the administrative level. Positive suggestions are provided to the concerned office staff to perform better and internalize dedication and commitment.
- The College has evolved mechanism that ensures effective and efficient use of available financial resources. These are as follows.
- The College has no mechanism for internal audit and conducts State Govt. Audit.
  - The major sources of the fund of the college are grants received from the State Govt. under Grant-in-aid schemes, grants from the UGC while fees collected from the students, interest on bank deposit, miscellaneous sales proceeds etc. are the sources of additional funding.
- The Head of the institution adopts certain mechanisms for collection of feedback from the stakeholders. These are listed hereunder.
- All the stakeholders - students, parents, alumni, local community etc. share opinions and thus contribute to the making of institutional plans.
  - Our college evolves process of communicating its quality assurance policies, mechanisms and outcomes to various stakeholders.
- Our College is well aware of the welfare of the staff. Apart from the traditional welfare schemes, the college has adopted some supportive measures in this regard.
- Finally, Monitoring and evaluation of policy and plans are done as per the guidelines of the Govt. of West Bengal and UGC.

## CRITERION VII: INNOVATIONS AND BEST PRACTICES

In this subsection, we relate in brief to some of the innovations and best practices we have been able to adopt at Ananda Mohan College.

- **Innovations**

The IQAC some brain storming exercises to tease out some innovative strategies purported to better functioning of the college. However, innovative in intent as these strategies are, these are steeped in time-tested values related to learning. Some highlights of the result of the exercises are as follows.

- A reassertion of our traditional route to learning based on the principle of “Mentor Disciple Bonding”, albeit in the context of today’s world.
- Emphasis on another positive norm: “Many in Body, One in Mind”, as was already adopted by Rabindranath Tagore in Biswa Bharati.
- Emphasis on orientation of teachers to the modern teaching methods which includes the latest technological supports. It was also proposed that the college authority would be requested to provide the departments with laptops, power point projectors, laser pointers, printers, scanners, and photocopiers.
- In keeping with the Greek adage “*Mens sana in copore sano*”, meaning “healthy mind in healthy body”, emphasis was placed on the “mental as well as physical health” and creativity of the students. It was proposed that apart from being encouraged to engage in games and sports, the students would also be encouraged to have their own departmental “wall magazines” to give vent to their creativity, and would also be encouraged to attend cultural events, for instance the “Kolkata Book Fair”, and to write “reports” of the visits.

- **Best Practices**

The IQAC has also earmarked some practices as “best practices” envisaged as contributory to the quality improvement of the core activities of the college. The purpose behind such practices is to tackle the menace of absenteeism from the college, apparently for attending private tuitions outside the college, but also for other reasons as well, by rebuilding the confidence level of the students with

respect to the college, and thereby to dissuade the students from detrimental distractions. Some highlights of these practices are furnished below.

- Best Practice – I: Open ended, Interactive class of workshop style.

The objectives under this practice are as follows.

- To get at the root of the menace of *private tuition* by making the classroom experience as student-friendly as practicable.
- To bring about a positive motivation among the students to utilize the human and knowledge resources of the institution to the fullest extent possible.

- Best Practice – II: Optimal use of modern technical support.

The objectives under this practice are as follows.

- To make the whole admission system computerised and online.
- To equip the students with veritable e-empowerment for them to be able to go beyond the world of text-books.
- To make it possible for teachers to use *Teaching Aid Software* that would help them to document, display and narrate their study materials in more efficient and student-friendly way.
- To make it easier for the teachers to carry out “routine” jobs like those of preparing academic plans, periodic test schedules and test records, question banks, attendance records and so on.
- To opt, following the advice of the honourable members of the NAAC team, for the “golden middle way”, i.e., a combination of traditional strategies and the modern computer-aided methods.

- **Environmental Practices.**

Although the environmental practices should naturally find their place within “Best Practices”, these are perhaps too important to be relegated to a subsection. The environmental practices proposed, and actions taken thereof, may be summarized as follows.

- Formation of a study group.
  - The objective of the study group is to spread awareness on latest environmental laws, status, national and international.
- Formation of an action group.

The actions planned are as follows.

- Campaigning on “awareness of you and your environment”.
- Propagating the concept of “eco-friendly life style and practice”.
- Perpetuating the concept of “zero waste society”.
- Initiatives taken by the college.
  - The campus has been declared as No Smoking Zone and No Plastic Zone.
  - Drive for Reduction of hazardous chemicals like Mercury, Arsenic compounds, Carbon tetra chloride, Chloroform, Benzene etc in laboratories.
  - Monitoring proper drainage, drinking water quality, intra departmental Seminars on environmental issues, awareness energy consumption.

## SWOC ANALYSIS

- **Strength**

- Largest evening co-education college in West Bengal.
- Offers honours course in 11 subjects (including Physiology).
- The relatively younger entrants to the faculty, who will mainly be responsible for the future course of the department, are quite qualified and very motivated.
- Good number of teachers are actively involve in contemporary field of research. Thus, able to properly guide the advance students to higher education.
- The college is equipped to conduct crash course in various specialized contemorary subjects such as Personal Tax, VAT, Game Theory, Detector simulation, etc. and soft skill like communicative English and more.
- Caters the students who are already in job



- Caters the students who are undergo professional and other courses along with graduation
- Best possible use of equipment and infrastructure
- A good number of young and hardworking faculty member
- Highly student friendly and efficient office staff

- **Weakness**

- Because of evening college it is difficult to attract best students
- Difficult to attract good number of female students specially in Arts faculties
- Since it is a sharing college, it become difficult to introduce any new course
- True worth of the college hardly reflects form the result due to very high proportion of average and below average students
- Fresh appointment of faculties are made after 12 years

- **Opportunities**

- Since a great number of low end jobs have been created for the last few years the college can attract an increasing numbers of students who are in job
- In keeping with the academic aspirations of the present times, the college can gear itself, with little and easily achievable changes in some infrastructural facilities, to seek new opportunities in the ever-growing sphere of distance-learning (with, for example, the help of postal delivery of predetermined course materials and the like) in order to conduct new courses aimed at specific targets.
- Can arrange training for students in different area
- As already mentioned above, the increasing demands for virtual classrooms, e\_learning and other facilities opened up by the ever growing

technology of the World Wide Web, create fresh opportunities for the college to collaborate and to integrate itself with, by way of conducting special courses aimed at prospective students and/or users of such courses. For sure, this can reinforce the opportunity to augment the possibilities of conducting courses for distance-learning.

- Considering the standard of research outputs and expertise available, the college may get positive exposure both in national and international level, which in turn help the college to attract meritorious students.

- **Challenges**

- Facing stiff challenges from evening units of 8 colleges situated within 2kms radius of the college
- Always faces tough competition for morning and day units of nearby colleges in respect of admission of students in different courses

**PART – I**  
**PROFILE OF THE AFFILIATED COLLEGE:**

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

|                      |                              |                           |  |
|----------------------|------------------------------|---------------------------|--|
| <b>Name:</b>         | <b>ANANDA MOHAN COLLEGE</b>  |                           |  |
| <b>Address:</b>      | 102/1 Raja Rammohan Sarani   |                           |  |
| <b>City:</b> Kolkata | <b>Pin:</b> 7000009          | <b>State:</b> West Bengal |  |
| <b>Website:</b>      | www.anandamohancollege.ac.in |                           |  |

**2. for Communication:**

| Designation                     | Name                       | Telephone With STD code          | Mobile     | Fax | Email                       |
|---------------------------------|----------------------------|----------------------------------|------------|-----|-----------------------------|
| Principal                       | Dr. Pradip Kumar Maiti     | O: 03323527327<br>R: 03324629560 | 9433714557 | NIL | pradipmaiti1959@yahoo.co.in |
| Vice Principal                  | Mr. Debashish Raychaudhuri | O: 03323527327<br>R: 03324303848 | 9836058584 | NIL | drckublai@gmail.com         |
| Steering Committee Co-ordinator | Dr. Pradip Datta           | O: 03323527327<br>R: 03325701460 | 9433847851 | NIL | pdatta.ehp@gmail.com        |

**3. Status of the Institution:**

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

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

- i. For Men  
ii. For Women  
iii. Co-education

|   |
|---|
|   |
|   |
| ✓ |

**b. By Shift**

- i. Regular  
ii. Day  
iii. Evening

|   |
|---|
|   |
|   |
| ✓ |

**5. Is it a recognized minority Institution?**

Yes  
No

|   |
|---|
|   |
| ✓ |

If yes, specify the minority status (Religious/Linguistic/Any other) and provide documentary evidence -

NA

|                             |                      |   |
|-----------------------------|----------------------|---|
| <b>6. Source of funding</b> | <b>Government</b>    | - |
|                             | <b>Grant-in-aid</b>  | ✓ |
|                             | <b>Self-financed</b> |   |
|                             | <b>Any other</b>     | - |

**7. a. Date of Establishment of the College: 01.06.1961**

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

- University of Calcutta

|  |
|--|
| University of Calcutta Affiliation Letter - Please see Enclosure-A |
|--|

**c. Details of UGC recognition:**

| <b>Under Section</b> | <b>Date, Month &amp; Year<br/>(dd-mm-yyyy)</b> | <b>Remarks<br/>(If any)</b> |
|----------------------|--|-----------------------------|
| <b>i. 2 (f)</b>      | 1961   | Sanctioned                  |
| <b>ii. 12 (B)</b>    | 1961   | Sanctioned                  |

UGC recognition enclosed: Please see Enclosure-A

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

| <b>Under Section/<br/>Clause</b> | <b>Recognition/Approval<br/>Details<br/>Institution/Department/<br/>Programme</b> | <b>Day, Month<br/>And Year<br/>(dd-mm-yyyy)</b> | <b>Validity</b> | <b>Remarks</b> |
|----------------------------------|---|---|-----------------|----------------|
| NA                               | NA  | NA  | N.A.            | N.A.           |

(Enclose the recognition/approval letter – NA)

**8. Does the affiliating university Act provide for conferment of autonomy (as Recognized by the UGC), to 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

**If yes, date of recognition..... (dd/mm/yyyy):**

N.A.

b. for its performance by any other governmental agency?

Yes ☐ No ☒

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

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

| Location *                | Urban              |
|---------------------------|--------------------|
| Campus area in sq. mts.   | 4,046.85 (Approx.) |
| Built up area in sq. mts. | 3,885.00 (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 -✓
- Sports facilities
  - \* Play Ground - ✓
  - \* Swimming Pool – NO
  - \* Gymnasium – ✓
- Hostel
  - \* Boys Hostel: ✓ (Currently inactive)
    - i. Number of Hostels- N.A.
    - ii. Number of inmates - N.A.
    - iii. Facilities (Mention Available facilities) – Mess hall, Reading room, Recreation room with audio visual facilities - NIL
  - \* Girl's Hostel NIL
    - i. Number of Hostels - N.A.
    - ii. Number of inmates - N.A.
    - iii. Facilities (Mention Available facilities) - Mess hall, Reading room, Recreation room with audio visual facilities.-NA
  - \* Working women's Hostel- NIL
    - i. Number of inmates
    - ii. Facilities (Mention Available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available and cadre wise)
  - For teaching staff: N.A.
  - For non-teaching staff: 06
- Cafeteria - ✓
- Health Centre –
  - First aid- ✓

- **Qualified doctor:**      **Full time**      ☒ **Part-time**
- **Facilities like banking, post office, book shops -**      ☒ Cheap Book Store
- **Transport facilities to cater to the needs of students and staff -** NO
- **Animal House -** NO
- **Biological waste disposal -** NO
- **Generator or other facility for managing constant supply and voltage of electricity and voltage-** Yes, (15 KV Generator & UPS for computers)
- **Solid waste management facility-** NO
- **Waste water management -** NO
- **Water harvesting -** NO

**12. Details of programmes offered by the College (Give data for current academic year -2014-15)**

| Sl. No. | Programme Level                         | Name of the Programme / Course | Duration | Entry Qualification | Medium of Instruction   | Sanctioned/ Approved Student Places | No. of Students Admitted |
|---------|---|--------------------------------|----------|---------------------|-------------------------|-------------------------------------|--------------------------|
| 1.      | Under-Graduate                          | BA, B.Sc & B.Com.              | 3 Years  | 10+2                | English, Bengali, Hindi | 1588                                | 888                      |
| 2.      | Post-Graduate                           | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 3.      | Integrated Programmes PG Ph.D           | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 4.      | M.Phil                                  | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 5.      | Ph.D                                    | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 6.      | Certificate Courses                     | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 7.      | UG Diploma                              | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 8.      | PG Diploma                              | NA                             | NA       | NA                  | NA                      | NA                                  | NA                       |
| 9.      | Any other (Specify and provide details) | UGC funded Remedial Course     | NA       | 10+2                | NA                      | NA                                  | NA                       |

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

**Yes**      ☒ **No**

**If yes, how many?**

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

|     |  |    |   |        |     |
|-----|--|----|---|--------|-----|
| Yes |  | No | ✓ | Number | NIL |
|-----|--|----|---|--------|-----|

**15. List of 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 also do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)**

| Particulars                        | UG   | PG | Research |
|------------------------------------|--|----|----------|
| <b>Science</b>                     | Physics(Hons)<br>Mathematics(Hons)<br>Chemistry(Hons)<br>Economics(Hons)<br>Zoology(Hons)<br>Physiology(Hons)<br>Botany(Hons)<br>B.Sc(Pure General)<br>B.Sc(Bio General) | NA | NA       |
| <b>Arts</b>                        | Bengali(Hons)<br>English(Hons)<br>History(Hons)<br>B.A. (General)  | NA | NA       |
| <b>Commerce</b>                    | Finance & Accounts<br>(Honours)<br>Finance & Accounts<br>(General)   | NA | NA       |
| <b>Any other not covered above</b> | NA   | NA | NA       |

**16. Number of Programmes offered under (Programme means a degree course like BA,**

**BSc, MA, M.Com...)**

**a. annual system**

3(B.A,B.Sc,B.Com)

**b. semester system**

-

**c. trimester system**

-

**17. Number of Programmes with**

N.A

**a. Choice based credit system**

-

**b. Inter/multidisciplinary approach**

-

**c. Any other (specify and provide details)**

-



**18. Does the College offer UG and/ or PG programmes in Teacher Education?**Yes ☐ No ☒

If yes,

**a. Year of Introduction of Programme (s) .....(dd/mm/yyyy)****and number of batches that completed the programme**

N.A.

**b. NCTE recognition details (if applicable)** N.A.

Notification No: .....

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

Validity:.....

**c. Is the institution opting for assessment and accreditation of Teacher Education****Programme separately?**Yes ☐ No ☒**19. Does the College offer UG or PG programme in Physical Education?**Yes ☐ No ☒

If yes,

**a. Year of Introduction of Programme (s)**

N.A.

**and number of batches that completed the programme****b. NCTE recognition details(if applicable)**

Notification No: .....

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

Validity:.....

**c. Is the institution opting for assessment and accreditation of Physical Education****separately?**Yes ☐ No ☒**20. Number of teaching and non-teaching positions in the Institution as per RCI Norms:**

| Positions                                     | **Teaching Faculty |                              |                              |   | Non-Teaching Staff<br>*M *F | Technical Staff<br>* M *F |
|---|--------------------|------------------------------|------------------------------|---|-----------------------------|---------------------------|
|   | Professor<br>*M *F | Associate Professor<br>*M *F | Assistant Professor<br>*M *F | Graduate Laboratory Instructor<br>*M *F |                             |                           |
| Sanctioned by the UGC/ University/State Govt. | N.A.               | 64                           |                              | 03 00                                   | 35                          | 00                        |
| Recruited                                     |                    | 15 08                        | 10 09                        | 03 00                                   | 27 02                       | NIL                       |
| Yet to recruit                                |                    | 22                           |                              | 00                                      | 06                          | 00                        |

|  |    |  |    |
|--|----|--|----|
| Sanctioned by the Management/ Society or other authorized bodies Recruited/ Yet to recruit | NA |  | NO |
|--|----|--|----|

\* M-Male \*F-Female

\*\*Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

## 21. Qualifications of the teaching staff:

| Highest<br>qualification                              | Professor |   | Associate<br>Professor |    | Assistant<br>Professor |    | Associate<br>Grade GLI |    | Total |
|---|-----------|---|------------------------|----|------------------------|----|------------------------|----|-------|
|   | M         | F | M                      | F  | M                      | F  | M                      | F  |       |
| Permanent teachers                                    |           |   |                        |    |                        |    |                        |    | 45    |
| D.Sc./D.Litt.   | NA        |   | 00                     | 00 | 00                     | 00 | 00                     | 00 | 00    |
| Ph.D.   |           |   | 10                     | 03 | 07                     | 07 | 00                     | 00 | 27    |
| M.Phil.   |           |   | 02                     | 01 | 00                     | 01 | 00                     | 00 | 04    |
| PG  |           |   | 03                     | 04 | 03                     | 01 | 03                     | 00 | 11    |
| Temporary teachers                                    |           |   |                        |    |                        |    |                        |    |       |
| Guest teachers  |           |   |                        |    |                        |    |                        |    | 18    |
| Ph.D.   | NA        |   | NA                     |    | 03                     | 01 | N.A.                   |    | 04    |
| M.Phil.   |           |   |                        |    | 00                     | 00 |                        |    | 00    |
| PG  |           |   |                        |    | 12                     | 02 |                        |    | 14    |
| Part-time teachers                                    |           |   |                        |    |                        |    |                        |    | 06    |
| Ph.D.   | NA        |   | NA                     |    | 00                     | 00 |                        |    | 00    |
| M.Phil.   |           |   |                        |    | 00                     | 00 |                        |    | 00    |
| PG  |           |   |                        |    | 02                     | 04 |                        |    | 06    |
| Liberian  |           |   |                        |    |                        |    |                        |    | 01    |
| Ph.D.   | N.A.      |   | N.A.                   |    |                        |    |                        |    |       |
| M.Phil.   |           |   |                        |    |                        | 01 |                        |    | 01    |
| PG  |           |   |                        |    |                        |    |                        |    |       |
| Contractual Whole Time Teacher, CWTT (Govt. Approved) |           |   |                        |    |                        |    |                        |    | 02    |
| Ph.D.   | N.A.      |   | 01                     |    | 00                     | 00 |                        |    | 01    |
| M.Phil.   |           |   | 00                     |    | 00                     | 00 |                        |    | 00    |
| PG  |           |   | 01                     |    | 00                     | 00 |                        |    | 01    |

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

18

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

| Categories       | Year<br>2011-2012 | Year<br>2012-2013 | Year<br>2013-2014 | Year<br>2014-2015 |
|------------------|-------------------|-------------------|-------------------|-------------------|
| SC               | 107               | 55                | 47                | 49                |
| ST               | 18                | 14                | 13                | 3                 |
| OBC              | 45                | 33                | 24                | 30                |
| General          | 1114              | 1071              | 905               | 806               |
| Female           | 162               | 100               | 89                | 104               |
| Others(Minority) | 167               | 90                | 80                | 16                |

**24. Details on students enrollment in the College during the current academic year:[  
Data based on 2014-15]**

| Type of students  | UG  | PG | M. Phil. | Ph.D. | Total |
|---|-----|----|----------|-------|-------|
| Students from the same state where the College is located | 888 | -  | -        | -     | 888   |
| Students from other states of India                       | 00  | -  | -        | -     | 00    |
| NRI Students  | 00  | -  | -        | -     | 00    |
| Foreign students  | 00  | -  | -        | -     | 00    |
| Total   | 888 | -  | -        | -     | 888   |

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

Enrolled in first year, minus those appeared for final exams in the final year from among them = Dropout.

(e.g. enrolled in 2007, 100. Minus those who appeared for final exams in 2010, 85 = dropout 15)

UG

38%

PG

-

**26. Unit Cost of Education**

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled) [Based on 2014-15 Data]

(a) Including the salary component

[Salary = Disbursed by Govt.] :

21,744/-

(b) Excluding the salary component:

2,951/-

**27. Does the College offer Distance Education Programme (DEP)?**

Yes

✓ No

The college has applied for the study centre under the distance education course of Burdwan University and it is expected to commence on the next academic session.

If yes,

a) Is it a registered center for offering distance education programmes of another University: N.A.

Yes

No

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

N.A.

c) Number of programmes offered

N.A.

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

Yes

✓ No

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

| Programme Name            | Student-Teacher Ratio | Programme Name            | Student-Teacher Ratio | Programme Name | Student-Teacher Ratio |
|---------------------------|-----------------------|---------------------------|-----------------------|----------------|-----------------------|
| Bengali (H)               | 5:1                   | English (H)               | 8:1                   | Economics (H)  | 1:4                   |
| Bengali (G)               | 24:1                  | English (G)               | 15:1                  | Economics (G)  | 32:1                  |
| Hindi (G)                 | 29:1                  | History (H)               | 5:1                   | Philosophy (G) | 80:1                  |
|                           |                       | History (G)               | 28:1                  |                |                       |
| Political Science (G)     | 210:1                 | Sanskrit (G)              | 15:1                  | Geography (G)  | 15:1                  |
| Accountancy & Finance (H) | 25:1                  | Accountancy & Finance (G) | 13:1                  | Chemistry (H)  | 6:1                   |
|                           |                       |                           |                       | Chemistry (G)  | 22:1                  |
| Computer Science (G)      | 12:1                  | Mathematics (H)           | 12:1                  | Physics (H)    | 6:1                   |
|                           |                       | Mathematics (G)           | 30:1                  | Physics (G)    | 32:1                  |
| Botany (H)                | 5:1                   | Physiology (H)            | 12:1                  | Zoology (H)    | 14:1                  |
| Botany (G)                | 18:1                  | Physiology (G)            | 27:1                  | Zoology (G)    | 34:1                  |

29. Is the College applying for accreditation:

Cycle 1

-

Cycle 2

✓

Cycle 3

-

Cycle 4

-

Re-Assessment:

-

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

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

Cycle 1: 10/02/2007                      Accreditation outcome/Result                      B+

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

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

\* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

*Refer to Enclosure – B for accreditation certificate and peer team report*

**31. Number of working days during the last academic year**                      242

**32. Number of teaching days during the last academic year**                      182

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

**33. Date of establishment of Internal Quality Assurance Cell (IQAC):** 14/09/2007

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

|            |            |
|------------|------------|
| AQAR (i)   | 26/12/2015 |
| AQAR (ii)  | 26/12/2015 |
| AQAR (iii) | 26/12/2015 |
| AQAR (iv)  | 26/12/2015 |

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

## Criterion Wise Evaluative Report



**CRITERION 1: 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.**

Ananda Mohan College is one of the leading undergraduate evening colleges in Kolkata. It belongs to the City Group of Colleges, run by the Brahmo Samaj Education Society (BSES)— a registered society and educational wing of the Sadharan Bramho Samaj—that runs seven other undergraduate colleges and a higher secondary school in the city of Kolkata.

Ananda Mohan College (established in 1961) is the evening unit of the City Group of Colleges situated at 102/1, Raja Rammohan Sarani, Kolkata – 700009. It is a premier evening college in the city of Kolkata. It offers undergraduate courses in pure science, bio science, humanities, social science and commerce with honours courses in such major subjects as Bengali, English, History, Economics, Mathematics, Physics, Chemistry, Zoology, Physiology, Botany and Commerce. From the academic year 2006-2007 the college has introduced general undergraduate courses in Geography and Computer Science, and from the academic year 2007-2008 the college has also introduced general undergraduate course in Elective Hindi, in keeping with the efforts of the college to introduce new programmes and curricula for the benefit of the learners. The college is proud that it has created, and continues to cater to the needs of those sections of the students who cannot enrol in day colleges for a variety of reasons but nevertheless are willing to pursue the course of higher education. Thus Ananda Mohan College humbly serves the cause of higher education.

**Vision:**

- To be an educational institution of repute dedicated to academic excellence with a humane face contributing to social transformation through improvement in the quality of life.
- Empowering the youth for capacity-building, inculcating basic moral values, community development, and fair access for the poor and socially disadvantaged group of human resource in the light of changing economic, social and cultural



development constitute the aim. The vision is to see Ananda Mohan College as a torch-bearer in enabling students to garner the cream of available knowledge, enhance their skill set and become employable in varied fields of the industrial and service sectors of the economy.

This is consistently stressed in communications to the teachers as well as students, using methods such as personal discussion and mails.

### **Mission**

- To instil scientific zeal and develop skilled human resource to meet contemporary challenges.
- To facilitate young adult learners with opportunities to hone their ethics and leadership potential.
- To sensitise learners towards inclusive social concerns, human rights, and gender and environmental issues.

### **Objectives:**

The main objective of the institution is to transform the students into well-rounded citizens through a committed pattern of instruction based on carefully prepared and meticulously designed curricular aspects. The changing needs of the time are the basis for building a rich corpus of talent.

### **Communication to stakeholders:**

The Governing Body and Teachers Council are the two main academic bodies of the institution. Regular meetings are held to plan programs and discuss key issues in tune with the vision and mission of the institution. Decisions taken by the Governing Body and Teachers Council are communicated at length to the entire student body through display on the notice board and classroom announcements. The following methods are employed to communicate the vision, mission and objectives of the college to the stakeholders:

- The college's mission and vision are displayed at the main entrance of the college.

- It is communicated to the students through the prospectus, the college magazine and during the orientation program.
- The vision and mission statement of the college is also posted on the college website.

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

The college meticulously develops action plans for effective implementation of the curriculum. At the outset, the Principal conducts protracted meetings with the faculty of different departments to develop various strategies for effective implementation of the curriculum. Teachers are encouraged at the outset to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars, industrial visits, and computer education apart from regular/traditional teaching methods like chalk and talk. Thereafter, various teaching departments conduct internal meetings and formulate academic plans for the coming year. Keeping in view the number of working days available, the syllabus is divided into units which are to be completed in a stipulated deadline. Each department of the college follows the academic calendar issued by the affiliating university, and heads of each department keep track of the progress by holding monthly departmental meetings. Hence, the college plans its annual academic schedule which clearly mentions the topics to be taught and the number of working days allocated to the respective topics, and the quantity of the syllabus to be tested in various class tests and terminal exams.

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

The students are thoroughly taught the curriculum prepared by Calcutta University, to which the college is affiliated, after serious preparation as well as critical thought by the teachers concerned. Being an affiliated institution, we are always in step with the latest trends in education as well as guidelines of the parent university. The University regularly organizes refresher courses, orientation programs and workshops to keep the knowledge and teaching aptitude of the teachers updated.

Teachers receive the following support for improving teaching practices and effective implementation of the curriculum:

- a) As per the UGC guidelines, the college encourages teachers to participate in the orientation/refresher courses/workshops/seminars and organized by Academic Staff Colleges and other institutions to update their knowledge and teaching practices. Our teachers attend various refresher and orientation courses conducted by the University to update their knowledge data base and improve their curriculum delivery.
- b) The college provides teaching and reference aid like journals, computers, projectors, and software to enable the teachers to ensure effective handling of the contents of the curriculum.
- c) The college organizes various faculty development programs, such as workshops/seminars for the staff members to participate and update their knowledge about emerging trends in their respective disciplines/streams.

**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.**

Though the curriculum is designed and revised by the Calcutta University, to ensure its effective delivery the college gives weightage to academic improvement while equally stressing the overall development of students by encouraging them to work with various forums of the college such as the Students Union, NSS, NCC etc. The college relies upon the globally trusted and followed teaching strategy, the chalk and talk method. However, the college and the teaching faculty have taken many initiatives for effective delivery of the curriculum. The teachers are trained by the in-house faculty members who are proficient in computers and Information Technology (IT) to make them familiar with the use of computers so that they can able to use modern technological resources like the Internet, projectors, electronic star boards, LCDs and OHPs to supplement classroom lectures. The college has INFLIBNET facilities at library for the use of teachers and students where the latest publications are made available for reference. In addition to the regular academic activities, the college organizes special lectures, inviting academicians from various fields to share their knowledge with the students. The college also organizes special Personality Development Programs for its students.

The students are taken for educational tours to industrial/trade fairs, exhibitions and places of historical importance to provide them first-hand knowledge of various aspects. Further, for effective curriculum delivery, special classes are conducted for those students who could not attend classes on account of NCC/NSS camps or participation in sports or extra-curricular activities.

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

The college has set up a career counselling and placement cell which maintains professional relations with representatives of industry. The HR managers of various companies are invited to the college campus to interact with the students. The students of various departments of the college are taken for industry-related visits from time to time to keep them acquainted with the latest developments in the economy.

##### **Research Bodies:**

To keep the temper of research alive on the campus, research scholars from various fields are invited to the college to motivate the students to take up research projects as part of further study. The faculty of the college is also motivated to take up research projects initiated by the affiliating university or the UGC. Faculty members, on their own, also keep interacting with various research bodies and participate in research projects. Some faculty members, being members of professional and scientific bodies like the Institute of Chartered Accountants of India and the Institute of cost accountants, Indian Association for the Cultivation of Science, Saha Institute of Nuclear Physics, Bose Institute attend their conferences which in turn helps them in effective operationalization of the curriculum.

##### **University:**

The faculty members keep in touch with their counterparts at the affiliating university and receive latest information regarding their respective subjects. They visit the parent university from time to time to keep themselves abreast of the latest trends in their field of scholarship. They also subscribe to the journals published by various teaching departments of the university. Further, professors from the parent university campus are

invited to the college from time to time to hold seminars and talks for the faculty members.

**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, specific suggestions etc.)**

Though the college cannot modify the syllabus on its own, the affiliating university has a system to solicit recommendations from its affiliated colleges. A number of our faculty members represent the academic bodies of Calcutta University, who regularly participate in the process of curriculum update exercise. Our teachers also participate in discussions relating to curriculum design and in workshops conducted by the university. Whenever they find that the syllabus needs modification to meet present trends, they communicate their ideas concretely to the respective Members of the Academic Council through the Principal of the college.

The members of the faculty often brainstorm and discuss amongst themselves the relevance of the syllabus designed by the affiliating university. While recommending or forwarding suggestions to the Academic Council, our teachers routinely take into consideration feedback from students as well as faculty of various departments. It has been a regular practice of the college to depute senior faculty to meet students in classrooms as well as informally outside the classroom to elicit informal feedback. Opinions expressed during parent visits as well as the report from the administration are also taken into consideration while forwarding suggestions to the Academic Council. At present, three teaching staff of the college are members of Under Graduate Board of Studies, University of Calcutta. The details are as follows:

- The principal Dr. Pradip Kr Maiti is a member of UG Board of Studies in Chemistry, Calcutta University contributes to syllabus formation and revision.
- Dr. Sandipan Sen is a member of UG Board of Studies in English; Calcutta University contributes to syllabus formation and revision.
- Prof. Subhayan Basu is a member of UG Board of Studies in Commerce; Calcutta University contributes to syllabus formation and revision.

**1.1.7 Does the institution develop a curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If “yes”, give details of the process (“needs assessment”, design, development and planning) and the courses for which the curriculum has been developed.**

Being an affiliated college of Calcutta University, the extent of our autonomy is limited. However, the college tries to enrich the curriculum by arranging special lectures by inviting experts in various fields, project work and study tour etc.

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

The college ensures fulfilment of the objectives of the curriculum by implementing it in the following ways:

- a) By reviewing the progress of the syllabus at its various meetings.
- b) By holding Mid-term and annual examinations
- c) The college plans and adopts remedial action and strategies to cover the gaps. Students are encouraged to be involved with their courses through co-curricular activities.

**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 realizes that a vast number of students are in need of certificate/diploma/skill development courses to avail of job opportunities in a relatively short span of time, owing to pressing economic needs. To cater to the needs of such students, the college advises students about skill development courses and communication skills, giving our students an edge in different fields of employment. Various professional agencies and career counsellors and so on are regularly invited to the college to interact with and guide our students. However, due to time and infrastructure constraint currently college is not in a position to offer certificate/diploma/skill development programme.

**1.2.2 Does the institution offer programs that facilitate twinning/dual degrees? If “yes”, give details.**

The affiliating university does not allow us to offer such programme yet.

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

At the entry level, students choose their Honours and General subjects. 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.

Range of Core/Elective options offered by the university and those opted for by the college are given below:

**SUBJECT COMBINATIONS AVAILABLE:**

**For B. A. (General)** - Three Subjects (not more than one from each of the following groups)

| Group 1     | Group 2    | Group 3           | Group 4          |
|-------------|------------|-------------------|------------------|
| History     | Philosophy | Political Science | Elective English |
| Mathematics | Economics  |                   | Elective Bengali |
|             | Sanskrit   |                   | Elective Hindi   |
|             | Geography  |                   |                  |

**For B.A. (Hons.) Course:**

For students of English (Hons.) and Bengali (Hons.): any two subjects (not more than one from each group)

| Group 1     | Group 2    | Group 3           |
|-------------|------------|-------------------|
| History     | Philosophy | Political Science |
| Mathematics | Economics  |                   |
|             | Sanskrit   |                   |
|             | Geography  |                   |

**For students of History (Hons.):**

Any two subjects (not more than one from each of the following groups)

| Group 1          | Group 2    | Group 3           |
|------------------|------------|-------------------|
| Elective English | Philosophy | Political Science |
| Elective Bengali | Economics  |                   |
| Elective Hindi   | Sanskrit   |                   |
|                  | Geography  |                   |

### **B.Sc. General Course:**

Any one combination from the following groups should be chosen:

Combination 1: Physics, Chemistry, Mathematics

Combination 2: Physics, Comp. Sc., Mathematics

Combination 3: Botany, Zoology, Chemistry

Combination 4: Botany, Zoology, Physiology

Combination 5: Geography, Mathematics, Political Science

Combination 6: Economics, Mathematics, Political Science

### **B.Sc. (Honours) Course:**

The following courses are available:

| Honours     | Subsidiary Subjects                         |
|-------------|---|
| Economics   | Mathematics & Physics/Political Sci.        |
| Chemistry   | Mathematics & Physics                       |
| Zoology     | Chemistry & Physiology/Botany               |
| Mathematics | Physics & Chemistry/ Computer. Science      |
| Physiology  | Chemistry & Zoology/Botany                  |
| Physics     | Mathematics & Chemistry/ Computer. Science. |
| Botany      | Chemistry & Zoology/Physiology              |

### **Vocational Courses:**

The college has no such courses.

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

As the affiliating university does not prescribe a choice-based credit system, we do not have the same.



**Courses offered in modular form:**

Courses in modular form are not offered in the college.

**Credit transfer and accumulation facility:**

The university rules do not allow us to provide such facility.

**Lateral and vertical mobility within and across programs and courses:**

These are not allowed by the university. Students are not allowed to choose and alter the Honours or the optional subjects once they have opted for a particular course.

**Enrichment courses:**

Compulsory Environmental Science course  
Communication skills.

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

The college has not yet started any self-financed programs.

**1.2.5 Does the college provide additional skill-oriented programs, relevant to regional and global employment markets? If “yes”, provide details of such programs and the beneficiaries.**

The college provides additional skill-oriented programs. Details of such programs and beneficiaries are as follows:

- Communication skills development programs are offered through the language departments.
- Project work at B.Com. (Hons.) and Economics (Hons) level. This promotes critical thinking and analytical capacity – which are useful when students pursue higher study after graduation.

**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 a provision for the benefit of students?**

No. However, the college has applied to Burdwan University to open M.A./M.Sc./M.Com. courses in Bengali, English, Mathematics and Commerce in distance education mode.

### **1.3 Curriculum Enrichment:**

#### **1.3.1 Describe efforts made by the institution to supplement the university's curriculum to ensure that the academic programs and the institution's goals and objectives are integrated.**

The following efforts are made by the institution to supplement the university's curriculum to ensure that the academic programs and the institution's goals and objectives are integrated:

- Apart from the teaching in the prescribed syllabus, teachers update students on current affairs so that the latter remain in sync with the changing world. Lectures on moral values are also delivered to the students by the faculty.
- While preparing the students for challenges on the professional front, care is taken to ensure that they do not lose sight of moral values, professional ethics and the cultural values of the country through tools such as Thought of the Day, Character Building Camps, Lectures, Seminars, Workshops on Personality Development and extension activities and other such programs of the college.
- Camps and seminars on blood donation, Swachh Bharat Abhiyan, Consumer Awareness and Financial Literacy etc. are organized from time to time under the banner of NSS/NCC and student societies of the college.
- Lectures by experts are also conducted on the campus to open new vistas for the students and the staff.
- There is a very strong community service spirit in the college that helps to inculcate the habit of serving others and civic values among the students.
- Qualitative teaching-learning methods are used with the help of computers and the Internet.
- Well-equipped computer laboratories are available.
- An ICT-enabled library with quality books, journals and e-resources are in place.
- Seminars, symposia, debates and workshops are organized regularly.
- Teachers sensitize the students on issues such as gender equality, inclusion, environment consciousness by holding talks/discussions on current affairs regularly.

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

In the backdrop of structural limitations which prevent the college from modifying, enriching and organizing the curriculum to suit the employment market, the college, in a limited way, has tried to achieve this linkage with it through career Counselling. Students are encouraged to and provided platforms to make presentations about their learning experiences in day-to-day life related to the part of the curriculum being discussed in the class.

**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.**

Notwithstanding the limitations connected with change in the curriculum mentioned above, the college organizes periodic lectures and group discussions for educating the students about gender discrimination, climate change, human rights, access to common proper resources (CPR) and intellectual property rights (IPR) and so on. Examination papers like Accountancy and Marketing Management have been suggested to include issues pertaining to environmental education and gender, respectively.

At undergraduate level, the college follows the university's instructions and offers a compulsory course on Environmental Education in all its UG programme. It has been designed and developed by expert academicians. The syllabus of this paper has ensured that issues such as ecology and environment protection and preservation, value orientation, and global and national demands have made a significant entry in study.

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

In order to ensure holistic development of students, we lay stress on the following:

**Moral and ethical values:**

The moral and ethical values are instilled in the students by holding seminars and workshops. Besides the ambiance of the college through its routine activities, students

and teacher relationship and the function of the teachers as mentors of students gives scope for students to learn moral and ethical values of discipline, punctuality, love and fellow feeling.

**Employability and life skills:**

To ensure employability and life skills, we have a Placement Cell in the college. Life skills, such as computer literacy, communication English and English language learning teaching are provided to enhance the skills of the students.

**Better career options:**

To ensure better career options, we have a Placement cum Career Counseling Cell for students. Through the career counselling cell the students are guided and informed about the various career options available to them. The students are also trained for various competitive examinations. Professional bodies are associated with the college for grooming them for better career options.

**Community Orientation:**

Our NSS and NCC programs are directly community-oriented. The NSS units provide scope to the students for community Orientation.

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

The college elicits regular feedback from the students. 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 and other stakeholders who form an integral part of the Institution are also invited 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 respective policy making bodies for consideration.

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

The Teachers Council, at its periodic meetings, reviews and monitors the nature and quality of enrichment programs. The college, with the support of its various bodies,

monitors and evaluates the quality of these programs. The IQAC Cell appreciates the necessity of obtaining feedback from stakeholders with regard to curriculum design. It is extremely difficult for the college to reach out to all stakeholders and obtain their feedback/observation/suggestions towards enriching their curriculum. Therefore in recent times the college has devised an online system to obtain feedback from the Students, Teachers, Parents and other stakeholders for enriching the curriculum. The objective of the feedback exercise is to conduct a need assessment amongst the stakeholders about what new subjects can be introduced from the next academic session.

#### **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 institution is affiliated to Calcutta University and therefore there is no scope for framing curricula on its own. However, a systematic mechanism exists for feedback and analysis through the member of the Academic Council of the university. Faculty members regularly attend workshops and seminars on revision of curriculum. The college can only forward the suggestions of the faculty members to the university. The design and development of the curriculum lie in the hands of the university alone. Some of the faculty members are member of the UG board of Studies of the university and, thus, play significant role in curriculum designing. Please refer to question no. 1.1.6.

##### **1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on the curriculum? If “yes”, how is it communicated to the university and made use of internally for curriculum enrichment and introducing changes/new programs?**

The institution encourages various stakeholders such as students, faculty and alumni to furnish feedback and communicates it to the relevant authority at the university through suitable channels. The institution also uses feedback for improvement. Feedback is discussed at the Teachers council meetings. The institution takes part in the curriculum development process through appropriate analysis of feedback from the various stakeholders from time to time and assimilates the suggestions in its functioning. Finally, the institution represents these suggestions through various capacities to the university for appropriation in the curriculum. A web portal has been created for the students which can be accessed by them freely.

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

No new programme was introduced in the last four years as the college was suffering from severe manpower shortage. However, in the year 2014, sixteen new permanent faculty members has been recruited. Thus, opening of new courses such as Honours in Philosophy and PG courses in Bengali, English, Mathematics and Accountancy in distance education mode are in pipeline. Governing Body has rendered their approval in this context.



**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?**

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. Important dates are also announced in print and electronic media. Application forms are available on-line and can be submitted on-line only. Merit lists are prepared based on Index Mark for all categories of students. Finally admission is made strictly on the basis of merit through open counselling. There is no scope of any manipulation in this entire admission process and, thus, make this process transparent.

A major step in ensuring transparency in the admission process has been the introduction of complete online process since the 2013-2014 academic session. After submitting the admission forms online, the applicants have to pay the requisite fees at any branch of the designated bank (*State Bank of India* in the last two sessions). The technological side of this online admission process is maintained by a competent outsourced agency.

**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.**

Admission in different courses is done strictly on the basis of merit. The students are admitted on the basis of marks obtained in the last qualifying examination, i.e. (10+2) marks are considered for admission. Admission is done strictly following the reservation rules for SC, ST, OBC and physically disabled students as framed by the Higher Education Department, Govt. of West Bengal.

There is no provision for conducting any Entrance Examination in the UG Courses in an affiliated college under University of Calcutta. The students are admitted strictly on the basis of merit. The merit is determined as per the prescribed rules of by the university, which consists of:



- Students who pass Higher Secondary or equivalent examination (10+2) with minimum 50% marks in the aggregate and 45% marks in the subject or related subject or 55% marks in the subject or related subject are eligible to apply for admission in the honours course.
- Students carrying pass marks in at least five subjects (out of which one must be English of 100 marks) are eligible to apply for admission in general course. Admission is done strictly on merit basis.
- Merit index for admission in Honours course is calculated by adding total marks obtained in the 'Best Four' subjects at 10+2 level examination and the marks obtained in the subject or a related subject in which the admission in Honours course is sought.
- Merit index for admission in all but B. Com. General Course is calculated as per university Norms. Students have to secure a minimum of 38% marks in the aggregate for B. Com. General course and pass marks in case of B.A./B.Sc. General courses. For admission in General and Honours course, a student must have passed in two language subjects of which one must be English at preceding examination.
- Any candidate seeking admission with Economics (Hons.)
  - must have passed in mathematics in Madhyamik/equivalent examination or must have passed in Mathematics in Higher Secondary / Equivalent Examination. Students who have passed in Business Economics/ Business Math in 10+2 level from W.B. Council of H.S. Education are not eligible for admission to the Honours Course in Economics.
  - Any candidate from science stream seeking admission in B.Com.m Honours and Genral must pass in mathematics in 10+2 level.
- Students are allowed to take up Honours in Mathematics if he/she has passed in Mathematics at the previous qualifying examination. However, a candidate who has passed Business Mathematics is not eligible for admission to Mathematics Honours Course.
- A candidate is allowed to take up Honours in Chemistry if he/she has passed Physics, Chemistry and Mathematics at the previous qualifying examination.
- A candidate is allowed to take up Honours in Physiology if he/she has passed the subject Physiology/Biology/Bio- technology and Chemistry in the previous qualifying examination securing 55% Marks in English compulsory.

- For Botany and Zoology the subject Biology/ Biotechnology are treated as related subject. Students passing Higher Secondary Examination from Vocational stream, conducted by W.B.C.H.S. Education or any other equivalent Board/Council can apply for admission in BA General course only.

**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 selection criteria for different colleges within the city do vary. Therefore attaining a uniform index mark is not possible. However, minimum and maximum percentage of index mark for admission to UG level offered by this College and Vidyasagar Metropolitan College (VMC), another evening college in the vicinity, are given below.

| Sl. No. | Subject        |     | Aggregate (2014 – 2015) |      | Aggregate (2015 – 2016) |      |
|---------|----------------|-----|-------------------------|------|-------------------------|------|
|         |                |     | Max.                    | Min. | Max.                    | Min. |
| 1.      | Bengali (H)    | AMC | 66.5                    | 44.5 | 65.2                    | 47.8 |
|         |                | VMC | 76                      | 41.3 | 78.5                    | 45.2 |
| 2..     | English (H)    | AMC | 69                      | 47.1 | 83.3                    | 45.1 |
|         |                | VMC | 76.8                    | 52.5 | 84.0                    | 49.2 |
| 3.      | History (H)    | AMC | 64.5                    | 46.5 | 73.6                    | 51.7 |
|         |                | VMC | -                       | -    | -                       | -    |
| 4.      | Economics(H)   | AMC | 00                      | 00   | 58.8                    | 45   |
|         |                | VMC | -                       | -    | -                       | -    |
| 5.      | Zoology(H)     | AMC | 75.3                    | 50   | 83.3                    | 50.5 |
|         |                | VMC | -                       | -    | -                       | -    |
| 6.      | Botany(H)      | AMC | 78                      | 42.6 | 84.5                    | 47.2 |
|         |                | VMC | -                       | -    | -                       | -    |
| 7.      | Mathematics(H) | AMC | 82.3                    | 50.5 | 83.4                    | 52.3 |
|         |                | VMC | 87                      | 52.3 | 85.0                    | 56.5 |
| 8.      | Physiology(H)  | AMC | 74                      | 49.6 | 79.5                    | 53   |
|         |                | VMC | 84.8                    | 52   | 87.0                    | 53.5 |
| 9.      | Physics(H)     | AMC | 76.6                    | 50.2 | 83.5                    | 59.5 |
|         |                | VMC | 86.5                    | 54.8 | 87.7                    | 53.5 |
| 10.     | Chemistry(H)   | AMC | 80.6                    | 49.8 | 80                      | 55.2 |
|         |                | VMC | -                       | -    | -                       | -    |
| 11.     | Commerce (H)   | AMC | 83.3                    | 41.8 | 90                      | 50.7 |
|         |                | VMC | 81.8                    | 43   | 88.2                    | 51.5 |
| 12.     | B. A. (Gen.)   | AMC | 63.3                    | 30   | 83.3                    | 32.5 |
|         |                | VMC | 63.3                    | 30   | 97.5                    | 30.0 |
| 13.     | B. Sc. (Gen.)  | AMC | 67.3                    | 37   | 78.5                    | 47.2 |
|         |                | VMC | 82.8                    | 44   | 75.0                    | 46.7 |
| 14.     | B. Com. (Gen.) | AMC | 68                      | 32.2 | 66.7                    | 35.3 |

|  |  |     |      |      |      |      |
|--|--|-----|------|------|------|------|
|  |  | VMC | 70.8 | 36.5 | 71.5 | 40.5 |
|--|--|-----|------|------|------|------|

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

Yes. The admission process is reviewed every year by the Admission Sub-committee under the able leadership of the head of the institution, which makes the necessary modifications to improve the process and try to make it a full proof and failsafe procedure.

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

The admission policy rigidly follows the reservation policy of Government of West Bengal for SC, ST, OBC, and differently able candidates to reflect the National Commitment to diversity and inclusion. The college appreciates the policy framework stated in UGC XI-th plan which speaks of access and inclusion to diverse groups in admission. Accordingly the college follows the SC, ST and OBC reservation policy. It also gives special attention to admission of physically challenged students. In view of the above the profile of admitted students are as follows

| Session   | SC |    | ST |   | OBC-A |    | OBC-B |    | General |     | Differently able |    | Total |     |
|-----------|----|----|----|---|-------|----|-------|----|---------|-----|------------------|----|-------|-----|
|           | M  | F  | M  | F | M     | F  | M     | F  | M       | F   | M                | F  | M     | F   |
| 2011-2012 | 34 | 3  | 3  | 0 | 52    | 2  | 22    | 0  | 442     | 75  | 00               | 00 | 553   | 80  |
| 2012-2013 | 32 | 9  | 3  | 5 | 44    | 5  | 27    | 1  | 371     | 83  | 00               | 00 | 477   | 103 |
| 2013-2014 | 43 | 11 | 2  | 0 | 77    | 12 | 37    | 6  | 828     | 127 | 00               | 00 | 987   | 156 |
| 2014-2015 | 46 | 3  | 2  | 1 | 14    | 2  | 12    | 2  | 702     | 104 | 00               | 00 | 776   | 112 |
| 2015-2016 | 34 | 8  | 4  | 0 | 17    | 3  | 45    | 16 | 704     | 129 | 00               | 00 | 804   | 156 |

**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.**

This data is available for only two years which is given below:

| Subject         | Session   | Number of Application | Admitted | Demand Ratio |
|-----------------|-----------|-----------------------|----------|--------------|
| Bengali (H)     | 2014-2015 | 61                    | 03       | 20:1         |
|                 | 2015-2016 | 90                    | 16       | 5.6:1        |
| English (H)     | 2014-2015 | 261                   | 43       | 6.1:1        |
|                 | 2015-2016 | 335                   | 52       | 6.4:1        |
| History (H)     | 2014-2015 | 29                    | 06       | 4.8:1        |
|                 | 2015-2016 | 53                    | 07       | 7.6:1        |
| Physics(H)      | 2014-2015 | 188                   | 27       | 7:1          |
|                 | 2015-2016 | 236                   | 25       | 9.4:1        |
| Chemistry(H)    | 2014-2015 | 284                   | 55       | 5.2:1        |
|                 | 2015-2016 | 245                   | 23       | 10.6:1       |
| Mathematics(H)  | 2014-2015 | 145                   | 20       | 7.2:1        |
|                 | 2015-2016 | 221                   | 35       | 6.3:1        |
| Economics(H)    | 2014-2015 | 14                    | 00       | --           |
|                 | 2015-2016 | 37                    | 01       | 37:1         |
| Botany (H)      | 2014-2015 | 99                    | 23       | 4.3:1        |
|                 | 2015-2016 | 86                    | 07       | 12.3:1       |
| Physiology(H)   | 2014-2015 | 228                   | 33       | 6.9:1        |
|                 | 2015-2016 | 281                   | 43       | 6.5:1        |
| Zoology(H)      | 2014-2015 | 394                   | 48       | 8.2:1        |
|                 | 2015-2016 | 427                   | 49       | 8.7:1        |
| B.com(H)        | 2014-2015 | 709                   | 249      | 2.8:1        |
|                 | 2015-2016 | 1122                  | 387      | 2.9:1        |
| B.A(Gen)        | 2014-2015 | 424                   | 140      | 3:1          |
|                 | 2015-2016 | 321                   | 79       | 4.1:1        |
| B.Sc(Gen){Pure} | 2014-2015 | 104                   | 22       | 4.7:1        |
|                 | 2015-2016 | 118                   | 27       | 4.4:1        |
| B.Sc(Gen){Bio}  | 2014-2015 | 80                    | 29       | 2.7:1        |
|                 | 2015-2016 | 129                   | 19       | 6.8:1        |
| B.Com(Gen)      | 2014-2015 | 919                   | 190      | 4.8:1        |
|                 | 2015-2016 | 741                   | 190      | 3.9:1        |

For most of the departments the demand ratio shows an increment which in same line with the national policy.

## **2.2 Catering to Student Diversity:**

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

The reservation norms for differently able students are strictly followed which is 3% within every category of students at the time of preparation of Merit List. However, in last few years, we did not have any differently-able student in our institution.

### **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 processes.**

As the admission to various courses is made strictly on the basis of marks, there is little scope for assessing the needs of the students in terms of knowledge and skill before the commencement of the programme. After the classes are commenced, teachers are advised to appraise the individual needs of the students and take care of their needs in terms of knowledge and skills.

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

Ananda Mohan College, because of the fact that it is an evening college and because of the fact that a large number of its students come from educationally disadvantaged background attaches utmost importance to remedial courses. Through classroom interactions and periodic assessment tests, educationally disadvantaged students are first identified and then efforts are made to provide them with necessary corrective measures. To bridge the knowledge gap of the enrolled students and to enable them to cope with the programme of their choice special as well as tutorial classes are arranged. Since ours is an evening college many of our students are employed and for some reason or other they sometimes miss both theoretical as well as practical classes, even special practical classes are also arranged by the concerned departments. Teachers make personal contact sessions for advancement of the slow learners. Remedial Classes are regularly held for the students who are educationally disadvantaged to make them at par. Teachers of the various departments follow one to one counselling method. Personalized interaction with the teachers helps the students to eliminate their weak points. The teachers guide them to

prepare model answers by providing books, reading materials and advice. The Parents committee was recently revived and Parents-Teacher meetings was organised. In these meetings, the parents freely express their views on student related matters and the teachers communicate their observations on progress of their wards.

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

##### **Gender Sensitization:**

- Occasional Programmes and seminars on gender issues
- Adoption and proclamation of gender sensitizing policies

##### **Environment Sensitization:**

- Occasional seminar on environmental consciousness and related health issues
- Green Policy of the college is publicized through hoardings in appropriate places
- The college has plan to conduct green audit for developing it as to be a green campus
- Medicinal garden maintained by the Department of Botany
- Planting of saplings by students

| Programme  | Date                           |
|--|--------------------------------|
| World environment day: seminar on Global warming and planting of saplings on college ground  | 5 <sup>th</sup> June 2015      |
| Violence against women fortnight by UN: Invited Lecture on sexual harassment at work-place, by Dr, Saswati Ghosh, eminent Women's Rights Activist. | 27 <sup>th</sup> November 2015 |

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

The teachers of the departments identify advanced learners through classroom interactions and periodic assessment tests and respond to special learning needs of them accordingly. They are motivated to refer advanced texts and journals which are available in College library (both department and Central Library). Career counselling and special lectures are organized to augment the learning needs of advanced learned. The teachers actively help the advanced students with advanced study materials and better reference books. It was a practice in the college to give special assignment to such students and publicise their achievement which was eventually discontinued due severe manpower

shortage. We are planning to revive this practice; the Physiology department has already taken initiatives to start publishing student achievements and motivate them to pursue higher studies.

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

All relevant information of admitted students is preserved in the College office. Results of the college and the university examinations are preserved in the college office. Special care is taken for slow learners and students from economically weaker sections so that they can gradually cope with the University Examination. Slow learners are identified and given remedial coaching. They are encouraged to keep individual contact with the teachers. Taking into the strength and weakness, the slow learners are given additional support whenever possible. The teachers take individual care to remove their difficulties in understanding the subject matters. A number of measures are adopted for their support both financially and socially such as:

- To maintain the parity with the national commitment for inclusion of the socially weaker section of the society, along with the advantage of reservation stipends and scholarships sponsored by the State Government and UGC are awarded to the students of SC/ST and OBC categories.
- Students from the Minority community avail stipends sponsored by Minority Affairs Department of the Govt. of West Bengal.
- Kanyashree Scholarships offered by the State Government to the deserving girl students have been introduced from the current academic year.
- Free studentship (full/half) is extended by the Government of West Bengal to deserving candidate on the recommendation of the Principal.
- 20% of the text book are exclusively meant for SC, ST, OBC, Minority and financially backward students under the book bank scheme.

The College plans to extend financial assistance for books and study materials to the economically weaker students from its Students' Aid Fund created by the College itself. Apart from this, expenditure incurred for field study to needy students is also provided.

The College also encourages its students through various prizes, some of which have been initiated several years ago.

| State Government Scholarship |          |    |    |    |       |                |
|------------------------------|----------|----|----|----|-------|----------------|
| Session                      | Minority |    | SC |    | Total | Amount (in Rs) |
|                              | M        | F  | M  | F  |       |                |
| 2011-12                      | 50       | 02 | 02 | 00 | 54    | 174600.00      |
| 2012-13                      | 31       | 01 | 00 | 00 | 32    | 65500.00       |
| 2013-14                      | 68       | 02 | 04 | 00 | 74    | 139200.00      |
| 2014-15                      | 14       | 00 | 00 | 00 | 14    | 7650.00*       |

\*Financial Support from State Govt. is now directly transferred to recipient student's bank account.

| Financial Aid Given from College |                 |                |
|----------------------------------|-----------------|----------------|
| Session                          | No of Recipient | Amount (In Rs) |
| 2011-12                          | 30              | 14840.00       |
| 2012-13                          | 28              | 14140.00       |
| 2013-14                          | 29              | 14750.00       |
| 2014-15                          | 22              | 10875.00       |

### College Prizes for the Students:

To encourage the students in learning and to support healthy academic competition, the following prizes are awarded to the students:

- Prabhat Kumar Ghosh Memorial Prize for securing highest marks in B.Sc. Honours Examination.
- Ananda Mohan Bose Award for securing highest marks in B.Com. Honours Examination.
- Amiya Kumar Sen Memorial Award for securing highest marks in B. A. English Honours Examination.
- Arun Kumar Sen Memorial Award for securing highest marks in B. Sc. Economics Honours Examination.
- Debajyoti Barman Memorial Award for securing highest marks in B.A./ B.Sc./ B. Com. General Examination.
- Hemendranath Mukherjee Memorial Award for securing highest marks in B.Sc. Biology Examination.
- Karunaketa Sen Memorial Award for overall excellence in college activities.
- Nirankar Banerjee Memorial Award for highest marks in B. Sc. Physics Honours Examination.

The following table shows the list of recipient of these awards in the recent years



| The List Of Recipients Of College Awards  |   |
|---|---|
| Prabhat Kumar Ghosh Memorial Prize for securing highest marks in B.Sc. Honours                          |   |
| 2014-2015   | Puja Chakraborty (2706) Roll No-3111-51-0004Div-I(554)      |
| 2013-2014   | Sourya Shankar Auddy (2620) Roll No-3111-61-0013 Div-I(527) |
| 2012-2013   | Ayan Dutta (2603) Roll No-3111-61-0004 Div-I(537)           |
| 2011-2012   | Subhasis Ghosh (2614) Roll No-3111-61-0003 Div-I(497)       |
| Ananda Mohan Bose Award for securing highest marks in B. Com. Honours Examination.                      |   |
| 2014-2015   | Roushan Agarwal (430) Roll No-1111-61-0147 Div-I(553)       |
| 2013-2014   | Ajay Kumar Shaw (597) Roll No-1111-61-0008 Div-I(595)       |
| 2012-2013   | Kajal Dhandhanania (513) Roll No-1111-51-0001 Div-I (578)   |
| 2011-2012   | Rajiv Kumar Pandey (413) Roll no-1111-61-0061Div-I(564)     |
| Amiya Kumar Sen Memorial Award for securing highest marks in B. A. English Honours Examination          |   |
| 2014-2015   | Payel Sinha (2205) Roll No-2111-51-0004 Div-I(558)          |
| 2013-2014   | Md Karim Sardar (1709) Roll No-2111-61-0018 Div-I (482)     |
| 2012-2013   | Dibya Basu(1705) Roll No-2111-51-0002 Div-II (442)          |
| 2011-2012   | Gourav Pratap Singh (2210) Roll No-2111-61-0006Div-II(428)  |
| Arun Kumar Sen Memorial Award for securing highest marks in B. Sc. Economics Honours Examination        |   |
| No award was given in 2011-2012,2012-2013,2013-2014 and 2014-2015                                       |   |
| Debajyoti Barman Memorial Award for securing highest marks in B.A./ B.Sc./ B. Com. General Examination. |   |
| 2014-2015   | Payal Ghosh (86) Roll No-1111-55-0010Div-I(631)             |
| 2013-2014   | Biswajit kumar Saha (1509) Roll No-3111-65-0014Div-II(662)  |
| 2012-2013   | Sayan Das Poddar(1206) Roll No-3111-65-0045Div-I(793)       |
| 2011-2012   | Pritam Haldar (1918) Roll No-2111-65-0030Div-I(737)         |
| Nirankar Banerjee Memorial Award for highest marks in B. Sc. Physics Honours Examination                |   |
| 2014-2015   | Sumit Karan(3002) Roll No-3111-61-0022Div-I(509)            |

## 2.3 Teaching-Learning Process:

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

The University provides the Academic calendar at the beginning of every academic session. On the basis of which the Academic Sub-committee, before the commencement of classes, advises all teaching department to prepare lesson plans and unitization of syllabus as well preparation of Academic schedule for holding Internal Assessment Tests. Mid-session review meetings in the respective departments are held to review the progress of the syllabi and to take corrective action if any for completion of syllabus during the session. The departments hold regular meetings for improving the quality of teaching and made suitable ammendments in the teaching-learning process to make it students centric.

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

IQAC devises strategies for improvement of the teaching learning process and suggest the Teaching Departments to follow the strategies. Some of the suggestions in recent years are:

1. Effective use of ICT in Classroom teaching (for science departments)
2. Innovative performance-based approaches
3. Emphasis on practical and applied aspects of the syllabi
4. Modernisation and up-gradation of facilities in the departments
5. Interactive Sessions
6. Using e-resouces
7. Collaboration with departments of other institution
8. Interactions with eminent teachers
9. Holding seminars and workshops

### **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?**

Generally college sticks to the traditional mode of lecture method although some department has made efforts to make the learning process more student-centric. The following are some of the measures adopted by the college:

|                        |   |
|------------------------|---|
| Interactive learning   | i) Sound system for better communication<br>ii) Session in central library under teachers' guidance<br>iii) Holding workshops, seminars, quiz, group discussion<br>iv) Remedial coaching<br>v) Guided library hours at the departments<br>vi) Counselling |
| Collaborative learning | i) Project works<br>ii) Group discussion<br>iii) Educational excursion<br>iv) Field survey<br>v) Quiz<br>vi) Wall magazine<br>vii) Various cultural and sports competitions in and out side the college   |
| Independent learning   | i) Acces to Internet<br>ii) Video lectures as framed by NPTEL and MIT-open courseware for science subjects<br>iii) Project works<br>iv) Publishing magazines<br>v) Encourage to participate in seminar, workshops   |

#### **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?**

On line open access journals by individual departments are initiated for students to pursue their critical thinking and creativity. Book reading sessions are organized by departments to install the learning temperament among students for becoming life-long learners. Besides that each teaching department publish wall magazines in the departments to create a scope of creative talent of students.

The institution nurture critical thinking by:

- Encouraging students to express their critical understanding of the topic taught in the classroom.
- Encouraging to take part in seminars, workshops and debate competition.
- Assigning Project Works.
- Publishing students writings in college magazine and wall-magazines.
- Through publishing departmental journals with the aim of making them familiar with recent trends in their subjects. The institution takes care of the creative aspects of the students in many ways.

- Teachers at the departmental levels encourage students to express their creative talent literary, visual and performance arts in classroom teaching and in various departmental programmes.
- Student seminar.
- The college publishes a general college magazine for the students for their creative expression.
- The institution annually organizes cultural competitions through the Students Union in literary, visual and performance arts. Every year the college student union organizes college festival and freshers welcome to 1<sup>st</sup> year students where students are given ample opportunities to express their creative talents.
- The students participate in university, state and national levels of cultural competitions and the college take care of their preparation, journey and expenses

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

E-learning resources through N-list, Internet connectivity through BSNL are available in the college for use of faculty for effective teaching.

Technology available:

- INLIBNET N-LIST e-resources consortia.
- N-list programme
- Wi-Fi hotspot through Broadband
- Accounting software
- Library is going to install “KOHA” automation software for its routine operations.

We have plan to digitize the rare reference books available in our library. In addition, introduction of online digital library accessible both students and teacher is under consideration.

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

Periodic seminars, workshops and expert lectures are part of academic activities of the college to expose students and faculty to advanced level of knowledge and skill. The table the list of Periodic seminars, workshops and expert lectures is given below:

| Programme  | Topic  | Department   | Date                     |
|--|--|--|--------------------------|
| U.G.C Sponsored State Level Seminar  | Rabindranath and his political Thought                               | Department of Political Science in collaboration with Dept. of Bengali, Vidyasagar Metropolitan College, Kolkata | 04.04.2011               |
| U.G.C Sponsored National Level Seminar   | National Trends in Chemistry in 21 <sup>st</sup> Century             | Department of Chemistry in collaboration with Dept. of chemistry, St Paul's College, Kolkata                     | 06.02.2012<br>07.02.2012 |
| A special enrichment lecture Prof. Chinmoy Guha  | Lecture to commemorate the 125 <sup>th</sup> birthday of T. S. Eliot | Department of English  | 26.09.2012               |
| U.G.C Sponsored National Level Seminar   | Rabindranath and Media   | Department of Bengali in collaboration with Dept. of Mass Comm. Maharaja Manindra-chandra College, Kolkata.      | 24.09.2014<br>25.09.2014 |
| Invited Lecture- Prof. Subrata Kr Dey, ProVC, WBUT   | Down's syndrome  | Department of Physiology   | 16.09.2015               |
| Invited Lecture- Dr Partha Sarathi Mukhopadhyay, Project Director, Liver Foundation, WB  | Liver Disease: A General View  | Department of Physiology   | 16.09.2015               |
| Invited Lecture- Sri Aniket Adhikary, Department of Genetics, Vivekananda Institute of Medical Sciences, Ramakrishna Mission Seva Pratisthan | Betel Quid and Oral Cancer   | Department of Botany   | 11.12.2015               |
| Invited Lecture- Dr Mousumi Poddar Sarkar Department of Botany (CAS) Calcutta University   | Signalling Behaviour of Plant world                                  | Department of Botany   | 11.12.2015               |

|  |   |                        |            |
|--|---|------------------------|------------|
| Invited Lecture-Prof.Abhijit Sen,Department of English and other European Languages,VisvaBharati | Elizabethan Stage Practices with Special Reference to the 'silenced' women of Shakespeare's Macbeth | Department of English  | 14.12.2015 |
| Invited Lecture- Dr Subhasis Chattopadhyay, Variable energy cyclotron centre and Bose Institute  | Creation and Exploration of Mini-Bangs In the Laboratory  | Department of Physics  | 16.12.2015 |
| Invited Lecture- Prof. Anutam Pal, Dinobandhu Andrews College                                    | Concept of Flow   | Department of Commerce | 16.12.2015 |

**2.3.7 Detail (process and the number of students benefited) on the academic, personal and psycho-social support and guidance services (professional counselling/mentioning/academic advise) provided to students?**

| Process                           | Number of students benefited  |
|-----------------------------------|---|
| Academic and personal counselling | All Honours students through Seminar Library and mentoring  |
| Psycho-social support             | All students belonging to SC,ST,OBC and economically weaker section through counselling and mentoring in the Equal opportunity cell (started recently). |
| Guidance                          | Career counseling and coaching for Entry in Service to college students (started recently).   |

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

As stated earlier under 2.3.3 above the institution has introduced innovations in teaching. The institution encourages the teachers to adopt new and innovative teaching methods and approaches by

- Sensitizing the faculty about new technology and methods in various meetings of the Academic Sub-committee, Teachers Council, the Departments, and the IQAC;
- Sanctioning requisitions of equipments of various departments at the Finance Committee;
- Notifications about the arrival of new technology;
- Making provisions for infrastructure for the use of new technology;

- Sanctioning funds for various demands by allowing teachers full autonomy to experiment with new technology and equipments for teaching (computers at departmental rooms).
- By allowing teachers and staff to go to various training programmes and courses.

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

The Library of Ananda Mohan College was established since the inception of the college. The library has vast collection of books which include old, rare books and valuable reference books. It is enriched with an excellent collection in the fields of Pure Science, Biological Science, Social Science, Literature etc. During the year under report (2014-15), the library accessioned 366 books which were purchased from UGC grant. The Library remains open on all working days from 2.30 P.M. to 9.00 P.M. Library provides open access facility to all students. As most of the students of the college come from economically backward class, our library with a rich collection of books is very essential to them. There is Wi-Fi connectivity in the library. Teachers have access to Open Book Resource through INFLIBNET. Teachers also provide reading materials from on-line sources like e-books and journals. The college has plans to undertake digitization of old and rare books in the library and also aspires to start an on-line digital library. The Central Library occupies a unique place in academic activities of the Institute. The Systematic Accession Register was started in this Library from 1945 and the first name of the accessioned book was "Indian Economics" by P. N. Banerjee. Some data regarding the library are as follows:

Total no. of books (up to March, 2015) : 22,235

Total no. of Periodicals subscribed (up to March, 2015) : 11

Subject wise Distribution of Central Library books:

| Sl. No. | Subject               | Total No. of Books (approx.) |
|---------|-----------------------|------------------------------|
| 1.      | Bengali               | 2171                         |
| 2.      | Botany                | 1217                         |
| 3.      | Chemistry             | 1198                         |
| 4.      | Commerce & management | 5659                         |
| 5.      | Computer Science      | 174                          |

|     |                            |      |
|-----|----------------------------|------|
| 6.  | Economics                  | 2408 |
| 7.  | English                    | 1203 |
| 8.  | Geography                  | 421  |
| 9.  | Hindi                      | 377  |
| 10. | History                    | 636  |
| 11. | Mathematics                | 1156 |
| 12. | Odiya Literatures          | 334  |
| 13. | Philosophy                 | 641  |
| 14. | Physics                    | 1009 |
| 15. | Physiology                 | 863  |
| 16. | Political Science          | 549  |
| 17. | Question Papers & syllabus | 503  |
| 18. | Reference Books            | 478  |
| 19. | Sanskrit                   | 228  |
| 20. | Zoology                    | 1019 |

In addition to Central Library, every Science department of the college has a 'Seminar Library' for Honours students consisting of text and reference books.

| Seminar Library Collection  | Collections             |
|-----------------------------|-------------------------|
| Mathematics Seminar Library | 186 (up to March, 2015) |
| Physics Seminar Library     | 343 (up to March, 2015) |
| Chemistry Seminar Library   | 376 (up to March, 2015) |
| Zoology Seminar Library     | 117 (up to March, 2015) |
| Botany Seminar Library      | 70 (up to March, 2015)  |
| Physiology Seminar Library  | 305 (up to March, 2015) |

**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.**

Completion of curriculum faces the following challenges

- All sanctioned posts are not filled up – hence there are shortages of teachers
- Students – particularly the 2nd year and the 3rd year students – are irregular till the declaration of Part I and Part II results
- Large number of teaching days are lost due to



- University examinations
- Elections etc

Endeavours are made to overcome the above challenges by -

- Appointment of guest faculty in departments that do not have adequate teachers
- Extra classes are taken to compensate for the classes lost due to exogenous factors
- Special classes are arranged by the departments during examinations.

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

The institute monitors the quality of the teaching-learning through the following ways:

- The departmental teachers monitor the performance of the students by their response in the classrooms as well as by their performance in the class tests conducted by the department.
- The Principal ensures effective teaching-learning in the college by constant interaction with the Departmental Heads and with individual teachers, as and when required.
- The Principal also monitors the Daily Performance Appraisal of individual teachers.
- The IQAC also suggests the departments regarding the effective way of teaching-learning. The performance of the teachers gets reflected in the Annual Quality Assurance Report.
- Assessments of feedback from different stakeholders like the students, parents, Alumni Association also help the process of monitoring the teaching-learning in the college.

## **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 being a government aided institute does not have much opportunity in recruitment and retention of teachers in the institution as the same is guided by the

- 1) Directorate of Public Instructions, Government of West Bengal – who decides the number of sanctioned posts and also decides the number of net vacancy.
- 2) Department of Backward Classes Welfare Department, Government of India – which decides the category (General or Reserved) of faculty to be recruited following the 100 point roster.
- 3) The West Bengal College Service Commission: According to a Supreme Court order the college asks for a list of three names from the panel of The West Bengal College Service Commission out of which one candidate is selected by the college. In the presence of the nominee of the University of Calcutta, to which the college is affiliated, and other subject experts, through a process of interview candidates are selected. This is in accordance to West Bengal College Service Commission Act (the provision for BSES Colleges).
- 4) Prior to Aug 2010, the college had the authority of recruiting part time teacher/contractual teachers (against not filled up vacant sanctioned posts to be paid by the college authority). But by an order (dated Aug 2010) of the Govt. of West Bengal, all part-time teachers recruited till then have become Government approved part-time teacher/contractual teachers to be paid by the Government.

As per the clause of the said government order

- i) Approval of one such government approved part time teacher/contractual teacher against one not filled up vacant sanctioned posts will make the sanctioned post non vacant. The said clause is regressive for the college as one government approved part time teacher is entitled/authorize to take 10 classes in a week as against 24 classes to be taken by a substantive whole time teacher.
- ii) Furthermore the college is required to make payment of 50 % tuition fees (collected from the students) to the Government of West Bengal so as to enable the Government to pay the salary to the government approved part time teachers. The said clause suggests that Government pays the salary of the government approved part-time teacher from earnings of the college.

- iii) The government approved part time teacher are permanent till the age of superannuity and therefore the college does not have any authority to appoint new part-time teacher as long as the government approved part time teachers are in employment.
- iv) The college however has the freedom to engage Guest Faculty purely on temporary basis to be paid from college fund.

| Highest Qualification | Professor       |            | Associate Professor |        | Assistant Professor             |        | Total |
|-----------------------|-----------------|------------|---------------------|--------|---------------------------------|--------|-------|
|                       | Male            | Female     | Male                | Female | Male                            | Female |       |
| Permanent teachers    |                 |            |                     |        |                                 |        |       |
| D.Sc./D.Litt.         |                 |            |                     |        |                                 |        |       |
| Ph.D.                 |                 |            | 10                  | 03     | 07                              | 07     | 28    |
| M.Phil.               |                 |            | 02                  | 01     | 00                              | 01     | 04    |
| PG                    |                 |            | 03                  | 04     | 03                              | 01     | 10    |
| Total                 |                 |            | 15                  | 08     | 10                              | 09     | 42    |
| Temporary teachers    | Guest lecturers |            | Part-time teachers  |        | Contractual whole time teachers |        | Total |
|                       | Male            | Femal e    | Male                | Female | Male                            | Female |       |
| Ph.D.                 | 03              | 01         |                     |        | 01                              |        | 04    |
| M.Phil.               |                 |            |                     |        |                                 |        |       |
| PG                    | 12              | 02         | 02                  | 04     | 01                              |        | 19    |
| Total                 | 15              | 03         | 02                  | 04     | 02                              |        | 26    |
| Other                 |                 | Libra rian |                     | AGLI*  |                                 |        | Total |
|                       |                 | Male       | Female              | Male   | Female                          |        |       |
| Ph.D.                 |                 |            |                     |        |                                 |        |       |
| M.Phil.               |                 | 01         |                     |        |                                 |        | 01    |
| PG                    |                 |            |                     | 03     |                                 |        | 03    |
| Total =               |                 | 01         |                     | 03     |                                 |        | 04    |

\*Associate Grade Graduate Laboratory Instructor

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

To cope with the increasing number of vacant position of Teachers, the college engages qualified Guest Teachers from time to time and reputed retired faculties are engaged in capacity of visiting faculty to take classes.

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

#### a) Nomination to staff development programmes

| Academic Staff Development Programmes                 | Number of Faculty |
|---|-------------------|
| Refresher courses                                     | 04                |
| HRD programmes  | 00                |
| Orientation programmes                                | 00                |
| Staff training conducted by the College               | 00                |
| Staff training conducted by University/other Colleges | 01                |
| Summer / winter schools, workshops, etc.              | 02                |

#### b) Percentage of the faculty have

- been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies 19
- participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies 72
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies 40
- teaching experience in other universities / national institutions and others 9
- industrial engagement Nil
- international experience in teaching Nil

### 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 provides necessary study leave, duty leave and support for research and academic publication, industrial engagement for the teachers.

### 2.4.5 Give the number of faculty who received awards/recognition at the state, national and international level for excellence in teaching during the last four years.

**Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.**

Nil

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

Evaluation of Teachers by students was introduced recently. External peers evaluate teachers' performance at the time of promotion through CAS. Anonymous students' feedbacks on teachers are collected and the IQAC members analyse the feedback as per the Principal's order and suggest appropriate measures to the authority to be taken.

## **2.5 Evaluation Process and Reforms:**

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

The detail information on the process of evaluation process is provided to students and other stakeholders through the college prospectus, college website and college notices.

**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 system of university examination has changed from 2 + 1 system to 1+1+1 system. The question patterns have changed such that some of the broad essay type questions gets replaced by knowledge based short questions. The institution has also introduced the system of supplementary examination where students who fail to pass the main examination are given opportunity to appear for a supplementary examination before the examination of the next part and clear the papers where they were unsuccessful 2+1 system (i.e. Part I Exams after the end of the 2nd year and Part II Exams after the end of the 3rd year) is replaced by the 1+1+1 system (i.e. Part I Exams after the end of 1st year followed by Part II Exams after end of the 2nd year and finally Part III exams after the end of the 3rd year).

### **Evaluation reforms of the college:**

The college is trying to conduct "continuous internal assessment" through informal class tests (throughout the year), Mid-term test (around November) and Internal Assessment

Test (prior to university examination).

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

The institution strictly follows the evaluation calendar prescribed by the University, and at institutional level students' attendance and punctuality in attending classes are monitored on monthly basis based on which the students are allowed to appear in Internal Assessment tests.

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

Formative assessment of students are made by the Teachers on a daily basis as a part of the teaching method by asking question to determine how much the students have learnt and how much they shall have to learn on the given topic. The summative assessment is done in the Internal Assessment tests at the end of each term (prior to University examination).

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

The college appreciates the necessity of developing an internal assessment system for holistic development of the students. The strategies of continuous internal assessments are:

- i) Verbal feedback taken from students where students report their learning achievement.
- ii) Short questions are provided to the students as a formative assessment exercise.
- iii) During short holidays or vacations students are provided with open book type of assessment / home assignment.
- v) Answer scripts of college examinations are shown and shortcomings are discussed with the students.
- vi) Students who score highest marks in University examinations are awarded by the college.

The monitoring of the students attendance and debarring the irregular students from appearing internal assessment test, which is unique for the college, has made a positive impact on students attendance and regularity in attending classes.

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

The University norms for eligibility of students to appear in the final examination is based on the attendance of the students. The college on its own had specified certain attributes for its students, such as regularity and punctuality in attending classes, discipline in the college campus and participation in all co-curricular activities of the college for determining the overall progression of the students.

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

The University has a grievance redressal mechanism with reference to evaluation of students like reviews / re-examination of Answer Scripts and self inspection of evaluated Answer Scripts under RTI act. The college does not have any system for redressal of grievances as to assessment. The answer scripts are shown to students and in case of any doubt, teachers make discussions and necessary clarifications.

**2.6. Student Performance and Learning Outcomes:**

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

The college has clearly stated learning outcome of its students in its goal and objectives such as proficiency in the chosen subjects, computer literacy, competency in spoken English, competency in handling jobs in practical life and above all developing values to become a responsible citizen. The outcomes are stated in the college prospectus and website in the mission statement of the college. Moreover students and staff are regularly scrutinized and policies are adopted to hold seminar, workshop and extend lecture to achieve those outcomes.

**2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme?**

**Provide an analysis of the students' results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.**

At the institutional level students performance in examination and the progression are analyzed and discussed in the Academic sub-Committee meetings.

| Process           | Strategies  |
|-------------------|---|
| Teaching Learning | Lesson planning, Unitization of syllabus, Mentoring, Library services |
| Assessment        | Midterm test, informal class tests                                    |

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

Whereas the assessment process is structured following University norms, the teaching, learning process is structured through lesson planning and unitization of syllabus with an objective of making teaching learning process more meaningful to achieve the stated outcome. Whether classes are held as per schedule / routine are regularly monitored.

Governing Body makes review of

- regularity of the classes held
- regularity of the internal assessment held
- regularity of the attendance of students in the class
- Steps taken by the college for academic audit

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

A Career counselling and placement cell has been formed. The teachers while taking their classes try to enhance the propensity of searching the truth in the minds of the students and make them more innovative.

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



The departments informally collect information on the student's performance and learning outcome from the students and on the basis of that, action plan is framed for addressing the problems. However recently the parents committee has been revived and parent-teacher meetings are being held, from where feedback from the parents are be collected.

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

The institution maintain the activities of learning outcome of its students through departments and ensure through periodic reviews at the Academic Sub-Committee and Teachers' Council meetings, where necessary steps are suggested and the authority take the steps.

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

The institution uses the assessment/evaluation outcome as an indicator for evaluating students' performance and prepares its academic planning accordingly.

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

Presently not



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

No, the College does not have any recognized research centre. However, Dr. Sohorab Hossain, Associate Professor of Bengali has been given permission by the University of Calcutta to act as an independent supervisor for guiding Ph.D. students.

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

Yes, the college has a Research Committee formed in accordance with UGC XII plan guidelines, representing both the Science, Commerce and Arts streams whose composition is as follows:

1. Dr. Priyotosh Dutta - Convenor
2. Dr. Tapas Saha - Member
3. Dr. Prasanta Bandhopadhyay - Member
4. Dr. Kaberi Sarkar - Member
5. Dr. Sanat Chatterjee -Member
6. Dr. Ujjal Roy - Member
7. Dr. Pradip Datta – Member

- The committee scrutinize the research proposals for submission to funding agencies and monitors the progress made in ongoing research projects.
- It updates the teachers about various Research schemes and Fellowships, and motivates them in applying for the same.

**Recommendations of the committee:**

- Faculty members who have not registered for Ph.D. programme will be encouraged for registration in a University convenient for them.
- Teachers who have Ph.D. degree are motivated to carry out independent or

collaborative research.

- Different departments of the college are requested to organize state/national level seminars with other reputed institutions of the state or national level. Science departments are encouraged to develop different projects using the available infrastructure to inculcate research temper among advanced learners.
- Departments are advised to select one project and assign few students to prepare a project proposal with a help of their teachers (mentor group). They should submit these proposals to the research committee which will intrun arrange a dedicated day where all the projects will be defended and the best project will be funded by the college.

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

Ananda Mohan College is an evening college with direct teaching hours runs from 4.30 pm to 9.10 pm. Thus, the college authority always encourages the faculty members to utilize the daytime in active research through their independent research programme or work in collaboration with other academic/research institutes. These have been done by the following ways:

- **Autonomy to the Principal Investigator:** The principal investigator is given full autonomy to plan and executes the project.
- **Timely availability or release of resources:** The research funds are disbursed promptly to the investigators for unhampered research activity.
- **Adequate infrastructure and human resources:** The College provides infrastructural facilities such as library, laboratory, computer, internet facilities. Recently, access to research journals through INFLIBNET has been made available.
- **Time-off, reduced teaching load, special leave etc. to teachers:** Teachers are encouraged to carry out their research work during the day time in addition to the usual allotment one day per week for preparatory/research work. They are allowed use the summer, Puja vacations and the winter recess to pursue their research work. In addition, duty leaves are given to interested teachers who will present papers/participate in seminars and conferences. Teachers are also allowed to avail study leave according to the provisions of the University of Calcutta

statute.

- **Support in terms of technology and information needs:** Library, laboratory facilities, equipments and other ICT enabled research support system are made available to investigators.
- **Facilitate timely auditing and submission of Utilization Certificate to the funding authorities:** Assistance is provided to the researchers to enable themselves for timely submission of Utilisation Certificate to the funding agencies. The audit report and Utilisation Certificates are sent to the funding agencies within due time.

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

Although the primary mandate of a undergraduate college does not cover research by the students, the following initiatives has been taken by the college to develop the research culture and aptitude within the young minds.

- Few departments have initiated the project works for the advanced students.
- From the 2015-16 onwards provision has been made in the master routine for departmental seminars, student seminars and popular lectures by the established researchers.
- Students from science streams are taken for educational tours (not covered in curriculum) in the national laboratories located at Kolkata to inculcate research culture among the students.
- To promote independent thought process and the ability to work as team, students are encouraged to publish with annual wall magazine on regular basis.
- Project work by all honours students in Commerce department.
- Excursions and educational tours (included in Field work) are compulsory in the UG curriculum of Zoology, Botany and Physiology. Some of the places visited by the students of these Departments are given below:

| Department     | Place of Excursion                   |                                   | Year of Visit |
|----------------|--------------------------------------|-----------------------------------|---------------|
| <b>Zoology</b> | Bhitarkanika National Park, Orissa   |                                   | 2011          |
|                | Corbett National Park, Uttarakhand   |                                   | 2012          |
|                | Ranthambore National Park, Rajasthan |                                   | 2013          |
|                | Digha, West Bengal                   |                                   | 2014          |
|                | Bakkhali, West Bengal                |                                   | 2015          |
| <b>Botany</b>  | Long                                 | Local                             |               |
|                | Darjeeling                           | AJC Bose Botanical Garden         | 2011          |
|                | Bhutan                               | Baleghata Subhas Sarobar          | 2012          |
|                | Vizag                                | Chunchura Rice Research Institute | 2013          |
|                | Kalimpong                            | Baleghata Subhas Sarobar          | 2014          |



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

The college encourages the faculty members to initiate research programme and collaboration with other academic and professional institutions to gain the advantage of being an evening college in the heart of a metro city. The impact of this encouragement can readily be seen from the diversified research activities carried out by our teachers. At

present 04 teachers are pursuing Ph.D. degree. 11 teachers are engaged in active research. One faculty member is involved in guiding doctoral research in Ph.D. level. Since July 2011, seven research projects has been approved by the funding agencies. In 2015, four research projects have been submitted to UGC for funding. A significant number of the faculty members are maintaining collaboration with various higher education institutions, universities, national and international laboratories. The total research output amounts to 90 publications in peer reviewed journals (both national and international), 42 in conferences proceedings, 25 invited talks in international, national and state level conferences/workshops/seminars, 39 books/edited books and 33 book chapters. Please note that few of the above mentioned research works have been published in journals of international repute such as Physical Review Letters, Physics Letter B. Teachers of this college has also act as reviewer of international projects and visited foreign laboratories as visiting scientist. The details of these activities is attached in Annexure-I.

### **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.**

Workshops/seminars on various contemporary topics have been arranged, primarily focusing on the capacity building and promoting the research culture among the teachers and students. The details is given in item number 2.2.4 and 2.3.6.

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

College grants full autonomy to the faculty members to pursue research in their field of interest and expertise. The prioritized research areas of the faculty members involved in active research are given below.

#### **Prioritised research areas of the faculty members**

| <b>Name of Teacher</b>       | <b>Area of Expertise</b> |
|------------------------------|--------------------------|
| <b>Department of Bengali</b> |                          |
| Dr. Prasanta Bandyopadhyay   | Folklore                 |

|  |   |
|--|---|
| Dr. Soharab Hossain                      | Short Stories                                     |
| Dr. Ayantika Ghosh                       | Drama   |
| <b>Department of English</b>             |   |
| Debashish Raychaudhuri                   | Drama, poetry                                     |
| Dr. Sandipan Sen                         | Drama, poetry                                     |
| <b>Department of Hindi</b>               |   |
| Rina Kumari Ram                          | Hindi Atmkatha Sahitya, Dalit and Women's Studies |
| <b>Department of History</b>             |   |
| Dr. Subrata Mal                          | Modern History                                    |
| <b>Department of Philosophy</b>          |   |
| Dr. Malabika Chakrabarti                 | Ethics  |
| <b>Department of Computer Science</b>    |   |
| Prasenjit Kundu                          | Information Management                            |
| <b>Department of Economics</b>           |   |
| Dr. Sk. Abdul Rashid                     | Agricultural Economics                            |
| Nandini Daniari                          | History of Economic Thought                       |
| <b>Department of Geography</b>           |   |
| Dr. Srikumar Mishra                      | Political Geography                               |
| <b>Department of Mathematics</b>         |   |
| Dr. Tanusree Dutta                       | Modern Algebra                                    |
| <b>Department of Physics</b>             |   |
| Dr. Pradip Datta                         | Nuclear Physics, Detector Simulation              |
| Mr. Arijit Ghosh                         | Experimental Solid State Physics                  |
| <b>Department of Chemistry</b>           |   |
| Dr. Priyatosh Dutta                      | Physical Chemistry                                |
| Dr. Attreyee Mukherjee Nee Bhattacharaya | Organic Chemistry                                 |
| Dr. Shyam Sarkar                         | Nano-material Chemistry                           |



|                                 |                                  |
|---------------------------------|----------------------------------|
| <b>Department of Zoology</b>    |                                  |
| Dr. Pallab Roy                  | Cytogenetics & Molecular Biology |
| <b>Department of Physiology</b> |                                  |
| Dr. Raghawendra Mishra          | Haematology                      |
| Dr. Jayeeta Banerjee            | Cognitive Ergonomics             |
| <b>Department of Botany</b>     |                                  |
| Dr. Tapan Kumar Maitra          | Mycology & Plant pathology       |
| Dr. Biplab Patra                | Pteridology                      |
| Dr. Debasri Chakraborti         | Taxonomy & Ecology of Angiosperm |
| <b>Department of Commerce</b>   |                                  |
| Shubhayan Basu                  | Taxation, Accounting and Finance |
| Dr. Tapas Saha                  | Accounting and Finance           |
| Asit Misra                      | Management                       |

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

The college organizes seminars and workshops where established researchers are invited to deliver lectures, disseminate their thoughts and interact with teachers and students. The list of scholars who visited the college recently is given below:

| Programme  | Topic                            | Department                  | Date       |
|--|----------------------------------|-----------------------------|------------|
| Invited Lecture-<br>Prof. Subrata Kr Dey, Pro-VC,<br>WBUT  | Down's syndrome                  | Department of<br>Physiology | 16.09.2015 |
| Invited Lecture-<br>Dr Partha Sarathi<br>Mukhopadhyay, Project Director,<br>Liver Foundation, WB   | Liver Disease: A<br>General View | Department of<br>Physiology | 16.09.2015 |
| Invited Lecture-Sri Aniket<br>Adhikary, Research<br>scholar, Department of Genetics,<br>Vivekananda Institute of Medical<br>Sciences, Ramakrishna Mission<br>Seva Pratisthan | Betel Quid and Oral<br>Cancer    | Department of<br>Botany     | 11.12.2015 |

|  |  |                        |            |
|--|--|------------------------|------------|
| Invited Lecture-Dr Mousumi Poddar Sarkar Dept of Botany(CAS) Calcutta University                 | Signalling Behaviour of Plant world  | Department of Botany   | 11.12.2015 |
| Invited Lecture-Prof.Abhijit Sen,Department of English and other European Languages,VisvaBharati | Elizabethan Stage Practices with Special Reference to th 'silenced' women of Shakespeare's Macbeth | Department of English  | 14.12.2015 |
| Invited Lecture- Dr Subhasis Chattopadhyay, Variable energy cyclotron centre and Bose Institute  | Creation and Exploration of Mini-Bangs In the Laboratory   | Department of Physics  | 16.12.2015 |
| Invited Lecture- Prof. Anutam Pal, Dinobandhu Andrews College                                    | Concept of Flow  | Department of Commerce | 16.12.2015 |

**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?**

No such instances are there as college teachers are not entitled to take sabbatical leave according to the present statue of University of Calcutta.

**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).**

In-house seminars such as

- Basics of medical imaging by Department of Physics
- Arsenic detection in drinking water by Department of Chemistry
- Aspects of personal Tax by Department of Commerce
- VAT: Prejudice and Facts by Department of Commerce
- Thalassemia: Blood test may check the menace by Department of Physiology
- Climate change and its impact on Biodiversity by Department of Zoologyare regularly arranged to aware the students as well as the staff members of the college about various contemporary issues.

**Future Plan:** The college proposes to

- publish a book of abstract summarising the presentation made by the speakers at different seminars/workshops organised by the college
- publish a book on Bengal Renaissance
- publish an e-journal

**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.**

- There is no budgetary provision for research activities in grant-in-aid colleges.
- Research activities are based on individual's initiatives and, thus, research projects are generally financed by the external funding agencies (primarily UGC). The college extends infrastructural facilities to them. However, the college promotes computer based research programmes which can be sustained by the in-house facilities and does not require further financial assistance.

**3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?**

No

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

There is no provision in the institute to provide financial help to support research projects by the students. However, the research committee has proposed to use a fraction of the overhead fund received from various UGC funded projects be used to fund students projects selected through competition.

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

Interdisciplinary seminars in science and humanities have been successfully organised time to time. Such activities, highly appreciated by IQAC, have generated few leads however, no concrete proposal has been formulated yet.

**Challenges:**

- Since in the undergraduate colleges, teaching is the primary responsibility of a teacher, time management is the main challenge faced in undertaking interdisciplinary research.

- This problem compounded with limited teaching hours available to our college being it is an evening college.

The list of inter-disciplinary seminars arranged by the college:

| Interdisciplinary Programme            | Topic                                  | Department   | Date                     |
|--|--|--|--------------------------|
| U.G.C Sponsored State Level Seminar    | Rabindranath and his political Thought | Department of Political Science in collaboration with Dept. of Bengali, Vidyasagar Metropolitan College, Kolkata | 04.04.2011               |
| U.G.C Sponsored National Level Seminar | Rabindranath and Media                 | Department of Bengali in collaboration with Dept. of Mass Comm. Maharaja Manindra Chandra College, Kolkata.      | 24.09.2014<br>25.09.2014 |

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

The equipments and facilities available in the college are used by respective teaching departments and other departments are allowed use the resources as per their need provided it does not hamper regular teaching. However, in specific cases, equipments kept at exclusive space may be used during day time in consultation with the respective head or as recommended by the research committee.

### **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 such grants have been received by the college.

### **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 ongoing and completed projects and grants received during the last four years.**

- The college apprise the teachers about various funding scheme provided by different funding agencies through IQAC. The research committee usually help teachers about various technical aspects of preparing project proposal to the completion of the projects.

- The details of ongoing and completed projects and grants received during the last four years have been given in following table.

**Minor Research projects (UGC) during 2009-2015 carried out by the faculty**

| Sl. No. | Name of PI and Department          | Project Title   | Grant Order                     | Approved Amount | Duration                  |
|---------|------------------------------------|---|---------------------------------|-----------------|---------------------------|
| 1.      | Rita Roy, Bengali                  | Sunil Gangopadhyayer 'SeiSamay': UponyaseItihash  | F. PHW-023/08-09 dt. 05.12.2008 | 70,000/-        | Feb, 2009 – Aug, 2010     |
| 2.      | Dr.MunmunSaha, Chemistry           |   | F. PSW-028/08-09 dt. 12.12.2008 | 1,12,000/-      | Feb, 2009 – Feb, 2011     |
| 3.      | Dr.Sanat Kr Chatterjee, Physiology | Effect of training on various anthropometric and physiological profiles of tribal children (boys) of Mongoloid in origin                | F. PSW-034/10-11 dt. 20.10.2010 | 1,53,000/-      | Dec, 2010 – Dec, 2012     |
| 4.      | Dr.Pradip Datta, Physics           | Role of Shears mechanism in generating high spin states in moderately deformed nuclei in mass-100 and 130 region                        | F. PSW-026/11-12 dt. 08.08.2011 | 1,77,000/-      | Oct, 2011 – Oct, 2013     |
| 5.      | Dr.Biplab Patra, Botany            | Studies on the herbivorous fauna of the aquatic ferns of the Gangetic delta of W.B and evaluation of their biological control potential | F. PSW-131/11-12 dt. 25.01.2012 | 1,60,000/-      | March, 2012 – March, 2014 |
| 6.      | Dr.Prasanta Bandopadhyay, Bengali  | Loksanskriti Bigyaner Aloke Hooghly Jila  | F. PHW-216/11-12 dt. 25.01.2012 | 1,14,000/-      | March, 2012 – Sept, 2013  |
| 7.      | Dr.Subrata Kr Mal, History         | The Socio-economic Condition of Mahali Tribes in Midnapur, 19 <sup>th</sup> to 20 <sup>th</sup> Century                                 | F. PHW-50/13-14 dt. 18.03.14    | 3,00,000/-      | Ongoing                   |

|     |                                     |  |                                  |            |         |
|-----|-------------------------------------|--|----------------------------------|------------|---------|
| 8.  | Dr.Tapan Kr Maitra,<br>Botany       | Holocellulose and Lignin components in sound and decayed wood of Sal ( <i>Shorea robusta</i> )                   | F. PSW-194/13-14<br>dt. 18.03.14 | 2,87,000/- | Ongoing |
| 9.  | Dr.Jayeeta Banerjee,<br>Physiology  | Effect of Gender Difference and Socio-economic Status on Human Cognitive Performance                             | Submitted to UGC                 |            |         |
| 10. | Dr.Ujjal Roy, Zoology               | An Assessment of the Coverage and Quality of Immunization Services of Private Vaccination Clinics in West Bengal | Submitted to UGC                 |            |         |
| 11. | Dr.Raghwendra Mishra,<br>Physiology | Understanding the mechanism of snake venom induced erythrocyte morphological response                            | Submitted to UGC                 |            |         |
| 12. | Dr.Pradip Datta, Physics            | Study of nuclear shapes and its effects in the excitation spectra of atomic nuclei                               | Submitted to UGC                 |            |         |

### 3.3 Research Facilities:

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

Being an undergraduate institute running on shared space with two other colleges in two other shift, the college does not have ample scope of providing research facilities. However, teachers are welcome to engage themselves in simulation-orientated research which can be performed in the during the day time (non-teaching hours) using high-end computers. At present one teacher from the physics department is preparing one such project proposal using departmental computers which will be submitted to DAE-BRNS for funding.

- The college does not have research scholars.

- Access to research journals through INFLIBNET has been made available.

### 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?

It has been already mentioned that the college has stressed that the computation based research work will be promoted in future for the in-house researchers. There are few possibilities, including, but not limited to, data analysis, simulation work.

### 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?

Since the research in undergraduate colleges is primarily depends on individuals interest and expertise, the college provides the researchers necessary permission and duty leave in case they like to use instruments in possession of other institutes/research laboratories. Teachers are encouraged to use the university grants commission central facilities such as the accelerators at Inter-University Accelerator Centre (IUAC), New Delhi for their own research programme. In this case IUAC provides necessary TA/DA and other technical support. Our teachers are using this facility very effectively.

| Name of the institutes/University                     | Department | Name of the teacher | Instrument used   |
|---|------------|---------------------|---|
| Inter-University Accelerator Centre (IUAC), New Delhi | Physics    | Dr. Pradip Datta    | Accelerators, Latest Particle and Gamma Ray detectors   |
| Saha Institute of Nuclear Physics, Kolkata            | Physics    | Dr. Pradip Datta    | Clover Detector   |
| Indian Association for the Cultivation of Science     | Physics    | Dr. Arijit Ghosh    | SQUID magnetometer<br>XRD<br>PPMS<br>Raman Spectrometer |

|                        |            |                  |   |
|------------------------|------------|------------------|---|
| University of Calcutta | Physiology | Dr. Raghav Misra | Flow Cytometer<br>Confocal Microscope<br>SEM,<br>Spectrofluorometer |
| IIT-KGP                | Physiology | Dr. Raghav Misra | AFM   |
| Bose Institute         | Physiology | Dr. Raghav Misra | FTIR<br>Spectrophotometer   |
| IISER, Kolkata         | Chemistry  | Dr. Shyam Sarkar | Powder XRD, TEM,<br>SEM   |

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

- INFLIBNET facility is available for accessing different on-line books and journals.
- Photocopy facility is available in the library.
- The research scholars from outside the institution may access the library resources through in-house collaborator/guide. As an example Mr. Anish Roy, Research Scholar, University of Calcutta is a user of our library through his Ph.D. supervisor Dr. Soharab Hossain, Associate Professor of Bengali, Ananda Mohan College.

### 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.

None.

## 3.4 Research Publications and Awards:

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

|   |  |
|---|--|
| <b>Patents obtained and filed (process and product)</b>       | Nil  |
| <b>Original research contributing to product improvement:</b> | Research out come of one of the faculty members on the origin of doublet bands in mass-100 region in context of chirality in atomic nuclei has been published in Physical Review Letter in recent times. |



|   |      |
|---|------|
| <b>Research studies or surveys benefiting the community or improving the services</b> | None |
| <b>Research inputs contributing to new initiatives and social development</b>         | None |

**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 College used to publish a scholarly inter-disciplinary journal called the “Ananda Mohan College journal”, but due to severe manpower shortage the practice was discontinued and the publication was stopped. Since several new faculty members have joined the college in recent times, we are trying to revive the practice. In this end, we have formed a journal committee which is looking after this matter.

The journal committee:

1. Dr. Sandipan Sen(Convenor)
2. Dr. Tapan Maitra (member)
3. Dr. Sk Abdul Rashid (member)
4. Dr. Sohaab Hossain (member)
5. Dr. Prasanta Bandhopadhyay (member)
6. Sri Someslal Mukhopadhyay (member)
7. Smt. Nandini Daniari (member)
8. Smt. Rina Kumari Ram (member)
9. Dr. Jayeeta Banerjee (member)
10. Dr. Raghawndra Mishra (member)
11. Dr. Ayantika Ghosh (member)
12. Dr. Pallab Roy(member) (member)
13. Dr. Suranjana Chatterjee (member)
14. Sri Somnath Pal(member)
15. Sri Shyamal Das (member)

**3.4.3 Give details of publications by the faculty and students.**

The college has strongly support and promotes research activity of the faculty members. The summary of the research outputs during 2011-2015 are given below:

| Publication per faculty | No. of paper published in peer reviewed journal | No. of publication listed in international database | Monograph | Chapter in Books | Books edited | Books with ISBN/ISSN with details of publisher |
|-------------------------|---|---|-----------|------------------|--------------|--|
| 3                       | 90  | 132   | NIL       | 33               | 13           | 26   |

Please refer to Annexure-I, section 3.1.5 and the list of publications in departmental profiles for further details.

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

|  |  |
|--|--|
| <b>Research awards received by the faculty</b>   | <ol style="list-style-type: none"> <li>1. Dr. Soharab Hossain, Associate Professor of Bengali</li> <li>2. Dr. Pradip Datta, Assistant Professor of Physics was invited to visit iThemba LABS, South Africa as visiting scientist.</li> </ol> |
| <b>Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally</b>   | Dr. Pradip Datta, Assistant Professor of Physics, Project reviewer of research proposal submitted to National Research Foundation, South Africa.   |
| <b>Incentives given to faculty for receiving state, national and international recognitions for research contributions</b> | They are provided with necessary duty and study leave as and when required.  |

### 3.5 Consultancy:

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

The college does not yet have any system for establishing institute-industry interface.

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

No concrete policy has been framed by the college to promote consultancy however, the faculty members are free to provide such service on an honorary basis based on their expertise.

College has planned to publicize the available expertise through the college website.

#### 3.5.3 How does the institution encourage the staff to utilize their expertise and

**available facilities for consultancy services?**

No such policy exists. However, the permanent staff members are required to inform the Governing Body to before engaging in such activities. College authority usually encourages such activities and secession is taken case to case basis.

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

Dr. Pradip Datta, Department of Physics, reviewer of research proposal submitted to National Research Foundation, South Africa.

**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?**

No Such policy exists.

**3.6 Extension Activities And Institutional Social Responsibility (ISR):****3.6.1 How does the institution promote institution-neighbourhood- community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

The college is actively involved in extension activities relating to institutional social responsibility at various levels primarily through the NSS, NCC units and Extension cell. The aim of such programmes are to contribute to the socio-economic and cultural development of the locality and to impart the sense of social responsibility among the students for making them better citizens of future. The contributions of these three sections are as follows.

**1. NSS activities:**

- The NSS unit has taken initiatives for education of slum children in association with Durbar Mahila Samanway Samiti in 2011-12 at “Indubala Abashik Vidyalaya”, Neheru Colony, Dakhsindari, Kolkata.
- Blood donation camps organised by the NSS and Students Union in 2012.
- Health camps were organised by the NSS unit in 2010-11.

- Cleaning of Maidan “The lungs of Calcutta” in 2011-12.



Fig: Cleaning of Maidan.

**2. The NCC unit:** The NCC unit of Ananda Mohan College has been active since its formation in 2005. It is full senior division company, number 5/33 under 33 Bengal Battalion NCC of Army wing. At present the company has 160 Cadets under the



command of (ANO) Captain Biplab Patra. The unit has participated in many camps at state and national level, Prime Ministers Rally, social service campaigns. Significant number of Cadets received B as well as C certificates. One of our Cadet has also been awarded with prestigious Governor's Medal. The summary of the activities and achievements of the NCC unit is tabulated below.

Fig: Cadets are at Army attachment camp.

**Participation in NCC Camp, Parade etc. during 2011 to 2015**

| Year | Number of Camp, Parade, etc. | No. of Cadet Attended |
|------|------------------------------|-----------------------|
| 2011 | 4                            | 33                    |
| 2012 | 16                           | 112                   |

|      |    |     |
|------|----|-----|
| 2013 | 7  | 30  |
| 2014 | 11 | 158 |
| 2015 | 4  | 49  |

#### Results of Certificate Examination

| Year | Name of Examination |        |         |                 |        |         |
|------|---------------------|--------|---------|-----------------|--------|---------|
|      | B - Certificate     |        |         | C - Certificate |        |         |
|      | Appeared            | Passed | A Grade | Appeared        | Passed | A Grade |
| 2011 | 26                  | 26     |         | 23              | 23     |         |
| 2012 | 29                  | 29     |         | 11              | 11     | 4       |
| 2013 | 56                  | 56     | 1       | 8               | 8      |         |
| 2014 | 4                   | 4      |         | 14              | 14     |         |
| 2015 | 25                  | 25     | 9       | -               | -      | -       |

#### Outstanding Performance in NCC

| Sl. No. | Year | Medals/Event                            | Recipient                                |
|---------|------|---|--|
| 1       | 2011 | Governor's Medal                        | SUO Arun Pratap Singh                    |
| 2       | 2013 | Participation in LRDC                   | Chandan Shaw                             |
| 3       | 2014 | Participation in Prime Minister's Rally | i) Ankit Mehta, ii) Ravi Sankar Chaoubey |
| 4       | 2014 | Best Medal fof Durga Puja Duty          | 60 Cadets of this College                |

For futher details: refer to Annexure II.

**3. Extension Cell:**It has organized various community awareness programmes in the neighborhood.

- Organisation of Blood donation camps.
- Necessity of Tree Plantation and Enviourmental awarness campgin.
- Gender Sensetization seminar
- awareness programme on vector borne diseases namely, Malaria, Dengue and Encephelitis.

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

The college uses its administrative mechanism of different committees, associations and feedback mechanism from various stakeholders keep track of students' involvement in various social activities.

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

- The Governing Body of the college consists of teaching and non-teaching staff



representatives and General Secretary of Students' Union. They discuss regularly on academic, administrative performance and quality related matters pertaining to the functioning of the College.

- Through the feedback from students regarding quality of teaching and institutional infrastructure.
- Teachers Council Meets regularly to take various academic decision and to resolve different academic issues for smooth running of the college.
- Feedbacks from alumni are taken into consideration to upgrade the teaching-learning process and extension activities.
- The elected class representatives of the Students union are free to discuss with the Principal of the college and heads of the Departments about the academic issues as well as the infrastructural issues related to the students.
- Feedbacks from the parents are taken through Parent-Teachers meeting at regular intervals.

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

The College plans and organises its extension and outreach programmes primarily through the NSS and NCC Units of the College. However, the extension committee is the nodal body to plan the programmes through the year. The budget of the NSS for the academic sessions 2009-2010 to 2012-2013 was Rs. 45,000 annually, with Rs. 22,500 for the special camps and Rs. 22,500 for other activities. Please note that NSS activities could not be organised due to severe shortage of teaching staff 2013 onwards. However, recently, fresh initiatives have been taken by the college authority to make NSS functional with its previous glory.

**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 encourages the students and the faculty members to join the extension programmes initiated by the NSS unit and the extension committee through various common platform such as IQAC, respective Head of the

Departments, Teachers' Council and students union.

- In addition, the students are motivated by the college administration as well as the NCC officer and the senior cadets to join the NCC unit of the Ananda Mohan College.

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

- The NSS unit has taken initiatives for education of slum children in association with Durbar Mahila Samanway Samiti in 2011-12 at "Indubala Abashik Vidyalaya", Neheru Colony, Dakhsindari, Kolkata.
- Blood donation camps organised by the NSS and Students Union.
- Health camps were organised by the NSS unit in 2010-11.
- Cleaning of Maidan "The lungs of Calcutta" in 2011-12.

**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 involvement of the students in different extension activities through NSS, NCC or community awareness programmes of the extension committee, enable them to communicate with the societies and make them aware of the social realities around. These exercise build the spirit of social service and thus enrich themselves as a good citizen and contribute in the process of Nation building. Thus, the extension programmes complement the students' academic learning experience by helping them in acquiring certain skills and by instilling certain values in them.

**Values inculcated:**

- Duties to the community
- Concern for the not so privileged
- Respect for work
- Fellow feelings

**Skills inculcated:**

- Team work
- Documentation
- Human resource management
- Social communication

**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 college ensures the involvement of the community in its reach-out activities by contacting the representatives of various sections in the Governing Body, people in charge of local administration, various educational institutions, the members of the Alumni Association and the Students' Union.

**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 had developed a constructive relationship with Durbar Mahila Smanway Samiti under the NSS in educating the children from the slums of red light areas.
- Bengal social service league, 1/6 Raja Dinendra Street, Kolkata-700 009.

Unfortunately, due to severe shortage teaching staff, these activities could not be continued from 2013 onwards. However, as significant number of new energetics, young teachers have joined the college in 2014-2015, we are trying to revive the NSS and these relationships as well.

**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 initiative-collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.**

The college has no formal MOU's with research laboratories, institutes and industry for research activities. However, it encourages the teachers to develop such relationship and initiate joint programmes with them in individual capacity. The results of these initiatives are:

- Dr. Pradip Datta of Physics department has a formal research collaboration with Saha Institute of Nuclear Physics. This collaboration has strong experimental nuclear physics research programme which has produced number of new results in last 5 years. He also has collaborations with Tata Institute of Fundamental Research, Mumbai and Nuclear Science Centre, New Delhi, an autonomous



central facility of UGC to create possibilities for internationally competitive research within the university system. Please note that Dr. Datta has formal approval to use the research facilities at Saha Institute of Nuclear Physics, IUAC, New Delhi and TIFR.

- International research collaboration exist between Dr. Datta and iThemba LABS, South Africa.
- There is an ongoing research collaboration between Dr. Arijit Ghosh of Physics department and Indian Association of Cultivation of Science.
- Dr. Raghabendra Mishra of Physiology Department has strong research tie-ups with the Physiology Department of University of Calcutta in the direction of Hemato-Toxicology and Immuno-Toxicology. He is also collaborating with Nephrology Department of Nilratan Sarkar Medical College, Kolkata on Biomarker of acute Kidney injury.
- As the results of these national and international collaborations, The college received much more visibility in the research domain. In the present context, when significant thrust has been given by the UGC to develop scientific temper and research culture in the undergraduate colleges, Ananda Mohan College has been able to full fill this mandate by motivating the faculty members to pursue their research interest while using its unique working hours.

**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.**

It has already been mentioned that the college has no formal MoU/collaborative arrangements with any other research institutes.

**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.**

Since there is not much scope of doing research by the undergraduate students, the faculty members provide ex-students various opening for doing their project works while utilizing their contact developed during to their research collaborations.

**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.**

College organised two UGC sponsored national seminars and one UGC sponsored statelevel seminar during last 4 years.

| Department        | Name of the event  | Date                    | Eminent speakers   |
|-------------------|--|-------------------------|--|
| Political Science | Rabindranath and his political Thought                   | 04-04-2011              | Dr. Basudeb Burman, Ex. Vice Chancellor, Kalyani University,<br>Dr. Amartya Mukherjee, University of Calcutta<br>Dr. Krityapriyo Ghosh, Presidency University<br>Prof. Gopa Dutta, Vice Chancellor, Gaur Banga University  |
| Chemistry         | National Trends in Chemistry in 21 <sup>st</sup> Century | 06-02-2012 & 07-02-2012 | Prof. G.R. Desiraju, IISC, Bangalore.<br>Prof. Amit Basak, IIT, Kharagpur.<br>Prof. Sushanta Lahiri, SINP, Kolkata.  |
| Bengali           | Rabindranath and Media                                   | 24-09-2014 & 25-09-2014 | Dr. Anijjuman, Prof. Emeritus, Dhaka University<br>Sri Ram Kumar Mukherjee, Principal, Publication Dept., Biswa Bharati University<br>Dr. Amitave Chakraborty, Delhi University<br>Dr. Soumita Bose, Rabindra Bharati University<br>Dr. Amita Dutta, Rabindra Bharati University |

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

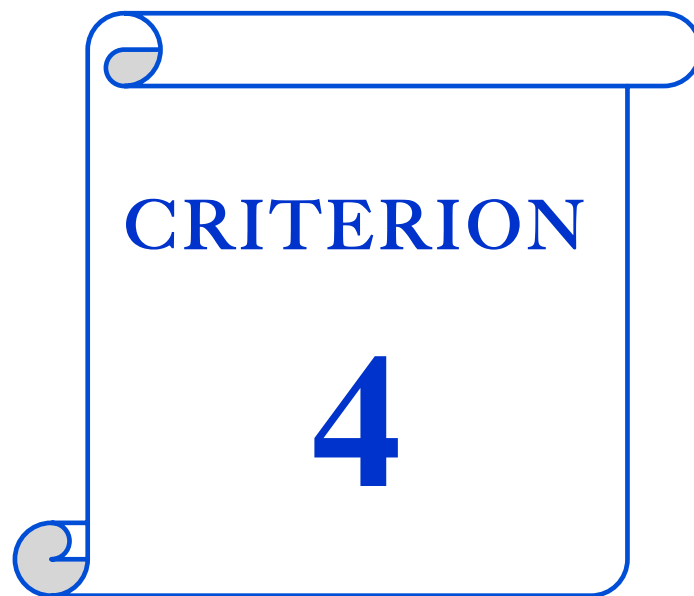
The college has no formal MoU/collaborative arrangements with any other research institutes.

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

The college has not yet developed any systematic effort for linkage/collaboration.

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

Presently not.



**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?**

It is to be noted that the Ananda Mohan college shares both “Space and Time” of a common and rich infrastructure with two other colleges. Thus, it has some inherent limitations and advantages. In order to create new infrastructure, the college authority collects inputs from the various departments, IQAC and other stake holders. These inputs are assessed with due importance and placed to Accommodation and Co-ordination Committee of City, Rammohan and Ananda Mohan Colleges for the final approval and execution. However, any up gradation in the exclusively owned space is readily approved which is in tune with the curriculum growth.

**4.1.2 Detail the facilities available for**

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

- **Classrooms** - 26

The classrooms fitted with basic amenities like black/green/white board, electricity, lights, fans and proper ventilation.

- **Technology enabled learning spaces -**

All the science departments have internet connections. In addition, the college central library is computerized and its premises is Wi-Fi enabled.

- **Seminar halls** -

02 (Proposal have been sent to accommodation coordination committee).

- **Tutorial places -**

The provisions for specific classrooms for taking the tutorial classes in scheduled in routine.

- **Laboratories** - 16

All the science departments are equipped with well furnished laboratories. Each of these departments Chemistry, Physics, Mathematics, Zoology, Botany and Physiology enjoy exclusive laboratory space apart from the common laboratories shared with other two colleges running on the same premises.

- **Botanical garden** - One medicinal herb garden
- **Animal house** - Nil.

- **Specialized facilities and equipment for teaching, learning and research etc-**

There is a enriched central library with 22,244 books including text and references. Wi-Fi facility is available inside the library. On-line books and journals can be accessed through INFLIBNET facility. Teachers are using teaching- aid software, in recent times.

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

- **Sports** -Students have the indoor games facilities such as table tennis, chess, carrom, badminton etc. The sports committee in association with Students' Union arranges intra-college table tennis, cricket,volleyball, badminton and carom tournament. Students also participate in University tournaments. In addition, college also organize annual sports for the students and staff members.
- **Gymnasium** - The College has well equipped modern multi-gymnasium for students and staff members.
- **Auditorium** - One air-conditioned auditorium fitted with state of art public address system and acuastics of 200 sitting capacity has been proposed to Accommodate Coordination Committee for necessary approval. At present, the gallerias in the ground floor are used to organize seminars/symposium. There is an open air stage in the college campus where the Students Union organizes open air programmes like Annual Social and Freshers' Welcome.
- **NSS** - The college has a NSS unit. Unfortunately, the unit was active till 2013 and organized many events covering Blood donation camps in the college, Medical camp at villages, cleaning of city play ground and literacy drive in slum areas. It has also initiates many community awareness programmes in the neighbourhood. However, with renewed teaching streangth, all these acativities has been started again and it has been duly noted by the University of Calcutta.
- **NCC** - The NCC unit of the college runs under 33 Bengal Battalion, NCC with strong contingent of 160 Cadets. In addition to their various service in the

neighbouring area, the cadets attend various activities organised by Army wing of NCC and participate in All India Vayu Sainik Camp, Republic day Camp etc. The details are given in Sec. 3.6.1

➤ **Cultural activities -**

- ❖ Students' union organizes Freshers' Welcome and Annual social each year.
- ❖ Students observe Teachers' day.
- ❖ Intra college cultural competitions on music, debate, recitation, essay writing, extempore are organized annually.

➤ **Communication skills development-** Communicative English course was organised by the Department of English during 2011-12 academic session for the interested students.

➤ **Health and hygiene-** The college regularly organises different health related awareness programmes such as , Thalassemia, Liver and Vector borne diseases among students. Chemistry department extends their expertise to detect contamination in water.

**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).**

- As already mentioned that the college share the basic infrastructure including class rooms, laboratories, cash section, Students' union room and common rooms with two other colleges, namely Rammohan College and City College which run in morning and day shifts, respectively (Please note that each of the science departments have smaller but dedicated lab space). This way the basic infrastructure has been maximally utilized which is significant considering the high population density in West Bengal, particularly in Kolkata.
- This unique “sharing of infrastructure” feature to some extent sets limitations to develop the infrastructure as may deemed fit for the academic growth. However, the college is always proactive in developing the existing facilities. The present, Principal of Ananda Mohan College is the secretary of the “Accommodation Coordination Committee of City, Rammohan and Ananda Mohan Colleges” and under his able leadership the aforesaid committee is considering the development of the various facilities such as auditorium, seminar rooms. The infrastructures

(both for exclusive and inclusive use) that has been added in last four years are:

- Six class rooms in N-Block
- New dedicated state of art laboratory for Physiology department
- Exclusive laboratory space for Botany department
- Renovations of Classrooms
- Installation of new silent 15KV as power backup facility

**Table: Infrastructural facilities developed/ augmented and the amount spent during the last four years.**

| Year    | Facilities developed/ upgraded              | Granting authority      | Amount spent (in Rs) |
|---------|---|-------------------------|----------------------|
| 2011-12 | Instruments and Computers                   | UGC                     | 101675               |
| 2012-13 | Instruments, Computers and New Laboratories | UGC<br>State Government | 360445<br>649228     |
| 2013-14 | Instruments, Computers and New Laboratories | UGC<br>State Government | 1148698<br>300551    |
| 2014-15 | Instruments and Computers                   | UGC                     | 201158               |

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

The college does not have such student in the campus. However, the college is considering the installation of elevators, special toilet and a ramp for students, visitors who are differently-able.

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

The non-teaching staff of the college is provided free residential facility, in twin share basis along with electricity and water connection free of cost.

#### **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?**



On the campus, college has a health center managed by the health center committee. The health centre runs on every Thursday between 6.30 to 7.10 pm, where students and staff can go for basic health checkups. The necessary advise is provided by Dr. Pradip Kumar Mukherjee, BHMS. First-Aid Kit is readily available in the college office.

Off the Campus, students get facility from the Students Health Home.

*Future: The college is planning to cover the necessary medical support for the non-teaching staff through Employee's State Insurance scheme.*

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

➤ **IQAC:**

The IQAC was formed in 2008. However, it was non-functional till 2014. It was reformed on 01.08.15

➤ **Grievance Redressal Cell:**

A drop box is kept in front of the college office where the stakeholders can drop their complaint letters.

➤ **Anti-Sexual Harassment Cell:**

The college has constituted this cell where students and staff members may submit their complain to the convenor or any member of the cell. They are also allowed to submit complain anonymously through the college website.

➤ **Counselling and Career Guidance Cell:**

Student counselling cell has been recently reconstituted and is fully functional.

➤ **Training and Placement Cell:**

It has been recently formed. It has already organised a computer orientation programme for the non-teaching staff.

➤ **Women Cell:**

This cell has been recently formed to look after the need of the girls students and female staff members.

➤ **Equal Opportunity Cell:**

The college ensures that the statutory right of the various sections of the society be honoured through the recently formed cell.

➤ **Health Centre:**

The college has a basic health centre which runs on every Thursday. It is open to students and staff members of the college.

➤ **Canteen:**

The college has two canteens for students and one for staff members. The staff canteen has been shifted from the Teachers' room as per the recommendations of the Grievance Redressal Cell and is newly built on the top floor of students' canteen.

➤ **Recreational spaces for staff and students:**

- Being an evening college and running on limited teaching hours, the teachers do not get much recreational time.
- There are separate common rooms for boy and girls. Indoor games facilities such as Table Tennis, Chess, Carom, Badminton are available.

➤ **Safe drinking water facility:**

Every floor is equipped with water purifiers to provide safe drinking water to students and staff.

➤ **Auditorium:**

An open air auditorium exists in the college campus where students perform various cultural programmes. The galleries in the ground floor are also used to conduct seminars and special lectures. Recently, the college is planning to develop one of the galleries into an air-conditioned formal auditorium.

➤ **Power backup:**

The college acknowledges the necessity of a backup electrical power facility since it runs in the evening hours. Recently, it has upgraded this facility with the installation of a new 15KV silent D.G set replacing the old one.

➤ **Gymnasium:**

The college has developed a modern multi-gym facility for students and staff members.

➤ **Copier:**

The college has two professional working reprographic facilities. In addition, there are six other such facilities in smaller form at various science

departments, Results section and in Library.

#### **4.2 Library As A Learning Resource:**

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

Yes, the Library has an Advisory Committee.

The Library Committee adopt policies to govern the management and programme of the library. It is also responsible for planning for the upkeep and future development of the College Library. The advisory sub-committee formed with the following composition:

- Principal — Chairperson.
- Librarian — Convenor.
- Governing Body - 2 Members.
- Teaching Staff – 8 Members.
- Non-teaching Staff – 2 Members.

There are regular meeting of the Library Sub-Committee to frame plans for the enhancement of the library. This year, the following significant initiatives have been implemented by the sub-committee:

- i. Library registered and took membership of “NLIST E-journal Consortium” of INFLIBNET for accessing e-journals and e-books.
- ii. Library introduced and distributed to students “Know Your Library” brochure to increase awareness about library sources and services.
- iii. Library purchased and dedicated one computer in the library for faculties/ staff to browse and surf the internet.
- iv. Wi-Fi technology has been installed in library so that faculties/ staff can connect with the internet through laptop/ mobile devices.
- v. Some new journals have been selected for subscription.
- vi. Library is going to install “KOHA” automation software for its routine operations.
- vii. Every year, pest control, rodent control and dusting of books has been done before summer recess and puja vacation.



**Picture: Students consulting books in the library reading room.**

#### **4.2.2. Provide details of the following:**

|   |  |
|---|--|
| Total Collections   | 22,244 (apprx.)  |
| Total area of the library (in Sq. fts. )  | 900 sq. ft. + 450 sq. ft. = 1350 sq. ft. (apprx.)  |
| Total seating capacity  | 20 readers can sit at a given time.  |
| Working hours (on working days)   | 2:00 p.m. to 9:00 p.m. (Monday to Friday)<br>2.00 p.m. to 7:30 p.m. (on Saturday)  |
| Working hours (during summer recess)  | 2:00 p.m. to 9:00 p.m.   |
| Working hours (during examination days)   | 5.30 p.m. to 9:00 p.m.   |
| Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) | The space in the library is not sufficient to accommodate the large number of books. Therefore, the library is housed in mezzanine architecture. The Ground area is for the books and journals of the Humanities, Science and Social Science stream and the upper area is dedicated for the old and less used books. |

#### **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.**

As soon as the grants of state government and UGC are sanctioned, meetings are convened involving the departmental Heads, the Bursar and the Librarian in the presence of the Principal. The subject-wise allotments of grants for the purchase of books are decided in the meeting. Then, the HOD's of each department select the list of books

name and forward to the Librarian for acquisition. The book suppliers/ agencies supply the books in time with maximum discount and the bills are submitted to the Librarian. After processing the purchased books in the Central Library, the books are sent to the 'Seminar Library'. In case of absence of 'Seminar Library', the books are kept in the central library for the students.

| Year<br>(1st April - 31st march) | Total Collections<br>(as on 31st March) | No. of Books<br>Added | Amount Spent<br>(Rupees) |
|----------------------------------|---|-----------------------|--------------------------|
| 2014-15                          | 22,244                                  | 375                   | Rs. 1,68,145.00          |
| 2013-14                          | 21,869                                  | 261                   | Rs. 81,152.00            |
| 2012-13                          | 21,608                                  | 147                   | Rs. 29,123.00            |



Picture: Old and rare books in the library almirah.

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

|  |   |
|--|---|
| OPAC   | No.   |
| Electronic Resource Management package for e-journals              | The library has a membership of INFLIBNET N-LIST programme for managing and accessing e-resources.                |
| Federated searching tools to search articles in multiple databases | No.   |
| Library Website  | Yes, there is separate library website which is linked with college website.                                      |
| URL of Library Website   | <a href="https://sites.google.com/site/amclibraryhome/home">https://sites.google.com/site/amclibraryhome/home</a> |

|  |  |
|--|--|
| In-house/remote access to e-publications                               | To access e-resources in-house or remote, users ID and passwords are provided to users for accessing e-resources through N-LIST. |
| Library automation   | The process of automation of library routine operations through KOHA software is ongoing.  |
| Total number of computers for public access                            | One.   |
| Total number of printers for public access                             | One (Canon image CLASS MF3010).  |
| Total number of routers for internet access                            | One (TP-Link 300 Mbps Wireless N Router, TL-WR841N).   |
| Internet bandwidth/ speed  | 20mbps   |
| Wi-Fi  | Yes.   |
| Institutional Repository   | The completed UGC major/ minor research projects of faculties are preserved in Dspace repository software.                       |
| Content management system for e-learning                               | No   |
| Participation in Resource sharing networks /consortia (like Inflibnet) | Library has membership of INLIBNET N-LIST e-resources consortia.   |

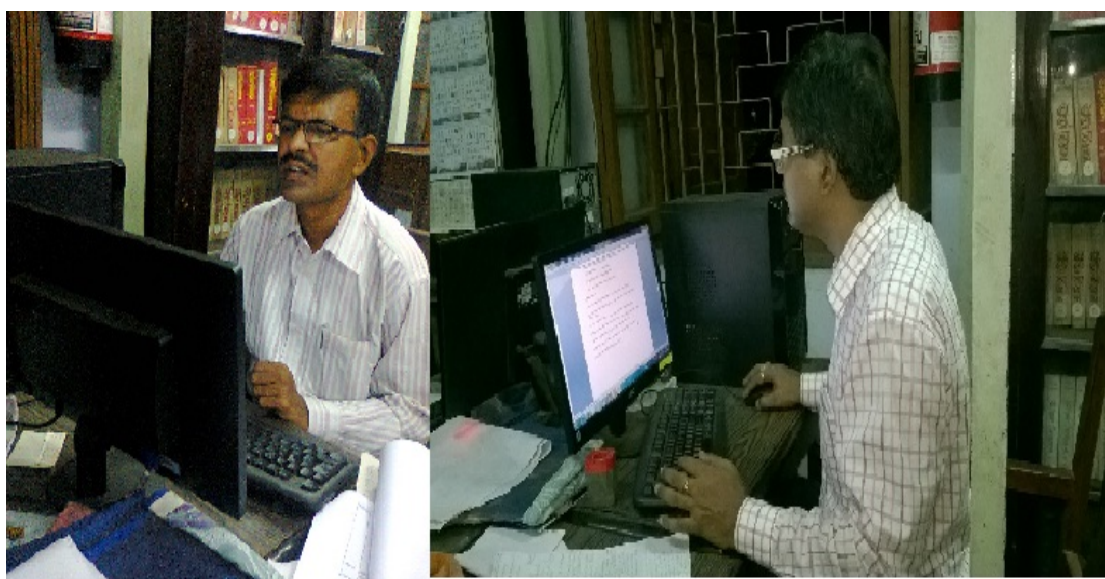
#### 4.2.5 Provide details on the following items:

|  |  |
|--|--|
| Average number of walk-ins (per day)                   | 25-35  |
| Average number of books issued/ returned (per day)     | 10-15  |
| Ratio of library books to students enrolled            | 25:1   |
| Average number of books added during last three years: | 261  |
| Average number of login to OPAC (per day)              | Not Available.   |
| Average number of login to e-resources                 | Not Available.   |
| Average number of e-resources downloaded/printed       | Not Available.   |
| Number of information literacy trainings organized     | 05   |
| Details of “weeding out” of books and other materials  | Damaged and brittle books in Oriya language are weeded out from the racks. |



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

|   |   |
|---|---|
| Manuscripts                             | Nil   |
| Reference                               | Reference service is given by the library staff to the faculties and students of this college.  |
| Reprography                             | One   |
| ILL (Inter Library Loan Service)        | No  |
| Information deployment and notification | Through New Arrival notice Board we provide information about new arrival of books and through 'Library Brochure', it provide information about library services.                 |
| Download                                | The library has high speed internet connection. Faculties can download resources from the web through internet.   |
| Printing                                | Printing service is available for the faculties only.   |
| Reading list/Bibliography compilation   | The library has compiled and listed all the books of 'Seminar Library' collections and uploaded it in 'Library Website' for convenience of the students.                          |
| User Orientation and awareness          | To aware the students/ patrons about library resources and services and teach them to various search technique, library organizes user orientation programme for each department. |



**Picture: Browsing websites from library computer by faculty members.**

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

- College identity cards and library cards are issued to the students.
- Every year, library clearance certificates are also issued to the students before annual examination.
- Library staff also helps readers to locate and circulate the books.
- Reading room service, lending service and reference service are also provided to the students.
- Display of new arrivals are arranged to encourage readers to use existing and new arrivals.
- Library staff maintains a peaceful and academic environment in the library.

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

The college does not have any such visually/ physically challenged student.

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

The librarian takes verbal feedback from the end users/readers and submits the same before the library subcommittee for corrective measures.

**4.3 IT INFRASTRUCTURE**

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

- 24 Desktops (Details are given in Annexure III)
- 6 Laptops (Details are given in Annexure III)
- All the science departments have internet connection.
- Principal's office, Accounts and Students office are connected through LAN.
- Wi-Fi facility: It is available in the library and its adjacent area.
- Licensed software: Besides the regular softwares like different versions of Windows (XP, 7 and 8) MS Office, Adobe Reader which are installed in the wide network of computers across the institution. However, considering the high cost



of Microsoft products and its, maintenance, the college is advising the departments to switch over to open source softwares such as Linux, Open Office to replace Windows and Microsoft Office, respectively. Library has already implemented this policy on one desktop as test run.

The following are the major licensed software used by different academic departments, library and the college office.

- KOHA- Library Management Software.
- COSA- Accounts Management Software.
- NLIST - on-line access to journals through Infflibnet.

**Table: Number of Computers and Peripherals**

| Department   | No of Laptops Computers | No. of Desktop Computers                | Peripherals |                        |        |
|--|-------------------------|---|-------------|------------------------|--------|
|  |                         |   | Printer     | Printer/Scanner/copier | Copier |
| Physics  | 01                      | 03                                      | 00          | 01                     |        |
| Botany   | 01                      | 00                                      | 01          | 01                     |        |
| Mathematics  | 00                      | 04                                      | 01          | 00                     |        |
| Zoology  | 01                      | 00                                      | 00          | 00                     |        |
| Chemistry  | 02                      | 00                                      | 00          | 00                     |        |
| Physiology   | 01                      | 00                                      | 00          | 01                     |        |
| Computer Science and Information Technology          | 00                      | 10+01(non-Functional-Hardware Specimen) | 01          | 01                     |        |
| Library  | 00                      | 02                                      | 00          | 01                     |        |
| General Students office, Result Section and Accounts | 00                      | 05                                      | 06          | 01                     | 02     |

#### Number of Nodes/Computers with Internet

| Departments | No. of Computers with internet facility |
|-------------|---|
| Physics     | 03                                      |

|                        |    |
|------------------------|----|
| Chemistry              | 01 |
| Information technology | 10 |
| Botany                 | 01 |
| Mathematics            | 02 |
| Library                | 02 |
| Physiology             | 01 |

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

- Computer and internet facility is available for the students within the campus. As discussed in 4.3.1, the college provides internet connection to the laboratory based departments as they have their own exclusive space and students have the uninterrupted (even after sent-up examinations) access to these computers and internet. The students belong to commerce and humanities faculties used the computer and internet facility from IT laboratory.
- The teachers of the Humanities and Commerce faculties use the internet facility in the library while lab based departments have their own set-ups. The departments are also provided with Laptops for their departmental use which teachers are free to carry off-campus depending on their departmental policy.
- Each section of the college office namely, Students office, Accounts, Result and Leave section have their own computers and multi-function printers for the use of concerned employees.

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

- Using software for full-proof complete on-line admission process. This has been implemented in full scale 2015-16 session. Admission may done without any personal appearance in the college premises.
- Upgrading the computing facility in the Central Library by installing Library management software KOHA.  
*Future: It has been planned to introduce Bar coding system.*
- Giving more emphasis to ICT enabled teaching-learning process. The academic departments are provided with equipments like laptop computers.

- To modernize the college office by increasing the use computing facilities in the office work. Preparation of the salary bill of the staff is being done through COSA software.
- A comprehensive database management software has been in use since 2012-13 to maintain student related. However, only first year students database is being kept properly due to the lack of trained man power.

*Future:*

- *There is a plan to provide necessary training to office staff to cover 2<sup>nd</sup> and 3<sup>rd</sup> year students into this database management system.*
- *The college is considering to have its own server to host own website, on-line admission and maintain other e-sources.*

**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).**

| Year    | Procurement (Rs.) | Up-gradation (Rs.) | Maintenance (Rs.) |
|---------|-------------------|--------------------|-------------------|
| 2011-12 | 60,000            | 8,000              | 9,175             |
| 2012-13 | 1,80,000          | 80,000             | 17,047            |
| 2013-14 | 1,20,000          | 43,500             | 40,344            |
| 2014-15 | 60,000            | 10,000             | 28,025            |

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

- The Institution always encourages staff and students to extensively use ICT resources. It is to be noted that due to the shared nature of the classrooms, majority of them could not be upgraded to so that Power point presentation can be made. However, the laboratory based subjects with exclusive space are routinely using ICT resources in their lecture.
- Use of Library management software KOHA in the library.
- Use of INFLIBNET
- Use of students' database management software.

**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.**

- Students are encouraged to use e-resources in preparing enriched study materials.
- The students of science and commerce departments have access to computers in their labs.
- Department of physics is using simulation program developed in-house in their teaching.
- Biology science departments are using various e-sources for practical demonstrations.
- The advanced students are encouraged to use available ICT sources for independent learning. The teachers guide them accordingly and play the role of facilitator.

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

The college does not avail the National Knowledge Network (NKN) Connectivity. However, the college has the NLIST (Inflibnet) facility for the teachers.

**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)?**

| <b>Expenditure incurred for the maintenance of</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> |
|--|----------------|----------------|----------------|----------------|
| <b>Building and Furniture</b>                      | NIL            | 1,40,653       | 2,62,401       | NIL            |
| <b>Equipment</b>                                   | 24,500         | 2,31,528       | 9,64,854       | 1,03,133       |
| <b>Computers</b>                                   | 77,175         | 2,77,047       | 1,83,844       | 98,025         |

The institution ensures the optimal allocation and utilization of the available financial resources for the maintenance and upkeep of the above said facilities through the Accommodation Coordination Committee mentioned before. During the past four years, the college management has undertaken massive renovation of building work. For furniture and fixtures, a regular stocktaking is undertaken by the college authorities and necessary repair work is undertaken annually. All major equipments like refrigerators,

coolers, Computers, Printers and Scanners are repaired as and when need arise. The college authority physically examines these facilities and shortcomings are discussed in the meetings of the various stakeholders. As per the requirements, tender is floated and vendors are asked to give detailed quotations with their terms and conditions. After that vendors proposal are discussed in the meeting and unanimous decisions are taken. The major maintenance budgets are allocated for building maintenance.

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

The Accommodation Coordination Committee which looks after the maintenance requirements and makes recommendations to the shared infrastructure. The exclusively own asstes are look after by the the college management.

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

- The concerned departments check the equipments periodically. However, special care is taken during the rainy season.
- Instruments are checked and calibrated wherever any error is reported.

#### **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 college has three phase electric supply, voltage stabilizers, UPS and has full power back up with 15 KV DG set. The college has overhead tanks for storage of water for constant supply of water at all floors of the building with RO provisions. For constant supply of water, the college stores water in overhead tanks, and also have provision for underground water with RO system installed.



**CRITERION V: STUDENTS' SUPPORT AND PROGRESSION****5.1 Student Mentioning and Support:**

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

The Institute publishes updated prospectus every year and it is circulated among the students at the time of admission. Through prospectus following information is provided to the students-

- a. Important Dates for Admission in the academic year.
- b. Information about the college and the founder.
- c. Information regarding faculty, staff and management of the college.
- d. Facilities available at the college.
- e. Courses offered, subject combinations, intake capacity and fees structure.
- f. Academic calendar and extra-curricular activities.

The Institute comprises of students from diverse geographical, social and economic backgrounds. So, the institute ensures its commitment and accountability through its well organized administrative structure. The college has an elected Students' Union which actively participates in organization of various co-curricular and extra-curricular activities such as programmes of Study Circle, Mock Parliament, various cultural programs, indoor and outdoor game competitions, annual sports meet etc. The Students' Union also has representation in various academic and administrative bodies to facilitate smooth functioning of the college.

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

Full Free and Half Free Studentships are given to financially weak but meritorious students. Details has been provided in question no. 2.2.6

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

| State Government Scholarship |          |    |    |    |       |              |
|------------------------------|----------|----|----|----|-------|--------------|
| Session                      | Minority |    | SC |    | Total | Amount (Rs.) |
|                              | M        | F  | M  | F  |       |              |
| 2011-12                      | 50       | 02 | 02 | 00 | 54    | 174600.00    |
| 2012-13                      | 31       | 01 | 00 | 00 | 32    | 65500.00     |
| 2013-14                      | 68       | 02 | 04 | 00 | 74    | 139200.00    |
| 2014-15                      | 14       | 00 | 00 | 00 | 14    | 7650.00*     |

\*Financial Support from State Govt. is now directly transferred to recipient student's bank account

| Financial Aid Given from College |                 |              |
|----------------------------------|-----------------|--------------|
| Session                          | No of Recipient | Amount (Rs.) |
| 2011-12                          | 30              | 14840.00     |
| 2012-13                          | 28              | 14140.00     |
| 2013-14                          | 29              | 14750.00     |
| 2014-15                          | 22              | 10875.00     |

Recently we have obtained the provision of 'Kanyasri' scholarship for the girl students, provided by the West Bengal Government.

### 5.1.4. What are the specific support services/ facilities available for students from SC/ST, OBC, economically weaker sections, students with physical disabilities, overseas students and provisions to help students with skill development, coaching classes, medical assistance etc.

At AMC we try to create learning environment that encourage inclusivity, equality and democratic participation by each student. The college provides a variety of support services and facilities to students from SC/ST, OBC, economically weaker sections and differently-abled students. No overseas student has enrolled in any course at our college. The support catered by AMC include

- The institute provide reservation of seats, concession in fees (full or part) to the students from SC/ST/OBC and economically backward community.
- Library facilities for all.



- c) NCC and NSS training and activities for interested students.
- d) Separate boys and girls Student common room for varieties of activities at spare time.
- e) Student counselling cell to help the students in academic and non-academic matters.
- f) Grievance redressal cell takes care of relevant issues of the students.
- g) Medical assistance is provided by the college. One of our faculty is a homoeopathy practitioner and he look after the primary treatments. In case of any emergency the student is rush to the nearby hospital (Calcutta Medical College or NRS Medical College) or a doctor is called immediately. Apart from this, college organizes medical camps at regular interval.

### Health Centre-

- Dr. Pradip Mukherjee (Convener)
- Dr. Jayeeta Banerjee
- Dr. RupaliSarkar
- Dr. DebasreeChakraborty
- Dr. Goutam Das
- Mr. Sukumar Roy
- Mr. Shibu Roy.



- h) Training for competitive exams will be arranged periodically from this year (We are unable to initiate it earlier due to faculty constrain).Being an evening college there is time constrains. However, a combined class for student willing to participate in entrance test for Masters and Integrated Ph.D. courses at national and state level is proposed.
- i) Special coaching classes are arranged by every department after formal dissolution of class to prepare and practice (for lab based subjects) for University exams. Remedial classes for slow learners are also arranging during this period. If needed topics were revised with the students individually or in group.
- k) At AMC, we try to assist the student by honing the skills required to attain professional as well as academic success. In this regard technical, communicative and mathematical skills are promoted by arranging regular workshops for interested students

on communicative English, basic computer application, computer application in economics, commerce and science with spread sheets (Tally, MS Excel, SPSS, etc.) Skill development program is organized by computer learning and communicative English classes.

1) This year onwards we are planning to arrange visits to other institutions and business houses for the students to expose them to recent advancement in the field and practical approach to solve a problem. Some departments have contacted the concern authorities of the institute/business house in this regard. Exposure to the students by visiting other institutions and business houses are yet to be arranged.

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

The student Counselling Cell provides necessary information and prospects of entrepreneurship in various fields. The industrial/field study visits undertaken by the students of some departments like Physics, Chemistry, Zoology, Physiology, Botany, Geography etc also help to inculcate the entrepreneurship skills among the students.

A verbal agreement has been made with Bajaj Allianz to conduct a workshop for a Certification Course on Insurance for the students. After necessary completion of the course students will be awarded certificates. The probable date of such workshop is 2<sup>nd</sup> week of January 2016.

Workshops are arranged regularly for the hands on experience of the subjects. Recently, we have conducted one such workshop for commerce students “Concept on Flow Statement” on 16<sup>th</sup> of December 2015.

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

To promote participation of students in extra-curricular and co-curricular activities, the Sports Wing, NSS Unit, NCC and Student Union of the College chalk out the policies and strategies. “Freshers’ Welcome” programme (both central and departmental), Annual Social, Annual Sports etc. are organized which are ways of showcasing the singing, dancing, aptitudes for debates, elocution, quiz, theatrical skills and physical fitness of the students. For this purpose, the institution avails the services of the extremely talented faculty. The institute provides fund for this purpose and also the students’ union arrange

a fund from the yearly subscription from all students of the college and such fund is then utilized by the students union to promote participation of the students in extracurricular activities.

Many of our students have participated in national and state and University level sports events. Miss Priyanka Banerjee of B.A 1<sup>st</sup> year is a national level Gold Medalist



Swimmer. The team of students from Political Science Department have won 2nd place in 'Kolkata District Youth Parliament and quiz Contest' conducted by Government of West Bengal, held at Asutosh College on 27<sup>th</sup> November 2015, they will be participating in the state level contest.

Picture: The students participating in the Youth Parliament Quiz Competition 2015.

**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, State Services, Defence, Civil Services etc.**

Students are given academic support and guidance for preparing them for competitive examinations through career counselling cell and consultation with the teachers. So far these competitive examinations are concerned, teachers used to provide guidance informally to their respective students.

The Student Counselling Cell provides suggestions to the interested students regarding the preparation of examinations of School Service Commission, TET,and Public Service Commission etc. Since the Institution is primarily an Under Graduate college,it offers no coaching for NET, SLET, GATE, GRE, TOEFEL, CAT etc. but in future we have plan

to extend our services for these exams. We have plans to start our own coaching centre regarding these competitive examinations in the near future. AMC does not have an up-to-date database of students who have appeared or qualified in various competitive examinations.

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

Student counselling cell members welcome every issue with utmost care. The members are following-

- Mrs. Ratna Dasgupta (Basu) (Convener)
- Mr. Shuvayan Basu
- Dr. Malabika Chakraborty
- Mr. Someshlal Mukhopadhyay
- Dr. Soharab Hossain
- Dr. Goutam Das
- Dr. Rupali Sarkar
- Dr. Tapas Saha
- Mrs. Sukla Chakraborty
- Mr. Sujib Sinha Roy
- Mr. Sanjay Roy

Below mentioned steps are taken as to support the students

- Remedial and Tutorial classes are taken to support the students.
- College library and departmental libraries are available for all students.
- Student Counselling Cell and Gender Sensitization Cell provide student support services.
- Student counselling cell actively encourages willing students for various job options.
- The training and placement cell provides opportunities for different skill acquisition and job placement.
- The Medical Cell provides counselling to students regarding their personal as well as psychological problems.

**5.1.9. Does the institution have a structured mechanism for career guidance and the placement of its students? If 'yes', detail on the services provided to help the 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.**

Training and placement cell members are mentioned below-

- Mr. Kuntal Das (Convenor)
- Dr. Debasree Chakraborty
- Mr. AnupDey
- Dr. Tapas Saha
- Dr. Ujjal Roy
- Dr. Arijit Ghosh
- Mr. Rajib Kumar Naskar
- Mr. Sujib Sinha Roy
- Mr. Shyamal Das

The cell is actively engaged in the betterment of the students.

- The cell is actively engaged in providing updated information about jobs and services in Govt. and Non-Govt. sectors.
- Mock interview tests for various interviews for third year students for M.Sc. and integrated Ph.D. admission.
- The cell has recommended to the college authority for basic computer training for staffs.
- A verbal agreement has been made with Bajaj Allianz to conduct a workshop for a Certification Course on Insurance for the students. After necessary completion of the course students will be awarded certificates. The probable date of such workshop is 2<sup>nd</sup> week of January 2016.

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

There is a Grievance Redressal Cell in the college, the guidelines of which are given below:

- The Grievance Re-dressal Cell with one/two senior teacher(s) of the college as its Convenor(s) will entertain suggestions and complaints from students, teachers and members of the non-teaching staff for the redressal of the grievances.
- All complaints should be addressed to the Vice Principal of the college.

- Complaints should be in the form of a letter, to be submitted in the receiving section of the college. Anonymous letters of complaints shall not be entertained.
- Complaints which seek to malign the personal image of the teacher(s), employee(s) or student(s) of the college shall not be entertained.
- Complaints not relating to college matters shall not be entertained.
- The Vice Principal will forward the complaints to the Grievance Redressal Cell on a case-to-case basis. Convenor(s) of the cell will be available on every Monday between 5.30 p.m. and 6.00 p.m. at the Principal's chamber for receiving the complaints, if any, from the Vice Principal.
- The convenor(s) of the Cell will then discuss the issue(s) with other members of the Cell, and the details of their findings and/or recommendations need to be recorded at the register to be maintained by the Convenor(s).
- The Convenor(s) of the Cell will then forward their findings and/or recommendations to the head of the institution for necessary action.
- The Grievance Redressal Cell is only a recommending body which would suggest corrective measures if such needs arise. All final decisions will be taken by the college authorities.

The complainants may also choose to drop their complaints into the Grievance Drop box placed near the office entrance.

| Year      | Grievance                             | Lodged by         | Result   |
|-----------|---------------------------------------|-------------------|--|
| 2012-13   | Arrangement of emergency power system | Outgoing Students | High capacity generator arranged                       |
| 2012-2013 | Lack lab space                        | Outgoing Students | Separate laboratory for Physiology department arranged |

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

Ananda Mohan College is extremely alert to matters pertaining to sexual harassment and gender insensitivity. However no such reports appeared in last five years. A Statutory Committee, comprising of members from the teaching and non-teaching staff, and students look into matters related to sexual harassment of students and staff in the college. Any person aggrieved in this matter may fearlessly approach the committee for a fair and concerned hearing and a speedy redressal.

Towards such end the college also conducts gender sensitizing programs and create awareness in the minds of the students against sexual harassment.

**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?**

Although there is no instance of ragging, the college has an Anti-Ragging Committee as per UGC norms. At the beginning of every academic session, freshers are made aware of the ragging related rules and regulations through counselling before admission; they are also made to sign an Anti-Ragging Pledge. The committee directs the respective departments and the students union to exercise the strict vigil on the students and to report immediately any untoward incidents for appropriate action. The code of conduct in this regard is also published in the prospectus.

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

The authority always looks after the welfare schemes, some of them to be mentioned-

- Subsidized Canteen: We have a subsidized canteen with varieties of nutritious & delicious menu, and safe drinking water. In a specially constructed building, the canteen provides a healthy scope for students to discuss various academic and other issues during their off periods.
- Cheap Store: Students can purchase books and stationers from the cheap store in the college at more discounted rates.
- Student Counselling Cell and Training and Placement cell: This section finds opportunities for the prospective students regarding their career and also provides literature related to various openings. Students are also advised regarding how to locate information about jobs and apply for them properly.
- Medical camp: The institutes arrange frequent medical camp for regular health check-up.
- Scholarship, Stipends and Tuition Fee Waves Schemes as enumerated with details is given question no. 2.2.6.

**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?**



Alumni Association Cell currently collecting the data regarding the Alumni of the college. In this context, web registration facility has recently been provided at the college website. The members of this cell are:

- Sri. Santinath Mondal (convener)
- Dr. Tanushree Dutta
- Dr. Sk. Abdul Rashid
- Sri. Rijaul Haque Mirdha
- Dr. Pradip Mukherjee
- Sri. Aritra Paul
- Sri. Biswarup Das

This cell has applied for registration number of the Alumni Association of Ananda Mohan College to Registrar of Firms, Societies, and Non-trading Corporation, Govt. of West Bengal. This Alumni Association will have the following members.

- Prof. Manindranath Roy (President)
- Sri Sunish Deb (Vice president)
- Dr. Sk. Abdul Rashid (Secretary)
- Sri Prasenjit Kundu (Treasurer)
- Sri Md Karim Sardar (Member)
- Sri Debabrata Jana (Member)
- Sri Rakesh Mondal (Member)
- Sri Biswajit Maity (Member)
- Sri Md Zeyaula (Member)

Alumni Association suggests various modifications in academic and non-academic subjects for the betterment of the 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 formal data is not available. Teachers keep contact with such students on a personal basis.

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

| Academic session | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------|-----------|-----------|-----------|-----------|
|------------------|-----------|-----------|-----------|-----------|



| Subjects.      | Appeared | Passed | Result(%) | Appeared | Passed | Result(%) | Appeared | Passed | Result(%) | Appeared | Passed | Result(%) |
|----------------|----------|--------|-----------|----------|--------|-----------|----------|--------|-----------|----------|--------|-----------|
| Bengali (H)    | 29       | 26     | 89.6      | 09       | 07     | 78        | 29       | 27     | 93.1      | 20       | 16     | 67        |
| English (H)    | 33       | 33     | 100       | 19       | 15     | 79        | 22       | 18     | 81.8      | 26       | 24     | 92        |
| History (H)    | 01       | 01     | 100       | 02       | 02     | 100       | 00       | 00     | 00        | 03       | 02     | 67        |
| Physics(H)     | 04       | 03     | 75        | 06       | 04     | 66.7      | 04       | 04     | 100       | 11       | 08     | 73        |
| Chemistry(H)   | 07       | 06     | 85.7      | 08       | 07     | 87.5      | 15       | 12     | 80        | 11       | 10     | 91        |
| Mathematics(H) | 12       | 07     | 58.3      | 11       | 07     | 63.6      | 21       | 13     | 61.9      | 23       | 13     | 56        |
| Economics(H)   | 00       | 00     | 00        | 00       | 00     | 00        | 00       | 00     | 00        | 01       | 01     | 100       |
| Botany (H)     | 03       | 03     | 100       | 00       | 00     | 00        | 03       | 03     | 100       | 02       | 02     | 100       |
| Physiology(H)  | 05       | 05     | 100       | 00       | 00     | 00        | 04       | 04     | 100       | 09       | 09     | 100       |
| Zoology(H)     | 11       | 11     | 100       | 13       | 11     | 84.6      | 24       | 22     | 91.7      | 18       | 15     | 89        |
| B.com(H)       | 112      | 103    | 92        | 133      | 119    | 89.5      | 156      | 105    | 67.3      | 219      | 156    | 71        |
| B.A(Gen)       | 80       | 59     | 73.7      | 76       | 42     | 55.2      | 77       | 38     | 49.4      | 102      | 55     | 54        |
| B.Sc(Gen)      | 58       | 56     | 96.5      | 59       | 34     | 57.6      | 53       | 05     | 09.4      | 74       | 22     | 30        |
| B.Com(Gen)     | 289      | 216    | 74.7      | 241      | 170    | 70.5      | 187      | 106    | 56.7      | 185      | 92     | 50        |

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

In order to improve their academic and professional efficiency the following measures are given priority:

- Encourage the students about the prospects of master's degree and further research.
- Suggest the available study routes in their respective subjects.
- Coaching for various University entrance examinations.
- Remedial classes and peer learning helps the slow learners to cope with their studies.

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

The major factors that compel the students to drop or discontinue the course are their

- i) economic
- ii) educational background. Many of our students are first generation learners and most of them are employed in the day time.

The institution provides financial support to all those who are financially backward in several ways. The detailed list of all available scholarships is already mentioned in 5.1.2 of this Criterion.

The Institution also provides valuable support to those who are unable to cope with the pressure of the curriculum by providing special tutorial classes, remedial classes, special practical classes, personal contact sessions with the teachers, one to one counselling, provision of study materials etc.

### **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.**

| <b>Name of the activity</b>            | <b>Tentative dates</b>               |
|--|--------------------------------------|
| Fresher's welcome                      | Second week of September, 2015       |
| Campaign against vector borne diseases | First week of October, 2015          |
| Blood donation camp                    | Second week of October, 2015         |
| Intra college tournament               | First week of December, 2015         |
| College sports                         | Last week of December, 2015          |
| Prize distribution ceremony            | First week of January, 2016          |
| Cricket tournament                     | Third week of January, 2016          |
| Annual social(student's)               | First week of February, 2016         |
| Tree plantation ceremony               | World Environment Day 5th June, 2016 |

#### **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.**

Our college team got second position in District Level Youth Parliament Quiz Competition in 2015 and promoted for state level 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?**

The stakeholders' as well as alumni and employers feedback is collected annually in a given proforma. The data and suggestions on how to improve the performance and quality of the institutional provisions including curriculum thus collected are analyzed annually for consideration of the IQAC. The decisions taken were implemented from the following session.

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

The college magazine is published annually at the beginning of new session by the students' union. Every student and faculties are encouraged to express their creative talent through their writings in this magazine in any of the three languages Bengali, English or Hindi.

The college also encourages all the departments to publish wall magazines regularly where students of the department publishes their write-up related to subject, recent developments, facts, current awareness and literature.

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

- The college has a students' union having the following constitution.
- General Secretary: Vivek Awasthy
- Asst. General Secretary: Kush Jha and Ankur Singh
- Vice Presidents: Asish Mishra
- Games Secretary: Shahiryaar Hossain
- Asst. Games Secretary: Dhaneswar Singh
- Magazine Secretary: Sagar Biswas
- Welfare Secretary: Vivek Kr. Singh
- Cultural Secretary: Akash Jaiswal
- Asst. Cultural Secretary: Saif Ali Khan
- Canteen Secretary: Subhadip Das
- Library Secretary: Vishal Roy
- Health and Gym Secretary: Aditya Singh
- Boy's Common Room Secretary: Shubham Shaw
- Girl's Common Room Secretary: Prianka Chowdhury

- Treasurer: Md. Shahnawaz
- Eight Class Representative: Sarbjeet Yadav, Rahul shaw, Atanu Ghosh, Susil Sharma, Surendra Mahato, Avishek Pyne, Arpan Nath, Supriyo Majumder

It is formed through an election process held annually. Each class (stream wise and year wise) is represented by certain number of class representatives. All such class representatives form a Body having the following composition. At the time of admission to respective year every student pays an annual subscription of Rs 120/- which is kept in the bank account of the general fund. Students' Union makes a budget of tentative expenditure across each items of expenditure and tries to limit their expenditure within such budget. In case at any point of time expenditure exceeds the budgeted amount the students' union take loan from the college authority and repaid back in the following year.

The Students' Union assists the Teacher-in-charge to organize -

- Various sociocultural functions – college social, fresher's welcome, farewell etc.
- Literary activities – publications of magazines
- Intellectual activities – quiz, debates etc.
- Games and sports activities – Annual sports, etc.

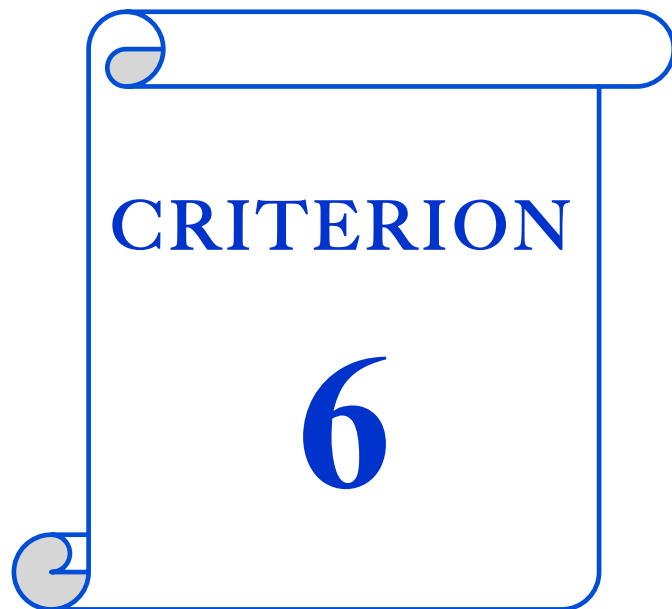
#### **5.3.6. Give details of various academic and administrative bodies that have student representatives on them.**

- Governing Body- Vive kAwasthy (General Secretary)
- Central Admission Committee- VivekAwasthy (General Secretary)
- Academic Sub Committee -Vivek Awasthy (General Secretary)
- Sports and Games Committee -Vivek Awasthy (General Secretary)
- Cultural Committee-Vivek Awasthy (General Secretary)

#### **5.3.7. How does the institution network and collaborate with the alumni and former faculty of the institution?**

- The faculty members maintain relationship with former faculty and alumni through personal contacts.
- Alumni submit their feedback in a verbally, in writing and through website.
- Active Alumni Association meet regularly with the concerned authority.





**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.?**

Ananda Mohan College (established in 1961) is one of the leading undergraduate evening colleges in Kolkata. It offers undergraduate courses in pure science, bio science, humanities, social science and commerce with honours courses in most of the leading subjects like Physics, Chemistry, Mathematics, Botany, Zoology, Physiology, Economics, Bengali, English, History and Commerce. From the academic session 2006-07 the college has introduced general undergraduate course in Geography and Computer Science, and from the academic session 2007-08 the college has also introduced general undergraduate course in Elective Hindi, in keeping with the efforts of the college to introduce new programmes and curriculum for the benefit of the learners. We have a future plan of introducing Computer literacy programme, communicative English courses, language Teaching courses as well as various modular based (MES) courses to add some value to their general education and to make them competitive in the job market. As many students are finding it difficult to pursue post graduate education owing to socio economic and family compulsion, the college has planned to introduce some Post Graduate courses in regular and distance learning mode.

**Aim of the College:** The aim of the college according to founder visionaries is to promote the cause of education in its highest and widest sense to make education a comprehensive training of the mind, heart and the body and founded on theistic basis conducive to the good of man and glory of God.

**Our Mission:** Our mission is to inculcate the love of knowledge in our students and, for this, we aim to develop the skills and demeanour of lifelong 'learning', essential for making responsible global citizens. This will make them immensely capable of facing the future with resilience and optimism. On the deeper level, we try to install the values of respect and trust in relationships that are the foundation of real success. We believe

that ‘education’ is a wholesome, holistic exercise and as such we strive to give a whole new meaning to the word. Coupling this basic premise with the idea of a sense of belonging to one family – the AMC family – we look at ourselves as ‘care givers’. We care for the mind – ours is a sterling academic institution; we care for the person – the accent is on the all-round development of personality.

**The Target Group:** The College is proud that it has created and continues to cater to the needs of those sections of the students who cannot enrol in day colleges for a variety of reasons but nevertheless are willing to pursue the course of higher education. Thus Ananda Mohan College humbly serves the cause of higher education, specifically for the first generation learner of vulnerable section of the society.

The following is how the mission statements define the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future etc:

- The college tries to satisfy the requirements of first generation learner coming from diverse backgrounds including socio-economic backward community.
- Emphasis is put on the use of modern teaching-learning aids and application of ICT resources to make the curriculum interesting and facilitate effective learning outcome.
- The college promotes research culture, research publications and professional development of faculty members for quality enhancement of the teaching community.
- Students are provided value-based education for becoming responsible citizens.
- Students are encouraged to participate in extension activities for the development of the local community.
- In future, the college aims at opening Post Graduate and introducing job-oriented courses. It will also strive to achieve autonomy.

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

#### **Top Management**

The Brahmo Samaj Education Society, a regulatory body, runs the college. The governing Body, which is the apex managing body of the college, has the Principal as the Secretary, representative from Teachers, Students, Non-teaching Staff and Brahmo Samaj Education Society as its members. They hold meetings at regular intervals to form



policies and plans of the college. IQAC, Teachers' Council, Academic Council, Students' Union and various sub-committees submit proposals and ideas to the Governing Body for approving/ formulating its plans and policies. Principal as an Ex-office Secretary takes the leadership for implementation of those activities.

As the Top Management, the Governing Body is responsible for effective planning and implementation of policies and ensuring the following agendas:

- To form different committees for the smooth functioning of the college.
- To create posts and to recruit the teachers and other staff in accordance with the provision of law for the efficient and effective functioning of the college.
- To review the results of the college and the university examinations. Measures are adopted for academic improvement and maintenance of academic standards.
- To ensure the development of laboratory and other infrastructural facilities.
- To enrich the college library with more books and equip it with modern infrastructural facilities.
- To maintain up to date records of PF of employees.
- To upgrade infrastructural facilities.
- To make provisions for ICT-enabled teaching-learning.
- To ensure that the financial resources of the college are sufficient for effective operation of the college.
- To maintain the college building in suitable way in case of repair and sanitation.
- To maintain all the up-to date records, accounts, books and registers.
- To open up provisions for the well-being of students i.e. management of their health care (physical and mental), recreation and sports.
- To maintain students' discipline properly.
- To conduct examinations in proper time.
- To provide proper assistance and facilities to the concerned authorities for the purpose of Inspection and Report.
- To supervise the financial planning, financial budget, financial management etc.
- To control and manage all properties and funds of the college properly.
- To arrange meeting with IQAC cell, Principal, HODs and the faculty members at regular intervals to evaluate quality and enhance progress activity.
- To maintain healthy ambiance in the campus and inculcate the spirit of national integrity among all.

### **Role of the Principal**

As a part of the college management, the Principal convenes meetings of the Governing Body and other subcommittees (Finance Subcommittee, Academic Subcommittee, Admission Committee, Building Subcommittee, Library Sub Committee etc.) at a certain time interval or as needed. The Principal with the approval of the Governing Body executes policies and proposals. As the Head of the Institution and Ex-office Secretary on behalf of the GB of Ananda Mohan College, the Principal describes the duties and responsibilities of the teaching and non-teaching staff through terms and conditions of their appointment. Communications among teachers, non-teaching staff and students are established through the process of circulating notices, office orders and circulars and holding of meetings. The Head of the institution has the following responsibilities:

- To establish transparency, effectiveness, collaboration and co-operation of College Management
- To conduct the Financial Audit
- To ensure the quality of teaching and learning
- To disseminate information to the teachers, office staff and students
- To keep the relationship with the stakeholders
- To review the performances of the teachers through student feedback method
- To ensure the commitment and responsibility of all teaching and non-teaching staff
- To execute the plan of the infrastructural growth of the institution
- To encourage research activity in the institution.

### **Role of Faculty**

The major role of the faculty is to satisfy the needs (academic, mental, physical) of our students and to cooperate with the authorities for all round development of the college.

This encompasses a wide range of initiatives which are as follows:

- To impart quality education
- To develop academic environment at college level
- To introduce ICT/ Audio-visual facilities in the classroom and state of the art equipment in laboratories
- To participate in meeting with the GB, Principal and different Subcommittees

- To interact with students through regular class teaching as per routine
- To perform duties of Examiner, Head Examiner, Paper Setter, Moderator, Member of Board of Studies assigned by College and University
- To pursue the Orientation Program, Refresher Course, Ph.D., M. Phil., Post-Doctoral Courses and other faculty improvement courses
- To provide personal, psychological and career counselling to the learners.
- To act as recourse person in different seminars and workshops and refresher courses.

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

- **The policy statements and action plans for fulfillment of the stated mission**
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change.**

#### **The policy statements and action plans for fulfillment of the stated mission:**

The leadership adopts a range of actions consistent with our stated educational goals. Facilitated by the management and supported by the staff, the Head of the institution plays the leading role in governance and management of the institution. The Head of the institution communicates the vision and mission to the faculty and plans accordingly with the help of the Governing Body and other sub-committees. The various sub-committees framed by the Governing Body and the IQAC are committed to see that the policy statements and action plans are commensurate with the vision and mission of the institution. The Principal and the members of the GB regularly evaluate the relationships of the institution with its stakeholders and communities.

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

The strategic plan is an important aspect of policy formulation in this institution. At the beginning of every academic year, the activities are set apart by the meeting of the respective sub-committees for this activity. A number of committees and departments function in this institution for the performance of various curricular, co-curricular and extracurricular activities. All departments and committees are asked to prepare the action

plan for the coming academic year. After scrutiny and feasibility assessment, the Governing Body incorporates the finalized programmes and projects into the strategic plan.

### **Interaction with Stakeholders**

As an institution run by Governing Body, under the leadership of the Principal there is a constant interaction mechanism with stakeholders and efforts to promote their welfare are of primary importance. All the stakeholders - students, parents, alumni, local community etc. provide opinions and thus contribute to the making of institutional plans within the stipulated norms and conditions. Students also actively participate in policy making through the Students' Union of the college. New programmes are initiated only after proper analysis of the need and relevance of the proposed policies.

### **Reinforcing the Culture of Excellence**

The efforts taken by the leadership of the institution to reinforce a culture of excellence is unique and outstanding. Excellence is maintained through student-centric learning, organization of workshops, awareness programmes, special lectures on quality innovations, curricula, teaching-learning & evaluation, research-oriented seminars, plans and implementation of advanced learning resources, ICT management and suggestions for empowerment of staff, kind of leadership, governance pattern and strategic perspective planning.

### **Role of Leadership as a champion of organizational change**

Leadership is always vigilant on observing the changes in the global academic scenario, and updating the programmes and facilities available accordingly. Changes introduced include commencement of effective courses, establishment of Research Monitoring Cell, modernization of education and administration through use of computer and internet facilities, Wi-Fi Campus, ICT enabled class room teaching etc.

#### **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?**

Monitoring and evaluation of policy and plans are done as per the guidelines of the Govt. of West Bengal and UGC. For these purpose, the college forms specific monitoring

committees and prepares annual work plans, including improvement targets, action plans and budgets for the college. In addition, the college follows the self appraisal method to evaluate the performance of the faculty in teaching, research and extension. The teachers of the college are required to submit self-appraisal report at the end of each academic year to evaluate their performance in teaching, examination duties, research, faculty improvement and other extension activities. A detailed record of the teachers' performance on daily basis is maintained in the attendance register. All the heads of the departments also present their observations, suggestions for improvement and resource requirement through the Academic Subcommittee, IQAC and Teachers' Council meeting. In the light of the above, policies are formulated for the upcoming year. The progress of students' learning achievement is systematically monitored in the existing evaluation system.

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

The management of this college provides academic leadership to the faculty through a set of activities which includes:

- Faculty members are encouraged to participate in Refresher Course/Orientation Programme to enhance the quality of teaching.
- They are encouraged to organize seminars, conferences, workshops, departmentally and centrally.
- They are also encouraged to act as resource person in these activities.
- The management forms various committees with specific assignment with the inclusion of teaching and non-teaching staff in it.
- Research activities by the faculty are endorsed by providing reliefs in class load.
- Teachers are encouraged to take short-term training to accustom themselves with latest technological developments like ICT-enabled teaching, use of e-resources etc.
- Purchase of books in the library and equipment in the laboratory is done according to the suggestions of the faculty members.
- Teachers conduct excursions, field-studies and train the students in practical knowledge.

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

- Ananda Mohan College usually arranges Leadership, Soft Skill and community service skills development programmes like youth parliament, medical camp, blood donation camp etc. for grooming leadership and complete development of the students.
- The NSS and NCC units of Ananda Mohan College observe various occasions and organize many programmes such as ‘The Independence Day, The Republic Day, Netaji Birth Day, Swamiji Birth Day, World Environment Day, Blood Donation Camp, College campus cleaning programme, social awareness programme in the neighbouring areas of our college. These programmes play an integral part in building leadership among the students.
- The teachers also welcome and motivate the students in publication of wall magazine and observance of Teachers’ Day which provide students platform to develop their leadership abilities and creativity.
- The Students’ Union in collaboration with the college authorities arranges annual cultural programme where students can show their talent in quiz, debates, singing, dancing, acting, painting and other cultural skills.
- Student representatives who are present in various bodies like the Governing Body, Magazine Subcommittee, Cultural subcommittee and Sports Subcommittee etc., can display their leadership qualities by providing suggestions. Democratically elected members of the Students’ union can register the sign of their excellence in leadership through their involvement in the activities of the students’ Union.
- Teachers and college office staff are offered scopes to develop and display their leadership qualities through their involvement in G.B. and different subcommittees.

#### **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 delegates authority and provides operational autonomy to the Departments. The teachers of different departments are empowered to develop the departments on modern lines in consultation with the Principal. For implementation of different

decisions and plans adopted in the meeting of G.B., the Principal is aided by various sub-committees such as IQAC, Finance Subcommittee, Research Committee, Academic Subcommittee, Purchase Subcommittee, Admission Subcommittee, Building Subcommittee, Library Committee etc. Other units of the institution like NSS, NCC, Health Unit, Women's Cell and other committees constituted by the Governing Body of the College work independently for the smooth implementation of the missions of the college.

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

This Institution promotes the culture of participative management. The College ensures it through a number of strategies:

- Teaching staff, Non-teaching staff and students make their representations on the Governing Body.
- Strategic plan for the activities of an academic year is chalked out by the Principal in consultation with the Teachers' Council, Academic Sub-committee and IQAC.
- Consultations are sought from the teachers in making decisions related to curriculum, teaching-learning and assessment processes.
- The non-teaching staff take care of the smooth running of the administrative system in collaboration with the teaching staff.
- Teaching and non-teaching members are included in different subcommittees like Finance Committee, Purchase Committee, Library Committee and Academic Sub-Committee.
- The suggestions of the teaching and non-teaching staff are given due importance by the management in case of policy making.
- The Students' Union, with the co-operation of class representatives, gives leadership to all the activities like NSS, NCC, sports and games, cultural activities, intra-college activities etc. under the guidance of supervising teachers.
- Feedback from parents and alumni is collected for the improvement of the services provided.

**6.2 Strategy Development and Deployment:**

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

The College strives to provide quality education to its students by evolving certain set of practice. The college IQAC cell considers the inputs from the departments, students, the guardians, the society, and the government policies. The suggestions are submitted to the Principal for an open discussion with different subcommittees. The suggested plans and policies in such discussions are submitted to the Governing Body for scrutiny and approval. In the meeting of the Governing Body, final plans and policies are prepared. The respective bodies are assigned by the Principal the task of driving and deploying the quality policies. The Top Management keeps regular contacts with different bodies to remove obstacles in the way of the execution of the policies. Being the Head of the Institution, the Principal keeps strict vigilance on the process of the implementation of plan and policies.

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

Considering the needs of the changing scenario in the field of education, the needs of the students and other stakeholders, the economic factors, the usefulness of plan, the upliftment of quality etc. different departments and various subcommittees provide necessary suggestions to the top management. Considering these suggestions and inputs, for further quality development and sustenance in the institution, the College Management prepares a perspective plan which may involve extension of physical infrastructure, introduction of new courses, establishment of new faculty, creation of posts, arrangement for additional facilities, recruitment of teachers and non-teaching staff etc.

**Some aspects of the Perspective Plan of the institution include:**

- To widen the scope and range of the courses offered by introducing more subjects like Geography and Hindi Honours etc.
- To renovate the existing building.
- To strive for creation of teaching posts and recruitment of more teachers in the vacant posts.
- To recruit more non-teaching staff
- To join EPF scheme for casual non-teaching staff
- To join in the ESI health scheme for non-teaching staff members



- To ensure audio-visual teaching in all departments.
- To purchase more books, journals and modern laboratory equipment.
- To organize more State level and National Seminars

### **6.2.3 Describe the internal organizational structure and decision making processes.**

Efficient internal coordinating and monitoring mechanisms prevail in our college. However, the Governing Body of the college is the apex body which acts as the supreme authority of the college. It frames plans and policies, takes decisions and finally evaluates those after its proper implementation and execution by the various committees. In keeping with the educational needs and demands of the nation in general and beneficiaries of the college in particular, the targets are set and sought to be achieved through collaborative and collective efforts of various components of the institution. Responsibilities are often assigned to individual teachers and departments. At this juncture, the H.O.Ds, the conveners of different sub-committees constituted for planning and implementation for quality sustenance and improvement play significant role along with the Principal to monitor the progress and carry out the work. After the target is achieved by the dedicated effort of the faculty involved and intensive monitoring by the administration, the response of the beneficiaries of that project is taken as a measure of its success. Under a democratic set-up, each unit of the college can innovate plans, though the G.B. Entire system operates through a structured organization for disciplined and smooth functioning takes the final decision. The line of hierarchy is maintained and to ensure harmony and unity among its various cells, code of conduct is implemented.

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

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

The College has adopted several strategies for the quality improvement of the institution which are summarized in the following:

#### **Teaching & Learning**

- Stress on students-centric education through the adoption of methodologies like Academic Calendar, Teaching plan, Students' Seminar, projects, presentations, field works, surveys, practical classes, lectures by experts from other colleges, inter-departmental lecture exchange etc.
- Application of modern teaching-learning aids to make the curriculum interesting and effective for the students.
- Well-equipped laboratories for practical classes.
- Stress on ICT-based teaching-learning through LCD Projector, Laptop, and internet facilities etc.
- INFLIBNET in Library
- Tutorials for Slow Learners
- Surprise test
- Power backup facility

### **Research & Development**

- To encourage the faculty members to conduct research projects.
- Monitoring of the research activities by the Committee and provision for required infrastructure and space.
- Necessary arrangements for timely availability or release of resources for smooth progress and implementation of research schemes/projects.
- Facilities like Internet, journal and e-journal subscription to the principal investigator.
- Full autonomy to the Principal Investigator in case of MRP.
- Modernization of laboratories.
- Organization of Conferences and Seminars by the Departments.
- Publications in different International and National refereed journals, books etc. by the faculty members.

### **Community Engagement**

- Participation of students, faculty and staff in community development and social work by NSS and NCC Units of the College
- Community awareness programme against vector borne diseases.
- Activities like blood donation, tree plantation program etc. by NSS and NCC Units for community development

- Environment awareness
- Sensitization programme by the Women's Cell for creation of awareness among women against exploitation and abuse of any kind.

### **Human Resource Management**

- Support for the skill-development of the staff and faculty through arrangement of training for them.
- Career Advancement Scheme/Professional development through promotion to higher scales
- Encouragement provided to the faculty members for participation in Orientation programme, Refresher Courses, Workshops, Schools etc.
- Sanction of leave to the faculty members for advanced study, research, participation in seminars, conferences, workshops, etc.
- Appraisal of the staff and teachers to improve teaching/ research of the faculty and services of other staff
- Welfare measures for the staff members
- Provision of infrastructural facility for both the teachers and the students.

### **Industry Interaction**

A few departments like Commerce and Computer Science have been keeping contact with its associated industry and try to give exposures to their students for further development and practical knowledge.

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

The Head of the institution adopts certain mechanisms for collection of feedback from the stakeholders. These are: filling in the feedback form by the students, feedback collected from alumni during alumni meet, feedback collected from the parents during departmental parent-teacher meeting etc. Through interaction with the stakeholders also, feedback is collected. The stakeholders can also gather information from the Principal and staff. Information is collected regarding institutional activities, teaching quality, extracurricular activities and available infrastructural facilities. In the meeting of the G. B., the Principal discusses the information gathered from various sources with the Chairman of the G. B. and other members. After in-depth discussion and deliberation,

the current systems and activities of the institution are reviewed and decisions regarding the framing of new policies are taken.

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

Participative management is within the core agenda of the college authority. The Principal motivates the staff to participate in various activities and decision making process related to the curricular, extra-curricular and administrative development of the college. The staff through their involvement in committees and councils (Teachers' Council, Admission Committee, Anti-Ragging Committee, Counselling Cell, Library Committee etc.) can play active role in decision-making and their implementation. The H.O.Ds of different departments also can independently conduct departmental activities as per the regulations of the College.

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

The major resolutions adopted by the Governing Body during the session 2014-15 and the status of their implementation are given below:

| <b>Resolutions made by the Governing Body</b>  | <b>Status of Implementation</b>   |
|--|---|
| 1. To fill up the vacant post of Principal, teachers and Librarian (2014-15)                                     | <b>Principal, sixteen whole time teacher and Librarian</b> appointed. Requisition for rest of the vacant post submitted to the WBCSC. |
| 2. Repair and renovation of Physiology Laboratory and Gymnasium (Item No. 4, 29.04.2015)                         | Completed   |
| 3. To take the facilities of INFLIBNET in the library (Item No. 9, Misc. iii 29.04.2015)                         | Successful  |
| 4. Dynamic college website and introduction of online admission (Item No. 4. i, 10.06.2015)                      | Implemented successfully  |
| 5. Computer and Printer for teachers to enable them to access e-resources printout (Item No. 4. iii, 10.06.2015) | Completed   |
| 6. Repair and painting of resting quarter of the staff (Item No. 4. v, 10.06.2015)                               | Completed   |

|   |  |
|---|--|
| 7. Equipment for Physiology Laboratory (Item No. 4, vi, 10.06.2015)   | Completed  |
| 8. Handed over Rs. 400000.00 to Accommodation and Coordination Committee for renovation of building and construction of a canteen (Item No. 10, 10.06.2015) | The amount handed over and the construction is completed |

**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?**

The college is yet to take any effort in obtaining autonomy.

**6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?**

The College has a "Grievance Redressal Cell" to redress the grievances of the stakeholders like students, employees, alumni etc. A Complaint Box is also kept for collection of grievances. The stakeholder may directly approach the members of the Cell or put their grievances in the Box. With possible promptness, the members of the cell analyse the nature and cause of the grievance. Measures are taken accordingly. Grievances regarding academic, infrastructural and financial matters, health services, the committee redresses library and other central services with the assistance from the Principal or Librarian or College administration. As a result of this mechanism, the college has pleasant atmosphere and good work culture. All these mechanisms have ensured better stakeholder relationship.

**6.2.10 During the last four years, had there been any instances of court cases filed by and against the institution? Provide details on the issues and decisions of the courts on these?**

There has been any instance of court case filed by and against the institution during the last four years.

**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?**

For further improvement of its performance and to ensure the quality of the education, the College collects feedback from the students through feedback form. A box is also provided at the Grievance Redressal Cell to collect grievances. Students provide opinions regarding the performance of the teachers and overall institutional performance in the feedback form. Such feedback is analysed by the authority and corrective measures are taken accordingly. The concerned teacher who has some weakness in any respect is advised for improvement. The authorities also properly address any kind of grievance regarding infrastructural deficiency.

### **6.3 Faculty Empowerment Strategies:**

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

The College has taken the following efforts to enhance the professional development of its teaching and non-teaching staff-

- Computerization of the office works
- Office Staff are made computer literate through Computer Training in the College Computer Lab.
- Teachers are provided with Laptops for use of ICT in teaching learning process.
- Internet connection and Desktop Computer in different Departments.
- Internet connection and wi-fi facility in the library.

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

The strategies adopted by the institution for faculty empowerment through training, retraining and motivating are:

- Provision of space and infrastructural facilities to perform the roles and responsibility.
- Permission is given and leaves are granted to participate in Refresher Courses/Orientation Programmes/Short Term Courses.
- Supports are provided to organise seminars, conferences, workshops etc.
- Teachers are encouraged by IQAC and provided assistance in applying for MRP.

- Creation of an atmosphere of co-operation, sharing of knowledge, innovations and empowerment of the staff through decentralizing of the administrative system of the college.
- Empowerment of the faculty members and staff is ensured as they are included in Governing Body and various subcommittees. Thus they can play role in policy making and its implementation.
- The Principal acts as great motivator of the staff by providing them suitable working ambience and amenities.

**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.**

A rigid performance appraisal system is followed in the College for the Teaching and Non-teaching Staff. On the basis of these records the career development is made.

**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 periodic review and the outcome after scrutiny of the performance appraisals of the staff/Department and faculties are communicated to the concerned staff to improve their performance.

**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?**

Our College is well aware of the welfare of the staff. The amenities available for its staff involve:

- The College has adopted General Provident Fund Scheme (managed by BSES Ananda Mohan College Provident Fund) for its employees.
- The College facilitates procurement of loans by the staff members from various funding agencies.
- City College Co-operative Credit Society to provide financial assistance easily to the teachers in their dire need for city group of colleges. Most of the staff has availed of the benefit.

- The College has formed 'Amader Samabay' for all staff of Ananda Mohan College only
- Teachers Benefit fund for the staff to meet the medical expenses and other contingencies.
- Non-teaching Staff quarter.
- Salary is paid in the first week of every month from college fund before the State government disburses the actual amount.
- All employees are entitled to obtain Puja Advance.
- Puja Bonus has given for a certain section of staff.
- Hassle free Provident Fund Loan Facility
- Allocation of funds to help any individual member of the staff in his/her emergency
- Maternity/Medical/Compensatory/Casual Leave facility
- Duty Leave facility wherever applicable
- The College arranges annual excursion for staff and students
- Gymnasium for exercise and physical fitness
- Pure Drinking Water
- Separate Canteen Facility for staff

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

In the existing system there is little scope for the college to recruit teacher on its own. However, this college sought to attract and retain eminent faculty through extending:

- Conducive working environment
- Infrastructure to carry out their works
- Facilitating advanced study and research
- Permission for participation in seminars, conferences, workshops etc.
- Better pay scales and assurance of job to guest teachers
- Enriched resources in library
- ICT facilities
- Scopes for organization of seminars etc.
- Attractive T.A. & D. A. to Visiting Lecturers

#### **6.4 Financial Management and Resource Mobilization:**



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

The College has evolved mechanism that ensures effective and efficient use of available financial resources. The College avails grants from UGC, State Government for developmental projects. The available funds are allocated after exhaustive deliberation about the needs of different infrastructural projects and departments. The Principal, the Bursar and the Accountant closely monitor income/expenditure of the institution. Before the purchase of any major item, quotations and floating tenders are called for from reputed vendors and comparative statement of prices offered is made. The relevant committee (Purchase/Finance Committee) of the College is involved in it. Hence, every care is taken to ensure the efficient use of the available financial resources. Regular audit by government appointed auditor also helps in the maintenance of transparency in financial matters.

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

The Internal Management checks the finance matter through the Finance subcommittee and the Bursar. However, the Govt. appoints external auditor for auditing the college finance. Audit has been completed upto 2012-13 and audit for the years 2013-14 and 2014-15 is under process and will be completed shortly. There is no major objection in the last audit was for the year 2012-13.

**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.**

As ours is a salary aided college, the major source of the fund is the grants received from the Government of west Bengal under Grant-in-aid schemes. The UGC is the second most important funding agency. Fifty percent of the tuition fees collected from the students, interest on bank deposit and miscellaneous sales proceeds etc. are also the sources of our institutional receipts. Minor deficit whenever occur is managed through college own resources after approval of the Governing Body. For managing any major deficit, the Governing Body of the college approaches the appropriate authorities of the

government for necessary grants. Audited income and expenditure statement of academic and administrative activities for the years 2009-10, 2010-11, 2011-12 and 2012-13 will be provided at the time of visiting the college.

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

The College Authority takes steps for arrangement of additional funding. Alumni, elected public representative, the philanthropists of the locality are pursued for the purpose of fund raising. Positive response is expected to come shortly.

**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 Governing Body of this college reconstituted an Internal Quality Assurance Cell (vide G. B. resolution dated 02.07.2015, item No. 8) which consists of the following members:

|                         |   |
|-------------------------|---|
| Chairperson & Principal | Dr. Pradip Kumar Maiti  |
| Coordinator             | Dr. Pradip Datta  |
| Faculty                 | i) Dr. Priyatosh Datta,<br>ii) Dr. Ayantika Ghosh,<br>iii) Dr. Ujjal Roy,<br>iv) Dr. Tanusree Datta,<br>v) Dr. Sk. Abdul Rashid,<br>vi) Prof Nandini Daniari,<br>vii) Dr. Malabika Chakrabarty,<br>viii) Shri Dhiman Mondal |

|                            |  |
|----------------------------|--|
| Management Representatives | i) Shri Samir Das, Chairman, G.B.<br>ii) Prof. Debashish Raychaudhuri, Vice-Principal<br>iii) Prof. Asit Misra, Bursar<br>iv) Prof. Shubhayan Basu, Teacher Representative to G.B. |
| Administrative Staff       | i) Dr. T. K. Ghora, Jt. DPI<br>ii) Prof. Dhruba Ranjan Dandapat, Deptt. of Commerce, C.U., Chairman, UGBOS, Commerce, C.U.   |
| Technical Staff            | i) Mr. Paritosh Chandra Das, Head Clerk<br>ii) Mr. Goutam Ghosh, Accountant<br>iii) Mr. Sujib Sinha Roy, Secretary Non Teaching Staff,   |
| Alumni                     | Shri Santinath Mondal  |
| Students                   | Vivek Awasti, G. S., Students' Union   |
| External Expert            | Dr. Manidra Nath Roy, Ex Prof., MMC College, Kolkata   |

The IQAC functions as an overall advisory body of the college. It constantly operating for the betterment of the infrastructure, teaching-learning process, research, governance, extension activities etc., in order to augment the quality of education imparted by the college. Inputs from various stakeholders are sincerely considered for institutional developmental planning by the IQAC. The IQAC meetings often yields new ideas which help in invigorating the quality improvement and sustenance initiatives. The proposals are placed in the meeting of the Governing Body for approval and implementation of such quality enhancing recommendations.

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

In general, most of the suggestions provided by the IQAC are approved by the Governing Body and implemented accordingly. Some of the IQAC's suggestions for quality improvement and sustenance in the institution which are implemented in the last few years include:

- Commissioning of INFLIBNET
- WI-FI installation in the Library
- Implementation of online admission
- Facilitating support to the students for obtaining various scholarships.
- Provision for Internet facility in different departments
- Renovation of laboratories
- Computerization of college office
- Capacity building through training for empowering faculty and staff
- Introduction of Digital Teaching and Learning Technology
- Arrangement for improving the system of teachers' evaluation by students
- Purchasing of computers and laptop for different departments
- Emphasis on the use of ICT in delivering regular class lectures
- Proposal for bolstering the class room teaching with some more audiovisual teaching aids such as power point presentation etc.
- Arrangement for safe drinking water in different blocks

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

There are three external member nominated by Governing Body as member of the IQAC. They have made significant contributions for the development of the college. Prof. Dhruva Ranjan Dandapat and Prof. Manindra Nath Roy have been advising the college in improving the academic affairs. On the other hand, Dr. T. K. Ghora actively helps the office administration in various administrative works.

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

The students of the college contribute to the effective functioning of the college through all sorts of cooperation. They help in the arrangement of parent-teacher meeting and provide feedback on teaching-learning process, examination system, library services, leisure or canteen service etc. Their feedback helps in the improvement of services. Students also cooperate and actively participate in different kinds of programmes and activities planned and implemented by the IQAC. As far as the alumni of the college are concerned, feedback is collected from them and efforts are made to involve them in the development of the college.

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

In our college, representatives of all stakeholders – Teachers, Students, Non-Teaching Staff, Alumni Association, Management, external member etc. – are members of IQAC. During the meetings, they can extend their views and also convey the plan and activities of IQAC to their communities. The strategies of IQAC are formulated and implemented in consultation with other faculty members, the staff members and students.

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

Yes, the institution has an integrated framework for quality assurance of the academic and administrative activities. The College has formed various subcommittees like Academic Subcommittee, Finance Subcommittee, and Purchase subcommittee etc., which are devoted to ensure quality in the concerned academic or administrative domain. Their functions are again monitored by NAAC, IQAC and College Governing Body. Teachers' Council gives suggestions regarding academic matters to the Principal.

**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.**

The IQAC members are deputed to participate in IQAC related workshops and seminars. In addition to that, certain informal training are provided to the staff for effective implementation of the quality assurance procedure which includes:

- Informal training is regularly provided to the administrative staff for successful running of the College Administrative Software and COSA.
- For maintenance and smooth running of LAN and server system, informal training is provided to the staff and teachers.
- Informal training has been given to the staff for maintenance of generator.

**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 institution undertakes Academic Audit on its own and recently takes step towards conduct the same by the University of Calcutta. There are some benefits of academic audit. For example, analysis of results helps us to identify shortcomings of teaching-learning process. Attention is made to improve the performance accordingly. For example, remedial coaching is provided to the academically weak students. Often existing infrastructure is enhanced to improve the teaching-learning process.

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

The internal quality assurance mechanisms of this college are guided by requirements of regulatory authorities such as University of Calcutta, Department of Higher Education, West Bengal and UGC. Moreover, the IQAC cell has been constituted and functioning as per the prescribed guidelines of the Quality Assurance Agency (NAAC) and UGC.

**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 College has its own mechanisms to review the teaching-learning process continuously. The attendance of the students in the class is monitored by the faculties. Class tests, debates, discussions etc. are conducted regularly to understand the progress of the students. On the basis of the performance of the students in the class test and responses in class, slow learners and advanced learners are identified. Remedial coaching is organized accordingly. Feedback is collected from the students in the class and also at the time of leaving the college and from the parents during parent-teacher meeting. Informal opinions are also collected regarding the prevalent teaching-learning process from such stakeholders. The outcome of feedback analysis is thoroughly discussed in the meeting of IQAC and Teachers' Council. Deficiency if any on part of the faculty or infrastructure is sought to be removed. The concerned faculties are advised by the Principal to overcome their identified weaknesses. If required, additional teachers are recruited by the G.B. The Principal maintains regular contacts with the head of the different departments so as to remain aware of the departmental activities. No doubt, such mechanisms ensure sustainable improvement of teaching-learning process in our college.

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

The institute communicates its quality assurance policies, mechanisms and outcomes to various internal and external stakeholders through:

- The teachers and staff
- Cultural ceremonies held in the college
- Holding meeting
- Walling up the notice
- College prospectus
- The College website
- Submitted reports to University, State Government and NAAC

**6.5.8 Any other relevant information regarding Governance, Leadership and Management which the college would like to include:**

The Principal of our college is a great leader in both the academic and administrative fields. He motivates teachers and staff. As the head of the institution, he provides operational autonomy to the subcommittees and hence, involves others in decision making that led to the empowerment and creation of leaders at every level of the institution. All the staff members and stakeholders are allowed to express their views freely.





**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?**

It has not been possible so far to arrange for Green Audit or Environmental Audit of the college by any external agency. The college, however, could focus on the issues like “awareness of and action on” environmental balance within the campus and in the neighbourhood of the college. The following initiatives were taken under the able leadership of IQAC, in particular with the active support of the teachers, staff and students, particularly the NSS group:

➤ **Formation of a study group**

The teachers were in lead with a selected group of enthusiastic students. To know the latest environmental status on local and global basis, documentation through paper cuttings, consulting environment related specific magazines like “Down to Earth”, exploring the possibility of the efforts that could be taken by the college, etc. were the main focus of the group. The group played a crucial role in making the general students and teachers aware of the latest circular/acts/laws issued by different authorities and Governmental bodies.

➤ **Formation of an Action Group**

Students and staff of the college actively participated in the group program under the guidance of competent teachers. The group has taken the following as its targets:

- Campaigning on “awareness of you and your environment”
- The Beautification of the campus, as much as possible within the limited capacity.
- To propagate the concept of “Eco friendly life style and practice”.
- To perpetuate the concept of “zero waste society”.

### **7.1.2 What are the initiatives taken by the college to make the campus Eco-friendly?**

The following were a few of the concrete steps taken jointly by the two groups, the study group and the action group.

- The campus has been declared as No Smoking Zone and No Plastic Zone.
- Tree Plantation Programme in the neighbourhood of the college is held annually on 5<sup>th</sup> June to observe the World Environment Day.
- The students had to conduct environmental project works as part of their curriculum.
- The Departments with laboratory based subjects like Chemistry, Botany, Physiology, Zoology and Physics took special care of the chemical waste they produce. They planned to reduce the scale of usage of hazardous chemicals like Mercury, Arsenic compounds, Carbon tetra chloride, Chloroform, Benzene etc.
- They monitored the proper drainage of the chemical waste. Regular tests on the level of arsenic in the specimen of drinking water of the college were conducted.
- Intra-departmental collaboration was initiated to conduct Seminars on environmental related issues including “Global warming”, “Tsunami”, and “Arsenic Contamination and its impact”.
- For stopping wasteful consumption and for conservation of energy, special system was developed to monitor the task of inspecting every building of the College on daily basis so that energy is not consumed when it is not needed by switching off the fans and lights of every classroom and sealing the leakage and wastage of water in toilets.
- Installing solar lights are in progress keeping focus on conservation of energy and using alternative source of energy.

## **7.2 Innovations**

### **7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functions of the college.**

The IQAC conducted a few step wise brain storming sessions to chalk out a few “attitude and action” theme as innovative strategies and proposed to the Governing Body of the college. The outcomes were as follows:

- Emphasis on Improvement of the system to enhance capability of stakeholders.

- Emphasis on self empowerment through proper learning and healthy practices.
- Emphasis on our traditional route of learning based on the “Mentor Disciple Bonding”.
- Emphasis on another positive norm: “Many in Body, One in Mind”.
- Emphasis on orientation of teachers to the modern teaching methods which includes the latest technological supports. The departments were provided laptops, over-head projectors, laser pointers, printers, scanners, and photocopiers.
- Emphasis on encouraging teachers for having access to on-line journals, Teaching Aid Software, instructional materials and question banks from other universities of India and abroad.
- Emphasis on easier connectivity among the teachers through SMS gateway.
- Emphasis on all round ability of students. Hence, it was emphasised on monitoring of students attendance through internal examinations, departmental activities, at the same time the sports activity and body exercise were also encouraged.
- Emphasis on the “mental health” of the students. They were encouraged to have their own departmental “wall magazine”. They were suggested to attend “Kolkata Book Fair” and to make “report” of the visit.
- Emphasis on continuation of publication of ISBN Accredited online and print version Journal.

### **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.**

##### **Title of the Practice –I: Open ended, Interactive class of workshop style**

##### **1. Objectives of the Practice:**

Poor attendance in classes and equally increased demand of *private* tuition has been recently a very common problem. Teachers are needed to be aware of the root causes of the problem and hence to find its probable solutions. The purpose can be served by interaction with the students. The main motivation is to bring an orientation of the students to utilize the human and knowledge resources of the institution to the fullest extent instead of relying parallel tuition which are very often not up to the mark. At last

and not the least, rebuilding the confidence level of the students is one of the primary motives of this practice.

## **2. The Context:**

It is high time to reconsider the whole process of education system, which the Institution and the teachers are very much part of. Since their earlier school education, students are getting used to be more and more dependent on selective notes and exam oriented study and proper learning has been cornered to the back bench. This has been leading to the manifestation of lack of confidence and minimum concept-base in higher study and even in the daily life and work place. At UG level, thus, the teachers have to play a crucial role in properly bridging the gap between the earlier incompleteness of learning and the honours level quality learning. It has been felt over years that it is not sufficient to deliver only the usual class lectures covering the syllabus but to assess how far the students are being able to grasp the subject at every stage of learning. It is possible to arouse interest and curiosity in the students by open interaction with the students in a workshop kind of class where they can express their problems freely with the teachers and also with other students. The problem-solution discussion should be very much interactive instead of a one-way delivery from the teacher.

## **3. The Practice:**

The following are a few of the salient features of this “Open ended Interactive workshop style classes”:

- a) To start the session by clearly mentioning what are we going to discuss today, followed by the discussion on “why we need this to be learnt”.
- b) To have a brief review of “what we already know” that are needed and relevant to the present topic.
- c) To give an indication of “what are the things that we may learn” from today’s topic.
- d) The progress of teaching should be through stepwise Q-A mode.
- e) At each step, the students are to be encouraged not only to memorise the concept but to think over it.

- f) They should be encouraged to act as learner cum teacher to improve their “representation” quality by allowing them to go to the board and elaborate whatever they have learnt.
- g) They should be highly encouraged to “ask question” in their own words.
- h) To encourage them for making a question bank on their own from their own knowledge base.
- i) Then it should be followed by a set of model questions set by the teacher and indicate the “overlap” between those two sets of questions.
- j) Finally, both the sets are to be compared with the questions that were set in last few years’ board papers.
- k) To end the session by the concluding remarks to be made by the students followed by the teacher.

#### **4. Problems Encountered and Resources Required:**

**Problem** – Some of the teachers, mainly from “arts” faculty were initially hesitant and as they were not very confident on both the method and its outcome. A section of teachers even put some resistance.

**Human Resource** – The problem was resolved rather easily by a few demonstration of the proposed style by a group of competent teachers, particularly of “science” faculty.

For laboratory based subjects, the non-teaching staffs were of immense help in the part of demonstration of a few experiments.

The problem has not been the *lack of knowledge* of the teachers but the attitude towards teaching and learning. But the teachers were ready to welcome and appreciate any thing “good” for the students.

#### **5. Evidence of success:**

- Teachers are responding now with even greater enthusiasm.
- Teachers are often thinking and proposing for some even more innovation.
- Students are visibly enjoying the learning-teaching workshop classes.
- The attendance in such classes is consistently increasing.

- The question bank coming out of such classes are getting more and more rich.
- Paper setting has become now much easier and student friendly.
- Students are making even off-the-class approach with questions and often with their solutions.
- Culture of formative assessment is surfacing

## **Title of the Practice –II: Optimal use of Modern Technical Aid**

### **1. Objectives of the Practice:**

- To create awareness of computers and its relevance in today's teaching and learning.
- To take Efforts for Teachers' e-empowerment for going beyond the "text book" horizon.
- Creating awareness of Open Access to a huge treasure of scholarly materials.
- To make teaching more attractive and enjoyable by using computer based audio-visual aids.
- To make it possible for teachers to use *Teaching Aid Software* that would help them to properly display, document and narrate their discussion topics.
- To make it easier a few "routine" jobs for the teachers like to prepare Academic plan, monthly test schedules, question banks, attendance records, monthly test records.

### **2. The Context:**

We are even now of the opinion that "Chalk-and-Talk" is the best teaching method. But at the same time we feel that we should not be conservative and prejudiced in considering and accepting the possible support that the modern technologies provide to us. We were inspired by advice of the visiting Hon'ble NAAC Team Members for establishing contact with the outside world through the internet and the web. So we, after long discussion among teachers and students together, have decided to opt for the "middle way"- a combination of *traditional strategies* and the modern *computer aided* method. It was immediately realized that "power point presentation" is going to be really a powerful accompany of the class room teaching. Application of some statistical and other educational software combined with graphics facility is really very demonstrative. The classes can be made more colourful, informative and hence very attractive as well. It was amazing to be able to get access to relevant and useful *website* even in a running

class. Access to the e-journals as and when required was also of immense help. We are happy to report that some of the departments are venturing to publish their own e-journal and to make it worth reading for others is itself a challenge for our institution. We have accepted the challenge. The following “practice” is an outcome of that effort.

### **3. The Practice:**

It consists of the following initiatives:

- a) To encourage teachers to be aware of and learn the use of computers in general and preparation of “power point presentation” in particular.
- b) To make them comfortable in using the “over head projectors” and \*.ppt files for demonstration of their teaching topic.
- c) To make them feel at ease the other educational packages including statistical and graphical utilities.
- d) To inspire them in “Open Access Initiative” of e-journals.
- e) To inspire them to have universal access to all scholarly contents and publish, particularly those which does not charge authors for publishing their contents.
- f) To encourage also the students to prepare text and net searched small projects and its power point presentation.
- g) To encourage the students to consult video lectures of NPTEL, MIT-open coursewares.

### **4. Problems Encountered and Resources Required:**

**Problem:** It is always a difficult and challenging task for doing something *new*. The teachers who were not much used to computer were initially a bit hesitant to be at par with this new “practice”. But once they understood and witnessed its worth from their colleague’s demonstration, they too came forward with enough enthusiasm. All of them now seem to be enjoying, along with the students, the new “combined, middle way” strategy of teaching and learning.

#### **Resources:**

**Instrumental:** The institution has provided (using the UGC grant for equipment), to start with, a laptop for each department. It expects to make it a laptop for each faculty

member. Some of the departments have also got three-in-one printer, scanner and copier. The college has managed to have a few over head projectors and display screen to be shared by the different departments as and when required.

**Financial:** The institute is grateful to the UGC for providing the initial support for the above instruments/computers. The rest of the fund was provided by the college from its own limited capacity. We expect to have more funds from UGC and other funding authorities.

**Human Resources:** The institute is proud to have a fresh group of young faculty members who are not only very competent for planning and executing such a productive practice but also for their energy and optimistic attitude towards the project. They are ever ready to extend their hands for others who want to learn all these *new things*. The institute is happy to assign the role of “leader” to its newly appointed qualified and competent *Librarian* for library digitalization, e-journal related issues. The IQAC of the college is now full of enthusiastic young teachers and that is the most important resource of the college.

#### 6. Evidence of success:

- It has been possible to undertake multidisciplinary project involving two or more than two departments of the college.
- The teachers have realized the worth of an up-to-date college website and are now contributing a lot for the purpose.
- Some of our teachers have been regularly giving “talks” as invited speakers in different colleges, PG-institutions, refresher courses and they are benefited from this practice.
- It has been possible to create a sub-domain in the main college website and installed necessary software and plug-ins.
- Students are visibly enjoying the enthusiasm and effort (and its outcome) involved in this new *practice*.
- Students are also coming forward with their project based presentations and interaction.



## Evaluative Reports of the Departments

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### Evaluative Report of the Chemistry Department

1. **Name of the Department:** Chemistry
2. **Year of Establishment:** 1963 General  
1997 Honours
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General and Honours)
4. **Interdisciplinary courses and departments involved:** Nil
5. **Annual/ semester/choice based credit system:** Annual( and marks-based)
6. **Participation of the department in the courses offered by other departments:**  
The department takes classes on Thermodynamics for students of the Physics Department.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil

8. **Details of courses / programs discontinued (if any) with reasons:** None

9. **Number of teaching posts sanctioned and filled (Professor/Associate Professors/Asst. Professors)**

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professor            | NA         | NA     |
| Associate Professors | 7          | 1      |
| Asst. Professors     |            | 4      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name                                     | Qualification | Designation         | Specialization      | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|--|---------------|---------------------|---------------------|----------------------------|--|
| Dr. Priyatosh Dutta                      | M.Sc., Ph.D.  | Associate Professor | Physical Chemistry  | 18years                    | Nil  |
| Mr. Rijaul Haque Mirdha                  | M.Sc.         | Assistant Professor | Physical Chemistry  | ~1 years                   | Nil  |
| Dr. Attreyee Mukherjee Nee Bhattacharaya | M.Sc., Ph.D.  | Assistant Professor | Organic Chemistry   | ~1 years                   | Nil  |
| Dr. Shyam Sarkar                         | M.Sc., Ph.D.  | Assistant Professor | Inorganic Chemistry | ~1 years                   | Nil  |
| Dr. Suranjana Chatterjee                 | M.Sc., Ph.D.  | Assistant Professor | Inorganic Chemistry | ~1 years                   | Nil  |

11. List of senior visiting faculty: None

12. Percentage of classes taken by temporary faculty – programme-wise information:

Honours: 10%

General: 6%

13. Programme-wise Student Teacher Ratio:

Honours - 6 : 1

General - 22 : 1

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

|       | Sanctioned | Filled         |           |
|-------|------------|----------------|-----------|
|       |            | Govt. Approved | Part-Time |
| Staff | 04         | 03             | 01        |

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 5      | 83         |
| M.Phil.                  | 0      | 0          |
| PG                       | 1      | 17         |
| Total number of Teachers | 6      | -          |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. :

| National | International | Total Grants Received |
|----------|---------------|-----------------------|
| 02       | Nil           | Rs. 112000/-          |

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received: Nil

18. Research facility / centre recognized by the university: Nil

19. Publications:

- \* Number of papers published in peer reviewed journals (national / international): 07
- \* Monographs : Nil
- \* Chapter(s) in Books : 01
- \* Editing Books : Nil
- \* Books with ISBN numbers with details of publishers: Nil
- \* number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO

- host, etc.): Nil
- \* **Citation Index – range / average:** Nil
- \* **SNIP:** Nil
- \* **SJR:** Nil
- \* **Impact factor – range / average:** Nil
- \* **h-index:** Nil
- 20. Areas of consultancy and income generated:** Nil
- 21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**
- Nil
- 22. Student project :**
- a) **Percentage of students who have done in-house projects including inter departmental:**
- 100%
- Honours students are taught to test water for various impurities
  - All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Nil
- 23. Awards / Recognitions received by faculty and students:** Nil
- 24. List of eminent academicians and scientists / visitors to the department:** Nil
- 25. Seminars/ Conferences/Workshops organized and the source of funding:** 01
- UGC sponsored National Seminar (in collaboration with St. Paul's College)
- Topic: NATIONAL TRENDS IN CHEMISTRY IN 21<sup>ST</sup> CENTURY
- Date: February 06,07, 2012
- Eminent Speakers: Prof. G.R. Desiraju, IISC, Bangalore
- Prof. AmitBasak, IIT, Kharagpur
- Prof. SushantaLahiri, SINP, Kolkata

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass<br>percentage |
|--|--------------------------|----------|--------|--------------------|
|  |                          | Male     | Female |                    |
| B.Sc. (Chemistry Honours)#                   | 248                      | 52       | 03     | 100                |
| B.Sc. (Chemistry General)#                   | 640                      | 119      | 20     | 75                 |

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| UG (General)                                 | NA                             | 69                           | 11                              | Nil                                |
| UG (Honours)                                 | NA                             | 93                           | 7                               | Nil                                |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?** Data not available

**29. Student progression**

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | 10                          |
| PG to M.Phil.                   | Data not available          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil                         |
| • Campus selection              | Data not available          |
| • Other than campus recruitment |                             |
| Entrepreneurs                   | Data not available          |

**30. Present details about infrastructural facilities**

**a) Library:**

Department has 1198 books in the central library. These are issued primarily to students with chemistry as general subjects. In addition, the department has a seminar library with collection of 326 (till March, 2015), advance books to cater the need of the honours students and teachers.

**b) Internet facilities for staff and students:**

Yes

**c) Total number of class rooms:**

2, other than shared ones

**d) Class rooms with ICT facility:**

01

**e) Students' laboratories:**

04

**f) Research laboratories:**

Nil

**31. Number of students of the department getting financial assistance from College:** Nil

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted due to severe shortage of Teaching staff till end of 2014.

However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Workshop style interactive class
- Use of ICT tools
- Group
- Project based learning
- Special tutorial classes as and when required.
- Encouraged students to use e-resources.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college. In addition, students are demonstrated to perform water testing.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department****Strengths:**

- The whole department including the students and staff runs more like a “family”.
- The environment is very harmonious and in full rhythm.
- They all can transcend their individual differences with the attitude of being *focused* on their *priority i.e. Teaching and Learning*.
- Most of the faculty members are quite fresh, young and enthusiastic. They are ready to share any responsibility that is beneficial to the students and the department.

**Weakness:**

- The departments usually get students intake of relatively poor quality (mainly because the College is an *Evening College*).
- Due to lack of proper number of support staff, it has to rely on part time staff, obviously not trained for specific jobs in a department like Chemistry.
- Space and Fund Problem, particularly for chemicals, books etc.

**Opportunities:**

- To serve a particular section of students who are not well off but interested in higher education and managing somehow by doing jobs in day time.
- The trust and confidence that the parents have in the department.

**Challenges:**

- To produce capable leaders and efficient participant for future from those students who are otherwise rejected by the so called *Graded Colleges* and the society, as such.

**36. Future plans of the department.**

A long way to go before we can say “we are perfect”. Many aspects of teaching-learning are yet to be explored. The teaching methods have to be more and more ‘student friendly.’ The mission of the department is to establish a value based education based on the Mentor-Disciple bonding. Students are to be always encouraged at any condition, no matter what. It has to produce students with better results as chemistry students as well as human being. The departmental teachers would regularly sit together along with the students for a continuous assessment based teaching-learning method. The teachers are determined to remain updated regarding the changes and revolutions taking place all around them. They are ready to do whatever needed for their mission of ‘quality teaching’. They promise to themselves to be:

- Accountable
- Open minded (as far as students, teaching are concerned)
- Accessible as and whenever required by the students/department.
- Interactive among themselves and with the students in and outside the classes.

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**Evaluative Report of the Computer Science Department**

1. **Name of the Department:** Computer Science
2. **Year of establishment:** 2006
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG (general paper)
4. **Interdisciplinary courses and departments involved:** Mathematics
5. **Annual/ semester/choice based credit system:** Annual(and marks-based)
6. **Participation of the department in the courses offered by other departments:** Department of Physics, Mathematics and Commerce.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** Nil
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors):**

|                             | Sanctioned | Filled |
|-----------------------------|------------|--------|
| <b>Professor</b>            |            |        |
| <b>Associate Professors</b> | 01         | Nil    |
| <b>Asst. Professors</b>     |            |        |
| <b>CWTT</b>                 |            | 01     |
| <b>Guest Lecturer</b>       | NA         | 02     |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name            | Qualification               | Designation    | Specialization         | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-----------------|-----------------------------|----------------|------------------------|----------------------------|--|
| Prasenjit Kundu | MCA,MBA,<br>Ph.D(Submitted) | CWTT           | Information Management | 11                         | Nil  |
| Sayan Das       | MCA,M.Tech                  | Guest Lecturer | Networking             | 04                         | Nil  |
| SwapanMaity     | MCA                         | Guest Lecturer | Networking             | 01                         | Nil  |

11. **List of senior visiting faculty:** None
12. **Percentage of classes taken by temporary faculty – programme-wise information:** 35%
13. **Programme-wise Student Teacher Ratio:** B.Sc. (General) 12:1



14. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

Nil

15. Qualifications of teaching faculty with DSc/D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 0      | 0          |
| M.Phil.                  | 0      | 0          |
| PG                       | 1      | 100        |
| Total number of Teachers | 1      | 100        |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Nil

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received:

Nil

18. Research facility/center with state recognized by the university:

Nil

19. Publications: 11

\* number of papers published in peer reviewed journals (national / international):

10

\* Monographs:

Nil

\* Chapter(s) in Books:

Nil

\* Editing Books:

01

\* Books with ISBN numbers with details of publishers:

Nil

\* number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

Nil

\* Citation Index – range / average

-

\* SNIP

-

\* SJR

-

\* Impact factor – range / average

-

\* h-index

-

20. Areas of consultancy and income generated:

Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:

Nil

**22. Student projects****a) Percentage of students who have done in-house projects including inter departmental:**

100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

**b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Nil**23. Awards / recognitions received by faculty and students:** Nil**24. List of eminent academicians and scientists / visitors to the department:** Nil**25. Seminars/Conferences/Workshops organized and the source of funding:** Nil**26. Student profile course-wise:**

| Name of the Course<br>(Refer question no. 2) | Applications<br>received | Selected        |                 | Pass percentage |
|--|--------------------------|-----------------|-----------------|-----------------|
|  |                          | Male            | Female          |                 |
| B.Sc (General)                               | 23 <sup>#</sup>          | 11 <sup>#</sup> | 01 <sup>#</sup> | 85              |

# 2014-15 data

**27. Diversity of students**

| Name of the Course<br>(Refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| B.Sc.  | N. A.                          | 0                            | 100                             | Nil                                |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?** Data not available**29. Student progression** Data not available

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | Data not available          |
| PG to M.Phil.                   | Data not available          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil                         |
| • Campus selection              | Data not available          |
| • Other than campus recruitment | Data not available          |
| Entrepreneurs                   | Data not available          |

**30. Present details about infrastructural facilities****a) Library:**

Students and teachers can avail the library facility from the central library, which has 174 collection of Computer Science books.

**b) Internet facilities for staff and students:** Yes

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|  |      |
|--|------|
| <b>c) Total number of classrooms:</b>    | One  |
| <b>d) Class rooms with ICT facility:</b> | One  |
| <b>e) Students' laboratories:</b>        | One  |
| <b>f) Research laboratories:</b>         | None |

**31. Number of students of the department getting financial assistance from College:** Nil

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted due to severe shortage of Teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Students are made to answer question orally as well as in lab during lessons in classes in order to meet the learning outcome. Unit test, mid-term test and annual test examination are arranged to evaluate the performance of the students. Lab Assistance is provided to mapped theoretical concepts with practical. ICT tools are routinely used for this purpose.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college NSS unit and extension cell.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

**Strength:**

- Cater students who are in job because of its timing
- One to one lab session to individual students with Internet, printing scanning facilities.
- Existence of excellent teacher-students relationship
- Students are monitored very closely by the faculty members

**Weakness:**

- Single full time faculty department
- Does not offer honours course
- Fails to attract quality students because of evening unit.
- Fails to attract girls students because of its timing
- Fail to produce good result because of quality of students
- Infra-structural (LCD-projector, Microprocessor/micro controller) lacuna

**Opportunities:**

- Honours course may be offered to the students

- Due to change in policy of the Govt. of India, different short courses may be introduced with financial backup from UGC and other funding agencies.

**Challenges**

- Facing stiff challenge from nearby evening unit of 6 colleges situated within 2 kms.
- Improvement of result in university examination in spite of average and below average students

**36. Future plans of the department.**

- Honours course to be introduced
- Guest faculties to be appointed in order to convert the department into a multi faculty department
- Joint research papers plan with teacher and students
- Student presentation to be made on a regular basis
- More workshop for students to be arranged

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**Evaluative Report of the Mathematics Department**

1. **Name of the Department:** Mathematics
2. **Year of establishment:** 1961 (General)  
1996 (Honours)
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General and Honours)
4. **Interdisciplinary courses and departments involved:** Nil.
5. **Annual/ semester/choice based credit system:** Annual (and marks-based)
6. **Participation of the department in the courses offered by other departments:** Teachers of the Mathematics department deliver lectures to the students of B.Com Honours and General.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)**

|                             | Sanctioned | Filled |
|-----------------------------|------------|--------|
| <b>Professor</b>            | NA         | NA     |
| <b>Associate Professors</b> | 04         | 01     |
| <b>Asst. Professors</b>     |            | 01     |
| <b>Guest lecturer</b>       | NA         | 03     |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name                          | Qualification | Designation         | Specialization                 | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-------------------------------|---------------|---------------------|--------------------------------|----------------------------|--|
| Dr. Gopal Kumar Bandyopadhyay | M. Sc., Ph.D. | Associate Professor | Topology & Functional Analysis | 18                         | Nil  |
| Dr. Tanusree Dutta            | M. Sc., Ph.D. | Assistant Professor | Modern Algebra                 | 14                         | Nil  |
| Srijan Sengupta               | M.Sc.         | Guest Lecturer      | Plasma Mechanics               | 1                          | Nil  |
| Gouranga Saha                 | M.Sc.         | Guest Lecturer      | Operation Research             | 1                          | Nil  |
| Surajit Ray                   | M.Sc.         | Guest Lecturer      | Operation Research             | 1                          | Nil  |

| Name | Qualification | Designation | Specialization               | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|------|---------------|-------------|------------------------------|----------------------------|--|
|      |               |             | &<br>Mathematical<br>Biology |                            |  |

11. List of senior visiting faculty:

None

12. Percentage of classes taken by temporary faculty – programme-wise information:

Honours-27%

General- 27%

13. Programme-wise Student Teacher Ratio:

Honours - 12 : 1

General - 30 : 1

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled

There is no technical staff and administrative staff specially earmarked for the department however the department receives support from the College administration as and when required.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers* with           | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 00     | 00         |
| D. Lit.                  | 00     | 00         |
| Ph.D.                    | 02     | 100        |
| M.Phil.                  | 00     | 0          |
| PG                       | 00     | 00         |
| Total number of Teachers | 02     | -          |
| *Full time               |        |            |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and

c) Total grants received. Mention names of funding agencies and grants received project-wise. :

Nil

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received:

Nil

18. Research facility / centre recognized by the university:

Nil

19. Publications:

\* Number of papers published in peer reviewed journals (national / international):

05

\* Monographs:

Nil

\* Chapter(s) in Books:

Nil

\* Editing Books:

Nil

- \* **Books with ISBN numbers with details of publishers:** Nil
- \* **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):**
- \* **Citation Index – range / average** Nil
- \* **SNIP** Nil
- \* **SJR** Nil
- \* **Impact factor – range / average:** 2-8
- \* **h-index**

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**  
Nil

**22. Student project :**

**a) Percentage of students who have done in-house projects including inter departmental:**

100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

**b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Nil

**23. Awards / Recognitions received by faculty and students:**

| Name of the person | Designation         | Name of the Award    |
|--------------------|---------------------|----------------------|
| Dr. Tanusree Dutta | Assistant Professor | Ph.D.                |
| Srijan Sengupta    | Guest Lecturer      | Manada Sundari Award |

**24. List of eminent academicians and scientists / visitors to the department:** Nil

**25. Seminars/ Conferences/Workshops organized and the source of funding:** Nil

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected<br>Male    Female | Pass<br>percentage |
|--|--------------------------|----------------------------|--------------------|
| B.Sc. (Mathematics Honours)#                 | 134                      | 20    00                   | 57                 |
| B.Sc. (Mathematics General)#                 | 527                      | 100*    04*                | 90                 |

#2014-15 Data

\*Including honours students with Physics as General

## 27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| B.Sc.(Mathematics Honours)                   | N.A                            | 97                           | 3                               | Nil                                |
| B.Sc.(Mathematics General)                   | N.A                            | 95                           | 5                               | Nil                                |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available

## 29. Student progression

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | Data not available          |
| PG to M.Phil.                   | NA                          |
| PG to Ph.D.                     | NA                          |
| Ph.D. to Post-Doctoral          | NA                          |
| Employed                        |                             |
| • Campus selection              | • NIL                       |
| • Other than campus recruitment | • Data not available        |
| Entrepreneurs                   | Data not available          |

## 30. Present details about infrastructural facilities

a) **Library:** Central and Departmental seminar library for student and faculties has impressive collection of 1156 books.

b) **Internet facilities for staff and students:** Yes

c) **Total number of class rooms:** No separate class room

d) **Class rooms with ICT facility:** One ongoing project

e) **Students' laboratories:** 01

f) **Research laboratories:** NA

31. Number of students of the department getting financial assistance from College: 01

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

Such programme could not be conducted due to severe shortage of Teaching staff till end of 2014.

However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

## 33. Teaching methods adopted to improve student learning:

Teaching methods practiced by the department are as follows -



- Chalk and talk /black board based teaching
- Home assignment
- Project based learning
- Special tutorial classes as and when required
- Encouraged students to use e-resources.
- Problem solving or case studies

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college NSS unit and Extension cell.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

**Strength:**

- Good reputation of the department
- Good interpersonal relationship
- Good teacher student relationship.
- Good discipline.
- Students are enthusiastic about co-curricular and extra-curricular activities.
- Students express their moral and social responsibilities through involvement in NSS.

**Weakness:**

- Lack of class rooms.
- Less teaching hours.
- No ICT based class room.
- Vacant teaching posts.

**Opportunity:**

- Working Students get their graduation degree.
- Good academic results of the students with respect to the result of their last school leaving examination.

**Challenges:**

- Lack of job related programme to increase placement opportunities.
- No departmental internet facility.
- Lack of communication problem in the city at night.
- Same courses offered by neighboring Day shift colleges.

**36. Future plans of the department.**

- To improve with modern equipment.
- To provide modern equipment to students for use.
- To guide students properly for their future.
- To arrange coaching classes for entry in service.
- To open PG dept.
- To open a Star Gazers club

### Evaluative Report of the Physics Department

1. **Name of the Department:** Physics
2. **Year of establishment:** 1961 (General)  
2002 (Honours)
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General and Honours)
4. **Interdisciplinary courses and departments involved:** Nil
5. **Annual/ semester/choice based credit system:** Annual and marks-based
6. **Participation of the department in the courses offered by other departments:** Teachers of Physics department deliver lectures to the students of Computer Science, Mathematics and Chemistry departments time to time on requirement basis.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**

Nil

8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)**

|   | Sanctioned | Filled |
|---|------------|--------|
| <b>Professor</b>                                      | NA         | NA     |
| <b>Associate Professors</b>                           | 07         | 1      |
| <b>Asst. Professors</b>                               |            | 3      |
| <b>Associate Grade Graduate Laboratory Instructor</b> | 01         | 1      |
| <b>Part time lecturer (Govt. approved)</b>            | NA         | 1      |
| <b>Guest lecturer</b>                                 | NA         | 1      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name                   | Qualification | Designation         | Specialization      | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|------------------------|---------------|---------------------|---------------------|----------------------------|--|
| Mrs. Sukla Chakraborty | M.Sc.         | Associate Professor | Solid State Physics | 27 years                   | Nil  |
| Dr. Pradip Datta       | Ph.D.         | Assistant Professor | Nuclear Physics     | 14 years                   | Nil  |

| Name                  | Qualification                 | Designation                        | Specialization               | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-----------------------|-------------------------------|------------------------------------|------------------------------|----------------------------|--|
| Dr. Mili Das          | Ph.D.                         | Assistant Professor                | Experimental Nuclear Physics | 5 years                    | Nil  |
| Mr. Arijit Ghosh      | M.Sc (Ph.D. thesis submitted) | Assistant Professor                | Solid State Physics          | 1 year                     | Nil  |
| Mr. Kuntal Das        | M.Sc.                         | Associate Grade GLI                | Bio-Physics                  | 25 years                   | Nil  |
| Mrs. Soma Chakraborty | M.Sc.                         | Part time Lecturer (Govt-approved) | Electronics                  | 12 years                   | Nil  |
| Dr. Ramkumar Guchait  | Ph.D.                         | Guest lecturer (Retired as Reader) | Nuclear Physics              | > 40 years                 | Nil  |

**11. List of senior visiting faculty:**

None

**12. Percentage of classes taken by temporary faculty – programme-wise information:**

Honours -17%

General - 17%

**13. Programme-wise Student Teacher Ratio:**

Honours - 6 : 1

General - 32 : 1

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled**

| Staff | Sanctioned | Filled         |           |
|-------|------------|----------------|-----------|
|       |            | Govt. Approved | Part-Time |
|       |            | 02             | 03        |

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| Teachers with | Number | Percentage |
|---------------|--------|------------|
| D.Sc.         | 0      | 0          |
| D. Lit.       | 0      | 0          |
| Ph.D.         | 02     | 40         |

|                                 |    |    |
|---------------------------------|----|----|
| <b>M.Phil.</b>                  | 0  | 0  |
| <b>PG</b>                       | 03 | 60 |
| <b>Total number of Teachers</b> | 05 | -  |

\*One teacher has submitted his Ph.D. thesis which is due for defense on 27/12/2015.

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

| <b>National</b> | <b>International</b> | <b>Total Grants Received</b> |
|-----------------|----------------------|------------------------------|
| 01              | Nil                  | 1,77,000                     |

| <b>Sl. No.</b>     | <b>Title</b>  | <b>Agency</b>                              | <b>Period</b> | <b>Grant/Amount mobilized</b>                              |
|--------------------|---|--|---------------|--|
| 1                  | Role of Shears mechanism in generating high spin states in mass-100 and 130 region  | UGC  | 2011-2013     | 1,77,000   |
| 2                  | Search for Depletion pathways of long lived isomer in 108Ag and new coupling modes at intermediate spin<br>Co-PI with Prof. R. Palit of TIFR, Mumbai. Approved by the PAC by INGA | INGA (Funded by DAE & DST)                 | 2010-2013     | All required support for the experiment, and travel        |
| <b>Consultancy</b> |   |  |               |  |
| 3                  | Reviewer of the project titled "Studying chiral symmetry in atomic nuclei"  | National Research Foundation, South Africa | 2014          | Project cost Rand 555000 Equivalent to INR 30 Lakh approx. |

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received:**

Nil

**18. Research facility / centre recognized by the university:**

Nil

**19. Publications:**

- \* **Number of papers published in peer reviewed journals (national / international):**

11

- \* **Monographs:**

Nil

- \* **Chapter(s) in Books:**

Nil

- \* **Editing Books:**

Nil

- \* **Books with ISBN numbers with details of publishers:**

Nil

- \* **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO**

host, etc.):

|                                    |     |
|------------------------------------|-----|
| * Citation Index – range / average | Nil |
| * SNIP                             | Nil |
| * SJR                              | Nil |
| * Impact factor – range / average: | 2-8 |
| * h-index                          |     |

- 20. Areas of consultancy and income generated:** Consultancy provided as reviewer of a research project submitted to National Research Foundation, South Africa

| Consultancy |  |  |      |  |
|-------------|--|--|------|--|
| 1           | Reviewer of the project titled “Studying chiral symmetry in atomic nuclei” | National Research Foundation, South Africa | 2014 | Project cost Rand 555000 Equivalent to INR 30 Lakh approx. |

- 21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**  
Nil

**22. Student project :**

- b) **Percentage of students who have done in-house projects including inter departmental:**  
100%

- Honours students are given various projects using existing infrastructure.
- All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

- c) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

- Advance honours students are provided the opportunity to carry out experiments and projects at different research laboratories and university such as Bose Institute, University of Calcutta

- 23. Awards / Recognitions received by faculty and students:** One of the faculty member was invited as visiting scientist by iThemba LABS, South Africa

- 24. List of eminent academicians and scientists / visitors to the department:** Nil

- 25. Seminars/ Conferences/Workshops organized and the source of funding:** Nil

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications received | Selected |        | Pass percentage |
|--|-----------------------|----------|--------|-----------------|
|  |                       | Male     | Female |                 |
| <b>B.Sc. (Physics Honours)#</b>              | 170                   | 20       | 01     | 73              |
| <b>B.Sc. (Physics General)#</b>              | 495                   | 106*     | 04*    | 91              |

#2014-15 Data

\*Including honours students with Physics as General

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| <b>B.Sc.(Physics Honours)</b>                | NA                             | 95                           | 5                               | Nil                                |
| <b>B.Sc.(Physics General)</b>                | NA                             | 95                           | 5                               | Nil                                |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?** Data not available

**29. Student progression**

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | 25                          |
| PG to M.Phil.                   | Data not available          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil                         |
| • Campus selection              | Data not available          |
| • Other than campus recruitment |                             |
| Entrepreneurs                   | Data not available          |

**30. Present details about infrastructural facilities****a) Library:**

Department has 663 books in the central library. These are issued primarily to students with Physics as general subjects. In addition, the department has a seminar library with collection of 346 (till March, 2015), advance books to cater the need of the honours students and teachers.

**b) Internet facilities for staff and students:** Yes(at library and Physics department)

**c) Total number of class rooms:** One, other than common and shared ones

**d) Class rooms with ICT facility:** 02 (One ongoing project)

**e) Students' laboratories:** 01 exclusive and 05 common and shared basis

**f) Research laboratories:** Nil

**31. Number of students of the department getting financial assistance from College:**01

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted due to severe shortage of teaching staff till end of 2014.

However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Use of ICT tools
- Project based learning
- Special tutorial classes as and when required.
- Encouraged students to use e-resources.
- Simulation

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college extension cell.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

**Strength:**

- Satisfactory University result even with the students from weak background.
- A group of highly qualified teachers who are actively engaged in research activities.
- A good collection of books in the departmental library to cater both the students and the teachers.
- Friendly relation between teachers and non-teaching staffs.

**Weakness:**

- Non-availability of sufficient exclusive space for laboratories.
- Shortage of effective college hours due to the use of common infrastructure by three colleges.
- Lack of bright students at the time of enrolment.

**Opportunity:**

- Internet facility.
- Assistance by the departmental teachers to the students in undertaking their future plans.
- Being an evening college working students can attend classes.
- Proximity of the physics department of the University of Calcutta and Bose Institute.

**Challenge:**

- To motivate students who are not bright enough and belong to economically backward class to pursue physics as career.
- To create a bonding among the teachers, non-teaching employees and students of the department so that the department resembles like a family.

**36. Future plans of the department.**

- To set up a smart class cum seminar room.
- To set up a separate computer laboratory.
- To arrange seminars at regular interval for the students and teachers of the department as well as popular lectures for all the students and employees of the college.



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**Evaluative Report of the Botany Department**

1. **Name of the Department:** Botany
2. **Year of establishment:** 1961 (General)  
2007 (Honours)
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General and Honours)
4. **Interdisciplinary courses and departments involved:** Nil
5. **Annual/ semester/choice based credit system:** Annual( and marks-based)
6. **Participation of the department in the courses offered by other departments:** Nil
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)**

|   | Sanctioned | Filled |
|---|------------|--------|
| <b>Professor</b>                                      | N.A        | N.A    |
| <b>Associate Professors</b>                           | 05         | 3      |
| <b>Asst. Professors</b>                               |            | 0      |
| <b>Associate Grade Graduate Laboratory Instructor</b> | 01         | 01     |
| <b>Guest lecturer</b>                                 | N.A        | 05     |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name                    | Qualification | Designation         | Specialization                   | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-------------------------|---------------|---------------------|----------------------------------|----------------------------|--|
| Dr. Tapan Kumar Maitra  | M.Sc., Ph.D.  | Associate Professor | Mycology & Plant pathology       | 34                         | Nil  |
| Dr. Biplab Patra        | M.Sc., Ph.D.  | Associate Professor | Pteridology                      | 17                         | Nil  |
| Dr. Debasri Chakraborti | M.Sc., Ph.D.  | Associate Professor | Taxonomy & Ecology of Angiosperm | 15                         | Nil  |

| Name                          | Qualification                                    | Designation                                    | Specialization                        | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-------------------------------|--|--|---------------------------------------|----------------------------|--|
| Dr. Pradip Kumar Mukhopadhyay | M.Sc. DMS (Cal)                                  | Associate Grade Graduate Laboratory Instructor | Plant Pathology & Human Diseases      | 26                         | Nil  |
| Dr. Swapan kumar Roy          | M.Sc., Ph.D.                                     | Guest Lecturer                                 | Mycology and Plant pathology          | 4                          | Nil  |
| Dr. Partha Talukdar           | M.Sc., Ph.D.                                     | Guest Lecturer                                 | Cytogenetics                          | 1                          | Nil  |
| Mr. Gour Gopal Satapati       | M.Sc., Ph.D. (Thesis Submitted)                  | Guest Lecturer                                 | Algal Biotechnology                   | 1                          | Nil  |
| Mr. Sandip Das                | M.Sc., Ph. D. Course work completed (18.09.2015) | Guest Lecturer                                 | Microbiology                          | 6 months                   | Nil  |
| Dr. Madhumita Mishra          | M.Sc., Ph.D.                                     | Guest Lecturer                                 | Cytology, Genetics and Plant Breeding | 6 months                   | Nil  |

**11. List of senior visiting faculty:**

None

**12. Percentage of classes taken by temporary faculty – programme-wise information:**

Honours – 69.05

General – 30.95

**13. Programme-wise Student Teacher Ratio:**

Honours – 5 : 1

General - 18 : 1

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled**

| Category of Staff                  | Sanctioned | Filled |
|------------------------------------|------------|--------|
| Academic support staff (technical) | 1          | 1      |
| Administrative/supporting staff    | 1          | 1      |

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 03     | 75         |
| M.Phil.                  | 0      | 0          |
| PG                       | 01     | 25         |
| Total number of Teachers | 04     | 100        |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

| National | International | Total Grants Received (UGC) |
|----------|---------------|-----------------------------|
| 02       | Nil           | 4,40,000                    |

| Sl. No.                | Title   | Agency | Period     | Grant/Amount mobilized |
|------------------------|---|--------|------------|------------------------|
| Dr. Tapan Kumar Maitra | “Holocellulose and Lignin components in sound and decayed wood of Sal ( <i>Shorea robusta</i> )”  | UGC    | 01.08.2014 | 2,80,000/-             |
| Dr. Biplab Patra       | Studies on the herbivorous fauna of the aquatic ferns of the Gangetic delta of W.B and evaluation of their biological control potential | UGC    | 2012-2014  | 1,60,000/-             |

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received: Nil

18. Research facility / centre recognized by the university: Nil

19. Publications:

- \* Number of papers published in peer reviewed journals (national / international): 16
- \* Monographs: Nil
- \* Chapter(s) in Books: Nil
- \* Editing Books: Nil
- \* Books with ISBN numbers with details of publishers: Nil
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):
- \* Citation Index – range / average Nil
- \* SNIP Nil
- \* SJR Nil
- \* Impact factor – range / average: Nil
- \* h-index Nil

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:  
Nil

22. Student project :

a) Percentage of students who have done in-house projects including inter departmental:

100%

- Honours students are given various projects using existing infrastructure.
- All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: 1%

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized and the source of funding: Nil

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass<br>percentage |
|--|--------------------------|----------|--------|--------------------|
|  |                          | Male     | Female |                    |
| B.Sc. (Botany Honours)#                      | 76                       | 19       | 04     | 100                |
| B.Sc. (Botany General)#                      | 571*                     | 49       | 18     | 71                 |

#2014-15 Data

\*Including honours students with Botany as General

27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| B.Sc. (Botany Honours)#                      | NA                             | 100                          | 0                               | Nil                                |
| B.Sc. (Botany General)#                      | NA                             | 94                           | 4                               | Nil                                |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available

29. Student progression

| Student progression | Percentage against enrolled |
|---------------------|-----------------------------|
| UG to PG            | 10                          |
| PG to M.Phil.       | Data Not Available          |
| PG to Ph.D.         |                             |

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil                         |
| • Campus selection              | Data Not Available          |
| • Other than campus recruitment |                             |
| Entrepreneurs                   | Date Not Available          |

**30. Present details about infrastructural facilities****a) Library:**

Students and teachers can avail central and Seminar library. The seminar library has a collection of 150 books for honours students and 1067 book in the central library for general students.

**b) Internet facilities for staff and students:** Yes**c) Total number of class rooms:** 03**d) Class rooms with ICT facility:** 01**e) Students' laboratories:** 02**f) Research laboratories:** Nil**31. Number of students of the department getting financial assistance from College:** Nil**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted on regular basis due to severe shortage of teaching staff till end of 2014. Special lectures and students' seminar are planned to be arranged from the academic session 2015-16 and provision is expected to be made in the master routine.

|                        |  |
|------------------------|--|
| <b>Special classes</b> | Taken by Late Prof. Salil Chowdhury on 05.05.2011 on Plant tissue organization.  |
|                        | Taken by Prof. Basanta Ghora on 10.11.2014 on Basic Principle of Cytogenetics.   |
| <b>Workshop</b>        | Done on 21.02.2012 at Centrak National Herbarium under the guidance of Dr. Madhumita Mishra, Scholar, Flora of India, B.S.I. |

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Use of ICT tools
- Project based learning
- Special tutorial classes as and when required

- Quiz

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college NSS unit and extension cell.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

**Strength:**

- Students benefit from close interaction with teachers
- Friendly relation between teachers and non-teaching staffs.

**Weakness:**

- Non-availability of sufficient exclusive space for laboratories.
- Shortage of effective college hours due to the use of common infrastructure by three colleges.

**Opportunity:**

- Internet facility.
- Assistance by the departmental teachers to the students in undertaking their future plans.
- Being an evening college working students can attend classes.

**Challenge:**

- To motivate students who are not bright enough and belong to economically backward class to pursue botany as career.
- Creating more exclusive space.

**36. Future plans of the department.**

- To arrange seminars at regular interval for the students and teachers of the department as well as popular lectures for all the students and employees of the college.
- To start PG course

### Evaluative Report of the Physiology Department

- 1. Name of the Department:** Department of Physiology
- 2. Year of establishment :** 1961(General)  
1996( Honours)
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG(Honours and General)
- 4. Interdisciplinary courses and departments involved :** Nil
- 5. Annual/ semester/choice based credit system :** Annual(and marks based)
- 6. Participation of the department in the courses offered by other departments :** NA
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
- 8. Details of courses / programs discontinued (if any) with reasons:** None

**9. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|                             | Sanctioned | Filled      |
|-----------------------------|------------|-------------|
| <b>Professor</b>            | Nil        | Nil         |
| <b>Associate Professors</b> | 07+01(GLI) | 02+01 (GLI) |
| <b>Asst. Professors</b>     |            | 02          |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

**10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name                      | Qualification    | Designation           | Specialization                            | No. of Years of Experience |
|---------------------------|------------------|-----------------------|---|----------------------------|
| 1. Dr. Sanat Chatterjee   | M.Sc, Ph.D       | Associate Professor   | Reproductive Physiology and Endocrinology | 33 yrs                     |
| 2. Dr. Rupali Sarkar      | M.Sc, Ph.D, DHMS | Associate Professor   | Biophysics                                | 20 yrs                     |
| 3. Santinath Mandal       | M.Sc             | GLI (Associate grade) | Environmental Science                     | 25 yrs                     |
| 4. Dr. Raghawendra Mishra | M.Sc, Ph.D       | Assistant Professor   | Haematology                               | 6 yrs                      |
| 5. Dr. Jayeeta Banerjee   | M.Sc, Ph.D       | Assistant Professor   | Cognitive Ergonomics                      | 4 yrs 10 months            |

11. List of senior visiting faculty: None

12. Percentage of classes taken by temporary faculty – programme-wise information :

Gen- 14.54%  
Hons- 22.72%

13. Programme-wise Student Teacher Ratio

Hons- 12:1  
Gen- 27:1

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.

Sanctioned-03

Filled- 03

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 00     | 00         |
| D. Lit.                  | 00     | 00         |
| Ph.D.                    | 04     | 80         |
| M.Phil.                  | 00     | 00         |
| PG                       | 01     | 20         |
| Total number of Teachers | 05     |            |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

UGC Minor- P.I.- Dr. SanatChatterjee  
Project title: Effect of training on various anthropometric and physiological profiles of tribal children (boys) of mongoloid in origin.  
Total grant- 1 lacs 53 thousands

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil

18. Research facility / centre with state recognized by the university: Nil

19. Publications:

- \* number of papers published in peer reviewed journals (national / international) : 12
- \* Monographs : Nil
- \* Chapter(s) in Books : Nil
- \* Editing Books : Nil
- \* Books with ISBN numbers with details of publishers: Nil
- \* number listed in International Database (For e.g.Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.: Nil



|                                      |     |
|--------------------------------------|-----|
| * Citation Index – range / average : | Nil |
| * SNIP :                             | Nil |
| * SJR :                              | Nil |
| * Impact factor – range / average :  | Nil |
| * h-index :                          | Nil |

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:

Nil

22. Student project : In house- Diet survey

Collaborative- Field study

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding: Organised jointly with department of Zoology

i) Dr. Partha Sarathi Mukherjee (Project Director, Liver foundation, WB)

- Liver Diseases.....2015

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected<br>Male | Selected<br>Female | Pass percentage<br>Male | Pass percentage<br>Female |
|--|--------------------------|------------------|--------------------|-------------------------|---------------------------|
| Physiology(Honours)                          | 201                      | 26               | 07                 | 100%                    |                           |
| Physiology(General)                          | 129                      | 99               | 09                 | 92%                     |                           |

27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of<br>students<br>from the<br>College | % of students<br>from the State | % of students<br>from other<br>States | % of students from other<br>countries |
|--|---|---------------------------------|---------------------------------------|---------------------------------------|
| Physiology(Honours)                          | NA                                      | 99%                             | 1%                                    | 0%                                    |
| Physiology(General)                          | NA                                      | 97%                             | 3%                                    | 0%                                    |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Net-1, Set- 1, Gate-2, Defense Services- 1

29. Student progression

| Student progression    | Percentage against enrolled |
|------------------------|-----------------------------|
| UG to PG               | 54.16                       |
| PG to M.Phil.          | NA                          |
| PG to Ph.D.            | NA                          |
| Ph.D. to Post-Doctoral | NA                          |

| Student progression   | Percentage against enrolled |
|---|-----------------------------|
| <b>Employed</b>   | NA                          |
| <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul> | Data not available          |
| <b>Entrepreneurs</b>  | NA                          |

**30. Present details about infrastructural facilities****a) Library :**

Yes, with a considerable number of 863 books belong to the seminar library of the department of Physiology and central library.

**b) Internet facilities for staff and students :**

Yes, at central library

**c) Total number of class rooms :**

5

**d) Class rooms with ICT facility :**

Faculty uses power point based lectures

**e) Students' laboratories :**

4

**f) Research laboratories :**

NA

**31. Number of students of the department getting financial assistance from College:**

Data not available

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:** Such programme could not be conducted due to severe shortage of Teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

- Teaching methods practiced by the department are as follows -
- Chalk and talk /black board based teaching
- Use of ICT tools
- Project based learning / Field work
- Students' debate

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time. However, other thoughts, like those of trying to increase the number of seminars, workshops and to utilize the immense possibilities of the Internet for teaching purposes are also in the pipeline.

**34.Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organised by the college

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

**Strength:**

- All faculties are doctorate
- Mixture of new and experienced faculties
- Career counseling
- Updated and well maintained seminar library
- Publication of student's project work

**Weakness:**

- Shortage of faculty
- Shortage of space
- Lack of modern equipment

**Opportunities:**

- Working Students get their graduation degree.
- Good academic results of the students with respect to the result of their last school leaving examination.
- Publication and presentation of research papers by undergraduate students.

**Challenges:**

- Shortage of space
- No departmental internet facility.
- Lack of communication problem in the city at night.
- Same courses offered by neighboring Day shift colleges.

**36. Future plans of the department.**

- Establishment of smart class for students
- Establishment of research facility for faculties as well as students
- Opening of postgraduate courses (Diploma and degree)
- Workshop and seminar for students and faculty members.

### Evaluative Report of the Zoology Department

- 1. Name of the Department:** Zoology
- 2. Year of establishment:** 1963 (General)  
1997 (Honours)
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General and Honours)
- 4. Interdisciplinary courses and departments involved:** Nil.
- 5. Annual/ semester/choice based credit system:** Annual (and marks-based)
- 6. Participation of the department in the courses offered by other departments:** Nil
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
- 8. Details of courses / programs discontinued (if any) with reasons:** None

**9. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)**

|                             | Sanctioned | Filled |
|-----------------------------|------------|--------|
| <b>Professor</b>            | NA         | NA     |
| <b>Associate Professors</b> | 6*         | 1      |
| <b>Asst. Professors</b>     |            | 2      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

\*\*Govt. Approved PTT- 2 and Guest Faculty- 3

**10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name           | Qualification | Designation         | Specialization                   | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|----------------|---------------|---------------------|----------------------------------|----------------------------|--|
| Dr. Goutam Das | M.Sc., Ph.D.  | Associate Professor | Cytogenetics                     | 17                         | Nil  |
| Dr. Ujjal Roy  | M.Sc., Ph.D.  | Assistant Professor | Cytogenetics                     | 15                         | Nil  |
| Dr. Pallab Ray | M.Sc., Ph.D.  | Assistant Professor | Cytogenetics & Molecular Biology | 3                          | Nil  |
| Anirban Basu   | M.Sc.         | Govt. Approved PTT  | Cell & Developmental Biology     | 12                         | NA   |

| Name                      | Qualification | Designation        | Specialization | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|---------------------------|---------------|--------------------|----------------|----------------------------|--|
| Swati Sinha               | M.Sc., M.Phil | Govt. Approved PTT | Haematology    | 10                         | NA   |
| Pradip Kumar Pahari       | M.Sc.         | Guest Faculty      | Fishery        | 18                         | NA   |
| Dr. Niladri Sekhar Bhunia | M.Sc., Ph.D.  | Guest Faculty      | Biotechnology  | 1                          | Nil  |
| Sayani Chakraborty        | M.Sc., B.Ed   | Guest Faculty      | Immunology     | 1                          | NA   |

**11. List of senior visiting faculty:**

None

**12. Percentage of classes taken by temporary faculty – programme-wise information:**

Honours -17%

General - 17%

**13. Programme-wise Student Teacher Ratio:**

Honours - 14 : 1

General - 34: 1

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled:**

Academic Support Staff- 2 (Two)

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 03     | 100        |
| M.Phil.                  | 0      | 0          |
| PG                       | 00     | 0          |
| Total number of Teachers | 03     | -          |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:**

Nil

18. Research facility / centre recognized by the university: Nil

**19. Publications:**

|  |     |
|--|-----|
| a) Number of papers published in peer reviewed journals  | 07  |
| b) Monographs  | Nil |
| c) Chapter(s) in Books   | Nil |
| d) Editing Books   | Nil |
| e) Books with ISBN numbers with details of publishers  |     |
| f) number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) | 6   |
| g) Citation Index – average  | 20  |
| h) SNIP  |     |
| i) SJR   |     |
| j) Impact factor – average   | 4.6 |
| k) h-index   | 06  |

20. Areas of consultancy and income generated: Nil

21. Faculty recharging strategies: Nil

**22. Student projects**

c) Percentage of students who have done in-house projects including inter departmental:

100%

- Honours students are given various projects using existing infrastructure.
- All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

d) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:

Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.: Organised jointly with department of Physiology

i) Prof. Subrata Kr. Dey (Pro VC, WBUT)

- Down Syndrome.....2015

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass<br>percentage |
|--|--------------------------|----------|--------|--------------------|
|  |                          | Male     | Female |                    |
| B.Sc. (Zoology Honours)#                     | 363                      | 43       | 05     | 83                 |
| B.Sc. (Zoology General)#                     | 593                      | 78       | 15     | 91                 |

27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of students<br>from the<br>College | % of students<br>from the State | % of students<br>from other States | % of students<br>from other<br>countries |
|--|--------------------------------------|---------------------------------|------------------------------------|--|
| B.Sc. (Zoology<br>Honours)#                  | NA                                   | 97                              | 3                                  | Nil                                      |
| B.Sc. (Zoology<br>General)#                  | NA                                   | 97                              | 3                                  | Nil                                      |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?** Data not available

**29. Student progression**

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | 10                          |
| PG to M.Phil.                   | Data not available          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil                         |
| • Campus selection              | Data not available          |
| • Other than campus recruitment |                             |
| Entrepreneurs                   |                             |

**30. Present details about infrastructural facilities**

**a) Library:**

Department has 900 books in the central library. These are issued primarily to students with chemistry as general subjects. In addition, the department has a seminar library with collection of 119 (till March, 2015), advance books to cater the need of the honours students and teachers.

**b) Internet facilities for staff and students:** Nil

**c) Total number of class rooms:** 02

**d) Class rooms with ICT facility:** Nil

**e) Students' laboratories:** Nil

**f) Research laboratories:** Nil

**31. Number of students of the department getting financial assistance from College:** Nil

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted due to severe shortage of Teaching staff till end of 2014.

However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Display of model, chart
- Power point presentation of subject matter
- Project based learning
- Special tutorial classes as and when required.
- Encouraged students to used e-resources

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college extension cell.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

**Strengths:**

- Extra classes beyond class schedule time are often taken by faculties for slow learners
- Good team spirit among faculty
- Well equipped laboratories
- Experienced faculty with research background.
- Sufficient number of reference books related to this subject are present in the departmental library as well as college library with addition of newly released books every year and the books are easily accessible to the students.

**Weaknesses:**

- More faculties should be introduced.
- For computer-aided learning more machine should be provided
- Museum specimens should be increased
- Experienced laboratory technicians needed
- Limited space for extension of laboratory for U.G. courses

**Opportunities:**

- To prepare the students for higher learning
- To prepare them for relevant competitive exams
- Extension of research facilities
- Motivating students to take up academic career in future
- Introduction of project work in different laboratories for better grasp

**Challenges:**

- Students from different social background with limited interest in studies
- Limited resources and place to expand departmental facilities
- Making a regular classroom attendance in spite of socio-economic factors
- More e-content are to be prepared for the betterment of the students



**36. Future plans of the department.**

- Establishment of Post-Graduate section.
- Conduction National Seminar and workshop
- Organization of programs to sensitize students
- Inviting eminent speakers to the campus

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**Evaluative Report of the Commerce Department**

1. **Name of the Department:** Commerce
2. **Year of establishment:** 1961 (General and Honours)
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General and Honours)
4. **Interdisciplinary courses and departments involved:** Nil
5. **Annual/ semester/choice based credit system:** Annual (and marks-based)
6. **Participation of the department in the courses offered by other departments:** Nil
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)**

|                             | Sanctioned | Filled |
|-----------------------------|------------|--------|
| <b>Professor</b>            | N.A        | N.A    |
| <b>Associate Professors</b> | 04         | 2      |
| <b>Asst. Professors</b>     |            | 1      |
| <b>Guest Lecturer</b>       | NA         | 06     |
| <b>Part-time Lecturer</b>   | NA         | 02     |
| <b>CWTT</b>                 | NA         | 01     |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

**10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.)**

| Name              | Qualification             | Designation         | Specialization              | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-------------------|---------------------------|---------------------|-----------------------------|----------------------------|--|
| Mr.Shubhayan Basu | M.Com, M.Phil, ACMA, ACA. | Associate Professor | Taxation, Account & Finance | 32 yrs                     | None   |
| Mr. Asit Mishra   | M.Com.                    | Associate Professor | Account & Finance           | 26 yrs.                    | None   |
| Dr. Tapas Saha    | M.Com., M.Phil., Ph.D.    | Assistant Prof.     | Account & Finance           | 19 yrs                     | None   |
| Mr. Saswata Sen   | M.Com.                    | Guest Lecturer      | Account & Finance           | 32 yrs                     | None   |

| Name                     | Qualification      | Designation        | Specialization    | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|--------------------------|--------------------|--------------------|-------------------|----------------------------|--|
| Mr. Srijita Nath         | M.Com.             | Part-time Lecturer | Account & Finance | 5 yrs                      | None   |
| Mr. Debolina Chakraborty | M.Com.             | Part-time Lecturer | Account & Finance | 5 yrs                      | None   |
| Mr. Rahul Nath           | M.Com.             | Guest Lecturer     | Account & Finance | 10 yrs                     | None   |
| Mr. Arup Kr. Mitra       | M.Com.             | Guest Lecturer     | Account & Finance | 01 yrs                     | None   |
| Mr. Sayan Das            | MCA                | Guest Lecturer     | IT                | 04 yrs                     | None   |
| Mr Swapan Kr Maity       | M.Sc.              | Guest Lecturer     | e-commerce        | 1 yrs                      | None   |
| Mr Amar Chandra Das      | M.A. (Double), LLB | Guest Lecturer     | Commercial Law    | 15 yrs                     | None   |
| Mr K.N. Nabi             | M.A., LLB          | Guest Lecturer     | Commercial Law    | 15 yrs.                    | None   |
| Mr. Prasenjit Kundu      | MCA, MBA, M.Phil.  | CWTT               | IT                | 11 yrs                     | None   |

**11. List of senior visiting faculty:**

None

**12. Percentage of classes taken by temporary faculty – programme-wise information:**

Honours - 50%

General - 50%

**13. Programme-wise Student Teacher Ratio:**

Honours - 25 : 1

General - 13 : 1

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled**

|       | Sanctioned | Filled |
|-------|------------|--------|
| Staff | 01         | 01     |

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| Teachers with | Number | Percentage |
|---------------|--------|------------|
| D.Sc.         | 0      | 0          |

|                                 |    |      |
|---------------------------------|----|------|
| <b>D. Lit.</b>                  | 0  | 0    |
| <b>Ph.D.</b>                    | 01 | 33.3 |
| <b>M.Phil.</b>                  | 01 | 33.3 |
| <b>PG</b>                       | 01 | 33.3 |
| <b>Total number of Teachers</b> | 03 | 100  |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received:**

Nil

**18. Research facility / centre recognized by the university:** Nil

**19. Publications:**

\* **Number of papers published in peer reviewed journals (national / international):**

Nil

\* **Monographs:**

Nil

\* **Chapter(s) in Books:**

Nil

\* **Editing Books:**

Nil

\* **Books with ISBN numbers with details of publishers:** 01

\* **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):**

Nil

\* **Citation Index – range / average**

Nil

\* **SNIP**

Nil

\* **SJR**

Nil

\* **Impact factor – range / average:**

Nil

\* **h-index**

Nil

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**  
One (member of Board of studies, University of Calcutta)

**22. Student project**

e) **Percentage of students who have done in-house projects including inter departmental:**

100% of 3<sup>rd</sup> year honours students

f) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Nil

**23. Awards / Recognitions received by faculty and students:** Nil

**24. List of eminent academicians and scientists / visitors to the department:** Nil

25. Seminars/ Conferences/Workshops organized and the source of funding: Nil

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2)  | Applications<br>received | Selected<br>Male    Female |    | Pass<br>percentage |
|---|--------------------------|----------------------------|----|--------------------|
| <b>B.Com. (Accounts and Finance Honours)#</b> | 612                      | 177                        | 13 | 71                 |
| <b>B.Com. (Accounts and Finance General)#</b> | 401                      | 222                        | 27 | 54                 |

#2014-15 Data

27. Diversity of students

| Name of the Course<br>(refer question no. 2)  | % of students<br>from the College | % of students<br>from the State | % of students<br>from other<br>States | % of<br>students<br>from other<br>countries |
|---|-----------------------------------|---------------------------------|---------------------------------------|---|
| <b>B.Com. (Accounts and Finance Honours)#</b> | NA                                | 90                              | 10                                    | Nil   |
| <b>B.Com. (Accounts and Finance General)#</b> | NA                                | 92                              | 7                                     | Nil   |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available

29. Student progression

| Student progression   | Percentage against enrolled |
|---|-----------------------------|
| UG to PG  | 3%                          |
| PG to M.Phil.   | Data not available          |
| PG to Ph.D.   |                             |
| Ph.D. to Post-Doctoral  |                             |
| Employed<br>• Campus selection<br>• Other than campus recruitment |                             |
| Entrepreneurs   |                             |

30. Present details about infrastructural facilities

a) **Library:** The department has rich collection of 5659 number of books available for students and teachers.

b) **Internet facilities for staff and students :** Yes

c) **Total number of class rooms:** 07

d) **Class rooms with ICT facility:** Nil

e) **Students' laboratories:** 01 (IT Laboratory with 10 computers)

f) **Research laboratories:** Nil

**31. Number of students of the department getting financial assistance from College:** 23

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Conducted students' workshop. Prof. Anutam Paul of Dinabandhu Andrews College delivered the lecture. However, more such special lectures and students' seminar are planned to be arranged from the academic session 2015-16 and the provision will be made in the master routine.

**33. Teaching methods adopted to improve student learning:**

Chalk and blackboard as well as computers are used as a part of teaching method. For Projects, teachers provide hard copies of different write ups, relevant parts of books and Journals to the student for smooth execution of Project Work.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**

Students regularly participate in the extension activities organised by the college NSS unit and extension cell.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department**

**Strength:**

- Largest department in terms of students' strength.
- Highest revenue earning along with Low cost per student department.
- Strong faculty members (one is Doctorate in Commerce, one is a Chartered & Cost accountant and one having one of the few teachers in the state having specialization in Management.
- Computer Laboratory project facilities for students.
- Cater a sizeable member of students who are in job or pursuing professional courses.

**Weakness:**

- Fails to attract Quality students because of Evening Unit.
- Fails to attract Girl students because of its timing.
- Fails to produce good result because of qualities of students.
- Faces problem of attendance in case of transport/ any other problems.
- Difficult to introduce new courses or to expand since it is a sharing college (3 units sharing the same infrastructure) and time constraint.

**Opportunity:**

- Can attract good students because of growing trend among students to pursue Professional courses along with UG curriculum.
- More students can be attracted since a sizeable number of low end job have been created over last few years.
- New courses can be introduced (specially distant learning and short certification courses).
- Post-graduate courses may be introduced.

**Challenge:**

- Facing stiff challenges from evening units of seven colleges situated within 2 km's from the college.
- Because of Evening unit, it faces challenges from morning and Day unit of a good number (10) of nearby college in respect of admission of students.
- Improvement of result since a large number of students are either average or below average.

**36. Future plans of the department.**

- Publication of departmental journal with ISSN No.
- A hand written wall magazine by the students to be made
- A fully equipped IT laboratory with more computers and Internet facilities
- Use of projectors for class teaching
- ICT facilities to be made in some selected class rooms.
- Weekly presentation to be made by the students in different subjects
- More students' work shop to be held highlighting massive changes in the Accounting & Finance arena.

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**Evaluative Report of the Bengali Department**

- 1. Name of the Department:** Bengali
- 2. Year of establishment :** 1961 (General and Honours)
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG (General and Honours)
- 4. Interdisciplinary courses and departments involved:** Nil
- 5. Annual/ semester/choice based credit system:** Annual(and marks-based)
- 6. Participation of the department in the courses offered by other departments:** Nil
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
- 8. Details of courses / programs discontinued (if any) with reasons:** None
- 9. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors):**

|                            | Sanctioned | Filled   |
|----------------------------|------------|----------|
| <b>Professor</b>           | -          | -        |
| <b>Associate Professor</b> | <b>05</b>  | <b>4</b> |
| <b>Assistant Professor</b> |            | <b>1</b> |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

- 10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name                       | Qualification | Designation         | Specialization         | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|----------------------------|---------------|---------------------|------------------------|----------------------------|--|
| Dr. Prasanta Bandyopadhyay | M.A., Ph.D.   | Associate Professor | Folklore               | 22 years                   | Nil  |
| Smt. Rita Roy              | M.A.          | Associate Professor | Comparative Literature | 22 years                   | Nil  |
| Smt. Bratati Chakrabarty   | M.A.          | Associate Professor | Comparative Literature | 22 years                   | Nil  |
| Dr. Soharab Hossain        | M.A., Ph.D    | Associate Professor | Short Stories          | 17 years                   | 1  |
| Dr. Ayantika Ghosh         | M.A., Ph.D    | Assistant Professor | Drama                  | 14 years                   | Nil  |



11. List of senior visiting faculty:

None

12. Percentage of classes taken by temporary faculty – programme-wise information: Nil

13. Programme-wise Student Teacher Ratio

| Programme Name  | Student-teacher Ratio |
|-----------------|-----------------------|
| Bengali Honours | 5:1                   |
| Bengali General | 24:1                  |

# 20114-15 Data

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 3      | 60         |
| M.Phil.                  | 0      | 0          |
| PG                       | 2      | 40         |
| Total number of Teachers | 5      | -          |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

| National | International | Total Grants Received |
|----------|---------------|-----------------------|
| 02       | Nil           | 1,84,000              |

| Sl. No. | Title   | Agency | Period    | Grant/Amount mobilized |
|---------|---|--------|-----------|------------------------|
| 1       | Sunil Gangopadhyayer 'SeiSamay': UponyaseIti hash | UGC    | 2009-2010 | 70000/-                |
| 2       | Loksanskriti Bigyaner Alope Hooghly Jila          | UGC    | 2012-2013 | 1,14,000/-             |

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil

18. Research facility / centre with state recognized by the university: Nil

**19. Publications:**

- \* Number of papers published in peer reviewed journals (national /international):14
- \* Monographs : Nil
- \* Chapter(s) in Books: Nil
- \* Editing Books : Nil
- \* Books with ISBN numbers with details of publishers: 43
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.: Nil
- \* Citation Index – range / average : Nil
- \* SNIP : Nil
- \* SJR : Nil
- \* Impact factor – range / average : Nil
- \* h-index : Nil

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards: Nil

**22. Student project :**

a) Percentage of students who have done in-house projects including inter-departmental / program: 100%.

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: Nil

**25. Seminars/ Conferences/Workshops organized & the source of funding:**

U.G.C. sponsored two days seminar on Rabindranath and Media. Organised by Ananda Mohan College on 24<sup>th</sup> & 25<sup>th</sup> September, 2014.

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |
| B.Sc. (Bengali Honours)#                     | 60                       | 3        | 0      | 62%             |
| B.Sc. (Bengali General)#                     | 657                      | 123      | 43     | 53%             |

#2014-15 Data

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of students<br>from the<br>College | % of students<br>from the State | % of students<br>from other<br>States | % of students from<br>other countries |
|--|--------------------------------------|---------------------------------|---------------------------------------|---------------------------------------|
| B.Sc. (Bengali<br>Honours)#                  | NA                                   | 100                             | 0                                     | NA                                    |
| B.Sc. (Bengali<br>General)#                  | NA                                   | 100                             | 0                                     | NA                                    |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?**

Data not available

**29. Student progression**

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | 2                           |
| PG to M.Phil.                   | Data not available          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil                         |
| • Campus selection              | Data not available          |
| • Other than campus recruitment |                             |
| Entrepreneurs                   | Data not available          |

**30. Present details about infrastructural facilities****b) Library :**

Department has considerable number of books. As of date (upto March, 2015), it has collection of 2171 books.

**c) Internet facilities for staff and students :**

At library internet facilities available for staff and students.

**d) Total number of class rooms:** No separate class room other than shared rooms

**e) Class rooms with ICT facility:** Nil

**f) Students' laboratories:** Nil

**g) Research laboratories:** Nil

**31. Number of students of the department getting financial assistance from College? Nil**

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programmes could not be conducted due to severe shortage of teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Students' debate
- Problem solving or case studies

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time. However, other thoughts, like those of trying to increase the number of seminars, workshops and to utilize the immense possibilities of the Internet for teaching purposes are also in the pipeline.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organized by the college.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:**

**Strengths –**

- Providing an appropriate ambience for Learning.
- Class rooms with open air and light facilities are available.
- Specific focus in enhancing communication skills and Linguistic Proficiency of Students.

**Weaknesses-**

- Language lab is not available.

**Opportunities-**

- Scholarships are provided to needy and deserving students.

**Challenges-**

- Bengali is very demanding subject in schools and colleges.
- Department will take care of the students so that they can be ideal teachers in future.

**36. Future plans of the department.**

- Research Methodology Diploma course is also proposed.

- The classroom accommodation in the department at present is inadequate which is to be improved like smart classrooms.
- For intensive academic work, the library will be updated.
- Certain basic infrastructure facilities such as filtered mineral water, Wi-Fi facilities are proposed.
- A good sound system, color laser printing facility and scanning facility are proposed.

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**Evaluative Report of the English Department**

- 1. Name of the Department:** English
- 2. Year of establishment :** 1961
- 3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG (Honours and General)
- 4. Interdisciplinary courses and departments involved :** Nil
- 5. Annual/ semester/choice based credit system :** Annual (and marks-based)
- 6. Participation of the department in the courses offered by other departments :**  
Teachers of the English department cover the topic of “History of English Literature” offered by Bengali Department.
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
- 8. Details of courses / programs discontinued (if any) with reasons:** None
- 9. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|                            | Sanctioned | Filled |
|----------------------------|------------|--------|
| <b>Professor</b>           | -          | -      |
| <b>Associate Professor</b> | 05         | 3      |
| <b>Assistant Professor</b> |            | 1      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

- 10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name                    | Qualification | Designation         | Specialization | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-------------------------|---------------|---------------------|----------------|----------------------------|--|
| Debashish Roy Chaudhuri | M.Phil        | Associate Professor | Drama, poetry  | 30                         | 0  |
| Nripendra Narayan Singh | M.A.          | Associate Professor | Fiction, drama | 21                         | 0  |
| SandipanSen             | Ph.D          | Associate Professor | Drama, poetry  | 28                         | 0  |

| Name               | Qualification | Designation         | Specialization                     | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|--------------------|---------------|---------------------|------------------------------------|----------------------------|--|
| Rajiv Kumar Naskar | MA            | Assistant Professor | Victorian Literature, Thomas Hardy | 7 months                   | 0  |

11. List of senior visiting faculty: None

12. Percentage of classes taken by temporary faculty – programme-wise information: Nil

13. Programme-wise Student Teacher Ratio

| Programme Name    | Student-teacher Ratio<br>( as of 2015-16 ) ( % ) |
|-------------------|--|
| English (General) | 15:1   |
| English (Honours) | 8:1  |

[ N.B. : The figures are for 2015-16.]

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.

Nil

16. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 1      | 25         |
| M.Phil.                  | 1      | 25         |
| PG                       | 2      | 50         |
| Total number of Teachers | 4      | -          |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise: Nil

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil

18. Research facility / centre with state recognized by the university: Nil

**19. Publications:**

- \* number of papers published in peer reviewed journals (national / international) :See appendix
- \* **Monographs :**
- \* **Chapter(s) in Books :**
- \* **Editing Books :**
- \* **Books with ISBN numbers with details of publishers:**
- \* **number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):**
- \* **Citation Index – range / average :** Nil
- \* **SNIP :** Nil
- \* **SJR :** Nil
- \* **Impact factor – range / average :** Nil
- \* **h-index :** Nil

**20. Areas of consultancy and income generated:**

Debashish Raychaudhuri has worked as research guide to a student (Ms. Taru Sugandha) of London University in the field of Tagore Studies in writing her Post graduate dissertation.

**21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**

Nil

**22. Student project:**

- a) Percentage of students who have done in-house projects including inter-departmental / program: 100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: Nil

**23. Awards / Recognitions received by faculty and students:** Nil**24. List of eminent academicians and scientists / visitors to the department:** Nil**25. Seminars/ Conferences/Workshops organized & the source of funding:** Nil**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |
| English (Honours)                            | 217                      | 32       | 11     | 53%             |



| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected<br>Male | Female | Pass percentage |
|--|--------------------------|------------------|--------|-----------------|
| English (General)                            | 485                      | 10               | 31     | 56%             |

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| English(Honours)                             | NA                             | 98%                          | 2%                              | 0%                                 |
| English(General)                             | NA                             | 96%                          | 4%                              | 0%                                 |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?** Data not available

**29. Student progression**

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | Data not available          |
| PG to M.Phil.                   | NA                          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil<br>Data not available   |
| • Campus selection              |                             |
| • Other than campus recruitment |                             |
| Entrepreneurs                   | NA                          |

**30. Present details about infrastructural facilities****a) Library :**

As of date (upto March,2015), the central library has a collection of 1203 books belong to the department of English, and 11 periodicals.

**b) Internet facilities for staff and students:** At library internet facilities for staff and students are available.

**c) Total number of class rooms :** None

**d) Class rooms with ICT facility :** Nil

**e) Students' laboratories :** NA

**f) Research laboratories :** NA

**31. Number of students of the department getting financial assistance from College: 02**

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

A special enrichment lecture to commemorate the 125<sup>th</sup> birthday of T. S. Eliot was delivered by Prof. ChinmoyGuha on 26 September, 2012 in the college premise.

Such programe could not be conducted in large numbers due to severe shortage of Teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Use of ICT tools
- Group study / Collaborative learning
- Home assignment / Open book assignment
- Project based learning / Field work
- Students' group discussionStudents quiz
- Students' debate
- Problem solving or case studies
- Differentiated assignment and homework

Simulation

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time. However, other thoughts, like those of trying to increase the number of seminars, workshops and to utilize the immense possibilities of the Internet for teaching purposes are also in the pipeline.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organised by the college

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

**Strengths:**

- Sincere faculty.
- Willingness of the teachers to interact with the students individually even outside the classrooms.
- Extend necessary assistance to weaker students with tutorial classes even in one-to-one basis.

- Regular class tests for assessing the progress and preparation of the students.
- Providing the students with lectures to sensitize them on important issues which are not strictly within the periphery of the syllabus.

**Weaknesses:**

- Very few students competent in the use of English language.
- Poor and irregular attendance of the students and inadequate measures to prevent this by the University.
- The practice of the majority of the students to depend on private tutorials rather than attending college classes.
- Limited space and time for holding correctional/remedial sessions for weak students.

**Opportunities:**

- To provide the limited number of regular students with all possible facilities and guidance so that more students may be attracted to attend college classes.
- To make book lending and reprographic facilities faster and user friendly.
- To have guest teachers hold language improvement courses for students incompetent in the use of English language simultaneously with the syllabus oriented classes.

**Challenges:**

- To win back majority of students to college classes.
- To orient the students in studying literature and allied arts as culture studies.
- As already mentioned above, the increasing demands for virtual classrooms, e-learning and other facilities opened up by the ever growing technology of the World Wide Web, create fresh opportunities for the department to collaborate and to integrate itself with, by way of conducting special courses aimed at prospective students and/or users of such courses. For sure, this can reinforce the opportunity to augment the possibilities of conducting courses for distance-learning.

**36. Future plans of the department.**

In the light of the observations made in section above, the plans of the department for the future may be stipulated as follows.

- To introduce post graduate course in English for working students.
- To introduce on-line facilities in the class room.
- To introduce peer tutoring with senior, good students who may help younger peers with tutorial sessions.
- To hold greater number of Workshops and Seminars related to higher education and further career opportunities.
- To make the regular classes more student-friendly and attractive with scope of direct participation by the students ( like, for example, in group discussions, debates, class-lecturing assignments carried out by students and so on).
- To create a separate seminar library for the department.
- To make all provisions for holding more seminars, special lectures, workshops and so on with student-friendly features to attract more student participation.

- To try to gradually open up the department to courses for distance-learning and courses using the internet heavily ( , for example, with virtual classrooms, taking classes on the net by means of a video and so on ). Also to conduct special courses for special targets, from time to time.
- To arrange funds for and obtain all kinds of equipments, audio-visual systems and gadgetry for carrying out all the tasks set out above.

### Evaluative Report of the Economics Department

1. **Name of the Department:** Economics
2. **Year of establishment:** 1961
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG (General and Honours)
4. **Interdisciplinary courses and departments involved:** Commerce.
5. **Annual/ semester/choice based credit system:** Annual(and marks-based)
6. **Participation of the department in the courses offered by other departments:** The department takes classes on Economics and Statistics for students of the Commerce Department.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors):**

|                     | Sanctioned | Filled |
|---------------------|------------|--------|
| Professor           | NA         | NA     |
| Associate Professor | 4          | 1      |
| Assistant Professor |            | 2      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

\*\*There is also one government-approved part-time lecturer in the department.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name                  | Qualification               | Designation         | Specialization                     | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-----------------------|-----------------------------|---------------------|------------------------------------|----------------------------|--|
| Someslal Mukhopadhyay | M.A.                        | Associate Professor | Adv. Econ. Theory and Econometrics | 26                         | Nil  |
| Sk. Abdul Rashid      | M.Sc.,<br>M.Phil.,<br>Ph.D. | Assistant Professor | Agricultural Economics             | 16                         | Nil  |

| Name            | Qualification     | Designation         | Specialization  | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-----------------|-------------------|---------------------|---|----------------------------|--|
| Nandini Daniari | M.Sc.,<br>M.Phil. | Assistant Professor | History of Economic Thought and International Economics | 1.5                        | Nil  |
| Anup De         | M.A.              | Part-time Lecturer  | Statistics and Econometrics                             | 25                         | Nil  |

11. List of senior visiting faculty:

None

12. Percentage of classes taken by temporary faculty – programme-wise information:

| Year    | Com.(Hons. & Gen.) | Arts(Gen.) | Hons. |
|---------|--------------------|------------|-------|
| 2012-13 | 47.82              | 75         | 30    |
| 2013-14 | 47.82              | 75         | 30    |
| 2014-15 | 25.71              | 36.36      | -     |
| 2015-16 | 23.53              | 11.54      | 14.29 |

[ N.B. : The figures within the cells are percentages for the programme mentioned]

13. Programme-wise Student Teacher Ratio

| Programme Name | Student-teacher Ratio<br>(as of 2015-16 ) ( % ) |
|----------------|---|
| Honours        | 1:4   |

[ N.B. : The figures are for 2015-16.]

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 1      | 25         |
| M.Phil.                  | 1      | 25         |
| PG                       | 2      | 50         |
| Total number of Teachers | 4      | -          |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received:**

Nil

**18. Research facility/centre recognized by the university:**

Nil

**19. Publications:**

- \* number of papers published in peer reviewed journals (national / international) :1
- \* Monographs : Nil
- \* Chapter(s) in Books : 3
- \* Editing Books : Nil
- \* Books with ISBN numbers with details of publishers: Nil
- \* number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil
- \* Citation Index – range / average: Nil
- \* SNIP: Nil
- \* SJR: Nil
- \* Impact factor – range / average: Nil
- \* h-index:Nil

**20. Areas of consultancy and income generated:**

Nil

**21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**

Nil

**22. Student project :**

**a) Percentage of students who have done in-house projects including inter departmental:**

100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

**b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**

Nil

**23. Awards / Recognitions received by faculty and students:**

Nil

**24. List of eminent academicians and scientists / visitors to the department:** Nil

25. Seminars/ Conferences/Workshops organized and the source of funding: Nil

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |
| <b>B.Sc. (Economics Honours)</b>             | 14                       | 0        | 0      | N.A             |
| <b>B.Sc. (Economics General)</b>             | 339                      | 106      | 04     | 57%             |

27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of students<br>from the College | % of students<br>from the State | % of students<br>from other<br>States | % of students<br>from other<br>countries |
|--|-----------------------------------|---------------------------------|---------------------------------------|--|
| <b>B.Sc. (Economics Honours)</b>             | NA                                | 98%                             | 02%                                   | 0%                                       |
| <b>B.Sc. (Economics General)</b>             | NA                                | 97%                             | 03%                                   | 0%                                       |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available

29. Student progression

| Student progression  | Percentage against enrolled |
|--|-----------------------------|
| <b>UG to PG</b>  | Data not available          |
| <b>PG to M.Phil.</b>   | NA                          |
| <b>PG to Ph.D.</b>   | NA                          |
| <b>Ph.D. to Post-Doctoral</b>  | NA                          |
| <b>Employed</b><br>• Campus selection<br>• Other than campus recruitment | Nil<br>Data not available   |
| <b>Entrepreneurs</b>   | NA                          |

30. Present details about infrastructural facilities

a) **Library:**

Extant, with a considerable number of books and magazines. As of date (upto March,2015), the library has an impressive collection of 22,244 books, out of which 2408 books belong to the department of Economics, and 11 periodicals.

b) **Internet facilities for staff and students :** At library internet facilities available for staff and students



|                                   |     |
|-----------------------------------|-----|
| c) Total number of class rooms:   | Nil |
| d) Class rooms with ICT facility: | Nil |
| e) Students' laboratories:        | NA  |
| f) Research laboratories:         | NA  |

**31. Number of students of the department getting financial assistance from College: 02**

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted due to severe shortage of Teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Home assignment
- Students' debate
- Problem solving or case studies

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time. However, other thoughts, like those of trying to increase the number of seminars, workshops and to utilize the immense possibilities of the Internet for teaching purposes are also in the pipeline.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organised by the college

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

**Strengths :**

- The relatively younger entrants to the faculty, who will mainly be responsible for the future course of the department, are quite qualified and very motivated.
- The library is well-equipped to face any reasonable advancement of the syllabus to be taught

in the Honours course.

- The faculty is well equipped to conduct other courses related to Economics, for instance, courses for competitive exams on Economics.
- The faculty is also prepared to conduct courses in collaboration with the department of Commerce, for instance, a course for a Baccalaureate degree in Business Administration.
- The department is also equipped to conduct crash courses on selective topics in Economics, e.g., Game Theory, Econometrics and the like.

**Weaknesses :**

- The student strength is far from satisfactory. Almost endemic as this problem has come to be for the departments of Economics of many colleges, some “trick” must be found to bring the “missing” students back home.
- The department has no room of its own, which is certainly a monstrosity.
- The department has no “seminar library”.
- The members of the faculty, unlike those of some other departments, do not have access to any grants for buying computers.
- Another serious lack is that of modern training equipments such as overhead projectors, sound systems, e\_boards and the like. Such high-tech equipments not only ease the task of communicating a lot of information, but also make the classes much more student-friendly and hence attractive.

**Opportunities :**

- Opening up some regular courses in collaboration with the Commerce department can give the department a good opportunity to broaden the area of its activities.
- Other courses such as those on the Economics of Valuation, the Econometric methods, the economic applications of Game Theory can also open up new vistas of possibility.
- Courses focused on various competitive exams where Economics is a subject is another area wherefrom the department can fruitfully contribute to the society.
- In keeping with the academic aspirations of the present times, the department can gear itself, with little and easily achievable changes in some infrastructural facilities, to seek new opportunities in the ever-growing sphere of distance-learning ( with, for example, the help of postal delivery of predetermined course materials and the like ) in order to conduct new courses aimed at specific targets.

**Challenges:**

- As a careful perusal of the above would suggest, the most urgent challenges facing the department are as follows.
- First, the menace of dwindling attendance of students is a great challenge, the cause of which goes far beyond the domain of activities of the department. Efforts must be, and they are, in place to mitigate this challenge, by whatever means.
- Secondly, another challenge is that of keeping the faculty intellectually prepared to meet the vicissitudes of the world of learning, wherein the methods and the techniques of teaching are

undergoing changes intermittently –a challenge which the members are capable enough to face squarely.

- Thirdly, certain infrastructural changes are a must for preparing the department to cope with the demands of the changing environment of teaching. The obvious need for such changes if the department wants to introduce, for example, distance learning and/or internet-based learning poses a real challenge for the department.
- Fourthly, equipping itself with modern, high-tech gadgetry for the advancement of learning, even without much of a sea change in the basic methods of teaching remains a financial challenge to the department.
- Last but by no means the least, a particular challenge facing the department relates to its facticity in the college, because of which it faces some resource-related problems (lack of separate rooms for the department, separate seminar library, separate equipment for holding special audiovisual lectures and presentations and so on). The mitigation of these problems require allocation of funds and/or entitlements the achievement of which, for obvious reasons, remains a challenge.

### **36. Future plans of the department.**

- In the light of the observations made above, the plans of the department for the future may be stipulated as follows.
- To make the regular classes more student-friendly and attractive with scope of direct participation by the students ( like, for example, in group discussions, debates, class-lecturing assignments carried out by students and so on).
- To create a separate seminar library for the department.
- To make all provisions for holding more seminars, special lectures, workshops and so on with student-friendly features to attract more student participation.
- To try to gradually open up the department to courses for distance-learning and courses using the internet heavily ( , for example, with virtual classrooms, taking classes on the net by means of a video and so on ). Also to conduct special courses for special targets, from time to time.
- To arrange funds for and obtain all kinds of equipments, audio-visual systems and gadgetry for carrying out all the tasks set out above.

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**Evaluative Report of the Hindi Department**

1. **Name of the Department:** Hindi
2. **Year of establishment :** 1961
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG (General course)
4. **Interdisciplinary courses and departments involved :** Nil
5. **Annual/ semester/choice based credit system :** Annual (marks-based)
6. **Participation of the department in the courses offered by other departments :** Nil
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|                            | Sanctioned | Filled |
|----------------------------|------------|--------|
| <b>Professor</b>           | -          | -      |
| <b>Associate Professor</b> | 01         | -      |
| <b>Assistant Professor</b> |            | 1      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name               | Qualification                  | Designation            | Specialization   | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|--------------------|--------------------------------|------------------------|--|----------------------------|--|
| Rina Kumari<br>Ram | M.A., B.Ed.,<br>Ph.D.(Ongoing) | Assistant<br>Professor | Hindi Atmkatha<br>Sahitya, Dalit<br>and Women's<br>Studies | 1                          | 0  |

11. **List of senior visiting faculty:** None
12. **Percentage of classes taken by temporary faculty – programme-wise information:** Nil
13. **Programme-wise Student Teacher Ratio**

| <b>Programme Name</b> | <b>Student-teacher Ratio<br/>( as of 2015-16 ) ( % )</b> |
|-----------------------|--|
| General               | 29:1   |

[ N.B. : The figures are for 2015-16]

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.**

Nil

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| <b>Name</b>        | <b>Qualification</b>               | <b>Designation</b>     | <b>Specialization</b>                                   | <b>No. of Years of Experience</b> | <b>No. of Ph.D. students guided in the last 4 years</b> |
|--------------------|------------------------------------|------------------------|---|-----------------------------------|---|
| Rina Kumari<br>Ram | M.A., B.Ed.,<br>Ph.D.<br>(Ongoing) | Assistant<br>Professor | Hindi Atmkatha<br>Sahitya, Dalit and<br>Women's Studies | 1                                 | 0   |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:**

Nil

**18. Research facility / centre with state recognized by the university:**

Nil

**19. Publications:**

\* number of papers published in peer reviewed journals (national / international) : 02

\* Monographs : Nil

\* Chapter(s) in Books : Nil

\* Editing Books : Nil

\* Books with ISBN numbers with details of publishers: Nil

\* number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

Nil

\* Citation Index – range / average : Nil

\* SNIP : Nil

\* SJR : Nil

\* Impact factor – range / average : Nil

\* h-index : Nil

**20. Areas of consultancy and income generated:**

Nil

**21. Faculty as members in a) National committees b) International Committees c) Editorial Board**

Nil

**22. Student project**

- a) Percentage of students who have done in-house projects including inter-departmental / program: 100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: Nil

**23. Awards / Recognitions received by faculty and students: Nil****24. List of eminent academicians and scientists / visitors to the department: Nil****25. Seminars/ Conferences/Workshops organized & the source of funding: Nil****26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |
| B. A. (General)                              | 158                      | 51       | 7      | 53              |

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of students<br>from the College | % of students<br>from the State | % of students<br>from other States | % of students<br>from other countries |
|--|-----------------------------------|---------------------------------|------------------------------------|---------------------------------------|
| B. A. (General)                              | NA                                | 12                              | 88                                 | Nil                                   |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available****29. Student progression**

| Student progression             | Percentage against enrolled |
|---------------------------------|-----------------------------|
| UG to PG                        | Data not available          |
| PG to M.Phil.                   | Data not available          |
| PG to Ph.D.                     |                             |
| Ph.D. to Post-Doctoral          |                             |
| Employed                        | Nil<br>Data not available   |
| • Campus selection              |                             |
| • Other than campus recruitment |                             |
| Entrepreneurs                   | Data not available          |

**30. Present details about infrastructural facilities**

- a) Library :

Yes, with a considerable number of books. As of date (upto March, 2015), the library has 377 Hindi books belong to the department of Hindi.

- b) **Internet facilities for staff and students :** At library internet facilities available for staff and students
- c) **Total number of class rooms :** None
- d) **Class rooms with ICT facility :** Nil
- e) **Students' laboratories:** Nil
- f) **Research laboratories:** Nil

**31. Number of students of the department getting financial assistance from College: 03**

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programme could not be conducted due to severe shortage of teaching staff till end of 2014.

However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time. However, .

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organised by the college

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:**

**Strengths -**

- Providing an appropriate ambience for Learning.
- Class rooms with open air and light facilities are available.
- Specific focus on enhancing communication skills and Linguistic Proficiency of Students.
- Remedial teaching provided for weaker students.

**Weaknesses -**

- Language lab is not available.

**Opportunities -**

- Scholarships are provided to needy and deserving students.

**Challenge –**

- Hindi is our national language and literature is a mirror of our society. So it is a tough challenge for our department that while maintaining the dignity of our national language, we would teach our students in such a way that they become ideal person or good teacher in the future and produce an ideal society.
- Last but by no means has the least, a particular challenge facing the department related to its facticity in the college, because of which it faces some resource-related problems (lack of separate rooms for the department, separate seminar library, and separate equipment for holding special audiovisual lectures and presentations and so on). The mitigation of these problems requires allocation of funds and/or entitlements the achievement of which, for obvious reasons, remains a challenge.

**36. Future plans of the department.**

In the light of the observations made in section above, the plans of the department for the future may be stipulated as follows.

- Propose to start Honours course in Hindi along with general course.
- Seminar on challenges and prospects of Hindi language is also proposed.
- Expanding the useful Hindi books and magazines for students in the library.
- Organise some events like debate, poetry recitation; showing of documentary film based on Hindi Novel and stories, to generate interest in literature among the students.
- Certain basic infrastructure facilities such as filtered mineral water, Wi-Fi facilities are proposed.
- A good sound system, color laser printing facility and scanning facility are proposed.



### Evaluative Report of the History Department

1. **Name of the Department:** History
2. **Year of establishment :** 1961 (General)  
2007( Honours)
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG ( Honours and General )
4. **Interdisciplinary courses and departments involved :** Political Science & Philosophy
5. **Annual/ semester/choice based credit system :** Annual (and marks-based)

**6. Participation of the department in the courses offered by other departments :**

| Serial No | Course  | Department        |
|-----------|---|-------------------|
| 1         | Features of Indian Constitution                     | Political Science |
| 2         | Gandhi's Rise to Power and His Political Philosophy | Philosophy        |

**7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil

**8. Details of courses / programs discontinued (if any) with reasons:** None

**9. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|  | Sanctioned | Filled |
|--|------------|--------|
| <b>Professor</b>                       | Nil        |        |
| <b>Associate Professors</b>            | 2          | 1      |
| <b>Asst. Professors</b>                |            | 0      |
| <b>Contractual Whole time Lecturer</b> | NA         | 1      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS

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

| Name           | Qualification | Designation            | Specialization | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|----------------|---------------|------------------------|----------------|----------------------------|--|
| SelinaJahan    | M.Phil        | Associate Professor    | Modern History | 24                         | Nil  |
| Dr.Subrata Mal | Ph.D          | Contractual Whole Time | Modern History | 10                         | Nil  |

| Name | Qualification | Designation | Specialization | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|------|---------------|-------------|----------------|----------------------------|--|
|      |               | lecturer    |                |                            |  |

11. List of senior visiting faculty: None

12. Percentage of classes taken by temporary faculty programme-wise information : Nil

13. Programme-wise Student Teacher Ratio

| Programme Name   | Student-teacher Ratio<br>( as of 2015-16 ) ( % ) |
|------------------|--|
| B.A. ( General ) | 98:1   |
| Honours          | 5:1  |

[ N.B. : The figures are for 2015-16.]

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.

Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 1      | 50         |
| M.Phil.                  | 1      | 50         |
| PG                       | 0      | 0          |
| Total number of Teachers | 2      | -          |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise

Number of faculty: 1(Subrata Mal)

National project on "Socio-economic conditions of the Mahali Tribes in Midnapore: 19th century to 20th century", UGC minor research project, Funds sanctioned: Rs 1,75,000/-

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:

Nil

18. Research facility / centre with state recognized by the university:

Nil

19. Publications:

- \* number of papers published in peer reviewed journals (national / international): 11
- \* Monographs : Nil.
- \* Chapter(s) in Books : 5

- \* **Editing Books :** Nil.
- \* **Books with ISBN numbers with details of publishers:** 8
- \* **number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):**  
Nil.
- \* **Citation Index – range / average :** NA
- \* **SNIP :** NA
- \* **SJR :** NA
- \* **Impact factor – range / average :** NA
- \* **h-index :** NA

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**  
Nil

**22. Student project :**

**a) Percentage of students who have done in-house projects including inter-departmental / program:** 100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

**b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:** Nil

**23. Awards / Recognitions received by faculty and students:** Nil

**24. List of eminent academicians and scientists / visitors to the department:** Nil

**25. Seminars/ Conferences/Workshops organized & the source of funding:** Nil

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |
| History (Honours)                            | 28                       | 06       | 00     | 66%             |
| History (General)                            | 308                      | 117      | 24     | 52%             |

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of students from the College | % of students from the State | % of students from other States | % of students from other countries |
|--|--------------------------------|------------------------------|---------------------------------|------------------------------------|
| History(Honours)                             | NA                             | 99%                          | 1%                              | 0%                                 |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?** Data not available

**29. Student progression**

| Student progression  | Percentage against enrolled |
|--|-----------------------------|
| UG to PG   | Data not available          |
| PG to M.Phil.  | NA                          |
| PG to Ph.D.  | NA                          |
| Ph.D. to Post-Doctoral   | NA                          |
| Employed <ul style="list-style-type: none"> <li>Campus selection</li> <li>Other than campus recruitment</li> </ul> | None<br>Data not available  |
| Entrepreneurs  | NA                          |

**30. Present details about infrastructural facilities**

**a) Library :**

There are 636 books belong to the department of History in the central library.

**b) Internet facilities for staff and students :** At library internet facility for student and staff are available.

**c) Total number of class rooms :** None

**d) Class rooms with ICT facility :** Nil.

**e) Students' laboratories :** NA

**f) Research laboratories :** NA

**31. Number of students of the department getting financial assistance from College: 02**

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such program could not be conducted due to severe shortage of teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Home assignment
- Project based learning / Field work
- Students' group discussion

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time. However, other thoughts, like those of trying to increase the number of seminars, workshops and to utilize the immense possibilities of the Internet for teaching purposes are also in the pipeline.

#### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

- Students participate in the extension activities organized by the college.
- Heritage walks and visits to museums and monuments are organized.
- Students are encouraged to explore historical sites in their own cities/towns/villages.
- Students are encouraged to serve as tourist guides at leisure hours.

#### **35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

##### **Strength:**

- Teaching and training of first generation learners

##### **Weaknesses**

- Only two faculty
- Insufficient infrastructure: no seminar library, no departmental computer, etc

##### **Opportunities:**

- To improve the prospects of jobs in schools/museums/coil service examinations. As already mentioned above, the increasing demands for virtual classrooms, e-learning and other facilities opened up by the ever growing technology of the World Wide Web, create fresh opportunities for the department to collaborate and to integrate itself with, by way of conducting special courses aimed at prospective students and/or users of such courses. For sure, this can reinforce the opportunity to augment the possibilities of conducting courses for distance-learning.

##### **Challenges :**

- Importance of History as a subject is to be understood by the students.
- As a careful perusal of the above would suggest, the most urgent challenges facing the department are as follows.
- First, the menace of dwindling attendance of students is a great challenge, the cause of which goes far beyond the domain of activities of the department. Efforts must be, and they are, in place to mitigate this challenge, by whatever means.
- Secondly, another challenge is that of keeping the faculty intellectually prepared to meet

the vicissitudes of the world of learning, wherein the methods and the techniques of teaching are undergoing changes intermittently –a challenge which the members are capable enough to face squarely.

- Thirdly, certain infrastructural changes are a must for preparing the department to cope with the demands of the changing environment of teaching. The obvious need for such changes if the department wants to introduce, for example, distance learning and/or internet-based learning poses a real challenge for the department.
- Fourthly, equipping itself with modern, high-tech gadgetry for the advancement of learning, even without much of a sea change in the basic methods of teaching remains a financial challenge to the department.
- Last but by no means the least, a particular challenge facing the department relates to its facticity in the college, because of which it faces some resource-related problems (lack of separate rooms for the department, separate seminar library, separate equipment for holding special audiovisual lectures and presentations and so on). The mitigation of these problems requires allocation of funds and/or entitlements the achievement of which, for obvious reasons, remains a challenge.

### **36. Future plans of the department.**

In the light of the observations made above, the plans of the department for the future may be stipulated as follows.

- To make the regular classes more student-friendly and attractive with scope of direct participation by the students ( like, for example, in group discussions, debates, class-lecturing assignments carried out by students and so on).
- To create a separate seminar library for the department.
- To make all provisions for holding more seminars, special lectures, workshops and so on with student-friendly features to attract more student participation.
- To try to gradually open up the department to courses for distance-learning and courses using the internet heavily ( , for example, with virtual classrooms, taking classes on the net by means of a video and so on ). Also to conduct special courses for special targets, from time to time.
- To arrange funds for and obtain all kinds of equipments, audio-visual systems and gadgetry for carrying out all the tasks set out above.

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**Evaluative Report of the Philosophy Department**

1. **Name of the Department:** Philosophy
2. **Year of establishment :** 1961
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG ( General )
4. **Interdisciplinary courses and departments involved :** Nil
5. **Annual/ semester/choice based credit system :** Annual (and marks based)
6. **Participation of the department in the courses offered by other departments :**  
The departmental faculty takes classes in the History department.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|                            | Sanctioned | Filled |
|----------------------------|------------|--------|
| <b>Professor</b>           | -          | -      |
| <b>Associate Professor</b> | 01         | 00     |
| <b>Assistant Professor</b> |            | 01     |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

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

| Name                 | Qualification  | Designation                 | Specialization | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|----------------------|----------------|-----------------------------|----------------|----------------------------|--|
| Malabika Chakrabarti | MA, MPhil, PhD | Assistant Professor         | Ethics         | 10 yrs                     | Nil  |
| Ritabari Roy Moulik  | MA, Ph.D       | Superannuated (up to 2014)  | Aesthetics     | 30 yrs                     | Nil  |
| Lopa Dey             | MA             | Guest Lecturer (up to 2014) | -              | 6 yrs                      | Nil  |

11. **List of senior visiting faculty:** None
-

**12. Percentage of classes taken by temporary faculty – programme-wise information :**

| Name                   | 2011-2012 | 2012-13 | 2013-14 | 2014-15 |
|------------------------|-----------|---------|---------|---------|
| Ritabari Roy<br>Moulik | 0%        | 60%     | 60%     | 0%      |
| Lopa Dey               | 100%      | 40%     | 40%     | 0%      |

**13. Programme-wise Student Teacher Ratio**

| Programme          | Year      | Student-Teacher Ratio |
|--------------------|-----------|-----------------------|
| UG General (3 yrs) | 2014-2015 | 80 : 1                |

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.**

Nil

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 00     | 00         |
| D. Lit.                  | 00     | 00         |
| Ph.D.                    | 01     | 100        |
| M.Phil.                  | 00     | 00         |
| PG                       | 00     | 00         |
| Total number of Teachers | 01     | -          |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:**

Nil

**18. Research facility / centre with state recognized by the university:**

Nil

**19. Publications:**

- \* number of papers published in peer reviewed journals (national / international) :

3

- \* Monographs :

Nil

- \* Chapter(s) in Books :

3

- \* Editing Books :

Nil

- \* Books with ISBN numbers with details of publishers:

Nil

- \* number listed in International Database (For e.g. Web of Science, Scopus, Humanities



International Complete, Dare Database - International Social Sciences Directory, EBSCO  
host, etc.: Nil

- \* Citation Index – range / average : Nil
- \* SNIP : Nil
- \* SJR : Nil
- \* Impact factor – range / average : Nil
- \* h-index : Nil

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:  
Nil

22. Student project :

a) Percentage of students who have done in-house projects including inter-departmental /  
program: 100%

All 3rd year students have to complete a project on Environmental Science, as a part of  
curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in  
Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding: Nil

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected<br>Male | Female | Pass percentage |
|--|--------------------------|------------------|--------|-----------------|
| Philosophy (General)                         | 204                      | 54               | 07     | 59%             |

27. Diversity of students

| Name of the<br>Course<br>(refer question no.<br>2) | % of<br>students<br>from the<br>College | % of students<br>from the State | % of students<br>from other<br>States | % of students from<br>other countries |
|--|---|---------------------------------|---------------------------------------|---------------------------------------|
| Philosophy<br>(General)                            | NA                                      | 96%                             | 04%                                   | 0%                                    |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any  
other competitive examinations? Data not available

**29. Student 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 <ul style="list-style-type: none"> <li>Campus selection</li> <li>Other than campus recruitment</li> </ul> | None<br>Data not available  |
| Entrepreneurs  | NA                          |

**30. Present details about infrastructural facilities**

- a) **Library** : 641 books on Philosophy (text and reference) are available in Central Library.
- b) **Internet facilities for staff and students**: Internet facilities for staffs and students are available in Central Library.
- c) **Total number of class rooms** : None
- d) **Class rooms with ICT facility** : Nil
- e) **Students' laboratories** : NA
- f) **Research laboratories** : NA

**31. Number of students of the department getting financial assistance from College: 01****32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Until September, 2014, Department of Philosophy had no full-time faculty and the department was run by part-time and guest faculties. So, no such program had been conducted by the department till the end of 2014. Now, it has been planned for the 2015-2016 academic session.

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Lectures are delivered mainly in chalk & talk methods.
- Individual questions are clarified at the need of each topic or one to one counseling.
- Tutorial classes are being taken to student who needs special attentions.
- Class notes are provided for important topics.
- Questionnaires are prepared for the students.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in college annual sports, college festivals, NCC program and other extension activities organized by the college.

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

**Strength:**

- Some of the students are obedient and enthusiast in learning
- The college library possesses several standard books for text, references and advanced learning.
- Sufficient classroom spaces and infrastructures are present for extension or advancement of the curriculum.
- Friendly relationship among teacher and students is one of the major strength which helps to pursue some work in the department.

**Weakness :**

- The department has no Honours course to offer.
- Department possess only one full time teacher.
- No seminar library is present in the department.
- Few students are irregular in classes.

**Opportunity :**

- Department is capable to introduce Honours curriculum in the subject.
- It is possible to build up strong seminar library in department to support enthusiast students in their higher learning.
- Being an evening college department it can offer the opportunity of learning to the students who are engaged in work during day time.

**Challenges :**

- The primary challenge to the department is to open the honours curriculum.
- Enhance the quality of results of the department and also to attract more quality students to the department.
- To develop the departmental infrastructures to support the honours curriculum.
- The ultimate challenge of the department is to help the student to develop as good human being who can serve the society.

**36. Future plans of the department.**

- Introduce honours course.
- Department will arrange student seminars and seminar classes by external resource persons.
- In long term vision, if possible, department will introduce further advanced learning courses and project works at different levels.
- With existing interdisciplinary collaborations, it is now planned to build up collaborations with other institutes in the related fields.

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**Evaluative Report of the Political Science Department**

1. **Name of the Department:** Political Science
2. **Year of establishment :** 1961
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG ( General)
4. **Interdisciplinary courses and departments involved :** Bengali & English
5. **Annual/ semester/choice based credit system :** Annual (and marks-based)
6. **Participation of the department in the courses offered by other departments :**  
The department takes classes on History and English for students of Departments.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|                            | Sanctioned | Filled |
|----------------------------|------------|--------|
| <b>Professor</b>           | -          | -      |
| <b>Associate Professor</b> | 1          | 1      |
| <b>Assistant Professor</b> |            | -      |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name           | Qualification | Designation         | Specialization       | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|----------------|---------------|---------------------|----------------------|----------------------------|--|
| Ratna Dasgupta | M.A.          | Associate Professor | Research Methodology | 32 years                   | Nil  |

11. **List of senior visiting faculty:** None
12. **Percentage of classes taken by temporary faculty – programme-wise information :** Nil
13. **Programme-wise Student Teacher Ratio**

| <b>Programme Name</b> | <b>Student-teacher Ratio<br/>( as of 2015-16 ) ( % )</b> |
|-----------------------|--|
| B.A.<br>( General )   | 210 :1   |

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.**

Nil

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| <b>Teachers with</b>            | <b>Number</b> | <b>Percentage</b> |
|---------------------------------|---------------|-------------------|
| <b>D.Sc.</b>                    | 0             | 0                 |
| <b>D. Lit.</b>                  | 0             | 0                 |
| <b>Ph.D.</b>                    | 0             | 0                 |
| <b>M.Phil.</b>                  | 0             | 0                 |
| <b>PG</b>                       | 1             | 100               |
| <b>Total number of Teachers</b> | 1             | -                 |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:**

Nil

**18. Research facility / centre with state recognized by the university:**

Nil

**19. Publications:**

\* number of papers published in peer reviewed journals (national / international) :

Nil

\* Monographs :

Nil

\* Chapter(s) in Books :

Nil

\* Editing Books :

Nil.

\* Books with ISBN numbers with details of publishers:

Nil.

\* number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

Nil.

\* Citation Index – range / average :

NA

\* SNIP :

NA

\* SJR :

NA

\* Impact factor – range / average :

NA

\* h-index :

NA

**20. Areas of consultancy and income generated:**

Nil

**21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:**

Nil

**22. Student project :**

- a) Percentage of students who have done in-house projects including inter-departmental / program: 100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: Nil

**23. Awards / Recognitions received by faculty and students:**

Nil

**24. List of eminent academicians and scientists / visitors to the department:**

Nil

**25. Seminars/ Conferences/Workshops organized & the source of funding:**

An UGC sponsored one day state level seminar was organized on “Rabindranath And His Political Thought” by the Departments of Bengali and Political Science of Vidyasagar Evening College and Ananda Mohan College on April 4, 2011.

**26. Student profile course-wise:**

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected<br>Male    Female | Pass percentage |
|--|--------------------------|----------------------------|-----------------|
| Political Science (General)                  | 339                      | 123        39              | 56%             |

**27. Diversity of students**

| Name of the Course<br>(refer question no. 2) | % of<br>students<br>from<br>the<br>College | % of students<br>from the State | % of students<br>from other<br>States | % of students from<br>other countries |
|--|--|---------------------------------|---------------------------------------|---------------------------------------|
| Political Science<br>( General)              | NA   | 98%                             | 02%                                   | 00                                    |

**28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?**

Data not available

**29. Student 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<br>• Campus selection<br>• Other than campus recruitment | None<br>Data not available  |

| Student progression | Percentage against enrolled |
|---------------------|-----------------------------|
|                     |                             |
| Entrepreneurs       | NA                          |

**30. Present details about infrastructural facilities****a) Library :**

There are 549 books belong to the department of Political Science in the central library.

**b) Internet facilities for staff and students :** At library internet facility available for students and staff.**c) Total number of class rooms:** No Departmental separate classroom.**d) Class rooms with ICT facility :** Nil.**e) Students' laboratories :** NA**f) Research laboratories :** NA**31. Number of students of the department getting financial assistance from College: 02****32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such program could not be conducted due to severe shortage of Teaching staff till end of 2014. However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

**33. Teaching methods adopted to improve student learning:**

The teaching method mainly used is the classical class-lecture method. Special tutorial classes are also held from time to time.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organized by the college

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :****Strength:**

- The students are taken personal care.
- A healthy teacher-student relationship exists.
- Faculty tries to frame student friendly academic programme.

- Students have regular access to the Central Library.

**Weakness:**

- Absence of Honours Course.
- Absence of another teaching post.

**Opportunity:**

- Needy students are always helped.

**Challenge:**

- As this is an Evening College , a large number of students are engaged in different types of employment during day time and try to acquire further degree for further increment in the job so special care and sympathetic attitude is bound to be taken by the Department.

**36. Future plans of the department.**

- Opening Honours Course in Political Science.



### Evaluative Report of the Sanskrit Department

1. **Name of the Department:** Sanskrit
2. **Year of establishment :** 1961
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (General )
4. **Interdisciplinary courses and departments involved:** Bengali
5. **Annual/ semester/choice based credit system :** Annual (and marks-based)
6. **Participation of the department in the courses offered by other departments :**
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|                            | Sanctioned | Filled |
|----------------------------|------------|--------|
| <b>Professor</b>           | -          | -      |
| <b>Associate Professor</b> | 01         | 01     |
| <b>Assistant Professor</b> |            |        |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name              | Qualification | Designation         | Specialization      | No. of Years of Experience | No. of Ph.D. students guided in the last 4 years |
|-------------------|---------------|---------------------|---------------------|----------------------------|--|
| Dr. Kaberi Sarkar | M.A., Ph.D.   | Associate Professor | Epigraphy & History | 29                         | Nil  |

11. **List of senior visiting faculty:** None

12. **Percentage of classes taken by temporary faculty – programme-wise information:** Nil

**13. Programme-wise Student Teacher Ratio**

| <b>Programme Name</b> | <b>Student-teacher Ratio<br/>( as of 2015-16 ) ( % )</b> |
|-----------------------|--|
| 1 <sup>st</sup> year  | 15:1   |

**14. Number of academic support staff (technical) and administrative staff: sanctioned and filled.**

Nil

**15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.**

| <b>Teachers with</b>            | <b>Number</b> | <b>Percentage</b> |
|---------------------------------|---------------|-------------------|
| <b>D.Sc.</b>                    | 0             |                   |
| <b>D. Lit.</b>                  | 0             | 0                 |
| <b>Ph.D.</b>                    | 1             | 100%              |
| <b>M.Phil.</b>                  | 0             | 0                 |
| <b>PG</b>                       | 0             | 0                 |
| <b>Total number of Teachers</b> | 1             | -                 |

**16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.**

Nil

**17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:**

Nil

**18. Research facility / centre with state recognized by the university:**

Nil

**19. Publications:**

- \* number of papers published in peer reviewed journals (national / international) :

Nil

- \* Monographs :

Nil.

- \* Chapter(s) in Books :

Nil

- \* Editing Books :

Nil.

- \* Books with ISBN numbers with details of publishers:

Nil.

- \* number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

Nil.

- \* Citation Index – range / average :

NA

- \* SNIP :

NA

- \* SJR :

NA

- \* Impact factor – range / average :

NA

- \* h-index :

NA

**20. Areas of consultancy and income generated:**

Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards:

Nil

22. Student project :

a) Percentage of students who have done in-house projects including inter-departmental / program: 100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students:

Nil

24. List of eminent academicians and scientists / visitors to the department:

Nil

25. Seminars/ Conferences/Workshops organized & the source of funding:

Nil

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected<br>Male Female | Pass percentage |
|--|--------------------------|-------------------------|-----------------|
| Sanskrit(General)                            | 120                      | 13 04                   | 64%             |

27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of students<br>from the College | % of students<br>from the State | % of students<br>from other States | % of students from<br>other countries |
|--|-----------------------------------|---------------------------------|------------------------------------|---------------------------------------|
| Sanskrit<br>(General)                        | NA                                | 98%                             | 02%                                | 0%                                    |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available

29. Student 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                          |

| Student progression   | Percentage against enrolled |
|---|-----------------------------|
| <b>Employed</b> <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul> | None<br>Data not available  |
| <b>Entrepreneurs</b>  | NA                          |

**30. Present details about infrastructural facilities****a) Library :**

There are 228 books belong to the department of Sanskrit in the central library.

**b) Internet facilities for staff and students :** At library internet facility for student and staff are available.

**c) Total number of class rooms :** None

**d) Class rooms with ICT facility:** Nil.

**e) Students' laboratories:** Nil.

**f) Research laboratories:** NA

**31. Number of students of the department getting financial assistance from College: Nil****32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Such programmes could not be conducted due to severe shortage of Teaching staff till end of 2014.

However, special lectures and students' seminar are planned to be arranged from the academic session 2015-16.

Students are taken to Calcutta University to see different Sanskrit and Buddhist manuscripts and old and rare coins,

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Home assignment

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

Students participate in the extension activities organized by the college

**35. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

**Strength :**

- Cater students who are in job because of its timing
- Existence of excellent teacher-students relationship
- Students are monitored very closely by the faculty member

**Weakness :**

- Single faculty department
- Does not offer honours course
- Fails to attract quality students because of evening unit.
- Fails to attract girls students because of its timing
- Fail to produce good result because of quality of students

**Opportunities :**

- Honours course may be offered to the students
- Due to change in policy of the Govt. of India, different short courses may be introduced with financial backup from UGC and other funding agencies.

**Challenges:**

- Facing stiff challenge from nearby evening unit of 7 colleges situated within 2 kms.
- Improvement of result in university examination in spite of average and below average students

**36. Future plans of the department.**

In the light of the observations made, the plans of the department for the future may be stipulated as follows.

- Honours course to be introduced
- Guest faculties to be appointed in order to convert the department into a multi faculty department
- A hand written wall magazine by the students to be made
- Student presentation to be made on a regular basis
- More workshop for students to be arranged

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**Evaluative Report of the Geography Department**

1. **Name of the Department:** Geography
2. **Year of establishment :** 2006
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :** UG (General)
4. **Interdisciplinary courses and departments involved :** Nil
5. **Annual/ semester/choice based credit system :** Annual (and marks-based)
6. **Participation of the department in the courses offered by other departments :**
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses / programs discontinued (if any) with reasons:** None
9. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors) :**

|   | Sanctioned | Filled |
|---|------------|--------|
| <b>Professor</b>                              | -          | -      |
| <b>Associate Professor</b>                    | 01         | 00     |
| <b>Assistant Professor</b>                    |            | 00     |
| <b>Government approved part-time lecturer</b> | 00         | 00     |
| <b>Guest Lecturer</b>                         | NA         | 04     |

\* Entry level posts are of Assistant Professor, upgraded to Associate Professor through CAS.

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./M.Phil., etc.) :**

| Name                | Qualification | Designation    | Specialization                           | No. of Years of experience | No. of Ph.D. students guided in the last 4 years |
|---------------------|---------------|----------------|--|----------------------------|--|
| Dr. Srikumar Mishra | Ph.D          | Guest Lecturer | Political Geography                      | 09                         | Nil  |
| Olimpia Guha        | M.A.          | Guest Lecturer | Environmental and Agricultural Geography | 05                         | Nil  |
| Shilpi Debnath      | M.A.          | Guest Lecturer | Fluvial Geomorphology                    | 01                         | Nil  |

| Name      | Qualification | Designation    | Specialization          | No. of Years of experience | No. of Ph.D. students guided in the last 4 years |
|-----------|---------------|----------------|-------------------------|----------------------------|--|
| Soumi Das | M.A           | Guest Lecturer | Environmental Geography | 01                         | Nil  |

11. List of senior visiting faculty:

None

12. Percentage of classes taken by temporary faculty – programme-wise information : 100%

13. Programme-wise Student Teacher Ratio

| Programme Name | Student-teacher Ratio<br>( as of 2015-16 ) ( % ) |
|----------------|--|
| General        | 15:1   |

14. Number of academic support staff (technical) and administrative staff: sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

| Teachers with            | Number | Percentage |
|--------------------------|--------|------------|
| D.Sc.                    | 0      | 0          |
| D. Lit.                  | 0      | 0          |
| Ph.D.                    | 1      | 25%        |
| M.Phil.                  | 0      | 0          |
| PG                       | 3      | 75%        |
| Total number of Teachers | 4      | -          |

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.: Nil

17. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received: Nil

18. Research facility / centre with state recognized by the university:

Nil

19. Publications:

- \* number of papers published in peer reviewed journals (national / international) : See Appendix
- \* Monographs : Nil
- \* Chapter(s) in Books : Nil
- \* Editing Books : Nil
- \* Books with ISBN numbers with details of publishers: Nil
- \* number listed in International Database (For e.g. Web of Science, Scopus, Humanities

International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.:

|                                      |     |
|--------------------------------------|-----|
| * Citation Index – range / average : | Nil |
| * SNIP                               | Nil |
| * SJR :                              | Nil |
| * Impact factor – range / average :  | Nil |
| * h-index :                          | Nil |

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National committees b) International Committees c) Editorial Board: Nil

22. Student project :

a) Percentage of students who have done in-house projects including inter-departmental /program:

100%

All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding: Nil

26. Student profile course-wise:

| Name of the Course<br>(refer question no. 2) | Applications<br>received | Selected |        | Pass percentage |
|--|--------------------------|----------|--------|-----------------|
|  |                          | Male     | Female |                 |
| Geography (General)                          | 139                      | 21       | 05     | 58%             |

27. Diversity of students

| Name of the Course<br>(refer question no. 2) | % of<br>students<br>from the<br>College | % of students<br>from the State | % of students<br>from other<br>States | % of students<br>from other<br>countries |
|--|---|---------------------------------|---------------------------------------|--|
| Geography (General)                          | NA                                      | 100%                            | 0%                                    | 0%                                       |

28. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? Data not available



**29. Student progression**

| <b>Student progression</b>      | <b>Percentage against enrolled</b> |
|---------------------------------|------------------------------------|
| <b>UG to PG</b>                 | NA                                 |
| <b>PG to M.Phil.</b>            | NA                                 |
| <b>PG to Ph.D.</b>              | NA                                 |
| <b>Ph.D. to Post-Doctoral</b>   | NA                                 |
| <b>Employed</b>                 | Nil                                |
| • Campus selection              | Data not available                 |
| • Other than campus recruitment |                                    |
| <b>Entrepreneurs</b>            | NA                                 |

**30. Present details about infrastructural facilities****a) Library :**

There are 421 books belong to the department of Geography, and 11 periodicals in the central library.

**b) Internet facilities for staff and students :** At library internet facilities available for students and staffs

**c) Total number of class rooms:** None

**d) Class rooms with ICT facility:** Nil

**e) Students' laboratories :** 01

**f) Research laboratories :** NA

**31. Number of students of the department getting financial assistance from College:** Nil

**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:** Nil

**33. Teaching methods adopted to improve student learning:**

Teaching methods practiced by the department are as follows -

- Chalk and talk /black board based teaching
- Use of ICT tools
- Project based learning / Field work

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities.**

- Students participate in the extension activities organized by the college

**32. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :**

**Strength:**

- Sincere faculty.
- Willingness of the teachers to interact with the students individually even outside the classrooms.

- Extend necessary assistance to weaker students with tutorial classes even in one-to-one basis.
- Regular class tests for assessing the progress and preparation of the students.
- Providing the students with lectures to sensitize them on important issues which are not strictly within the periphery of the syllabus.

**Weaknesses:**

- Very few students competent in the use of modern tools.
- Poor and irregular attendance of the students and inadequate measures to prevent this by the University.
- The practice of the majority of the students to depend on private tutorials rather than attending college classes.
- Limited space and time for holding correctional/remedial sessions for weak students.

**Opportunities:**

- To provide the limited number of regular students with all possible facilities and guidance so that more students may be attracted to attend college classes.
- To make book lending and reprographic facilities faster and user friendly.
- To have guest teachers hold language improvement courses for students incompetent in the use of Geography simultaneously with the syllabus oriented classes.

**Challenges:**

- To win back majority of students to college classes.
- To orient the students in studying Geography and allied subject studies.

**36. Future plans of the department.**

In the light of the observations made in section above, the plans of the department for the future may be stipulated as follows.

- To make the regular classes more student-friendly and attractive with scope of direct participation by the students ( like, for example, in group discussions, debates, class-lecturing assignments carried out by students and so on).
- To create a separate seminar library for the department.
- To make all provisions for holding more seminars, special lectures, workshops and so on with student-friendly features to attract more student participation.
- To try to gradually open up the department to courses for distance-learning and courses using the internet heavily ( , for example, with virtual classrooms, taking classes on the net by means of a video and so on ). Also to conduct special courses for special targets, from time to time.
- To arrange funds for and obtain all kinds of equipments, audio-visual systems and gadgetry for carrying out all the tasks set out above.

## Post Accreditation Initiatives

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### Post Accreditation Initiatives

The Ananda Mohan College was accredited with B+ grade (score of 75.3) in 2007 in the 1<sup>st</sup> cycle of NAAC accreditation. The Peer team recommended few steps for further improvements. Immediately after the accreditation, the IQAC was formed and the processes of implementation of the recommendations were initiated. The IQAC timely submitted the first AQAR for the year 2007-2008 (NAAC reference no. NAAC/JP/AMC-AQAR:2007-2008/Ack./). Though IQAC was non-function during 2011-2015, the college has been able to implement the most of the recommendations, however, some cases it fails. The following section describes post accreditation initiatives taken by the Ananda Mohan College based on suggestion of the Peer team:

#### Already implemented recommendations:

- A full time Principal has been appointed after a gap of almost 32 years in 2015.
- The College encourages the faculty members to pursue Ph.Ds and or Post-doctoral research work. As a result, Ph.D. degree holder percentage has been increased from 51% to 64% from the previous NAAC visit in 2007.
- College has opened three new courses namely honours course in History and general courses in Geography and Computer Science.
- IT and Computer Science Laboratory has been upgraded in terms of both IT and structural infrastructure.
- New state of art laboratories have been built for Botany, Physiology and Zoology departments.
- College has taken initiative to open M.A. in Bengali, Economics and M.Com. in Accountancy in distance learning mode. GB has duly approved this initiative and the proposal in this context has been sent to Burdwan University.
- A new Gymnasium has been built with dedicated trainer.
- Both Women Cell and N.S.S facility have been initiated. The N.S.S. unit was very active in enabling students to participate in various social services programme such as Medical camps, cleaning of Maidan, Education of Slum children etc.

- Even with bare minimum teaching strength, the total project outlay has been increased by 15 times comparing 2002-2007 (80,000/-) and 2010-2015 (11,19,100/-) NAAC review period.
- In tune with the Peer team suggestion, the college has received donations from MP Lad.
- Teachers are routinely publishes there work in high impact journals and the publications in international and national journal by teachers have been increased in manifold.
- The registration of Alumni association is underway.
- The college has organized three externally funded seminars two of which were national and one state level. In addition, college organizes many special seminar and colloquium for the benefit of students and staff. With the renewed teaching strength, the college is encouraging the faculty members to organise more national and state level seminar.
- It should be mentioned that post of the librarian was vacant for last few years. Recently, a full time librarian has been joined and, hence, complete modernization of the present library, in terms of user support, Website development to implementation of e-library concepts are under process.
- 783 numbers of new books has been purchased in last three years. Considering the acute space constrain in the central library, emphasis is given to enrich the departmental seminar libraries and significant numbers of these 783 books were allotted in these departmental library.
- The computerization of the library is underway using the open source software KOHA.
- Students data base software has already been installed since 2012-13. The complete student profile for the 1<sup>st</sup> year students admitted through on-line admission system, is available. 2<sup>nd</sup> and 3<sup>rd</sup> year student's data are yet to be integrated into this system, which is planned to be done from the coming academic year.
- The college has maintained updated website since 2010 and admission is governed through this website only. At present, this website has been changed to a more secure server (to encounter the hacking) with much more information. The new website has the facility to collect grievances, feedback from the

stakeholders and web registration for alumni. It is to be noted that the updates and information are provided in this website, are almost in real time as it is maintained by our college library.

**Partially implemented recommendations:**

- A computer center has yet to be developed. However, new IT and Computer Science laboratory cater the need of the Internet facility of the students of the Commerce and Humanities faculties. Students from the science faculties use the Internet facility available in their respective departments.
- A separate IT laboratory for the Commerce students yet to be established. At present, they use various financial tools such as Tally in the IT and Computer science joint Laboratory.
- The college authority duly acknowledges the necessity of language laboratory but this recommendation could not be implemented due to the sharing nature of the building space.
- The proposal for opening self-financing courses in distance education mode has been sent to Burdwan University for necessary approval.
- Due to the severe shortage of teaching staff, Parent-Teacher meetings could not be arranged during 2011-2014. However, this body has been reformed recently where the parents and the teachers exchanged their thoughts.
- Though the college authority duly acknowledges the fact that the Library requires more space, such arrangement could not be done due to the shared nature of the basic infrastructure. However, the search is underway to accommodate some of old and less used books in a separate place.
- The college has a boys hostel within the college compound but at present, this facility is temporarily suspended.

The roadmap given by the Peer team, acts as the candle of the development for Ananda Mohan College. The college, acknowledges that the path of achieving excellence is not smooth and specially became difficult for the colleges runs on shared infrastructure. However, with the renewed teaching strength and considering their relatively younger age, we believe that the college will be able to continue the journey to achieve the excellence while giving inclusive education to the students coming from every section of the society.

## Annexures I, II and III

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## Annexure I

### **Section A:**

#### **List of Faculty Members currently pursuing PhD**

1. Nandini Daniari; Department of Economics  
Title: “Analysing Smiths Economics: An Inquiry into Epistemology and Methodology”,  
Jadavpur University.
2. Rina Kumari Ram; Department of Hindi  
Title: “Swatantrayottar Hindi ki Dalit evam Stri Atmkathao ka Vivechnatmak Adhyayan”  
Banaras Hindu University
3. Prasenjit Kundu; Department of Computer Science  
Title “Dynamic Program Analysis for Business Rule Extraction”; thesis submitted,  
Utkal University
4. Rizaul Haque Mirdha; Department of Chemistry  
Enrolled; Calcutta University

### **Section B:**

#### **List of Publications of Faculty Members during the Period 2011-2015**

##### **Arts Departments:**

##### **Department of Bengali**

##### **Dr. Soharab Hossain**

##### **Books published (Alochonagrantha)**

1. Bangla chotogalpo: Totto o gatiprakti (prathamkhanda 2009, ditiokhanda 2011, tritiokhanda 2014)/karunaPrakasani
2. Chena much achene pandulipi/Deep Prakasan 201
3. Bangla chotogalperbastatabodherbibartan/Booksspace 2014
4. Sahajbaul/Punascha

##### **Upanyas**

1. Gang Baghini/Dey's Publication 2011
2. Dahanbela/ Mitra o Ghosh 2011
3. SangaBisanga/KarunaPrakasani 2011,2015
4. Ditioudroupadi/ Dey's Publication 2011
5. Arasi Manus/ Dey's Publication 2015

##### **Galpograntha**

1. SresthaGalpo/KarunaPrakasani 2010
2. NirbachitoGalpo/Nillohit 2011

##### **Sishusahitya**

1. BhutpiserDak/ Nirmal Book Agency2010
2. Fatik Bari Janche Re/Punscha 2010
3. GunfoburorKanna/SishuSahityaSansad 2011
4. JampesdarBhutpuriAvijan/Dey's Publication 2011

##### **Sampaditograntha**

1. BisadSindhu/ Dey's Publication 2015
2. JamiderDarpan/ Dey's Publication2011
3. PatherPanchali/KarunaPrakasani 2011



4. AsaniSanket/KarunaPrakasani 2015
5. Alik Manus/ Dey's Publication 2015

**Kabita**

1. KabitaSangraha 1/Choa 2013

**Dr. Prasanta Bandyopadhyay-**

1. Bandyopadhyay P (2014). Russiar Chithi : Aar Ek Ganamadhyam-

Title of the Seminar : Rabindranath & Media Organised by Ananda Mohan College (National Level)  
Resource Person

2. Bandyopadhyay P (2014).Prosanga Mahayudha : Bangla Upanyase-

Title of the Seminar : Oitihjho O Uttoradhikar Organised by Serampore College ( National Level)Resource Person;

Serampore College (2014)

**Dr. Ayantika Ghosh-**

1. Ghosh Ayantika (2012). Rabindranatyo Samalochana : Itihas o Samiksha,Karuna Prakashani,

ISBN NO-978-81-8437-186—7

2. Ghosh Ayantika (2014).Natok Natyo O Nandito Charcha,Books Space,2014,

ISBN NO-978-93-82251-13-2

3. Ghosh Ayantika (2012).Essay on“Udbhasito Binata :Sataksesher Kathakar;

Book-Bangla sahitye Mohila Kathakar, Deys Publishing, ISBN NO-978-81-295-1467-7 March, 2012

4. Ghosh Ayantika (2012). Essay “Rabindranatoker Rather Rashir Sthan”;

Book-Rather Rashi, Samyobhabar Sanglap,Prangyabikash, ISBN NO-978-93-81684-30-6.July, 2012

5. Ghosh Ayantika(2012). Essay “Natyochinta :Prabondhiker Itihas Abolokan”;

Book-Probondho o Samalochana, Bangiyo Sahityo Sangsad, ISBN NO-978-93-82012-47-4 Oct, 2012

6. Ghosh Ayantika (2013).Essay “Unobingsho shatabdir Buddhijibi o Ayk Bonchita Ramani,Anushtup, 47 th year,4<sup>th</sup> issue, ISSN NO-0974-2697,2013

7. Ghosh Ayantika (2013).Essay on “ Rabindranatoker Birodhi Samalochana”;

Book-Rabindranatoker Protibad, Banglar Mukh Prakashn, ISBN NO-978-81-921186-8-0,May, 2013

8. Ghosh Ayantika (2013).Essay “Uttam madhyam” Anushtup,48th year,1<sup>st</sup> issue, ISSN NO-0974-2697, Oct,2013

9. Ghosh Ayantika (2014). Essay “E chnad Benojale Bhaseni Ayakhono”Anushtup,48th year,2<sup>nd</sup> issue,ISSN NO-0974-2697, Oct,2014

10. Ghosh Ayantika (2014).Essay on Binata Roychowdhury,Book – Kuri Ekush Shataker Nari Ouponnyasik,Ashadip,ISBN NO-978-93-81245-36-1,Jan,2014

11. Ghosh Ayantika (2014).Essay “Ichchenodi chhalatchhal..sunchho rashtro?”;Book –Muktodhara,Diya Publication,ISBN NO-978-93-82094-68-5,Dec,2014

12. Ghosh Ayantika (2015). Essay "Rabindranatke Lokonattyer Probbhab"; Book –Robir kirane Lokayata Bhuban, Bangiya Sahityo Sangsad, ISBN NO-978-93-82012-81-8, April, 2015

### **Department of English**

#### **Debashish Raychaudhuri**

##### **Published Papers in Journals**

1. Raychaudhuri Debashish (2012). 'The Flute and the Veena: The Influence of Folk Music on the Compositions of Rabindranath', *SangeetNatak*, Volume XLVI, Number 1-4, 2012, Special Issue Rabindranath's East-West Encounters: Performing and Visual Arts, Guest Editor: Abhijit Sen, Co-editor: Saurav Dasthak, ISSN-0972-494X
2. Raychaudhuri Debashish (2013). 'Bismrita Biplabi: Keshub Chunder Sen', *Anushtup*, Winter-1419, 47<sup>th</sup> year, 2<sup>nd</sup> Volumn, 2013, Kolkata, ISSN No-0974-2697
3. Raychaudhuri Debashish (2013). 'santiniketane Sangeetcharcha', *Arekrokom*, Third year, 18<sup>th</sup> Volumn, 16-30 September, Kolkata.

##### **Articles/Chapters published in Books**

1. Raychaudhuri Debashish (2011). 'Songs of a Blazing Autumn', Rabindranath Tagore and the Nation Essays in Politics, Society and Culture, ed. Swati Ganguly, Abhijit Sen, Punascha in association with Visva-Bharati, Kolkata, 2011, ISBN-978-81-7332-482-6
2. Raychaudhuri Debashish (2012). 'Samasamayer Rabindra rachanar alote Gitanjali', *Gitanjali 100*, Abdus Sattar (ed) Naba Baliganj Mahavidyalay, 2012.
3. Raychaudhuri Debashish (2014). 'Rabindranath Tagore and the Emerging Modernity in the Music of Bengal', Rabindranath Tagore A Many Splendored Personality, Ed. Mamata Desai, Manis Kumar Raha and Chitra Ghosh, K P Bagchi and Co. 2014, Kolkata ISBN-978-81-7074-344-6
4. Raychaudhuri Debashish (2015) 'Songs for Gora (An alternative, parallel reading of Gora the novel with Raja and Gitanjali)', Rabindranath Tagore Gora A Critical Companion, ed. Nandini Bhattacharya, Primus Books, New Delhi, 2015, ISBN 978-93-84082-42-0
5. Raychaudhuri Debashish (2015) 'Moitra-bhaieder Khasra khata', *Shata barshiyen Jyotirindra Moitra*, Shibaditya Dasgupta & Shamik Bandyopadhyay (ed.), Thema, 2015, Kolkata. ISBN-978-93-81703-30-4

#### **Sandipan Sen**

##### **Published Papers in Journals**

1. Sen Sandipan (2014). Sanskritisation of Bengali, Plight of the Margin and the Forgotten Role of Tagore Journal of the Department of English, Vidyasagar University Volume 11, 2013-2014 ISSN 0973-3671, peer reviewed
2. Sen Sandipan (2011). "Women in Tagore's Short Stories". Bodhi Kala. Volume 2. Number 2. 2011 Number 2277-4831
3. Sen Sandipan (2011). Jatiyotabad, Rabindranath O Ekti Hotya Procheshta (Nationalism, Rabindranath Tagore and an Assassination Attempt). *Anustup*, Summer 2011 ISSN- 0974-2697
4. Sen Sandipan (2012). Rabindranath-er Kadambari (Kadambari of Rabindranath Tagore). *Anustup*, Autumn 2012 ISSN- 0974-2697
5. Sen Sandipan (2013). Rabindrajeebi bonam Rabindranath (Tagorites versus Rabindranath Tagore).

Anustup, Pre-Autumn 2013 ISSN- 0974-2697

6. Sen Sandipan (2013). British Samrajyobad O Thakurbarir Utthan: Panchanan theke Dwarkanath) (British Imperialism and the Rise of the Tagore Family: From Panchanan to Dwarkanath). Anustup, Autumn 2013 ISSN-0974-2697

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8. Sen Sandipan(2015). Ingraji Shikshar Ayojone Rabindranath (English Teaching Method of Rabindranath Tagore). Baha, a Bengali journal of repute. May 2015 ISSN2350-0832

#### **Articles/Chapters published in Books**

1. Sen Sandipan (2011). "Women in Tagore's Short Stories". Bodhi Kala. Volume 2. Number 2. 2011 Number 2277-4831

2. Sen Sandipan (2011). Jatiyotabad, Rabindranath O Ekti Hotya Procheshta (Nationalism, Rabindranath Tagore and an Assassination Attempt). Anustup, Summer 2011 ISSN- 0974-2697

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6. Sen Sandipan (2014). Rabindranath O Hindu Bangali Jatiyotabad (Rabindranath Tagore and Hindu Bengali Nationalism)Anustup Autumn 2014 ISSN- 0974-2697

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#### **Articles/Chapters published in Books**

1. **Sen Sandipan** (2012)."Giving Voice to the Nation and Rejecting Nationalism: A Study of Tagore's Gitanjali and Gora. Nation, Representation & Indian English Literature. Kolkata: Bharati Book Stall, 2012. (ISBN 978-81-922110-6-0)

2. **Sen Sandipan** (2013)."Editorial". The Other Voice: Selected Short Stories Written by Bengali Women Writers. Kokata: Anustup, 2013 ISBN 978-81-922110-6-0

3. **Sen Sandipan** (2012)."Jatiyotabad, Rabindranath O Ekti Hotya Procheshta" (Nationalism, Rabindranath Tagore and an Assassination Attempt). Anustup-er Rabindranath, Volume 1. Kolkata: Anustup, 2012. ISBN 978-81-922110-6-0

4. **Sen Sandipan** (2014)."Rabindranath: Anubad, Srishti O Tatparoborti" (Rabindranath Tagore: Translation, Creation and Afterwards). .Anubade Rabindranath: Tagore in Translation. Kolkata: Bethune College Publication, 2014.ISBN 81-902458-6-4

#### **Edited Books:**

## ENGLISH

1. Sen Sandipan (2011).Golden Leaves: A Text Book for College Students. Kolkata: Macmillan Publishers India Limited,2011 ,ISBN 023-032-251-4 - Co-Editor
2. Sen Sandipan (2013).The Other Voice: Selected Short Stories Written by Bengali Women Writers. Kolkata: Anustup, 2013. ISBN 978-93-82425-05-2 - Editorial Associate and wrote Editorial

## BENGALI

1. Sen Sandipan (2012). Anustup-er Rabindranath, Volume 2. Kolkata: Anustup, 2012 - Editorial Associate andwrote Foreword

### Books with ISBN numbers with details of publishers

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1. Sen Sandipan (2013).Ahammoker Rabindracharcha (An Alternative Approach to Tagore Studies). Kolkata: Anustup, 2013. (ISBN 978-93-82425-26-7)
2. Sen Sandipan (2015).Rajneetir Ruddho Dwar O Rabindranath (The Closed Door of Politics and Tagore).Kolkata: Anustup, 2015. (ISBN 978-93-82425-34-2)

### Citation Index – range / average

1. Mentioned in the Acknowledgement Section of Monideepa Sahu, Rabindranath Tagore: The Renaissance Man, New Delhi: Penguin Puffin, 2013, ISBN: 978-0-143-33229-9;
2. The national English Daily, Times of India, carried an interview on 9 May 2015, on the occasion of Rabindranath Tagore's birthday, on Rabindranath Tagore.

## Rajiv Kumar Nasker

### Published Papers in Journals

1. Nasker K. Rajiv (2012 ). Transformation of Thomas Hardy’s Characters for egotism to altruism.GoldenResearch thought, Vol2 issue 4/Oct2012 ISSN-2231-3063
2. Nasker K. Rajiv (2012 ). Ineffectiveness of B.Ed in Present Classroom situation, GoldenResearch thought, Vol2 issue 6/ Dec2012ISSN-2231-3063

## Department of Hindi

## Rinakumari Ram

### Published Papers in Journals

1. Ram Rinakumari (2012). Dalit hindi kavita me vyakt sama i kyatharth (page no:79-82)‘ShodhHastakshep’(Referred International Multilingual and Multidisciplinary Research Journal)ISSN No.2231-4644Vol:2, No:3 Jan.-June 2012
2. Ram Rinakumari (2012). Premchand ki Upanyasik virasat (page no:106-109)‘Kashika’ (Referred National Research Journal) ISSN No. : 2230-7494No. : 4, Jan-June 2012
3. Ram Rinakumari (2012).Ashmitakotalasati : Striki Atmkathaye(page no: 221-222)‘Anukriti’ (Referred International Multidisciplinary Research Journal)ISSN No. : 2250-1193Vol:2, No :8October-Dec. 2012

4. Ram Rinakumari (2012). 21wi sadiki Stri kavita me Stri (page no: 11-14) 'Shodh Hastakshep' (Referred International Multilingual and Multidisciplinary Research Journal) ISSN No. :2231-4644 Vol:2, No:4 July-Dec. 2012
5. Ram Rinakumari (2013). Gramyajivanko byan krte Kathakar Shivmurti (page no: 41-45) 'Sambhashya' (Referred International Research Journal) ISSN No. :2229-4066 Vol:5, No:1 Jan-June 2013
6. Ram Rinakumari (2014). Paramparagat bediyo ko totdi Striki Atmkatha: 'Kasturi kundal base' (page no: 69-73) 'Anbhaisanch' (Referred International Multilingual and Multidisciplinary Research Journal) ISSN No. :2321-2276 Vol:5 Jan-March 2014

#### **Articles/Chapters published in Books**

1. Ram Rinakumari (2013). 21wi sadiki Strikavitao me Striki Dashaur Disha (page no: 47-54) "21wi sadiki Strikavita : Ashaur Abhivyakti" Editor- Dr. Santosh Telkikar, Dr. Jyoti Mungla ISBN No. 978-81-925154-6-5, year-2013, Quality Books Publishers and Distributors, Kanpur

#### **Department of History**

**Dr. Subrata Mal**

#### **Published Papers in Journals**

1. Mal Subrata Folk Culture based games in the context of Indigenous Education in Midnapore, An Annual Interdisciplinary Journal of History, Kolkata, 2007.
2. Mal Subrata (2014) Indigenous Education Various Western Education in Midnapur, [1905-1920], An Annual Interdisciplinary Journal of History, Kolkata. ISSN-2231-461X Abahaman, July-June – 2013-14.
3. Mal Subrata (2012). Decline of Indigenous Education in the face of Environmental Crisis in Midnapur [1850-1950], Science and Environment in Modern India, Delhi. ISSN-0040-5700, January, 2012.
4. Mal Subrata (2015). Indigenous Female Education in Midnapur, Women of Bengal in Public Life in the Post Partition Period, Delhi, 2014-2015 (on going printing).
5. Mal Subrata (2011). Folk games in Midnapur, Bengal Missionary, Delhi, 2011.

#### **Articles/Chapters published in Books**

1. Mal Subrata (2011). "Bengal Miscellany Vol 3" Edited by, Chittabrata Palit & Kabita Ray. B.R Publishing Corporation, Delhi 2011. ISBN 13 : 9788176467391
2. Mal Subrata (2014) Social History of Sports, The Indian Context, edited by Dr Chittabrata Palit & Purnima Mookherjee, Kunal Books, New Delhi (India), 2014. ISBN - 978-93-82420-44-6
3. Mal Subrata (2011). The Revolt of 1857, edited by - Goutam Basu, B.B. Kundu and Grandsons, Kolkata, 2011.

#### **Edited Books:**

1. Mal Subrata (2015) Ed. Indigenous Education in Midnapur (1850-1950) Parul Publication Pvt. Ltd., Kolkata, 2015,

ISBN - 9789384346775.

2. Mal Subrata (2015) WBCS (History) P arikrama, Unitedly - Preli and Compulsory, Effect Publication, Kolkata, 2015-16. ISBN - 978-71-8654-501-4.
3. Mal Subrata (2014) Target WBCS Itihas, Parul Publication Pvt. Ltd., Kolkata, 2014, ISBN - 9789383413584.
4. Mal Subrata (2013) Higher Education World History - West Bengal Board of Higher Education, Class-XI, Parul Publication Pvt. Ltd., Kolkata, 2013. ISBN - 9789382300984
5. Mal Subrata (2014). Higher Education World History - West Bengal Board of Higher Education, Class-XII, Parul Publication Pvt. Ltd., Kolkata, 2014. ISBN - 9789384346041.
6. Mal Subrata (2015) Itihas Mantor , West Bengal Board of Secondary Education, Class-IX, Bhagabati Publication, Kolkata, 2015.
7. Mal Subrata (2015). TET (Teaching Eligibility Test for SSC), Effect Publication, Kolkata, 2015.
8. Mal Subrata (2015). TET (Teaching Eligibility Test for Primary), Effect Publication, Kolkata, 2015.
9. Mal Subrata (2015) Itihas Shayahika for Class- VIII - Juthika Publication, Kolkata, 2015-16.
10. Mal Subrata (2015) WBCS, Saryaprastuti, monthly magazine - till now, Effect Publication, Kolkata.

#### **Department of Philosophy**

##### **Dr. Malabika Chakrabarti**

##### **Journals:**

1. Chakrabarti Malabika. Bauddha Naitikatay Iswar Prasanga. Academic Spectrum, Vol 3(4), 2012, p60-67. [ISSN 0976-9323]
2. Chakrabarti Malabika. Religion and Animism. Academic Spectrum, Vol 4(5), 2013, p21-23. [ISSN 0976-9323]
3. Chakrabarti Malabika. Mimangsha Darshaner Patabhumi abong Niriswarbadi Naitikata: Akti Parjyalochana. Barnoporichaya, Vol 2(2), 2015, p36-52. [ISSN 2349-0454]

##### **Book Chapters:**

1. Chakrabarti Malabika. Dui Mahakabye Manabatabad. Mahakabya Nibandhabali, ed. Sambhu Nath Chakrabarti – Samkhyatirtha. Sanskrit Pustak Bhandar, Kolkata, 2013, p 364-378. [ISBN 978-93-83368-28-0]
2. Chakrabarti Malabika. Restraining God's Grace In Morality: A Brief Discussion. Demarcation of Morality in Human Life: A Study on Humanitarian Perspective, ed. Ranjan Kr Das and Ranjit Kr Barman, Abhijeet Publishers, New Delhi, 2015, p 52-60. [ISBN 978-93-5074-200-6]
3. Chakrabarti Malabika. Niriswar Samkhyer Naitik Bhabana. Saradarshan Prasunanjali, ed. Sambhu Nath Chakrabarti – Samkhyatirtha. Sanskrit Pustak Bhandar, Kolkata 2015, (In Press with ISBN).

##### **Conference Proceedings:**

1. Chakrabarti Malabika. Dui Mahakabye Balaprayog O Sahishnuta: Matabadik, Naitik, Samajik O Oitihashik Alokpat. Sanghat O Sahishnuta, Krishnagar Women's College, Nadia, State Level Seminar Proceeding, 2012, p28-38. [ISBN 978-81-924395-1-8]
2. Chakrabarti Malabika. Saratchandr Pather Dabi Rastrakkhamatar 'Bhinna' Darsan. Rastrasamasya: Bangla Sahitya, Krishnagar Women's College, Nadia, National Level Seminar Proceeding, 2013, p183-188. [ISBN 978-81-924395-2-5]
3. Chakrabarti Malabika. Morality of Nietzsche's superman: a critique. The concept of morality: Indian and Western; Ramkrishna Misson Vidyamandir, National Level Seminar Proceeding, 2015 (in press with ISBN).

#### **Social Science Department**

##### **Department of Economics**

**Someslal Mukhopadhyay**

##### **Articles/Chapters published in Books**

1. Gana-anahar o durbhiksher Amartya-byakhy ( pp.169-179) ( Review article on Amartya Sen's book Poverty and Famines. ) Khshudharta Bangla, Ed. Madhumoy Pal, Deep Prakashan ISBN : 978-93-82040-60-6

Dr. Sk Abdul Rashid

##### **Articles/Chapters published in Books**

1. Rashid Sk Abdul (2013). Production Performance of Indian Agriculture in the Era of Economic Reforms, pp. 125-154 (jointly with S. K. Bhaumik, Sustainability and development, S. Banerjee and A. Chakraborty (eds.), Springer, New Delhi, 2013.

#### **Nandini Daniari**

##### **Published Papers in Journals**

1. Daniari Nandini (2013). Glass ceiling: karmakhetre meyeder biswabyapi samasya, pp. 35-50 Ami arani, Vol2, no2  
Oct., 2013 ISSN 2277-8780

#### **Pure Science Departments**

##### **Department of Mathematics**

**Dr. Tanusree Dutta**

##### **Published Papers in Journals**

1. Dutta Tanusree (2011). Fuzzy translational subset of a  $r$ -ring Journal of Pure Mathematics, University of Calcutta, 2011
2. Dutta Tanusree (2015). Regular equivalence and strongly regular equivalence on multiplicative hypertexternary-rings Journal of Hyperstructure, University of Nova Garica. 2015.

**Department of Chemistry****Dr. Shyam Sarkar****Published Papers in Journals**

1. Sarkar Shyam, Manjunath Chatti, Venkata N. K. B. Adusumalli, and Venkataramanan Mahalingam (2015). Highly selective and sensitive detection of  $\text{Cu}^{2+}$  ions using Ce(III)/Tb(III)-doped  $\text{SrF}_2$  nanocrystals as fluorescent probe. \*, *ACS Applied Materials & Interfaces*, 2015, (I.F. = 6.723)
2. Manjunath Chatti, # Sarkar Shyam, # and Venkataramanan Mahalingam (2015), Glutathione-modified ultrasmall  $\text{Ce}^{3+}$  and  $\text{Tb}^{3+}$ -doped  $\text{SrF}_2$  nanocrystal for the fluorescent determination of Hg(II) and Pb(II) ions \* (# equal authorship), *Microchimica Acta*, 2015, 1-8 (I.F. = 3.741)
3. Venkata N. K. B. Adusumalli, # Sarkar Shyam, # and Venkataramanan Mahalingam (2015). Strong Single-Band Blue Emission from Colloidal  $\text{Ce}^{3+}/\text{Tm}^{3+}$ -Doped  $\text{NaYF}_4$  Nanocrystals for Light-Emitting Applications. \* (# equal authorship), *ChemPhysChem*, 2015, 16, 2312-2316. (I.F. = 3.419)
4. Sarkar Shyam, Venkata N. K. B. Adusumalli, Venkataramanan Mahalingam\* and John A. Capobianco (2015). Intense NIR emissions at 0.8  $\mu\text{m}$ , 1.47  $\mu\text{m}$ , and 1.53  $\mu\text{m}$  from colloidal  $\text{LiYbF}_4:\text{Ln}^{3+}$  ( $\text{Ln} = \text{Tm}^{3+}$  and  $\text{Er}^{3+}$ ) nanocrystals \*, *Phys. Chem. Chem. Phys.*, 2015, 17, 17577-17583. (I.F. = 4.493)
5. Samanta Tuhin, Sarkar Shyam, Venkata NKB Adusumalli, and Venkataramanan Mahalingam\* (2015), Enhanced visible and nearinfrared emissions via  $\text{Ce}^{3+}$  to  $\text{Ln}^{3+}$  energy transfer in  $\text{Ln}^{3+}$ -doped  $\text{CeF}_3$  nanocrystals ( $\text{Ln} = \text{Sm}$  and  $\text{Nd}$ ). *Dalton Trans.*, 2015, (accepted). (I.F. = 4.197)

**Dr. Priyatosh Dutta****Articles Published in Journals**

1. Priyatosh Dutta (2015), Zero and Infinity: Exploring at the Interface of Science, Maths and Philosophy, Indian Messenger. Bhrahmha Samaj Education Society (BSES), (Special issue).
2. Priyatosh Dutta (2015), Exploring Symmetry at the Interface of Life, Science and Philosophy. Priyatosh Dutta, Bhrahmha Samaj Education Society (BSES), 2015, (in Press).

**Department of Physics****Dr Pradip Datta****Published Papers in journals**

1. Fine structure dips in the fission fragment mass distribution for the  $^{238}\text{U}(^{18}\text{O},\text{f})$  reaction, P. Datta et al, *Phys. Rev. C*, 81, (2010) 014311. ISSN:0556-2813 (P), Impact factor: 3.715.
2. Band crossing in a shears band of  $^{108}\text{Cd}$ , *Phys. Rev. C*, 81 (2010), 054311, P. Datta et al, ISSN:0556-2813 (P), Impact factor: 3.715.
3. Electric dipole moments in  $^{230,232}\text{U}$  and implications for tetrahedral shapes, *Phys. Rev. C*, 82, (2010) 041305 (R), P. Datta et al, ISSN:0556-2813 (P), Impact factor: 3.715
4. Possibility of anti-magnetic rotation in even-even Cd isotopes, *Phys. Lett. B* Vol. 694 Issue 4-5, 3 January 2011, P. Datta et al, Pages 322-326, ISSN:0370-2693, Impact factor: 6.131.
5. The first candidate for chiral nuclei in the  $A \sim 80$  mass region:  $^{80}\text{Br}$ , *Phys. Lett. B* Vol. 703, 2011, Pages 40-45, P. Datta et al, ISSN:0370-2693, Impact factor: 6.131.



6. Emergence of principal axis rotation in  $^{110}\text{Ag}$ , Phys. Lett. B Vol. 710, 2012, Pages 587-593, P. Datta et al, ISSN:0370-2693, Impact factor: 6.131.
7. Structure of nearly degenerate dipole bands in  $^{108}\text{Ag}$ , Phys. Lett. B Vol. 725, 2013, Pages 85-91, P. Datta et al, ISSN:0370-2693, Impact factor: 6.131.
8. Shape evolution in  $^{123}\text{Cs}$  and  $^{124}\text{Ba}$  nuclei, Phys. Rev. C. 88, (2013) 024313, P. Datta et al, ISSN:0556-2813 (P), Impact factor: 3.715.
9. Antimagnetic rotation in  $^{104}\text{Pd}$ , Phys. Rev. C. 89, (2014) 061303 (R), P. Datta et al, ISSN:0556-2813 (P), Impact factor: 3.715.
10. Exploring the Origin of Nearly Degenerate Doublet Bands in  $^{106}\text{Ag}$ , Phys. Rev. Lett. 112, (2014) 202503, P. Datta et al, ISSN: 0031-9007 (P), Impact factor: 7.512.
11. Evidence for octupole correlation and chiral symmetry breaking in  $^{124}\text{Cs}$ , Phys. Rev. C. (Accepted), P. Dutta et al, ISSN:0556-2813 (P), Impact factor: 3.715.

#### **In conference proceedings**

1. Investigation of Shape Coexistence in Mass 125 Region, Proc. of the DAE Symposium on Nuclear Physics 55 (2010) 08, P. Datta et al,.
2. Systematics of anti-magnetic rotation in even-even Cd isotopes, Proc. of the DAE Symposium on Nuclear Physics 55 (2010) 50, P. Datta et al,.
3. Structure of  $^{108}\text{Ag}$  at Low and Medium spin, Proc. of the DAE Symposium on Nuclear Physics 57 (2012) 288, P. Datta et al,.
4. High Spin Spectroscopy of  $^{105}\text{Pd}$ , Proc. of the DAE Symposium on Nuclear Physics 57 (2012) 310, P. Datta et al,.
5. Staircase bands in odd-odd Ag isotopes:  $^{107}\text{Ag}$  a case study, Proc. of the DAE Symposium on Nuclear Physics 57 (2012) 312, P. Datta et al,.
6. Search for Anti-magnetic rotations in  $^{104}\text{Pd}$ , Proc. of the DAE Symposium on Nuclear Physics 58 (2013) 122, P. Datta et al,.
7. High spin spectroscopy of  $^{105}\text{Pd}$ , Proc. of the DAE Symposium on Nuclear Physics 58 (2013) 124, P. Datta et al,.
8. Structure of positive parity bands in odd-odd  $^{108}\text{Ag}$ , Proc. of the DAE Symposium on Nuclear Physics 58 (2013) 240, P. Datta et al,.
9. Co-existence of AMR and collective rotation in  $^{105}\text{Pd}$ , Proc. of the DAE Symposium on Nuclear Physics 59 (2014) 108, P. Datta et al,.
10. Interplay between tilted and principal axis rotation, AIP Conference Proceedings 1609, 103 (2014); doi: 10.1063/1.4893261, P. Datta et al,.

#### **Dr Arijit Ghosh**

##### **Published Papers in journals**

1. Resistive transition, anomalous magnetocapacitance, and ferroelectric phenomena observed in charge ordered canted antiferromagnetic  $\text{La}_{0.5}\text{Ba}_{0.5}\text{FeO}_3$  perovskite. J. Appl. Phys. 110 (2011), 113719, A. Ghosh et al, ISSN: 1089-7550, Impact factor: 2.168.

2. Observation of relaxor ferroelectricity and multi-ferroic behaviour in nanoparticles of the ferromagnetic semiconductor  $\text{La}_2\text{NiMnO}_6$ . J. Phy. Con. Mat. 24 (2012), 295902, A. Ghosh et al, ISSN 1361-648X, Impact factor: 2.546.
3. Resistive transition, polaron dynamics and scaling behavior in Fe doped  $\text{SrTiO}_3$ . Physica B 414 (2013) 60, A. Ghosh et al, ISSN:0921-4526, Impact factor: 1.515.
4. Ammonium dihydrogen phosphate/pva composite films with high dielectric permittivity and enhanced thermal stability. Advanced Science, Engineering and Medicine. 5 (2013) 126, A. Ghosh et al, ISSN:2164-6627, Impact factor: 2.172.
5. Colossal magnetocapacitance near room temperature in ferromagnetic  $\text{Cr}_2\text{O}_3$  film. Appl. Phys. Lett. 103 (2013) 052412, A. Ghosh et al, ISSN:0003-6951, Impact factor: 3.415.
6. Antisymmetric exchange interaction, magnetoelectric and magnetodielectric response in structurally distorted G-type antiferromagnetic perovskite:  $\text{La}_{0.9}\text{Gd}_{0.1}\text{FeO}_3$ . Journal of Physics and Chemistry of Solids 75 (2014) 374, A. Ghosh et al, ISSN:0022-3697, Impact factor: 1.231.
7. Polar octahedral rotations, cation displacement and ferroelectricity in multiferroic  $\text{SmCrO}_3$ . EPL, 107(2014) 47012, A. Ghosh et al, ISSN:0295-5075, Impact factor; 3.391.
8. Tuning of multiferroic orders correlated to oxygen stoichiometry in magnetite films. Appl. Phys. Lett. 105 (2014) 142905, A. Ghosh et al, ISSN:0003-6951, Impact factor: 3.415.
9. Atypical multiferroicity of  $\text{HoCrO}_3$  in bulk and film geometry. J. Mater. Chem. C. 3 (2015) 4162, A. Ghosh et al, ISSN:2050-7526, Impact factor: 4.696.
10. Occurrence of magnetoelectric effect correlated to the Dy order in  $\text{Dy}_2\text{NiMnO}_6$  double perovskite. J. Appl. Phys. 118 (2015), 064104, A. Ghosh et al, ISSN 1089-7550, Impact factor: 2.168.

#### **In conference proceedings**

1. Maxwell-Wagner polarization and high dielectric permittivity of charge disproportionate system  $\text{La}_{0.5}\text{Ba}_{0.5}\text{FeO}_3$  perovskite. AIP Conf. Proc. 1349, 847 (2011), A. Ghosh et al.
2. Anomalous transport properties of  $\text{SrTi}_{(1-x)}\text{Fe}_x\text{O}_{3\pm\delta}$  ( $0 \leq x \leq 1.0$ ), AIP Conf. Proc. 1447, 931 (2012), A. Ghosh et al.
3. Metal-semiconductor transition and ferroelectricity in charge ordered  $\text{La}_{0.5}\text{Ba}_{0.5}\text{FeO}_3$  perovskite. AIP Conf. Proc. 1447, 963 (2012), A. Ghosh et al.

#### **Biological Science Departments**

##### **Department of Botany**

**Dr. Tapan Kumar Maitrya**

##### **Published Papers in Journals**

1. Maitrya T.K (2015). Hollocellulose and lignin components in sound and decayed wood of teak (*Tectonagrandis*) INDUCED BY MONOKARYOTIC & DIKARYOTIC MYCELIA OF *Fomesapplanatus*; Indian Biologist; 0302-7554, in the Press, (2015).
2. Maitrya T.K (2015). Variability of Holocellulose and Lignin components in sound and decayed wood of Teak (*Tectonagrandis*); Indian Biologist; 0302-7554, Vol. 47(1), 2015, 43-47.
3. Maitrya T.K (2013). Effect of temperature and Hydrogen-ion concentration on the Population dynamics of *Ganoderma lucidum* and *Fomesapplanatus*., Indian journal of landscape systems and ecological studies.

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4. Maitrya T.K(2013).Effect of temperature on growth of Ganoderma lucidum (Curtis) P. Karst. Indian journal of landscape systems and ecological studies. 0971-4170, 213-215.2013
5. Published near about 300 Scientific Articles in The Statesman (English Version) in Science Page both in Calcutta and Delhi edition as well as also in others parts in India.

#### **Dr. Biplab Patra**

##### **Published Papers in Journals**

1. Patra Biplab(2013).Structure, Biochemistry and ecology of Entomogenous galls in Selaginella Pal. Beauv. (Selaginellaceae) from India. Journal of Plant Interactions 5 (1): 29-36. Taylor & Francis, Italy. IF 0.865 (2013). International peer-reviewed indexed journal
2. Patra Biplab(2012).Morphoanatomy of Xerophedromiya austurtensis (Diptera: Cecidomyiidae) induced galls and intersexual variation of gall density in Ephedra distachya L. (Ephedraceae) from Ukraine. Acta Botanica Hungarica 54(3-4): 377- 389 (2012) Academiai Kiado, Budapest. ISSN No. 0236-6495. International Indexed Journal
3. Patra Biplab(2011).Effect of environmental factors on seasonal abundance of a coccid in Pteris baurita L. (Pteridaceae) from Deolo hills, Kalimpong, West Bengal. Journal of research in Biology 7: 550-556 (2011). Ficus Publishers. ISSN No.2231-6280. Peer-reviewed on-line indexed Journal.
4. Patra Biplab(2013).Opportunistic feeding niche of a coccid on the Fern Asplenium nidus L. (Aspleniaceae) from Andaman Island, India. Indian Fern Journal. 30: 55-60. Indian Fern Society, Patiala. ISSN No. 0970-2741(2013)
5. Patra Biplab(2013).Morphological study of Cecidomyiid induced leaf galls in Pyrrosialanceolata (L.) Farwell (Polypodiaceae) from Assam, India. Indian Fern Journal. 30: 217- 220 (2013). Indian Fern Society, Patiala. ISSN No. 0970-2741.

#### **Dr. Debasri Chakraborti**

##### **Published Papers in Journals**

1. Chakraborti Debasri(2011). Pollen apertural trends in the Liliaceae (sensu Hutchinson, 1973). J. Bot. Soc. Bengal 65(2):141-149 (2011).

#### **Department of Zoology**

##### **Dr Pallab Ray**

##### **Published Papers in Journals**

1. Mohanty S, Saha S, Md S Hossain D, Adhikary A, Mukherjee S, Manna A, Chakraborty S, Mazumdar M, Ray P, Das K, Chakraborty J, Sa G, Das T. ROS PIAS $\gamma$  cross talk channelizes ATM signaling from resistance to apoptosis during chemosensitization of resistant tumors. Cell Death and Disease 2014 Jan 23; 5:e102.doi:10.1038/cddis.2013.534 ISSN (online): 2041-4889. Impact Factor 5.014

2. Mazumdar M\*, Adhikary A\* , Chakraborty S, Mukherjee S, Manna A, Saha S, Mohanty S, Dutta A, Ray P, Banerjee S, Chakraborty J, Ray A. K, Sa G and Das T.(2013) Targeting RET to induce medullary thyroid cancer cell apoptosis: An antagonistic interplay between PI3K/Akt and p38MAPK/caspase-8 Pathways.

\*These two authors have contributed equally

Apoptosis 2013 May; 18(5): 589-604.

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3. Saha B \*, Adhikary A \*, Ray P, Saha S, Chakraborty S, Mohanty S, Das K, Mukherjee S, Majumder M, Lahiry L, Hossain DMS, Sa G and Das T.(2012). Restoration of tumor suppressor p53 by differentially regulating pro- and anti-p53 networks in HPV-18-infected cervical cancer cells.

\*These two authors have contributed equally

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4. Hossain Dewan Md S, Mohanty S, Ray P, Das T and Sa G(2012). Tumor gangliosides and T cells: A deadly encounter.

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5. Sen GS \*, Mohanty S \*, Hossain DMS, Bhattacharyya S, Banerjee S, Chakraborty J, Saha S, Ray P, Bhattacharjee P, Mandal D, Bhattacharya A, Chattopadhyay S, Das T, and Sa G.(2011). Curcumin enhances the efficacy of chemotherapy by tailoring p65NF- $\kappa$ B-p300 cross-talk in favor of p53-p300 in breast cancer.

\*These two authors have contributed equally

Journal of Biological Chemistry 2011 Dec 9; 286(49): 42232-47.

ISSN: 0021-9258

Impact Factor 4.573

### **Department of Physiology**

#### **Dr. Raghawendra Mishra**

##### **Published Papers in Journals**

1. Chakraborty M, Bhattacharya S, Mishra R, Saha SS, Bhattacharjee P, Dhar P, Mishra R.(2015). Combination of low dose major n3 PUFAs in fresh water mussel lipid is an alternative of EPA-DHA supplementation in inflammatory conditions of arthritis and LPS stimulated macrophages. PharmaNutrition 2015; 3 (2): 67-75.

2. Ghosh S, Mishra R, Chakraborty I, Sarkar D.(2015). Developing the morphological scale of RBC population from membrane roughness data obtained from atomic force microscopy. ScienceJet 2015; 4: 176

3. Mishra R, Sarkar D, Bhattacharya S, Mallick S, Chakraborty M, Mukherjee D, Kar M, Mishra R.(2015). Quantifying morphological alteration of RBC population from light scattering data.Cl in Hemorheol Microcirc2015; 59: 287-300.

4. Ghosh S, Mishra R, Sarkar D, Mishra R, Mukherjee DC.(2014) The use of artificial neural network (ANN) for rapid quantification of morphological alteration of red blood cell. J Indian ChemSoc 2014 Aug; 91 (8): 1601-1610.
5. Mukherjee D, Mishra R, Chakraborty M, Mukherjee P, Kar M, Mishra R.(2013). Evaluation of Carbonyl stress as the principal etiological factor of protein damage in chronic renal failure patients on maintenance hemodialysis. Indian Journal of Physiology and Allied Sciences 2013 Apr; 67 (2): 59-65. (ISSN 0367-8350)
6. Chakraborty I, Mishra R, Gachhui R, Kar M.(2012).Distortion of  $\beta$  glob in chain of haemoglobin alters the pathway of erythrocytic glucose metabolism, through band 3 protein. Arch Med Res 2012 Feb; 43(2):112-116.
7. Chakraborty M, Bhattacharya S, Mishra R, Mukherjee D, Mishra R.(2012). Antioxidant content and activity of the Indian fresh water pearl mussel in prevention of arthritis in experimental animal model. Br J Nutr 2012 Oct 28; 108(8):1346-1350.
8. Das P, Mukhopadhyay A, Mandal S, Pal BC, Mishra R, Mukherjee D, Mukhopadhyay S, Basak J, Kar M.(2012). In vitro studies of iron chelation activity of purified active ingredients extracted from *Triticum aestivum* Linn (Wheat grass). European J Med Plants2012; 2(2): 113-124.
9. Mandal S , Das P , Das A , Mandal D.N., Ghosh A , Mukherjee D, Mishra R(2011), Kar M. Evaluation of antioxidant activity of the polyoxygenatedxanthones from *Swertia chirata* Buch.Ham. The Scientific Temper 2011 Jan-July; Vol. 2: No.1&2 : 77-80

**Accepted Paper:**

1. Chakraborty A, Bose CK, Basak J, Seb AN, Mishra R, Mukhopadhyay A. Determinants of lymph node status in women with breast cancer: A hospital based study from eastern India. Indian J Med Sci 2015. (Manuscript no.: IJMR\_527\_14)

**Communicated Paper:**

1. Ghosh S, Chakraborty I, Chakraborty M, Mishra R<sup>#</sup>, Sarkar D<sup>#</sup>. Evaluating the morphology of erythrocyte population: Evaluating the morphology of erythrocyte population: An approach based on atomic force microscopy and flow cytometry. 2015. BiochimBiophysActa (Biomembranes), (Manuscript no. BBAMEM-15-265R1) (Under Review). (# Joint Corresponding Author).
2. Mukhopadhyay P, Mukherjee D, Mishra R, Mishra R, Kar M. Snakebite mediated acute kidney injury, Prognostic predictors, Oxidative and Carbonyl stress - A Prospective Study. Indian J Nephrol (Manuscript no.: IJN\_93\_15) (Under Review).

**Conference Proceedings:****Full Papers:**

1. Ghosh S, Sarkar D, Mishra R, Chakraborty I. Developing the morphological scale of RBC population from membrane roughness data obtained from Atomic Force Microscopy. ICNT-2015 2<sup>nd</sup> International Conference on Nanotechnology (ISBN: 978-81-927756-2-3). 2015: p- 473-480.
2. Mishra R, ZinnaMd A, Syamal AK, Sen D: Ergonomic Evaluation of Classroom of Different Schools of Kolkata. In Chapter XI- Ergonomics in school, Ergonomics for Everyone, Ed. S. Gangopadhyay (ISBN: 978-81-910303-0-3).2009: p-685-691.
3. Mishra R, Dhabal S, Syamal AK, Sen D: Static Sitting Anthropometric Characteristics of 11-16 Year Aged Bengali Male Students Living In Kolkata. In Chapter XI- Ergonomics in school, Ergonomics for Everyone, Ed. S. Gangopadhyay (ISBN: 978-81-910303-0-3). 2009: p-706-714.
4. Zarrin Z, Mishra R, Bhar P, Syamal AK, Sen D: Evaluation of Mismatch Between Body Dimension of Pre And Post Pubertal Female Students And Classroom Furniture. In Chapter XI- Ergonomics in school, Ergonomics for Everyone, Ed. S. Gangopadhyay (ISBN: 978-81-910303-0-3).2009: p-725-730.

**Abstracts:**

**Invited/Oral Lecture:**

**Accepted:**

1. Mishra R\*, Som T. Neonatal Screening: An Experience with Glucose-6-Phosphate Dehydrogenase Deficiency. FIPSPHYSICON2015. (\*- Corresponding Author) (Invited Lecture)

**Published:**

1. Mishra R, Mukherjee D, Nasim F, Mishra R. Importance of hematological profile as the first-line laboratory investigation in the assessment of toxicity. ICMSP: Closing Ceremony, 2015.
2. Mishra R, Mukherjee D, Mukherjee P, Mishra R, Kar M. Snake-bite mediated acute kidney injury: is it a hemolytic uremic syndrome? International Conference on Frontiers in Biological Researchs, 2012. Pg-58.

**Poster Session:**

**Accepted**

1. Nasim F, Das S, Mishra R, Mishra R\*. Involvement of T- Lymphocytes in Experimental Animal Model of Venom Induced Nephrotoxicity. FIPSPHYSICON2015. (\*- Corresponding Author)
2. Chatterjee S, Roychowdhury P, Ganguly S, Chatterjee S, Sarkar R, Banerjee J, Mishra R\*. Noninvasive measurement of kyphosis and lordosis among college students. FIPSPHYSICON2015. (\*- Corresponding Author).
3. Ganguly S, Chatterjee S, Roychowdhury P, Chatterjee S, Sarkar R, Banerjee J, Mishra R\*. Body composition analysis of college students using Bioelectric Impedance analysis monitor. FIPSPHYSICON2015. (\*- Corresponding Author).
4. Roychowdhury P, Ganguly S, Chatterjee S, Sarkar R, Banerjee J, Mishra R, Chatterjee S. Comparison of some physiological parameters of deep sea fishermen of coastal area of West Bengal and Orissa. FIPSPHYSICON2015.

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1. Nasim F, Bose M, Das S, Mishra R, Mishra R\*. Viper venom: Immunesuppressor or activator? ICMSP: Closing Ceremony, 2015. (\*- Corresponding Author)
2. Mukherjee D, Mishra R, Mukhopadhyay P, Mishra R. Protein modification in Snake bite induced nephrotoxicity. ICMSP: Closing Ceremony, 2015.
3. Mishra R, Mukherjee D, Kar M, Mishra R, Mukhopadhyay P. An insight into the stressful life of erythrocyte in snake-bite induced acute kidney injury. 45<sup>th</sup> Indian Society of Nephrology Conference, 2014.
4. Mukherjee D, Mishra R, Kar M, Mishra R, Mukhopadhyay P. Customizing early prognostic markers of Tropical Nephropathy: Thinking beyond creatinine. 45<sup>th</sup> Indian Society of Nephrology Conference, 2014.
5. Mishra R, Mukherjee D, Mukhopadhyay P, Kar M, Mishra R. Erythrocyte membrane characterization in Snake-bite induced acute kidney injury. TSIcon2014, PP-30
6. Mukherjee D, Mishra R, Mukhopadhyay P, Kar M, Mishra R. Carnosine ameliorates venom induced acute kidney injury in experimental rat model. TSIcon2014, PP-4.
7. Mishra R, Mukherjee D, Mukhopadhyay P, Kar M, Mishra R. Biophysical characterisation of erythrocytes in snakebite mediated acute kidney injury. 100<sup>th</sup> Session of Indian Science Congress, 2013. pg-211.

8. Mukherjee D, Mishra R, Mukhopadhyay P, Mishra R, Kar M. Effect of haemodialysis on inflammatory and protein modification markers in snake-bite mediated acute renal failure. 100<sup>th</sup> Session of Indian Science Congress, 2013. pg-214.
9. Mishra R, Sarkar D, Bhattacharya S, Mallick S, Chakraborty M, Mukherjee D, Kar M, Mishra R. Rapid quantification of morphological alteration of erythrocyte population by flow cytometry. 5<sup>th</sup> Annual Meeting of The Cytometry Society, India, Kolkata, 2012. pg-43-44.
10. Mishra R, Mukherjee D, Bhattacharya S, Das P, Mukhopadhyay P, Mishra R, Kar M. Hemoglobin modification in snakebite mediated acute kidney injury. 99<sup>th</sup> Session of Indian Science Congress, 2012. Pg-138
11. Mukherjee D, Mishra R, Chakraborty M, Das P, Mukhopadhyay P, Mishra R, Kar M. Snakebite mediated acute kidney injury: in search of prognostic markers. 99<sup>th</sup> Session of Indian Science Congress, 2012. pg-137
12. Bose M, Mishra R, Mukherjee D, Mishra R. Effect of flavonoids on cancer stem cells: a new challenge posed by a new paradigm. CME cum Workshop on stem Cell Therapy and Research, 2011. Pg-30
13. Mukhopadhyay P, Mukherjee D, Mishra R, Kar M. Carbonyl Stress Induced Protein Modification in Snake-Bite Mediated Acute Renal Failure – A Pathogenesis Link. ASN Kidney Week 2011 Annual Meeting, 2011
14. Mishra R, Mukherjee D, Chakraborty M, Bhattacharya S, Chakraborty M, Mishra R, Kar M. Erythrocyte morphological alteration in Snake-bite mediated acute kidney injury. International Conference on Molecules to Systems Physiology: 100 Years Journey 2011. Pg-162.
15. Mukherjee D, Mishra R, Chakraborty M, Bhattacharya S, Mishra R, Kar M. Protein modification in Snake bite mediated acute kidney injury. International Conference on Molecules to Systems Physiology: 100 Years Journey 2011. Pg-150.
16. Chakraborty M, Bhattacharya S, Bose M, Mishra R, Mukherjee D, Mishra R. Analgesic and anti inflammatory activity of Indian fresh water pearl mussel (*Lamellidens marginatus*) extract. International Conference on Molecules to Systems Physiology: 100 Years Journey 2011. Pg-158.

#### **Dr. Jayeeta Banerjee**

##### **Published Papers in Journals**

1. Banerjee, J., Karmakar, S., Pal, M. S., Majumdar, Deepti. and Majumdar, D. Effect of arithmetic mental task on short term measurement of heart rate variability. Archives The International Journal of Medicine 2008; 1 (1), 26-30.
2. Banerjee, J., Majumdar, D., Pal, M. S., and Majumdar Deepti. An eye movement study for identification of suitable font characters for presentation on a computer screen. Journal of Human Ergology 2010; 39(1), 15-21.
3. Banerjee, J., Majumdar, Deepti., Pal, M. S., and Majumdar, D. Readability, subjective preference and mental workload studies on young Indian adults for selection of optimum font type and size during onscreen reading. Al Ameen J Med Sci 2011; 4(2), 131-143.
4. Banerjee, J. and Bhattacharyya, M. Selection of optimum font type and size interface for on screen continuous reading by young adults - an ergonomic approach. Journal of Human Ergology, 40(1,2): 47-62 (2011).

##### **Book chapter**

1. Bhattacharyya Moushum and Banerjee Jayeeta.

Health risks of nuclear power plants: India specific analysis

In: Clean energy option and nuclear safety – Indian perspective. (Axis Books Pvt. Ltd., New Delhi)

2. Banerjee Jayeeta and Bhattacharyya Moushum.

Political, economic and environmental impacts of biofuels.

In: Clean energy option and nuclear safety – Indian perspective. (Axis Books Pvt. Ltd., New Delhi)

**Abstract:**

1. Banerjee J and Bhattachayya M. Gender difference, cognitive performance and mental workload.

FIPSPHYSICON 2015.

Chatterjee S, Roychowdhury P, Ganguly S, Chatterjee S, Sarkar R, Banerjee J, Mishra R. Noninvasive measurement of kyphosis and lordosis among college students. FIPSPHYSICON2015.

2. Ganguly S, Chatterjee S, Roychowdhury P, Chatterjee S, Sarkar R, Banerjee J, Mishra R. Body composition analysis of college students using Bioelectric Impedance analysis monitor. FIPSPHYSICON2015.

3. Roychowdhury P, Ganguly S, Chatterjee S, Sarkar R, Banerjee J, Mishra R, Chatterjee S. Comparison of some physiological parameters of deep sea fishermen of coastal area of West Bengal and Orissa. FIPSPHYSICON2015.

4. Banerjee J. 2011, Effects of font type and size on computer reading: subjective & eye movement study. 1<sup>st</sup> Tripura Science Congress, 8<sup>th</sup> to 9<sup>th</sup> September, Agartala, Tripura.

**Department of Commerce**

**Shubhayan Basu**

**Seminars and Conferences Attained as Invited Speaker**

1. Direct Tax Code- Some Aspects' an UGC Sponsored National Seminar organized by CCCBA on 15.01.2011 : Invited Speaker

2. 'IND AS- 12 – Accounting Standard' an University Level Seminar organized by IAA on 02.04.2011: Invited Speaker

3. 'Personal Taxation under Direct Tax Code' an UGC Sponsored Regional Seminar organized by NSOU with BNCCI on 31.05.2011: Invited Speaker

4. 'Concept of Assets under DTC' an UGC Sponsored National Seminar organized by Rastraguru Surendra Nath College on 07.05.2012: Invited Speaker

5. 'Personal Taxation under DTC' an UGC Sponsored National Seminar organized by Jogesh Chandra Chowdhury College on 14.01.2012: Invited Speaker

6. 'DTC- 11, Some Issues' an UGC Sponsored State Level Seminar organized by PKHN Mahavidyalaya, Howrah in collaboration with J.P. Roy College on 20.01.2012- 21.01.2012: Invited Speaker

7. 'AS22 Vs IND AS 12' an UGC Sponsored National Seminar organized by P.N. Das College on 18.02.2012: Invited Speaker

8. 'Concept of Assets under DTC- 2010' an UGC Sponsored National Seminar organized by Khargapur College on 22.03.2012: Invited Speaker

9. 'Budget 2013- Some Issues' a seminar organized by ASOCAS( Study circle of members of ICAI) on 14.07.2012: Invited Speaker



10. 'A visit into Personal Taxation' a workshop organized by Hooghly Mohsin College on 29.08.2012: Invited Speaker
11. 'AS 22 Vs IND AS 12' a State level seminar organized by ASOCAS on 10.11.2012: Invited Speaker
12. 'Return of Income' a college level seminar organized by Hooghly Mohsin College on 17.04.2013: Invited Speaker
13. 'Direct Tax- An overview' a students' Workshop organized by J.D. Birla College on 06.07.2013: Invited Speaker
14. 'Transfer Pricing' a seminar organized by ASOCAS on 13.12.2013: Invited Speaker
15. 'Accounts under New Companies Act 2013' a State Level Seminar organized by Acharya Jagadish Chandra Bose College on 09.10.2015: Invited Speaker
16. 'Contemporary Issues on Finance & Management' an UGC sponsored National Seminar organized by PKHN Mahavidyalaya on 27.11.2015: Chairperson of a session of paper presentation
17. 'Transfer pricing-paradigm shift' UGC sponsored. International Seminar organized by Dept of Business Management, Calcutta University, IAA (Kolkata Branch) on 17-18.1.2014; Invited speaker

#### **Seminars and Conferences Attained as paper presenter**

1. 'As to IND AS- Key differences in respect of some selective Standards and their Impact on Indian Financial System' an UGC Sponsored National Seminar organized by Dinabandhu Andrews College in collaboration with IAA, Midnapore chapter on 18.11.2011: Paper Presenter
2. 'A look into Specified Domestic Transactions' an International seminar organized by Bhawanipur Education Society College on 05.01.2015: Paper Presenter

#### **Dr Tapas Saha**

##### **Publications- in Journals**

1. Saha Tapas (2014) 'Land Acquisition Problems in India and Its Solutions' published in 'The Business Studies', Department of Commerce, C.U. (2014) ISSN No. 0970-9657
2. Saha Tapas (2013) Foreign Direct Investment in Multi- Brand Retail in India- A Cost – Benefit Analysis published in The Management Accountant, The I.C.W.A.I. (2013) ISSN No. 0972-3528
3. Saha Tapas (2012) 'Selecting the Right Institutions – A Challenge before the Parents and their Wards' published in the Impression (SCM)(2012) ISSN No. 2278-2699

##### **Paper presentation in National Seminars or Conferences:**

1. Saha Tapas (2015) 'Creative Accounting and Business Ethics- Is it contradictory?' at the national seminar organized by Sree Chaitanya Mahavidyalaya in collaboration with Department of Commerce & Management, West Bengal State University, Barasat (2015)
2. Saha Tapas (2013). 'Recent Changes in FDI Policy in India and Its Impact on the National Economy- A Critical Review' at the national seminar organized by Netaji Nagar Day College in collaboration with Bengal Economic Association (2013)
3. Saha Tapas (2012) 'FDI in Multi-Brand Retail in India- How far is it Desirable from the Stand Point of Different Stakeholders?' at the national seminar organized by Department of Management, University of Kalyani (2012)

#### **Librarian**

**Dhiman Mondal**

**Publications:**

1. Mondal, Dhiman (2015). Role of IASLIC towards Advancing LIS professionals. In P. Mondal & S. Chakraborty (Eds.). LIS Career: challenges & opportunities. University of Calcutta: Kolkata. [BOOK CHAPTER]
2. Mondal, Dhiman & Saha, Satarupa. (2015). Journal of Indian Library Association during 2008-2014: a bibliometric study. Journal of Indian Library Association (ISSN: 2277 5145), Vol. 51, Issue. 1, pp. 27-33. [JOURNAL ARTICLE]

**Annexure II****NCC****Full Senior Division Company****Number of Company: 5/33****Under 33 Bengal Battalion NCC****Army Wing****Strength: 160 Cadets****ANO's Name: Captain Biplab Patra****Participation in NCC Camp, Parade etc. during 2011 to 2015**

| Year | Number of Camp, Parade, etc. Participated | No. of Cadet Attended |
|------|---|-----------------------|
| 2011 | 4   | 33                    |
| 2012 | 16  | 112                   |
| 2013 | 7   | 30                    |
| 2014 | 11  | 158                   |
| 2015 | 4   | 49                    |

**Results of Certificate Examination**

| Year | Name of Examination |        |         |                 |        |         |
|------|---------------------|--------|---------|-----------------|--------|---------|
|      | B - Certificate     |        |         | C - Certificate |        |         |
|      | Appeared            | Passed | A Grade | Appeared        | Passed | A Grade |
| 2011 | 26                  | 26     |         | 23              | 23     |         |
| 2012 | 29                  | 29     |         | 11              | 11     | 4       |
| 2013 | 56                  | 56     | 1       | 8               | 8      |         |
| 2014 | 4                   | 4      |         | 14              | 14     |         |
| 2015 | 25                  | 25     | 9       |                 |        |         |

**Job Status of the Cadets**

| Sl. No. | Year | Employment Status  | Cadet                                      |
|---------|------|--------------------|--|
| 1       | 2013 | Army               | i) Mandeep Kumar Gupta, ii) Chotelal Gupta |
| 2       | 2013 | West Bengal Police | Sibaprasad Ghosh                           |
| 3       | 2015 | Army               | Raj Prajapati                              |

**Outstanding Performance in NCC**

| Sl. No. | Year | Medals/Event                            | Recipient                                |
|---------|------|---|--|
| 1       | 2010 | Governor's Medal                        | SUO Arun Pratap Singh                    |
| 2       | 2013 | Participation in LRDC                   | Chandan Shaw                             |
| 3       | 2014 | Participation in Prime Minister's Rally | i) Ankit Mehta, ii) Ravi Sankar Chaoubey |
| 4       | 2014 | Best Medal for Durga Puja Duty          | 60 Cadets of this College                |

**Participation in NCC Camp, Parade etc. during 2011 to 2015**

| Sl. No. | Year      | Name of the Camp     | Place       | Duration                 | No. of Cadet Attended |
|---------|-----------|----------------------|-------------|--------------------------|-----------------------|
| 1       | 2011      | CATC                 | Salt Lake   | 02.02.2011 to 11.02.2011 | 12                    |
| 2       | 2011      | CATC                 | Maheshtala  | 10.02.2011 to 19.02.2011 | 5                     |
| 3       | 2011      | NPC                  | Siliguri    | 12.12.2011 to 21.12.2011 | 4                     |
| 4       | 2011-2012 | Army Attachment Camp | Salt Lake   | 19.12.2011 to 02.01.2012 | 12                    |
| 5       | 2012      | CATC                 | Birlapur    | 31.01.2012 to 09.02.2012 | 28                    |
| 6       | 2012      | CATC                 | Howrah      | 22.02.2012 to 02.03.2012 | 6                     |
| 7       | 2012      | CATC                 | Asansol     | 28.03.2012 to 07.04.2012 | 4                     |
| 8       | 2012      | PGC - TSC            | Kharagpur   |                          | 1                     |
| 9       | 2012      | CATC - X             | Sundarban   |                          | 33                    |
| 10      | 2012      | NPC - I              | Burdwan     | 31.10.2012 to 11.11.2012 | 10                    |
| 11      | 2012      | Army Attachment Camp | Salt Lake   | 10.12.2012 to 24.12.2012 | 10                    |
| 12      | 2012      | CATC - I             | Howrah      | 22.02.2012 to 02.03.2012 | 1                     |
| 13      | 2012      | NTC                  | Bhubaneswar | 02.06.2012 to 13.06.2012 | 2                     |

|    |           |                           |                 |                          |    |
|----|-----------|---------------------------|-----------------|--------------------------|----|
| 14 | 2012      | CATC                      | Howrah          | 12.09.2012 to 21.09.2012 | 3  |
| 15 | 2012      | CATC                      | Sundarban       | 09.10.2012 to 18.10.2012 | 2  |
| 16 | 2012      | CATC                      | Kanchrapara     | 03.11.2012 to 12.11.2012 | 2  |
| 17 | 2012      | CATC - XI, PreRDC - I     | Kanchrapara     | 16.11.2012 to 25.11.2012 | 2  |
| 18 | 2012      | CATC - XII, PreRDC - II   | Kanchrapara     | 26.11.2012 to 05.12.2012 | 2  |
| 19 | 2012      | CATC - XIII, PRERDC - III | Kanchrapara     | 10.12.2012 to 19.12.2012 | 2  |
| 20 | 2012-2013 | LRDC - I                  | Kidderpur       | 29.12.2012 to 08.01.2013 | 4  |
| 21 | 2013      | LRDC - II                 | Kidderpur       | 08.01.2013 to 17.01.2013 | 1  |
| 22 | 2013      | LRDC - III                | Kidderpur       | 18.01.2013 to 27.01.2013 | 1  |
| 23 | 2013      | Republic Day Parade       | Kolkata         | 26.01.2014               | 1  |
| 24 | 2013      | CATC                      | Shibkalt Nagar  | 18.01.2013 to 27.01.2013 | 16 |
| 25 | 2013      | CATC                      | Lakshikanta Pur | 20.01.2013 to 29.01.2013 | 7  |
| 26 | 2013      | CATC                      | Birlapur        | 21.08.2013 to 30.08.2013 | 2  |
| 27 | 2013      | IGC/RDC                   | Kanchrapara     | 15.09.2013 to 06.09.2013 | 2  |
| 28 | 2014      | CATC - IX                 | Gangasagar      | 08.01.2014 to 17.01.2014 | 52 |
| 29 | 2014      | WWR                       | Darjeeling      | 23.01.2014 to 01.02.2014 | 4  |
| 30 | 2014      | CATC - XV                 | Kolkata         | 08.01.2014 to 17.01.2014 | 2  |
| 31 | 2014      | P. M. Rally               | Kolkata         | 28.01.2014               | 2  |
| 32 | 2014      | NPC - III                 | Kolkata         | 18.01.2014 to 29.01.2014 | 2  |
| 33 | 2014      | CATC                      | Kolkata         | 13.10.2014 to 22.10.2014 | 63 |
| 34 | 2014      | CATC                      | Kolkata         | 29.10.2014 to 07.11.2014 | 9  |
| 35 | 2014      | NCC Day Camp              | Kolkata         | 08.11.2014 to 17.11.2014 | 3  |
| 36 | 2014      | All India Trek            | Shillong        | 10.12.2014 to 17.12.2014 | 2  |

---

|    |      |                            |            |                             |    |
|----|------|----------------------------|------------|-----------------------------|----|
| 37 | 2014 | CATC - XIII                | Namkhana   | 20.12.2014 to<br>29.12.2014 | 17 |
| 38 | 2014 | ALC - III                  | Hyderabad  | 21.01.2014 to<br>01.02.2014 | 2  |
| 39 | 2015 | CATC - VIII                | Namkhana   | 07.01.2015 to<br>16.10.2015 | 15 |
| 40 | 2015 | CATC                       | Kolkata    | 08.12.2015 to<br>17.12.2015 | 7  |
| 41 | 2015 | Army<br>Attachment<br>Camp | Salt Lake  | 04.12.2015 to<br>19.12.2015 | 24 |
| 42 | 2015 | NTC                        | Darjeeling | 08.12.2015 to<br>18.12.2015 | 3  |

**Annexure III****List Computers, Printer and Other Accessories**

| Sr.No.   | Specification   |
|--|---|
| <b>General Students' Office, Accounts and Result Section</b> |   |
| 1  | A/C-1:<br>Processor: Intel(R) Core <a href="#">i3-2100@3.10</a> GHz<br>Installed RAM: 4GB (DDR3)<br>Hard disc: 500 GB<br>DVD: LG-R/W  |
| 2  | A/C-2:<br>Processor: Intel(R) Core <a href="#">i3-2100@3.10</a> GHz<br>Installed RAM: 4GB (DDR3)<br>Hard disc: 500 GB<br>DVD: LG-R/W  |
| 3  | A/C-3:<br>Processor: Intel(R) Dual-Core CPU E5200@2.50 GHz<br>Installed RAM: 2GB (DDR2)<br>Hard disc: 250 GB<br>DVD: R/W  |
| 4  | A/C-4:<br>Processor: Intel(R) Dual-Core CPU E5200@2.50 GHz<br>Installed RAM: 2GB (DDR2)<br>Hard disc: 250 GB<br>DVD: R/W  |
| 5  | Leave/Result-1:<br>Processor: Intel(R), Core(TM), <a href="#">i3-2120CPU@3.30GHz</a> , 3.29GHz,<br>RAM: 4GB,<br>Hard disc: 500 GB,<br>OS: Windows XP SP2.   |
| Accessories  | Printer: HP Laser Jet 1020 Plus<br>Printer: HP Laser Jet P1108<br>Printer: HP Laser Jet M1005MFD<br>Printer: HP Laser Jet P1108<br>Printer: HP DeskJet D1560<br>Scanner: HP ScanJet Pro 3000 S2<br>Cannon Laser LIDE110<br>Copier machine: Cannon Image Runner 2002<br>Copier machine: Xerox work centre 5016<br>Printer HP LaserJet M1005 MEP (Leave/Result Section) |
| <b>Library</b>   |   |
| 6  | AMC/Lib-01:<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB  |

|  |   |
|--|---|
| 7  | AMC/Lib-02:<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB          |
| Accessories  | Printer: Cannon image class MF3010<br>TP Link router: 300 Mbps wireless N Router (Model TL-WR841N)          |
| <b>Department of Information Technology and Computer Science</b> |   |
| 8  | AMC/Prin01:Processor: Pentium(R) Dual Core CPU E5200@ 2.50 GHz, RAM: 2 GB, Hard disc: 250 GB<br>DVD: LG-R/W |
| 9, 10  | Pentium(R) Dual core CPU, 2.7 GHz, 1 GB RAM, 40 GB HDD, 15" TFT colour Monitor                              |
| 11   | Pentium(R) Dual core CPU, 1.8 GHz, 1 GB RAM, 40 GB HDD, 15" TFT colour Monitor                              |
| 12, 13, 14   | Intel(R) Core(TM) i3-2120 CPU, 3030 GHz, 4GB RAM, 40GB HDD, TFT colour Monitor                              |
| 15, 16, 17   | Intel Celeron(R) CPU G1610, 2.6 GHz, 4GB RAM, 500GB HDD, LED colour Monitor 19"                             |
| NA   | Pentium(R) Dual core CPU, 2.7 GHz, 1 GB RAM, 40 GB HDD, 15" TFT colour Monitor [For Hardware Classes]       |
| Accessories  | Printer ((Black & White) HP LaserJet P1108, HP LaserJet M1136 with Scanner and Copier                       |
| <b>Department of Mathematics</b>                                 |   |
| 18   | Intel core 2 Duo, 2GB RAM, 320GB HDD  |
| 19   | Intel dual Core, 2GB RAM, 500GB HDD   |
| 20   | Intel j3' 2GB RAM, 500GB HDD  |
| 21   | Intel j3' 2GB RAM, 500GB HDD  |
| Accessories  | Laser Printer M1136, MFD  |
| <b>Department of Botany</b>                                      |   |
| 22   | Lenovo G580 Laptop<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB   |
| Accessories  | Canon Printer<br>Canon Image class Printer  |
| <b>Department of Zoology</b>                                     |   |



|                                 |   |
|---------------------------------|---|
| 23                              | Lenovo G580 Laptop<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB   |
| <b>Department of Chemistry</b>  |   |
| 24                              | Lenovo G580 Laptop<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB   |
| 25                              | Lenovo Laptop<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB  |
| <b>Department of Physiology</b> |   |
| 26                              | Laptop Dell Inspiron<br>Processor: Intel core <a href="#">i3@3.30</a> GHz<br>RAM: 4 GB<br>Hard disc: 500 GB   |
| <b>Department of Physics</b>    |   |
| 27                              | AMC/PHY1: Processor: Intel(R), Core(TM), <a href="#">i3-3210CPU@3.20GHz</a> , 3.19GHz, Installed RAM: 4GB , Hard disc: 320 GB, OS: Windows XP SP2               |
| 28                              | AMC/PHY2: Processor: Intel(R), Core(TM), <a href="#">i3-3210CPU@3.20GHz</a> , 3.19GHz, Installed RAM: 4GB, Hard disc: 320 GB, OS: Windows XP SP2                |
| 29                              | AMC/PHY3:<br>Processor: Intel(R), Core(TM), <a href="#">i3-2100CPU@3.10GHz</a> , 3.09GHz,<br>Installed RAM: 4GB,<br>Hard disc: 320 GB,<br>OS: Windows XP SP2    |
| 30                              | AMC/PHY/lap01:<br>Processor: Intel(R), Core(TM), <a href="#">i3 M370 CPU@2.40GHz</a> , 2.40GHz,<br>RAM: 4GB,<br>Hard disc: 500 GB,<br>OS: Windows 7<br>(Laptop) |
| Accessories                     | Printer, scanner, copier machine: LaserJet M1136 MFP  |

**Ananda Mohan College**  
(A College under the BrahmoSamaj Education Society)



102/1, Raja Rammohan Sarani, Kolkata – 700009  
(033)2350-5767 (Principal)  
2352-7327 (Office)  
e-Mail ID anandamohancollegecalcutta@gmail.com  
Web Site : [www.anandamohancollege.ac.in](http://www.anandamohancollege.ac.in)

Ref. No. P/69/15

Date : 22/12/15

**Declaration by the Head of the Institution**

I do hereby certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge. This SSR is prepared by the institution after internal discussions and no part thereof has been outsourced. I am aware that the Peer Team will validate the information given in this SSR during the Peer Team visit.



*PKM-15*  
*22/12/15*  
(Dr. Pradip Kumar Maiti)  
Principal  
Ananda Mohan College  
Kolkata  
Principal  
**ANANDA MOHAN COLLEGE**  
102/1, Raja Rammohan Sarani, Kol-9

## Enclosures – A

### University Affiliation and UGC 12B and 2F Letter (5 Pages)

Shri Joydeep Sil, M.Sc.,  
Development & Planning Officer  
CALCUTTA UNIVERSITY

No. UGC./707/2(F)...& 12(B)

When replying please quote  
Number, Date and Subject.

Senate House, the...29.11.2005.

**" TO WHOM IT MAY CONCERN "**  
=====

This is to certify that Ananda Mohan College is included under Section 2(f) and 12(B) of the UGC Act, vide "UGC 2004, Directory of Colleges under Section 2(f) and 12(B) of UGC Act", Serial No. 5.

*(Joydeep Sil)*  
Development & Planning Officer,  
Calcutta University.

**PART - I OF THE SELF-STUDY REPORT**

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**INSPECTOR OF COLLEGES**



**CALCUTTA UNIVERSITY**  
CENTENARY BUILDING  
KOLKATA - 700 073

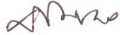
No. ....  
C/1639/2-Affl

Dated, the ....., 20  
14.12.2015

**To Whom It May Concern**

This is to certify that Ananda Mohan College, 102/1, Raja Rammohan Sarani, Kolkata-700009 was granted affiliation by the University of Calcutta in the year 1961 and the affiliation stands valid till date.



  
Inspector of Colleges

  
Inspector of Colleges  
UNIVERSITY OF CALCUTTA



**UNIVERSITY OF CALCUTTA**  
**SENATE HOUSE**  
 87/1, College Street, Kolkata – 700 073

(Dr.) Soma Bandyopadhyay

Registrar (Acting)

: 2241-0071/4984

: 91-033-2241-3222

l : somabando@yahoo.co.in

প্রফেসর (ডঃ) সোমা বন্দ্যোপাধ্যায়  
 কার্যনির্বাহী নিবন্ধক

**TO WHOM IT MAY CONCERN**

This is to certify that **Ananda Mohan College**, 102/1, Raja Rammohan Sarani, Kolkata-700 009, 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 English, Bengali, History, Economics   | NA          |           | Affiliation stands valid till date |
| 2.    | Three Year B.A. General Course in English, Bengali, History, Economics, Political Science, Philosophy, Sanskrit, Geography, Hindi | NA          |           | Do                                 |
| 3.    | Three Year B.Sc. Honours Courses in Physiology, Botany, Mathematics, Physics, Chemistry, Zoology                                  | NA          |           | Do                                 |
| 4.    | Three Year B.Sc. General Course in Physiology, Botany, Mathematics, Physics, Chemistry, Zoology, Computer Science                 | NA          |           | Do                                 |
| 5.    | Three Year B.Com. Honours Course  | NA          |           | Do                                 |
| 6.    | Three Year B.Com. General Course  | NA          |           | Do                                 |

Date: 14.12.2015


Place : Kolkata

Prof. (Dr.) S. Bandyopadhyay  
 Registrar (Acting) 14.12.15



## UGC Grant Release Letter-I

All communications are to be addressed to the Joint Secretary by designation and not by name.

  
 BY SPEED POST

UNIVERSITY GRANTS COMMISSION  
 EASTERN REGIONAL OFFICE  
 I.R.S. Sector III Salt Lake, Kolkata 700 098  
 Phone : (033) 2335 4767  
 Fax : (033) 2335 6586  
 E-mail : ugernr\_kolkata@yahoo.co.in

March, 2014

No: F.IQAC-W-083/13-14 (ERO)

✓ The Accounts Officer,  
 Eastern Regional Office,  
 University Grants Commission,  
 Kolkata.

Sub: Release of Grant under the scheme of Internal Quality Assurance Cells (IQAC) in Colleges during XII Plan period.

Sir/Madam,

The UGC Head Office orders No.F.6-2/2014(IQAC)/ERO/RO dated 13.03.2014. The Commission has decided to release of grants under the scheme of Internal Quality Assurance Cells (IQAC) in Colleges during XII Plan period. Accordingly, I am directed to convey the approval of Chairman, UGC to allocate and sanction of Rs.3,00,000/- to Ananda Mohan College, 102/1, Raja Ram Mohan Surani, Kolkata, West Bengal 700009 for the XII Plan period as detailed below:-

| Sl No.   | Purpose of grant (Head of Account 4(xvi))                      | Amount allocated (Rs.) | Grant already sanctioned (Rs.) | Grant now being sanctioned (Rs.) | Total Grant (Rs.) | Balance grant (Rs.) |
|----------|--|------------------------|--------------------------------|----------------------------------|-------------------|---------------------|
| <b>A</b> | <b>Capital Head-35</b>   |                        |                                |                                  |                   |                     |
| 1.       | Office Equipment   | 60,000/-               |                                |                                  |                   |                     |
|          | <b>Total A</b>   | 60000/-                |                                |                                  |                   |                     |
| <b>B</b> | <b>General Head-31</b>   |                        |                                |                                  |                   |                     |
| 1.       | Honorarium to the Director/Coordinator, IQAC @Rs.1000 X 12 X 5 | 60,000/-               |                                |                                  |                   |                     |
| 2.       | Hiring Services for Secretarial & Technical Services           | 60,000/-               |                                |                                  |                   |                     |
| 3.       | ICT's Communication expenses                                   | 70,000/-               |                                |                                  |                   |                     |
| 4.       | Contingencies  | 50,000/-               |                                |                                  |                   |                     |
|          | <b>Total B</b>   | 2,40,000/-             |                                |                                  |                   |                     |
|          | <b>Grand Total: A+B</b>  | 3,00,000/-             | NIL                            | 3,00,000/-                       | 3,00,000/-        | NIL                 |

2. The sanctioned amount is debitible to Head of Account as detailed below.

| Amount sanctioned (Rs.) | For General (77.5%) (Rs.) | For SC 15% (Rs.) | For ST 7.5% (Rs.) |
|-------------------------|---------------------------|------------------|-------------------|
| 3,00,000/-              | 232500/-                  | 45000/-          | 22500/-           |

3. The sanctioned amount is debitible to 4(xvi) and is valid for payment during the financial year 2013-2014 only.

4. The XIIth plan guidelines available in the UGC website [www.ugc.ac.in](http://www.ugc.ac.in) may be referred by the college for the composition of the committee, function and follow-up actions of IQAC. The college shall incur expenditure on items as given in the guidelines.

5. The amount of the grant shall be drawn by the Accounts Officer, UGC, ERO, Kolkata (Drawing and Disbursing Officer), University Grants Commission, on the Grant-in-Aid bill and shall be disbursed to and credited to grantee as above through Electronic mode as per the following detail:

(a) Details (Name & Address) of Account Holder:  
 Principal,  
 (b) Account No.: 1963000100096100  
 (c) Name & Address of Branch: Punjab National Bank, Gasper Branch  
 (d) MICR Code of Branch: 700024050  
 (e) IFSC Code: PUNB0196300  
 (f) Type of Account: SB/Currency/Cash Credit.

6. The grant is subject to the adjustment on the basis of Utilization Certificate in the prescribed proforma submitted by the College/Institution.


7. The University/College shall maintain proper accounts of the expenditure out of the grants which shall be utilized only on approved items of expenditure and ensure proper labeling of the items purchased.

8. The University/Institution may follow the General Financial Rules, 2003 and take urgent necessary action to amend Their manuals of financial procedures to bring them in conformity with GFRs, 2003 and those don't.

## UGC Grant Release Letter-II

7 12/3/11  
or 3/1/11

All communications are to be addressed to the Joint Secretary by designation and not by name.

  
UNIVERSITY GRANTS COMMISSION  
EASTERN REGIONAL OFFICE  
LD 6 Sector III Salt Lake, Kolkata 700 098  
Phone : (033) 2335 4767  
Fax : (033) 2335 6886  
Web: www.ugc.ac.in

**No.F. AGW-504/11-12(ERO)**

**March 05, 2013**  
**30 MAR 2013**

To

The Principal/ Teacher-in-Charge,  
Ananda Mohan College,  
102/1, Raja Rammohan Sarani, Kolkata,  
**West Bengal-700009.**

**Sub: Approval of additional assistance to Colleges already covered under Section 12B of the UGC Act, 1956.**

Sir/Madam,

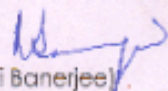
The University Grants Commission has approved your proposal under the scheme of additional assistance to Colleges already covered under Section 12B of the UGC Act, 1956. As per the recommendations of the Expert Committee, an amount of **₹2500000/-** has been allocated to your college.

Your proposal has been approved subject to the modifications enclosed as **Annexure-I**.

An amount of **₹1250000/-** (50% of the allocation) is being sanctioned separately as the first instalment. **The College should follow its Detailed Project Report (DPR) strictly; however it must be read with the Remarks against specific items at Annexure-I. Expenditure on air conditioner and water cooling system are inadmissible.**

As per decision taken in a Meeting of the UGC held on 19<sup>th</sup> July, 2012, Colleges will be permitted to utilize the grant under the Scheme of Additional assistance to Colleges, **within a period of six months from the date of release of grant.**

Yours faithfully,

  
(Dr. Ratnabali Banerjee)  
Joint Secretary

Encl. As above.  
Calcutta



Enclosure – B

NAAC Certificate and Quality Report (2 pages)





## Quality Profile

Name of the Institution : Ananda Mohan College

Place : Raja Rammohan Sarani, Kolkata, West Bengal

| Criterion                                 | Criterion Score (Ci) | Weightage (Wi) | Criterion X Weightage (Ci x Wi) |
|---|----------------------|----------------|---------------------------------|
| I. Curricular Aspects                     | 77                   | 10             | 770                             |
| II. Teaching-learning and Evaluation      | 78                   | 40             | 3120                            |
| III. Research, Consultancy and Extension  | 65                   | 05             | 325                             |
| IV. Infrastructure and Learning Resources | 68                   | 15             | 1020                            |
| V. Student Support and Progression        | 71                   | 10             | 710                             |
| VI. Organisation and Management           | 82                   | 10             | 820                             |
| VII. Healthy Practices                    | 75                   | 10             | 750                             |
|   |                      | 100            | $\Sigma C_i W_i = 7515$         |

$$\text{Institutional Score} = \frac{\Sigma C_i W_i}{\Sigma W_i} = \frac{7515}{100} = 75.15$$

*Director*

EC/41/77

## Recommendations of NAAC Peer Team

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- A variety of subject options for Science and Arts students at UG level.
- Offering Honours as well as General courses in the faculties of Arts, Science and Commerce.
- Dedication and commitment of the teaching and non-teaching staff of the institution.
- Imparting education in accordance with the lofty principles of the Brahmo leaders- the founders of the college.
- Involving Students Union in various activities of the college including extension activities, sports and games and cultural activities.
- Facilities to the teaching faculty to attend the orientation and refresher courses as per their need.
- Inculcating discipline and civic responsibilities among the students.
- Faculty devoting extra time and efforts on both the educationally disadvantaged as well as outstanding performers.
- Some teachers have independent research projects and have published research papers.
- Starting a Journal of its own by the college.
- Introducing student feed back mechanism about the teachers as well as the college.

With the view to its further improvement, the Peer Team would like to suggest the following to the institution for its consideration :

- A large number of teachers are non Ph.Ds. They may be encouraged to do Ph.D.
- There is need to appoint a regular Principal and fill up the vacant faculty

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*R. Datta*  
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- positions as to improve the teaching learning process.
- The College may explore the possibility of introducing more course options. Some Computer/IT related degree courses like BCA, B.Sc.(IT) and Management oriented courses B.B.A. etc. may be introduced.
- The college may take steps to strengthen laboratories and start some P.G. courses like M.Com, M.A. in Economics, Political Science, History and M.Sc. in Computer Sciences, Information Technology, Physics and Chemistry.
- The computer centre may be established with sufficient number of computers with internet facility so as to make all teachers and all students computer literate.
- A Commerce laboratory for giving practical knowledge about financial instruments may be set up.
- A language laboratory to enhance the communication skill may be set up.
- A Yoga and meditation centre may be started.
- Better opportunities and facilities may be provided for sports and co-curricular activities to encourage students participation in University/State/ National level competitions by constructing an Indoor Stadium and providing a Gymnasium.
- An Women Cell and N.S.S. facility may be provided.
- Teachers may be encouraged to get more research grants from various bodies like UGC, CSIR, DBT, DST etc. and some matching research grant may be provided by the college.
- Resource generation through self financing courses and donations may be increased.
- The teachers may be encouraged to publish research papers at National and International levels.

*R. Bhowmik*

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- Formation of Parent-Teacher Association and better use of Alumni Association using their services for the development of infrastructure in the college and placement of students may be considered.
- The departments may be encouraged to form departmental societies and organise more student activities related to the subject like debates, declamation contests etc.
- The college may organise more National level Seminars/Workshops etc.
- The library needs to add more latest text and reference books. The computerisation of the library by installing latest library software may be completed on priority basis. The Library may also be housed in a bigger area and provide better reading room facility.
- The college may provide Hostel facilities to attract students from other distant places, especially for girl students.
- Complete computerisation of the college records including Finance and Students Profile may be completed on priority basis.
- The college may launch its detailed Website.

The Peer Team is of the opinion that this exercise will be useful to the institution to initiate the quality enhancement strategies and its march towards further growth and development.

The Peer Team places on record its appreciation of the Principal, his entire team and other constituents of the college for this introspection undertaken. We wish them all the best in their pursuit of excellence in higher education.

(Principal) Teacher-in-Charge  
Ananda Mohan College, Kolkata  
Teacher-in-Charge  
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*R. Banerjee*

NAAC for quality and excellence in Higher Education

**Names and Signatures of the Peer Team Members**

1. Name of the Chairman : Prof. R. S. Bawa

Signature

*R. S. Bawa*  
13.1.2007

2. Name of the Member : Prof. B. N. Deka

Signature

*B. N. Deka*  
13.1.2007

3. Name of the Member : Prof. M. C. Agrawal

Signature

*M. C. Agrawal*  
13.1.07

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

**Name & Signature of the Head of the Institution**

*Dr. Suradis Chandra Datta*  
13/1/07

(Dr. Suradis Chandra Datta)

(Principal) Teacher-in-Charge

Ananda Mohan College, Kolkata (W.B.)

Teacher-in-Charge,  
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## Enclosures - C

### Building Plan (5 Pages)

