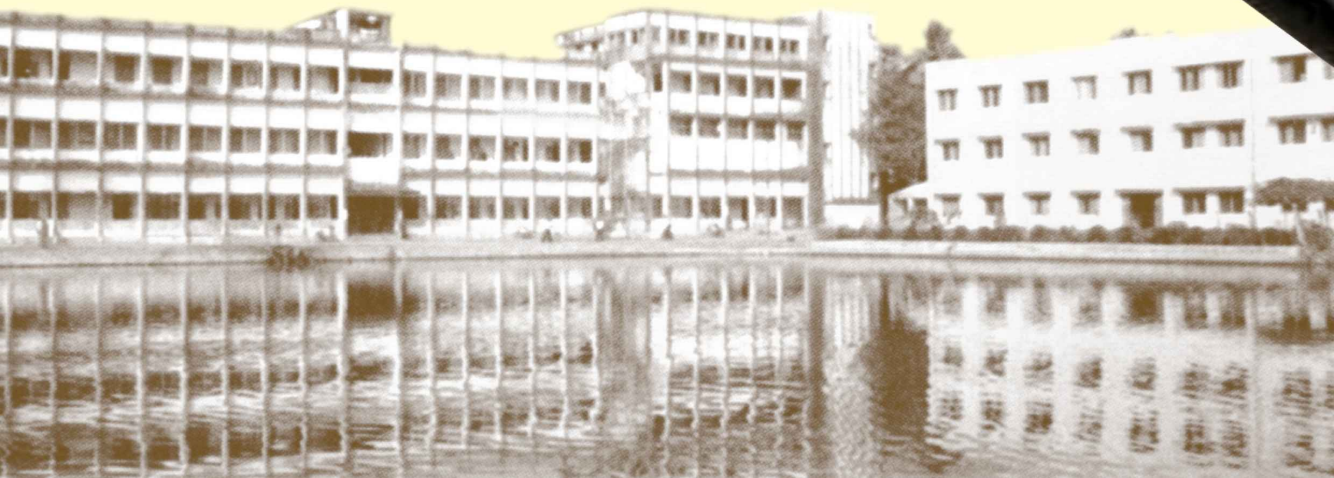


# Uluberia College

Uluberia, Howrah-711315

**SELF  
STUDY  
REPORT**





# **Uluberia College**

Established in 1948

## **Self-Study Report**

*“Whatever you think that*

*You will be.*

*If you think yourself Weak,*

*Weak you will be;*

*If you think yourself strong,*

*Strong You will be.”*

**Swami Vivekananda**

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## **A. Preface**

Uluberia College, the dream-child of an educationist and Headmaster of a local high school Sri Haripada Ghoshal, started its journey on 16<sup>th</sup> August, 1948. Sri Ghoshal, the founder Principal of the college, wanted to start an educational institution for higher studies especially for the girls who had to discontinue their education after completion of their school studies as there was no college nearby. He started the college with a handful of boys and girls, practically begging door to door for the girl students. Now his dream has been fulfilled—the number of girl students is increasing day by day and in some streams they have outnumbered their other halves.

With the passage of time Uluberia College, as an institution of higher studies imparting UG courses to all aspiring learners from diverse communities (minority- dominated) and economic background from rural areas, has prepared, modified and upgraded itself to meet the academic challenges and changing demands of the learners and society. The acceptance of accreditation system by NACC in colleges and universities has undoubtedly become very much beneficial for the improvement of academic atmosphere of the educational institutions and our institution is no exception to this. Besides efficiently carrying on the regular and traditional form of imparting UG courses in the Arts, Science and Commerce Stream, the curriculum has now diversified to conduct PG course in Botany, Zoology, Environmental Science, Commerce, English, Bengali, History and Sanskrit in the Distant Mode. No effort is spared for the all-round development of the students by the faculty. The college strives to make individuals who were not only academically sound but also well balanced and morally good. All these qualitative as well as quantitative achievements on the part of our institution have been achieved by ceaseless efforts on the part of our administration, teaching, non-teaching as well as student union.

## **B. An Executive Summary: SWOC Analysis of the Institution.**

### **Strength:**

The most remarkable strength of the institution is the cordial relation among the students and the teaching and non-teaching staff of the college. This is really something to be proud of and the NAAC peer team in their visit to the college for accreditation appreciated this very much. Whenever any problem crops up, we face the problem as a unit.

Geographically the college is situated in a very advantageous position. It is only 20 kilometers from Kolkata and is connected with it both by road and railways. It is approachable both from Uluberia and Phuleswar railway stations and there are bus routes to cover up nearby places. It is one of the oldest colleges in Howrah district which caters the needs of the students of three districts—Howrah, Midnapur and South 24 Parganas.

Another strength of the college is its human resource. There are near about 6000 students in our college who are mostly obedient, obliging and enterprising. Most of the students are first generation learners but many of them are quite intelligent and come with flying colours in their University Examinations.

The institution can be proud of its graduates. Many of our alumni are well established and serve the society by their esteemed profession like teachers, professors, lawyers, judges, doctors scientists etc. Some of our students are working as scientists in different renowned institutions both inside and outside the country.

The faculty members of our college, including the Principal, are academic minded and pursue their research works as far as it is possible for them besides their teaching commitments. They regularly publish their research papers in various journals. In every year we organize different academic seminars. We publish a yearly Academic Journal and organize Study Circle at regular intervals. The college authority always encourages all sorts of academic endeavour. Student seminars are regularly organized by different departments and students are encouraged to participate in debate and quiz competitions.

The non-teaching staff of the college is very cooperative. They support all kinds of developmental works and serve the needs of the students well.

The Student Council of the college is quite helpful. They take part in all kinds of student-oriented activities and thus help the smooth running of the college.

Besides academic activities, extra-curricular activities are always encouraged by the college authority. Students participate in indoor and outdoor games organized by the college as well as the outside institutes. In every year the student council organize different cultural program.

The NCC and NSS units of the college are very strong. They organize different social awareness and outreach programs and thus help to develop social responsibility among the students.

The B.Ed. department of our college is the oldest among the B.Ed. colleges of Howrah district. In every year the students of this department excels in University examination. The students of the department are also culturally very strong.

To cap it all, the Governing body, constituted by teaching, non-teaching and student representatives as well as outside members like University and Government nominee, is very cooperative and helpful. It has a great role in the smooth running of the college.

### **Weakness:**

The institution has some weaknesses. We have no boundary wall and because of this outside persons have an easy access to the college compound. Recently college authority has introduced C.C.TV in the college campus to keep constant vigilance. The authority had tried to build a boundary wall in several times but it was not materialized. As there was no proper road surrounding the college the people of the local community had to use the road inside the college, they prevented to raise the boundary wall. Now a road has been constructed by the Municipality and we are in the process of constructing the wall.

Another weakness of our college is insufficiency of staff—both teaching and non-teaching. With ever-increasing students it is really very difficult to carry on the academic as well as administrative activities with such insufficient number of staff. The college authority tries to compensate this problem by engaging part-time and guest lecturer in academic field and casual staff in administrative field. In order to appoint guest lecturers and casual staff there is a great financial involvement in every year which could have been avoided if the vacant posts are filled up.

The drop-out rate of the students is comparatively high in our college. Many of our students come from the BPL families and sometimes they are bound to leave studies for their families and because of this the drop-out rate of the boy students are higher than the girl students. It is observed that sometimes they discontinue for two or three years and then again resume their studies when they can manage. We often try to help these students so that they can continue in spite of all sorts of odds. Another reason of the increasing rate of drop-out is the recent trend of attraction towards technical studies. This trend is very common among the students of all the institutes providing main-stream education.

The surrounding area of our college is not very encouraging. The people of the local community are not progressive minded having very little concern for the development of the college. They even prevent any sort of welfare activities carrying out by our students for the upliftment of their condition. This dampens our spirit to some extent. But recently the college authority has started dialogue with them and they are responding positively.

### **Opportunities:**

Every cloud has its silver lining. In spite of several weaknesses mentioned above, Uluberia College is quite hopeful to provide some opportunities to its stakeholders—especially to the students who are its prime strength. We would like to provide the following things:

- An opportunity to build an undergraduate experience using the best practices from throughout West Bengal;
- More conversations and partnerships with local employers—those in the private, non-profit and public sectors---so that our students gets better chance of employment;
- Introduce internships and cooperative education;
- Open training centre for competitive examinations;
- Add new vigorous academic and workforce programs;
- Introduce new subjects in UG and PG under Vidyasagar University and Netaji Subhas Open University Distant Education;
- Improve and expand Guaranteed Admissions Agreement (GAA) advising and result;
- Introduce Gymnasium and Swimming facility in our campus;
- xi) Partner of new initiatives with a variety of community organizations;
- Increase students' aid fund and introduce institute's scholarship facilities;
- Continue to upgrade and expand multi-use facilities;
- Introduce on-line access to the library and E-books;
- Introduce on-line remedial coaching system;
- Provide medical facilities to the staff and students and medical insurance facility for the non-teaching casual staff;
- Integrate ongoing training for staff.

### **Challenges:**

There are some challenges which we have to overcome in order to materialize our mission of making our graduates self-dependent, enterprising and socially committed citizens of India:

- Reduced public funding for higher education in India;
- Excessive workload for faculty and staff;
- Less involvement of guardians;
- Large number of students are first generation learners;
- Lack of regional perception of higher education value;
- Compromising quality while pursuing Full Time Enrollment (FTE) growth;
- Lack of regional broadband services;
- Communication deficits often comes in the way to our attempt to appoint qualified guest faculty;
- Inadequate space to serve properly the increasing number of students;
- Insufficient updating of curricula in proportion to the demand of the modern ages;
- Insignificant number of placement from in-campus assessment by employers' placement.

With all this challenges the college determines to navigate its graduates towards the goal which they want to achieve in their lives.



## C. Profile of the Affiliated /Constituent College

### 1. Name and address of the college:

Name : Uluberia College.  
 Address : Uluberia, Howrah.  
 City : Uluberia Pin: 711315 State: West Bengal.  
 Website : www.uluberiacollege.org.in

### 2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Debasish Pal.	O: 033-26610332 R: 033-24296723	09830885918		Debasishpal60@yahoo.com
Steering Committee Co-ordinator	Dr. Aditi Bhattacharya	O: 033-26610332 R:033-25650102	09830656487		aditi_phil@yahoo.co.in

### 3. Status of the of Institution :

Affiliated College

Constituent College

Any other (specify)

### 4. Type of Institution:

#### a. By Gender-

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

#### b. By shift-

- i. Regular
- ii. Day **Yes**
- 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.

**6. Source of funding:**

Government  
 Grant-in-aid  
 Self-financing  
 Any other

✓

7. a. Date of establishment of the college: **16.08.1948.**  
 b. University to which the college is affiliated /or which governs the college (If it is a constituent college): **University of Calcutta**  
 c. Details of UGC recognition:

Under Section	Date, Month and Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	07.07.1956	
ii. 12 (B)	07.07.1956	

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

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

Under Section/clause	Recognition/Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
	NCTE	04.08.08		
	B.Ed Dept.			

(Enclose the recognition/approval letter)

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

Yes **No**

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

Yes **No**

**9. Is the college recognized?**

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



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

Health centre staff –

Qualified doctor      Full time                       Part-time

Qualified Nurse      Full time                       Part-time

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

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

Sl. No	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	B.A, B.SC, B.Com	3 yrs	H. S or equivalent exam.	Bengali & English		6000 Approx.
	Any Other (specify and provide details)	UG course under N.S. Open Univ. & PG course under Vidyasagr Distant Education mode.					

**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

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

Particulars	UG	PG	Research
Science	Physics, Chemistry, Mathematics Computer Science, Zoology, Botany, Physiology.		
Arts	Bengali, English, History, Philosophy, Political Science, Sanskrit, Economics, Geography.		
Commerce	Accountancy, Business Economics & other commerce subjects.		

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

1. annual system
2. semester system
3. trimester system

**17. Number of Programmes with-**

Choice Based Credit System

Inter/Multidisciplinary Approach

Any other (specifies and provides details)

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

If yes, Year of Introduction of the programme(s).....1968 and number of batches that completed the programme : **41**

\*\*B.Ed course could not be offered for two years (2006-07) because of delaying of NCTE recognition.

NCTE recognition details (if applicable)

Notification No.: ...ERC/7-877.6(1) 30/2008/11888.....

Date: .....04.08.08.

Validity:.....

Is the institution opting for assessment and accreditation of Teacher Education Programme separately? \*  
 (\*In the Process.)

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

**No**

If yes,

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

NCTE recognition details (if applicable):

Notification No.: .....

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

Validity:.....

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

Yes

No

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government Recruited			6	2	7 9 * 2**	16 8* 2**	28	2	5***	
<i>Yet to recruit</i>										
Sanctioned by the Management/society or other authorized bodies Recruited										
<i>Yet to recruit</i>										

**\*M-Male \*F-Female \* Part-timer. \*\* Contractual Teachers**

**\*\* In any under graduate college like us no professor post has-been sanctioned**

**\*\*\* Graduate laboratory instructor has been shown here as technical staff. (They enjoy lecturer scale as per UGC scale)**

**21. Qualifications of the teaching staff:**

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.							
Ph.D.			4	1	6	7	18
M.Phil.						1	01
PG			2	1	1	8	12
<b>Temporary teachers</b>							
Ph.D.							
M.Phil.							
PG							
<b>Part-time teachers</b>							
Ph.D.					3		3
M.Phil.							
PG					6	8	14

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

12
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**23. Furnish the number of the students admitted to the college in the 1<sup>st</sup> year during the last four academic years.**

Categories	Year 1 2009-10		Year 2 2010-11		Year 3 2011-12		Year 4 2012-13	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	282	156	565	425	605	498	713	659
ST	7	4	7	9	8	10	7	7
OBC	53	37	109	90	138	143	372	190
General	929	778	2098	1879	2188	2245	2221	2502
Others Minorities	345	282	786	637	824	827	887	995

**24. Details on students enrollment(1<sup>st</sup> yr,2<sup>nd</sup>yr,3<sup>rd</sup> yr) in the college during the current academic year: 2012-13**

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	100%				6479
Students from other states of India					
NRI students					
Foreign students					
Total					

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

UG

PG

**26. Unit Cost of Education:**

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

(a) including the salary component: Rs.6200/-

(b) excluding the salary component: Rs.765/-

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

Yes

No

If yes,

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

Yes

No

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

Directorate of Distance Education, Vidyasagar University (DDE, VU) & Netaji Subhas Open University (NSU).

c) Number of programmes offered: 8 (PG) under VU & 5 (UG) under NSU.

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

Yes

No



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

Bengali (PG) : 1:165, History (PG): 1:212, English(PG): 1:40, Sanskrit(PG): 1:48, Zoology(PG): 1:39, Botany(PG): 1:14, Math(PG): 1:07 & Commerce(PG): 1:14. (In 2012-13 session)

Bengali(UG): 1:67, History(UG): 1:46, Political Science(UG):1:19, English(UG): 1:27 & Math(UG): 1: 04. (In 2013-14 session).

**29. Is the college applying for Accreditation :**

Cycle 1  Cycle 2  Cycle 3  Cycle 4

*(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: **18.03.2007** ..... (dd/mm/yyyy) Accreditation Outcome/Result **B++**.....

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

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

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

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

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

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

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

IQAC ...**23.07.2007**..... (dd/mm/yyyy)

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

AQAR (i) June 2008 ..... (dd/mm/yyyy)

AQAR (ii) June 2009..... (dd/mm/yyyy)

AQAR (iii) June 2011..... (dd/mm/yyyy)

AQAR (iv) June 2012..... (dd/mm/yyyy)

**\* We have also submitted AQAR 11-12 through on-line as per the request of NAAC.**

## D. Criteria-Wise Inputs

### 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.

The vision of this institution, situated in a rural landscape, inhabited by multicultural society of different ethnic, religious and economically backward –group, is to excel in academic arena and enlighten the students in navigating through the challenges of a globalised world. The mission and objective of the institution, with its limited resources and human personnel, is to strive to redefine the general education relevant to the society's emerging needs and teach its future citizens the spirit of national integrity. Different academic and socio-cultural ventures are taken to materialize and communicate the vision and mission of the institution to the students, teachers, staff and other stake holders.

##### 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).

There is an Academic subcommittee to look after the academic matters. In the beginning of each Academic session (From July to May) Academic Calendar is made by each department and is distributed among the students. For effective implementation of the curriculum class tests, tutorial, student-seminar, group discussions, academic counseling etc. are arranged on regular basis. Guardian's meetings are called to make the guardians aware of the academic performances of their wards. The institution encourages the healthy practice of teachers' assessment by students. Every year the outgoing students assess both the administrative and academic activities of the college and on the basis of this assessment rectifications are made if necessary.

##### 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 teachers receive all kinds of support from the institution , like : a) teaching aids (micro phone , power projectors etc. b) reference books and journals , c) computer/laptop with net connections, d) study leave for attending refresher course, seminars, workshops, carrying out Ph.D work etc and e) freedom to organize seminars, work shop, study circle etc.

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

The institution always keeps liaison with the parent university, i.e. Calcutta university regarding

publication and up gradation of syllabus, encourages the faculty members to join the syllabus committee meeting organized by C.U where they can make valuable contribution.

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

The institution maintains its network with the university for implementation of the curriculum made by the university and for conducting the examinations upheld by the University.

The institution has no direct liaison with the research institutes. But some of our faculty members interact with different research institutions for their doctoral and post-doctoral research activities.

We have no network connection with the industries excepting the fact that we invite some industries to orient and counsel the students for job and organize seminar regarding job opportunities.

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

The faculty members regularly attend the syllabus committee meeting organized by Calcutta University where they give suggestions regarding the development and up gradation of the curriculum keeping in mind the students' as well as guardians' feedback.

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

No such curriculum has been developed by the college. In fact the college has no freedom in this respect. The curriculum is made by the Calcutta University which we have to follow.

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

The authority meets the academic subcommittee time to time to monitor whether the stated objectives of the curriculum are achieved.

## **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.**

No, such skill development course has yet been developed. There is a computer center in our college governed by 'Institute of Engineers' where the students get opportunity to do certificate course at minimum cost and thus can develop their computer skill.

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

No, the institution does not offer such programme. In fact our college is not an autonomous institution so it cannot offer degree.

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

- **Range of Core /Elective options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

The institution is bound by the rules and regulations of the Calcutta University to which it is affiliated. However, it has opted for several elective options offered by the university as per the convenience and demand of the students of the institution:

- a) Computer Science, Geography and Sanskrit have already been opted for since last four years.
- b) Micro-biology and Education is to be started shortly.

We have no scope to offer course in modular form.

Regarding transfer of credit and accumulation facility we are bound by the rules and regulations of the Calcutta University.

We have no freedom to introduce lateral and vertical mobility within and across programmes and courses.

The institution definitely arranges for enrichment courses:

- a) Spiritual courses (offered by 'Art of Living' for the mental and physical uplift of the students, teaching and non-teaching staff;
- b) N.C.C and N.S.S training for the student to become better citizens;
- c) Career counseling and employment training programme by different companies etc.

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

No, we have not yet offered any self-financing course. Most of our students come from economically backward families so we are a bit apprehensive of the success of self financing

course in our college. But we are thinking of introducing self financing in some subjects to meet the growing craze for doing Honours in those subjects.

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

No, the collage does not provide any skill oriented programme. But it has given permission to ‘Institute of Engineers, a private institution, for providing computer training to the students within college campus.

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

Calcutta University does not provide for the flexibility of any such combination.

**1.3 Curriculum Enrichment:**

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

The primary goal and objective of the college is a holistic development of the students, so that they can display multiple skills and activities. Keeping this goal in view the college tries to supplement the University’s curriculum by different skill developing programme like,

- a) Organize student seminar, debate and quiz competition
- b) Publication of wall magazine, college magazine
- c) Organize competitive programmes like sports, music and recitation competition,
- d) Different kinds of social works organized by N.C.C and N.S.S.

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

Our college has no freedom to modify, enrich and organize the curriculum. But we regularly collect feedback from students regarding the curriculum and communicate them to the University. College also arranges counseling and workshops by different companies to orient the students regarding the needs of dynamic employment market.

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

We have no freedom to integrate the above mentioned cross cutting issues into the curriculum. Environmental education has been included in the curriculum by Calcutta University and a compulsory project work on environment has been included in the curriculum from the last academic year. The head of the department of Zoology, Dr. Siddhartha Sankar Bhattacharya had innovated a project work for the students. The name of the project is “**know your neighborhood**” and this has been very much appreciated by the academics of the Calcutta University. We often organize seminars on the above mentioned issues.

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

- **moral and ethical values**
  - **employable and life skills**
  - **better career options**
  - **community orientation**
- a) To develop moral and ethical values among the students Community outreach programmes are arranged on a regular basis by N.C.C and NSS wings of the college. Art of living courses are organized at least once in a year.
  - b) To develop employability and life skills –counseling by different companies are arranged.
  - c) For better career options students are counseled both by the faculty members as well as professionals.
  - d) Community orientation programmes like health awareness, awareness regarding danger of drug and alcohol addiction etc are regularly organized. We have started **an evening school with the children of the adjoining area of college** volunteered by our students and faculty members.

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

The college has no scope to enrich the curriculum by taking feedbacks from stakeholders. It only communicates to the Board of studies of the Calcutta University the feedbacks taken from the students regarding the curriculum.

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

The institution monitors and evaluates the quality of its enrichment programmes through different committees who are entrusted with these tasks.

#### **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?**

University designs its own curriculum. The faculty members of the college attend the syllabus committee meeting organized by the University and their suggestions regarding the curriculum often are accepted by the syllabus committee members.

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

No, there is no such formal mechanism. The faculty members, on their own, collect feedback from the students regarding curriculum and communicates the feedbacks to the University for consideration.

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

During last four years no new course has been introduced by the college. Only few subjects, like Computer Science in B.SC. General, Geography in B.A. General and Sanskrit in both General & Honours have been introduced. In recent years there is a great demand for Sanskrit as one of the ancient Indian languages in our county as well as in abroad. Computer Science is helpful for the students of Mathematics and Physics Honours. There is also a great demand for Geography among the students as it is one of the major subjects in school and students opted for Geography get better chance in teaching profession in school.

### **Criterion II: Teaching Learning and Evaluation**

#### **2.1. Student enrolment and profile.**

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

The notices regarding admission are walled up in the college notice board. Flexes are prepared for displaying the notices in prominent places of the college campus and all the notices are displayed in the college website. Admission procedure and rules are also published in the Prospectus. Every year an admission committee is formed to look after every detail of the admission process and to maintain transparency regarding admission. In this academic year (2013-14) we have introduced on-line admission and have collected feedback from the students and guardians regarding the admission process to maintain transparency.

**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.**

Merit lists are prepared following the norms laid down by the Calcutta University for entry in the Honours course and during admission the students are counseled by the faculty members of the concerned departments. For admission in general courses first come first served policy is taken. No admission tests are taken.

**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.**

For the students of general caste the minimum percentage of marks for admission in Honours course at the entry level is 50% marks in Honours subject and 50% marks in total (i.e., in best five subjects) and for the SC/ST students the minimum percentage in Honours level is either 40% in Honours subjects or 40% in total. The minimum percentage of marks in General Courses is 30%, ie, the pass mark in total. The maximum percentage of marks for admission varies and the students get admission according to the merit list prepared by the college. The minimum and maximum percentage of marks at the entry level for admission in other colleges of the affiliating University within the district is more or less same.

**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?**

Each year admission committee and the Governing body review the admission process and student profiles at the end of the admission process. As a result of this review we can identify the loopholes, if any, in the whole process and try our best to overcome them in future.

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

- \* **SC/ST**
- \* **OBC**
- \* **Women**
- \* **Differently abled**
- \* **Economically weaker sections**
- \* **Minority community**
- \* **Any other**

We cannot increase the seats of SC/ST/OBC or differently able persons at our sweet will as we have to abide by the government as well as university rules and regulations regarding this. And as for the girl students we have no option to reserve seats for them. But each year the number of



girl students (especially from backward and minority class) is increasing significantly. Similarly there is no scope for reservation for minority class. 25% -30% of our students come from economically weaker sections (family belonging below poverty line). College provides them half-free ship; faculty members often help them financially. Student union also lends its helping hand to the students who are in dire need.

We think the admission policy of the institution reflects the National commitment to diversity and inclusion.

**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.**

Sl. No .	Session	Programmes U.G. B.A Honors and General at the Entry Level	No. of Applications	No. of Students admitted	Demand Ratio
1.	2012-13	B.A (H)	2763	624	1:4.5
		B.A(G)	2252	2252	1:1
2.	2011-12	B.A (H)	3721	668	1:6
		B.A(G)	1772	1772	1:1
3	2010-11	B.A (H)	2851	597	1:5
		B.A(G)	1267	1267	1:1
4.	2009-10	B.A (H)	2561	523	1:5
		B.A(G)	1295	1295	1:1

<b>Sl. No .</b>	<b>Session</b>	<b>Programmes U.G. B. Sc Honors and General at the Entry Level</b>	<b>No. of Applications</b>	<b>No. of Students admitted</b>	<b>Demand Ratio</b>
1.	2012-13	B. Sc (H)	1892	251	1:7.53
		B. Sc(G)	211	211	1:1
2.	2011-12	B. Sc(H)	1929	235	1:8
		B. Sc(G)	215	215	1:1
3	2010-11	B. Sc (H)	1607	213	1:7.54
		B. Sc(G)	140	140	1:1
4.	2009-10	B. Sc(H)	1450	188	1:8
		B. Sc(G)	172	172	1:1

<b>Sl. No .</b>	<b>Session</b>	<b>Programmes U.G. B. Com Honors and General at the Entry Level</b>	<b>No. of Applications</b>	<b>No. of Students admitted</b>	<b>Demand Ratio</b>
1.	2012-13	B. Com (H)	107	60	1:2
		B. Com (G)	66	66	1:1
2.	2011-12	B. Com (H)	112	66	1:2
		B. Com (G)	74	74	1:1
3	2010-11	B. Com (H)	52	39	1:1.3
		B. Com (G)	62	62	1:1
4.	2009-10	B. Com (H)	22	13	1:1.69
		B. Com (G)	30	30	1:1

In our B.A. & B.Sc. General section as well as in B.Com. Hons. & General Section all students who apply get the chance to be admitted. Hence in their case the demand ratio is always 1:1.

(See the table above)

From the last four years analysis it is evident that the number of students admitted is increasing in every year. One of the obvious reasons for the increasing rate of admission is:

- a. Each year the percentage of students qualifying in the school leaving examinations is increasing;
- b. Convenient location of our college;
- c. Admission fee is lower in comparison to other colleges of the district,;
- d. Positive role of the student union;
- e. Discipline and vigilance;
- f. Good teacher-student relationship;
- g. Quality of teaching;
- h. Academic ambience, etc.

### **2.2.2 Catering to Diverse Needs of students.**

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

In our college the numbers of differently able students is quite negligible. The college has no infrastructure to cater their needs fullfledgedly. However the college tries to help them in every possible way.

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

There is no scope for the institution to do such things as it is not an autonomous institution.

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

Remedial classes are usually arranged to bridge the knowledge gap of the enrolled students.

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

Ours is a co-education college and in this scenario the gender issue is not at all an important issue for us. The issue of inclusion is also not big issue- the students belonging to backward class as well as the students of minority section get equal treatment both from the staff and students

belonging to mainstream. The college sensitizes its staff and students regarding environmental issues by organizing different seminars, workshops, rallies etc

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

The special learning needs of the advanced students are identified by their class performances and responses. Teachers try their levels best to help such learners by providing reference books and notes and sometimes they are given special coaching to nurture their learning needs and to engage them thinking.

### **2.2.3.3 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.)?**

Students from different sections of the society use to come to our college. The college has a mechanism (provision of giving Free-Studentship) to help the students coming from economically weaker sections. Because of the huge number of students it is not always possible to keep tracks of the students who discontinue in the mid of the academic session. Regarding the students of Honours section the faculty members always keep track of such students and take extra care to help them. But we face problem with some students who use to absent from the classes without any information and gradually drops out in spite of our honest effort to communicate with their guardians. As for the slow learners we arrange remedial coaching classes.

## **2.3: Teaching- learning process**

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

At the beginning of each academic year the faculty members prepare academic calendar and teaching plans. Evaluation is done through class tests, mid-term tests and pre-final test examination.

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

The yearly report of the IQAC reflects the strength and weakness of each department and it helps the overall improvement of the teaching learning process.

### **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?**

To develop skills like interactive learning, collaborative learning and independent learning students are encouraged to take part in student seminar, debate, project work, contribute writing in departmental wall magazine and college magazine etc.

**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?**

Students are encouraged to participate in seminars and talks given by invited academicians, in different workshops and exhibitions both inside and outside the institution so that they can develop their critical thinking and innovative powers.

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

The above mentioned technologies and facilities are not available in our college.

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

Lectures delivered by expertise in different fields and seminars are often arranged by various departments of the college so that both the students and faculty can be exposed to advanced level of knowledge. The science departments sometimes organize workshops

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

Faculty members of all the departments regularly give psychological, academic and personal support to the students. They often help the students financially. In every department record has been kept in this regard.

**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?**

During the last four years the faculty members of different departments, especially the science faculties use overhead projector as a teaching aid. The department of English has shown films to incorporate the relevant topics in their syllabus. The students are very much motivated by this sort of audio-visual approach. The authority encourages the faculty members to adopt new methods of learning.

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

The library of our college is quite resourceful. There is also internet facility in our library. Both the faculty members and the students regularly use the library resources to augment their teaching learning process.

**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.**

Usually the faculty members do not face any problem in completing the curriculum within the stipulated time. If due to some emergency usual classes are disrupted, the faculty members arrange special classes during slack session to cover up the syllabus. As for example, this year due to the problem regarding the commencement of Panchayet election in West Bengal the Final Examinations as well as the classes under the colleges in C.U have been disrupted, so the faculty members of different departments of our college have arranged special classes for 3<sup>rd</sup> yr Honours in between the examination time-table.

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

The institute monitors and evaluates the quality of teaching learning primarily by analyzing the feedbacks collected every year from the outgoing students. The principal often meets the members of the academic sub –committee to take stalk of the academic output of the different departments

**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.**

College has no freedom to appoint faculty members (i.e. the permanent faculty members). They are selected by West Bengal College Service Commission on the basis of written and oral interview and college has to appoint them. But regarding selection of part-time, contractual and guest lecturer college has some freedom and authority tries to appoint them as per requirements of the curriculum.

Highest Qualification.	Associate professor		Assistant professor		Total
	Male	Female	Male	Female	
<b>Permanent teacher</b>					
D.Sc/D Litt	x	x	x	x	x
Ph.D	4* (including Principal)	1	5	8	18
M. Phil	x	x	x	2	02
P.G	2	1	2	5	10

<b>Temporary Teachers</b>					
Ph.D	x	x	x	x	x
M.Phil	x	x	x	x	x
P.G	x	x	4	2	06
<b>Part-time Teachers</b>					
Ph.D	x	x	2	x	02
M. Phil	x	x	x	x	x
P.G	x	x	12	9	21
<b>Contractual Teachers</b>					
Ph.D	x	x	x	x	x
M. Phil	x	x	x	1	1
P.G	x	x	3	0	03

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

Modern areas like Biotechnology, IT, Bioinformatics, etc has not yet been included in our curriculum, hence we do not have to take any step in this regard.

**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

<b>Academic Staff Development Programmes</b>	<b>No. of faculty nominated</b>
Refresher courses	
HRD programmes	
Orientation programmes	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / winter schools, workshops, etc.	

No such staff development programmes have been organized by the institution. The institution encourages the faculty members to join the workshop organized by university and other research institution where they get sufficient exposure in holding new curriculum, using enriched materials, audio-visual aids etc for improved teaching learning.

The institution grants leaves to the faculty members who join the Refresher and Orientation courses organized by the Academic Staff College working under different Universities. In the last four years the following Faculty members have been granted leaves by the institution:

<b>Name of the faculty</b>	<b>Courses joined</b>	<b>Duration of the Course</b>
Gautam Kumar Biswas	Orientation Programme	11.02.2013 - 11.03.2013
Soma Mondal	Refresher Course	03.12.2012 - 22.12.2012
Dr. Chandra Das	Refresher Course	03.12.2012 - 22.12.2012
Dr. Supatra Sen	Refresher Course	19.11.2012 - 08.12.2012
Dr. Suparna Banerjee	Refresher Course	09.07.2012 - 28.07.2012
Dr. Lina Paria	Refresher Course	09.07.2012 - 28.07.2012
Tuhina Sarkar	Refresher Course	01.12.2011 - 21.12.2011
Dr. Suparna Banerjee	Orientation Programme	21.11.2011 - 19.12.2011
Dr. Supatra Sen	Refresher Course	21.11.2011 - 12.12.2011
Soma Mondal	Orientation Programme	14.02.2011 - 14.03.2011
Dr. Momotaj Begam	Refresher Course	09.02.2011 - 02.03.2011
Dr. Chandra Das	Refresher Course	22.11.2010 - 11.12.2010
Piu Bhattacharya	Refresher Course	29.11.2010 - 20.12.2010
Dr. Sibsankar Das	Refresher Course	17.11.2009 - 08.12.2009
Piu Bhattacharya	Refresher Course	23.11.2009 - 14.12.2009
Dr. Ratna Bandyopadhyay	Orientation Programme	17.08.2009 - 12.09.2009

**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.)**

In our institution there is no scope for providing research grants to the faculty members. But the authority always encourages the research activities of the teachers and accordingly grants study leave and provides support for research and academic publications. The authority grants leave for paper presentation both within the country and outside.

**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.**

Not applicable.

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

Our college has introduced evaluation of teachers by the students. Usually the departmental heads along with the faculty members of the department analyze the feedbacks of the students and try to overcome the loopholes, if any, regarding teaching technique to improve the quality of the teaching learning. They consult with the academic subcommittee and the principal if needed.



## **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?**

By publication of academic calendar and prior notification at the beginning of each academic year the institution ensures that the stakeholders of the institution especially students and faculty members are aware of the evaluation processes.

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

Mid-term exam and pre-final test are the major evaluation reforms of the university that the institution has adopted. The college introduces class tests, tutorials, class discussion, student seminars etc, on its own to evaluate the progress of the students.

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

If a student fails to appear in mid-term exam or pre-final test he/she has to produce proof of his/her absence and is bound to appear for oral or written test. If a student fails to appear for class test consecutively guardians are informed and necessary steps are taken.

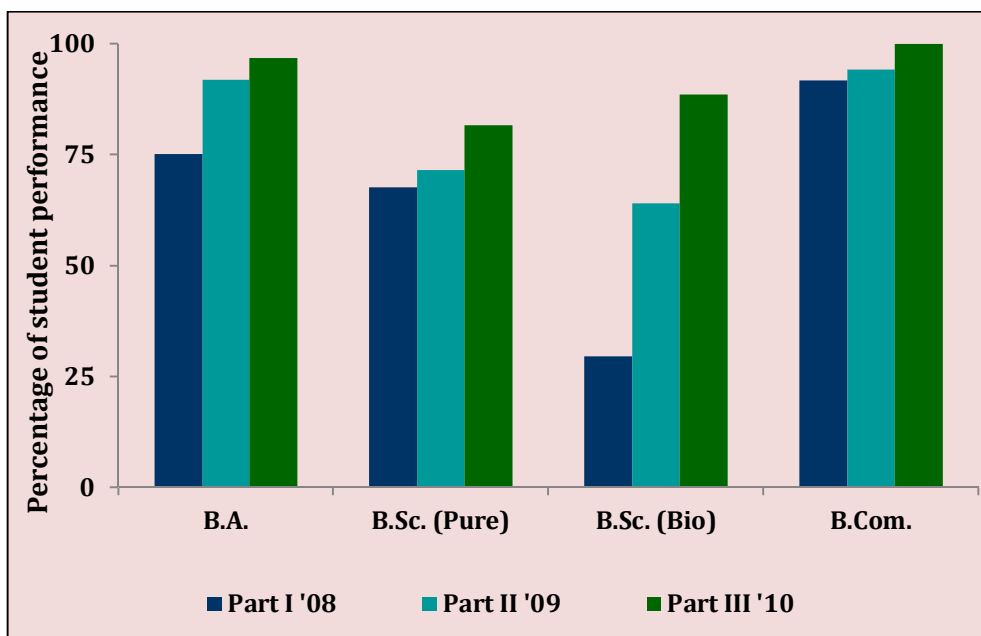
### **2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.**

The faculty members try their best to develop communicative skill, writing skill, language skill of the students. Their achievements are measured by class test, class discussion, seminars and debates as well as by their creative writings in wall magazines. Recently principal introduces a practice of publishing the writings of the seminars given by the students to encourage them in participating in the seminars and this really proves fruitful.

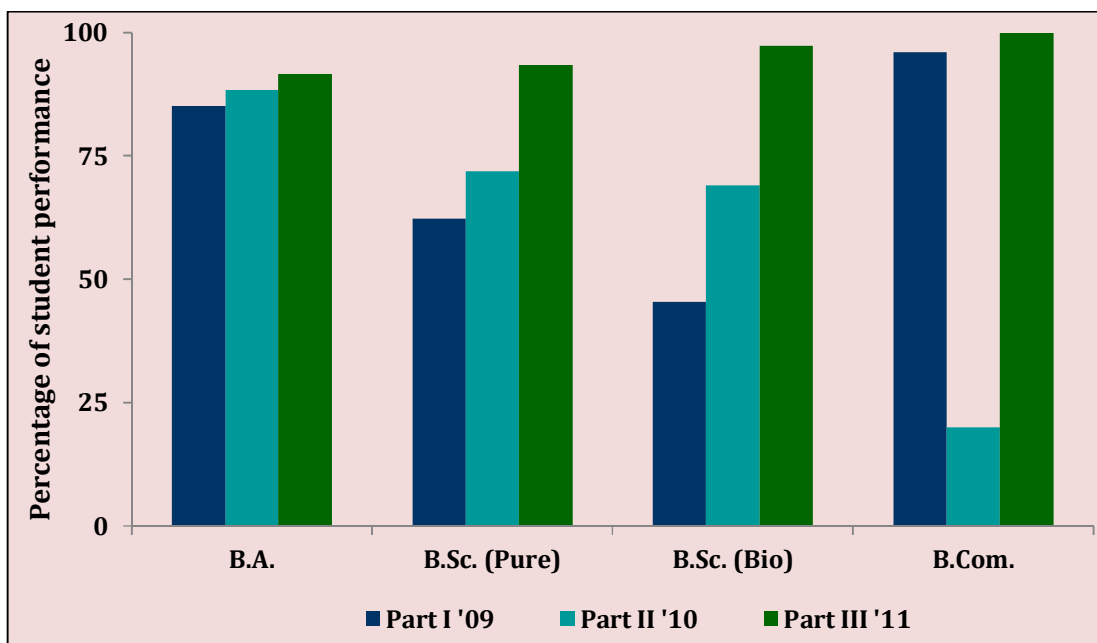
### **2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the student's results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns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

By keeping constant vigilance on the class performances and the result of various examinations (both college and university) the institution monitors the performance of the students and communicates the students and their guardians regarding this.

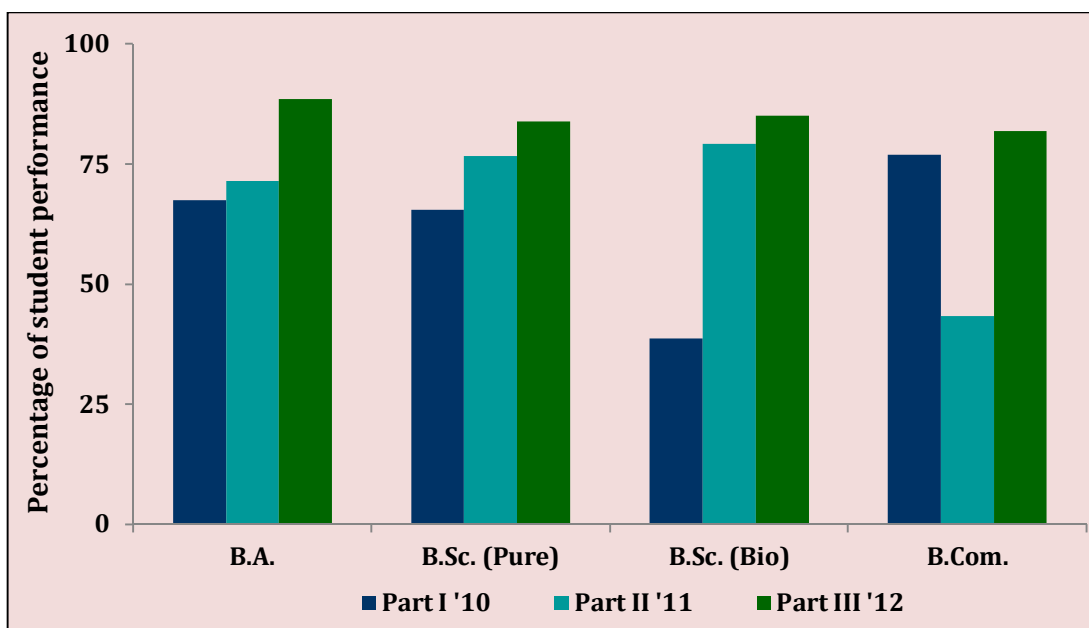
The graphical representations of four batches of students' performance in different Faculty of last four years throughout the whole course, ie, in part1, part 11, part111 examinations are given below:



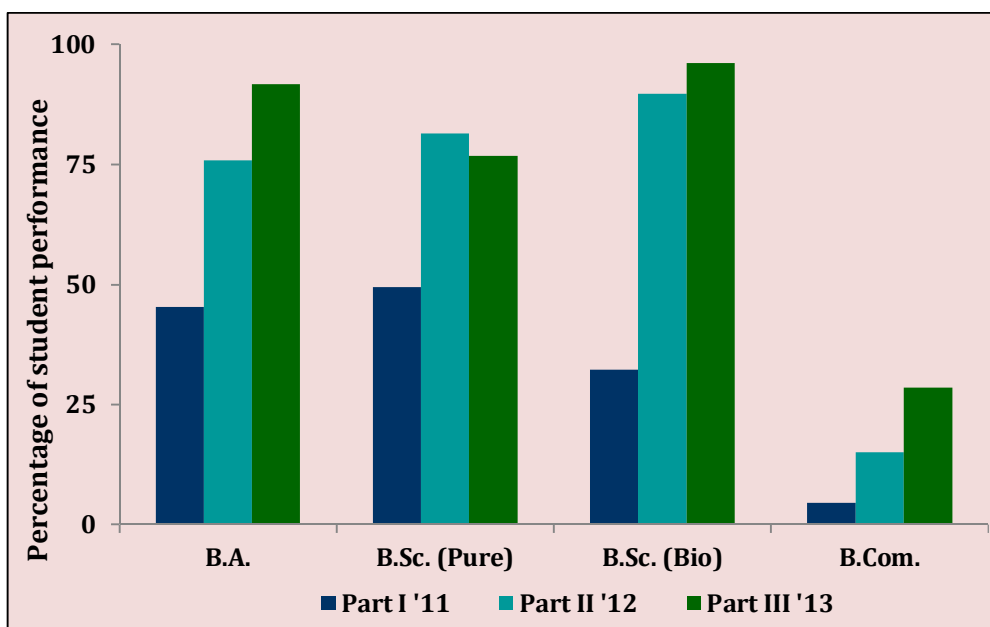
**Fig: Performance of the students (session 2008-10)**



**Fig: Performance of the students (session 2009-11)**



**Fig: Performance of the students (session 2010-12)**



**Fig: Performance of the students (session 2011-13)**

The graphic representations of the program wise yearly performance of the students show that the performances of the students of the final year in each program are comparatively better than their performances in previous years. It is our observation that in the Part I Examinations they

usually cut sorry figure because we feel that as there is a big gap in the H.S or equivalent level and the University level they need more time to cope up with the syllabus, one year is not at all sufficient. We have communicated this to the University.

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

In our college there is no scope for internal assessment in theoretical papers, but internal assessment of practical papers has recently been introduced as a direction from the parent University. There is no scope for giving such weightage.

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

Records of class test, mid-term test, pre-final tests are kept by each department and guardians meeting are arranged to make the guardians aware of the academic performances of their wards. On the basis of the above mentioned indicators the faculty members try to help the students in their learning achievement.

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

At college level the redressal of grievances with reference to evaluation is done by the faculty members with the help of Academic Subcommittee. But regarding the redressal of grievances with reference to evaluation at university level college has practically no power to do anything except helping the students to apply for review or scrutiny.

**2.6 Student performance and Learning Outcomes**

**2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’ give details on how the students and staff are made aware of these?**

The main objective of the college is to motivate the students, the future citizens of India, towards acquisition of knowledge and skill so that they can go for higher studies as well as for quality jobs. The curriculum prepared by the University and followed by the college definitely fulfills this objective. It is the primary look out of the college authority whether the curriculum is transmitted to the students successfully. It constantly monitors the teaching learning process through different mechanisms like examination, student seminars, debate and quiz contest, creative writings etc.

The academic programs are clearly stated at the beginning of each academic session in the college prospectus to make the students and the faculty members well aware of these programs. Not only that, before the commencement of the new academic year the Principal discusses with the faculty members regarding the academic programs of that particular year in the staff council meeting and notices are served to the students accordingly.

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

Teaching, learning and assessment strategies of the institution are definitely correlated with its intended learning outcomes. No learning process is complete without a proper assessment procedure. The faculty members assess the students through class tests, tutorials and pre-final test to prepare them for the final examinations conducted by the parent University. Besides these, the leaning and skill development of the students are assessed by the student seminar where the students give talk on their selected topics; they are also encouraged to take part in debates and quiz which are very much helpful for their mental growth. In our institution there is a practice of assessing the overall teaching learning procedure by the outgoing students. The college authority with the help of the academic subcommittee analyses the data received from the student assessment along with the Head of the departments and thus monitors the teaching learning process.

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

Being affiliated under Calcutta University our institution has to follow the syllabus laid down by the University, so it cannot take any measure to enhance the social and economic relevance of the course offered. But our esteemed University definitely has a look out in this respect and in all the subjects it has developed courses which would help the students to get quality jobs and to grow in them an innovative power and research aptitude.

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

The faculty members of each department collect data on student learning outcomes from their performances in class tests, mid-term and pre-final tests and analyze these data for planning and overcoming the barriers of learning. And all this things are communicated to the authority through the Academic Subcommittee.

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

The institution monitors and ensures the achievement of learning outcome through academic subcommittee. The decisions of the academic subcommittee are further discussed in the Governing Body.

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

Both the affiliating University and the college views it's graduate to be a complete man with enough confidence and capability to face the world. The college wants its graduate to acquire love for knowledge which will lead him to opt for higher studies and research, skill for entrepreneurship and above all to develop social and moral responsibility. The college organizes all its academic and extra-curricular activities keeping in view to realize those objectives.

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

**3.1 Promotion of Research**

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

It is an undergraduate institution so it has no such facility.

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

Not applicable.

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

- a) autonomy to the principal investigator
- b) timely availability or release of resources
- c) adequate infrastructure and human resources
- d) time-off, reduced teaching load, special leave etc. to teachers
- e) support in terms of technology and information needs
- f) facilitate timely auditing and submission of utilization certificate to the funding authorities
- g) any other

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

- Time-off, reduced teaching load, special leave etc ;
- Support in terms of technology and information needs;
- Providing space for laboratory set up in the college, if needed;
- Facilitate timely auditing and submission of utilization certificate to the funding authorities.

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

Our institution encourages the students to arrange science exhibition in the college campus, to join in different scientific workshops and exhibitions arranged by other institution and thus facilitating scientific spirit and research aptitude in them. The educational excursion organized by the departments of Botany, Zoology and Geography etc. help the students in developing their observation and analytic power necessary for scientific temper and research ability.

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

- There is no scope for guiding research students in our institution, but **some of our faculty members guide students of other institutions in their research activities.**
- Dr Siddhartha Sankar Bhattacharya, Associate professor Zoology Dept. guides research students of Zoology in collaboration with Vidyasagar University. A student has been awarded Ph.D this year under his able guidance.
- Our principal Dr. Debasish Pal acts as research consultant to the researchers of the Institute of Leather Technology, Kolkata.
- Dr. Tapas Samanta, Assistant professor of Mathematics Department, guides two research students in collaboration with Vidyasagar University.
- **Some of our faculty members are involved in minor and major research projects.**
- Dr. Nikhil Chandra Halder of Botany Dept., has just completed a major research project funded by D.S.T.
- Dr. Supatra Sen. of B.Ed. Department and Dr. Momotaj Begum of Bengali Dept, are at present involved in UGC minor projects.
- A minor research project has been granted by UGC to our Principal, Dr. Debasish Pal, in this year.
- Two minor research projects granted by UGC under Dr. Siddhartha Sankar Bhattacharya of Zoology department and another under Sm. Chandana Samanta of Bengali Department have just been completed.
- Many of our faculty members are engaged in individual research works and they regularly publish papers in renowned journals and present papers in national or international seminars.

**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 imbuing research culture among the staff and students.**

- a) Workshop on ‘Wetland’ organized by Zoology Department on 2011.
- b) Poster presentation by students of the Zoology Department on ‘Wetland and Eco conservation’.
- c) Poster presentation by students of the Chemistry Department on ‘Green Chemistry’.
- d) Field study made by the departments of Zoology, Botany, Physiology and Geography.

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

It is really a matter of great pride that most of the faculty members including principal are engaged in academic activities like publishing papers, presenting papers in different seminars etc besides their day-to-day teaching activities. The following are the prioritised areas of their research activities:

SL. No.	Name of the Faculty Members	Department	Areas of Research Activities
1	Dr. Debasish Pal	Principal, Dept. of Zoology	Ecology, Molecular Biology
2	Dr. Gautam Mallik	Dept. of Physics	Spectroscopy (Solid state physics)
3	Dr. Aditi Bhattacharya	Dept. of Philosophy	Contemporary European Philosophy Existentialism and Phenomenology
4	Dr. Sidhartha Sanker Bhattacharya	Dept. of Zoology	Ecology
5	Dr. Sujay Ghosh	Dept. of Political Science	Political Sociology
6	Sri Pranab Nath Mullick	Dept. of Physics	Electronics
7	Dr. Tapas Samanta	Dept. of Mathematics	Complex Analysis
8	Dr. Jayashree Sarkar	Dept. of History	Socio-cultural; Gender
9	Sm. Chandana Samanta	Dept. of Bengali	Folk Literature
10	Sm. Basanti Bhattacharya	Dept. of Bengali	Fiction
11	Dr. Momotaj Begam	Dept. of Bengali	Modern Bengali Poetry
12	Dr. Chandana Giri	Dept. of Chemistry	Natural Product and Synthetic Study



13	Dr. Bireswar Mukherjee	Dept. of Chemistry	Asymmetric Synthesis
14	Dr. Ratna Bandyopadhyay	Dept. of Chemistry	Homogeneous Catalysis
15	Dr. Nikhil Chandra Halder	Dept. of Botany	Applied Phycology
16	Dr. Chandra Das	Dept. of Physics	Plasma Physics and Fluid Dynamics
17	Dr. Lina Paria	Dept. of Physics	Nuclear and Particle Physics
18	Dr. Subhamay Ghosh	Dept. of Bengali	Medieval Bengali literature
19	Sm. Tuhina Sarkar	Dept. of Political Science	International Relations Foreign Policy, South-East Asia
20	Dr. Shibsankar Das	Dept. of Mathematics	Bioinformatics
21	Dr. Suparna Banerjee	Dept. of Chemistry	Studies and Characterisation of Co-ordination Complexes and Supra-Molecular Frame Work.
22	Dr. Shyamal Kumar Sarkar	Dept. of Chemistry	Synthetic and Organic Chemistry
23	Sm. Soma Mondal	Dept. of English	Eco-criticism
24	Sm. Dalia Hazara	Dept. of History	Discreet Archeology
25	Sm. Amita Ray	Dept. of B.Ed (English)	English Teaching Method
26	Sm. Supti Ghata	Dept. of B.Ed (Mathematics)	Concept Development in Geometry
27	Dr. Supatra Sen	Dept. of B.Ed (Botany)	Eco-physiology, Stress physiology and Biochemical Ecology
28	Sm. Piu Bhattacharaya	Dept. of B.Ed (Bengali)	Non-formal and Distance Education
29	Sri. Gautam Biswas	Dept. of B.Ed (History)	History of Education
30	Dr. Uttam Purkait	Dept. of Bengali	Fiction
31	Dr. Niloy Kundu	Dept. of Zoology	Ecology and Wildlife Biology
32	Sri Santi Gopal Maity	Dept. of Physiology	Ergonomics and Occupational Physiology
33	Sm. Mousumi Goswami	Dept. of Zoology	Fishery
34	Sm. Swati Sarkar	Dept. of Sanskrit	Grammar

35	Sri. Hemanta Tripathi	Dept. of Sanskrit	Smriti
36	Sm. Jayeeta Dutta	Dept. of Philosophy	Ethics ; Moral Responsibility

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

The institution arranges seminar and sometimes special talks given by eminent researchers to interact with teachers and students.

**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?**

The Institution grants this sort of leave to the faculty members on condition it is approved by the Higher Education Department of West Bengal Government. This provision indeed helps to imbibe a research culture on the campus.

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

Ours is not a research institution so this kind of initiative is not applicable for us in the strict sense of the term. But the institution takes initiatives in creating awareness among the local people as well as the students of the institution regarding the biological, sociological, economical and environmental condition of the locality as the part of its extended academic and social upliftment program.

- a. Findings of local biodiversity are communicated to the local villagers through awareness program by the Dept. of Zoology.
- b. Dr. Sidhartha Sankar Bhattacharya, Dept. of Zoology, have developed a Manual (Project work on Environment for the 3<sup>rd</sup> year student) 'Know Your Neighborhood' which has helped the students to be aware of their local area.
- c. Department of Chemistry organized exhibition on 'Green Chemistry' to make the students and community aware of the research findings on making the environment green and clean.
- d. The NSS Unit of the college conducted a project work involving the students of Economics and Political Science on Socio-economic condition of the local community.

## **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 such scope in our institutions

**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?**

Not applicable.

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

There is no such scope.

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

Not applicable.

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

Not applicable.

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

No

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

College authority provides support to the faculty members by endorsing their application for securing research fund from various funding agencies, mainly from UGC. Not only that, it provides space, if necessary, for carrying out their research projects.

### **3.3 Research Facilities**

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

Ours is an undergraduate institution, so there is no scope for providing research facilities to the students.

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

Not applicable.

#### **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.**

Not applicable.

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

Not applicable.

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

Our library has rich collection reference books. The teachers get sufficient help from the library for their research work.

#### **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.**

Not applicable.

### **3.4 Research Publications and Awards**

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

- a. Patents obtained and filed (process and product)**
- b. Original research contributing to product improvement**
- c. Research studies or surveys benefiting the community or improving the services**
- d. Research inputs contributing to new initiatives and social development**

Not Applicable.

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

No, our institution does not publish any research journal. We publish an academic journal every year where the faculty members contribute their writings.

**3.4.3 Give details of publications by the faculty and students: Publication per faculty**

- Number of papers published by faculty in peer reviewed journals (national / international) : **95 (excluding B.Ed Department)**
- Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books: **2**
- Books Edited : **3**
- Books with ISBN/ISSN numbers with details of publishers: **Journals & Proceedings of Uluberia College.**
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

**See Annexure given in the Evaluative Reports of the Departments.**

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

- a. Research awards received by the faculty**
- b. Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- c. Incentives given to faculty for receiving state, national and international recognitions for research contributions.**

During past four years the following faculty members have been awarded PhD degree for their research work.

- a.** Niloy Kundu, Dept. of Zoology, has been awarded PhD in 2011.
- b.** Uttam Purkait, Dept. of Bengali, has been awarded PhD in 2012.
- c.** Sibsankar das, Dept. of Mathematics, has been awarded PhD in 2013.
- d.** Shyamal Sarkar, Dept. of Chemistry, has been awarded PhD in 2013.
- e.** The PhD award of two faculty members is waiting.

### **3.5 Consultancy**

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

Our institution has not yet developed any strategies 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?**

Not yet developed.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

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

The college has initiated a service-learning programme – National Service Scheme (NSS) in 2008. The two units of NCC (Boys' unit & Girls' unit) are already in operation in the college. The NCC Boys' Unit started from 1949. Both these units work to promote institutions-neighbourhood-community network by involving the students with a view to their holistic development.

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

We emphasise upon advocacy-based social movements. During 2011, the UNICEF has taken a major drive towards eradication of polio, as the menace in India was detected in rural areas of Howrah district, in the vicinity of the College. It involved NSS massively in this programme: in fact, NSS Volunteers helped the UNICEF professionals, mainly from Delhi and other states to

make inroads in the households of local community, particularly those from the minority community. In many cases, NSS Volunteers were successful in convincing the target population, but also had to face stubborn resistance in some quarters. Thus, NSS, guided by College, launched an advocacy movement, aiming to change the mindset of the concerned people who have been stubbornly refusing to accept Polio vaccination. Subsequently, UNICEF also involved NCC Volunteers in the process. It made some arrangements for honorium: the College distributed the sum among the Volunteers according to the duties performed. The duty roster was maintained by UNICEF-appointed NSS Volunteers. In addition, the UNICEF paid the College Rs. 25,000/- as honorium.

Every year the NCC boys and girls organize anti-drug and anti-smoke rally to make the people of the locality, especially the young generation, conscious of the evils and danger of drug and smoke for health.

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

The institution solicits different stakeholder perception on its overall performance and quality by adopting some measures. There is a practice of collecting feedback from the outgoing students where they assess the overall academic and administrative activities of the college. The existing students can express their opinion Grievance Redress Cell or through student representatives. The staffs of the college have their definite forum where they can express their opinion regarding the performances of the college. The institution seeks guardians' opinion through Guardians' Meeting., though we have to admit that our guardians are not much concerned. Similarly the people of the surrounding area of our college are not much concerned regarding the activities of our college but we are trying to percolate awareness in them. We meet the alumni in regular interval to make them aware of the activities of the college and they respond positively by giving their valuable suggestion.

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

The extension and outreach programs of the college are mainly carried out by NCC and NSS wings of the college.

For the last four years, ie. from 2009-10 to 2012-13 NCC received Rs. 16,000 (sixteen thousand) per year for carrying out the NCC activities and outreach programs.

The NSS is working since the Academic Year 2008-09. It receives funding from the University of Calcutta. In the first two years, it received Rs. 13,500/- for Regular Programmes and Rs. 15000/- for organising Special Camps. The amount increased to Rs. 22,500/- for both Regular Programmes and Special Camps in the Financial Year 2010-11 and 2011-12. In 2010-11, it also received an additional grant of Rs. 20000/- separately, for organising programmes commemorating Commonwealth Games. In the financial year 2012-12 it received Rs.22, 500 for carrying out regular activities and Rs.15, 000 for organizing special camp.

The major extension and outreach programme in the last four years are:

- i) HIV awareness program;
- ii) Polio-awareness program;
- iii) Pulse-polio immunization program in collaboration with UNESCO;
- iv) Health awareness program in the slum area in the rear side of the college;
- v) Cleaning program of the water-bodies of the slum area;
- vi) Starting an evening school to educate children of the slum area etc.
- vii) Undertook an intensive baseline survey in the slum adjacent to the College.

All these works definitely had an impact on our students. They participate in these works with full enthusiasm and a sense of social awareness has developed in them.

### **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?**

Two units of NCC – for boys and girls, were already functioning in the College for quite a long time under the able guidance of captain Dipak Nath, the Associate professor of Commerce and Dr. Suparna Banerjee, Associate Professor of Chemistry. The College entrusted Dr. Sujay Ghosh, Associate Professor of Political Science in 2008 to start NSS programme. With some initial obstacles, such as creating awareness about NSS, it is now functioning satisfactorily. In addition of making students aware about NSS through its' various programmes, the Advisory Committee meets regularly, particularly in the beginning of the Academic Year to chalk out the broad programme of actions. In NCC not only the students of our college but also the students of the local schools join and participate in all sorts of social awareness programs. In the beginning of each academic session campaigns are made regarding the ideals of NCC among the students to motivate them. The faculty members also motivate the students to take part in different social.

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

No such social survey has yet been undertaken by the college.

### **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.**

It gives them a valuable exposure to social reality and also sharpens their leadership skills.

### **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 serves its immediate community: NSS activities are precisely aimed for community development, such as cleaning, repairing roads, taking part in Polio eradication drive and so on.



The NCC wings (Both boys and girls) also took part in community development programme. Every year they organized anti-drug and anti-liquor rally in the local areas and participate in various social up-liftment programme.

**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.**

Relationship forged with the broader community as a whole. In the first three years, ie. the year 2008-09 to 2010-11 NSS had adopted the village of Kaijuri, on the outskirts of Uluberia town. During that time it has been working with two local organizations:

- I. The local Club---‘Kaijuri yuva Kalyan Sangha’;
- II. The CBO---‘Kaijuri Nari Mukti bavini’.

In addition, NSS worked together with the UNICEF in April-May 2011 for Pulse Polio Eradication Drive in Uluberia subdivision.

Since 2011-12 NSS has adopted the Sijberia slum adjacent to the college and work with primary school ‘Kalpataru Siksha Niketan.’

The NCC wing of our college involves the students of local school in their extension activities.

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

UNICEF paid honorium both to the College and NSS Volunteers for their involvement in the Pulse-Polio immunisation program which may not be carried out successfully in some areas of Uluberia Sub-Division without their help . In 2011-12, Ms. Esa Adhikary was selected as a best NSS Volunteer by the University of Calcutta.

Our NCC cadets participated in the Republic Day Rally organized by the Uluberia Sub-Division during all the past four years and in every year they obtained Champions Trophy.

### **3.7 Collaboration**

**3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.**

Some faculty members interact with the research laboratories for research activities. As a result of this sort of interaction the faculty members as well as the students are greatly benefitted. Two of our faculty members, Dr. Siddhartha Sankar Bhattacharya of Zoology Department and Dr. Tapas Samanta of Mathematics Department are guiding research scholars in collaboration with Vidyasagar University. Our Principal, Dr. Debasish Pal also guides research fellows of the Institute of Leather Technology.

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

Not applicable.

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

We have not yet developed any collaborative arrangements with any such Institutes or industries. But we are trying to develop collaboration with some industries and some job facilitating companies.

**3.7.4 Highlight 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 not only arranges National and State level seminar but also invites some eminent scientist within and outside the country to deliver special lectures on relevant topics.

- i) A UGC sponsored National Seminar organized by the Department of Philosophy on 15<sup>th</sup> & 16<sup>th</sup> March, 2013 entitled 'Relevance of Swami Vivekananda's ideas & vision in present day Indian society and culture.'
- ii) Department of Chemistry organized a departmental seminar on 11<sup>th</sup> December, 2012 entitled 'Molecular basis of therapeutic interventions against viral diseases' given by Professor Ranjit Roy, which our alumni of Chemistry Dept. and Professor of School of Medicine, St. Louis University, USA.
- iii) Department of Chemistry organized a departmental seminar on 17<sup>th</sup> October, 2012 entitled 'Sweet world of Bacteria- Characterization and Application' given by Dr. Jhuma Ganguly, Associate Professor of BESU.
- iv) Department of Physics organized Departmental seminar on '4<sup>th</sup> January,2012, on 'Physics of Machino affected diseases' given by Dr. Sudipto Samanta who is our alumni of Physics Dept. and a research scientist from SMART, Bio-Sym; MIT (CSAIL), USA.
- v) Department of Physics organized Departmental seminar on 10<sup>th</sup> January, 2012, on 'The wonder of Nano World' given by Dr. Soumitra Satspati who is our alumni of Physics Dept and a research scientist of University of Massachusetts Lowell, USA.'
- vi) A UGC sponsored National Seminar organized by the Department of B.Ed. on 18<sup>th</sup> & 19<sup>th</sup> November 2011 entitled 'Sustainable resource management—myth and reality'.

- vii) A UGC sponsored National Seminar organized by the Department of Mathematics on 23<sup>rd</sup> & 24<sup>th</sup> September, 2011 on 'Recent trend in Fuzzy set theory, Rough set theory & Soft set theory.'
- viii) A UGC sponsored State Level Seminar organized by the Department of Chemistry on 16<sup>th</sup> September, 2011 on 'Chemistry for mankind'.
- ix) A UGC sponsored State Level Workshop organized by the Department of Zoology on 1<sup>st</sup> & 2<sup>nd</sup> April, 2011 on 'Wetland Eco-System: Physico- chemical Analysis and Management'.
- x) A UGC sponsored State Level Seminar organized by the Department of B.Ed. on 23<sup>rd</sup> March, 2011 on 'Emerging trends in contemporary education: implications for 21<sup>st</sup> century, A Sequel'.
- xi) A UGC sponsored State Level seminar organized by the Department of Zoology on 7<sup>th</sup> January, 2011, on 'Wetland Eco-system and its faunal diversity'.
- xii) The Department of Chemistry organized a seminar on 1<sup>st</sup> October, 2010 entitled 'Our tribute to Acharya Prafulla Chandra Roy'.
- xiii) A UGC sponsored State Level Seminar organized by the Department of B.Ed. on 9<sup>th</sup> April, 2010 on 'Emerging trends in contemporary education: implications for 21<sup>st</sup> century'.

\*\*\* Four UGC sponsored national seminars are going to be organized by B.Ed, Physics, Botany and Zoology Departments within the year 2013 and we have already submitted to UGC proposals for two National and one International seminar.

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

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

No formal MOUs and agreement has yet been developed in any of the above mentioned field. Our institution organizes some seminar and workshop where different companies take part

to orient the students for professional jobs. And in this process every year two or three students are absorbed by such companies.

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

We have arranged different job-facilitating workshops and seminars by inviting different renowned companies and have taken initiatives to develop collaborations with them. But our attempts in this respect have not yet materialized.

## **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?**

Our Institution is quite an old institution with a limited space but it has a very positive attitude regarding the creation and enhancement of infrastructure to facilitate teaching learning process. There are few committees for looking after and taking measures for the infrastructural development of the college like Maintenance and Building Subcommittee, Purchase Subcommittee, Library Committee and Finance Committee. The college authority asks for the requisition from its stakeholders like students, faculty members and non-teaching staff regarding the infrastructural development and after making the requisitions endorsed by the Governing body the Maintenance and Building Subcommittee invites tender. The college, as a rule, opts for the lowest rate given by the tenders and proceed.

#### **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.**

**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.**

**a.** The above mentioned facilities are available in our institution barring few. As for example, there are no separate tutorial spaces-- the tutorials are carried on in the classrooms. We have no botanical garden—there is a space adjacent to Botany department where necessary plants are kept for experiment.

- b. We have no gymnasium. We have recently taken initiations for the development of communication skill among the students.

**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).**

With the development of its academic growth and to utilize optimally its infrastructure our college has developed some infrastructural facilities in the recent years mainly by re-designing and re-modeling of the existing structure:

- i) A new space for the Distant Education Center;
- ii) Hostel for the Girl students (from the fund given by UGC);
- iii) Renovation of Boys' and Girls' cycle stand;
- iv) Renovation of Students' canteen;
- v) Renovation of Botany Laboratory;
- vi) Extension of Chemistry Department;
- vii) New Furniture;
- viii) Library re-modeling etc.

The following expenditures are incurred on the infrastructural development in the last four years:

- i) Rs.105075.00 in the year 2011-12;
- ii) Rs. 221,825.00 in the year 2010-11;
- iii) Rs.71,064.00 in the year 2009-10;
- iv) Rs. 45655.00 in the year 2008-009.

We have a plan to construct a separate building for Law College which is in process. We are thinking of starting a Technological wing and a Fishery Department in our campus. We also want to develop a Medicinal garden in the rear part of the Botany Department.

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

The number of physically disabled students are so negligible (one/two per year) so we have not developed any specific infrastructure in this regard.

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

- **Hostel Facility – Accommodation available**
  - ✓ There is a Boys' hostel accommodating 25 boys. Hostel building for the Girls of minority section is under construction (it is funded by UGC).
- **Recreational facilities, gymnasium, yoga center, etc.**
  - ✓ There is no Gymnasium or yoga center. But every year we arrange yoga classes for the students.

- **Computer facility including access to internet in hostel**
- ✓ No.
- **Facilities for medical emergencies**
- ✓ First-aid is provided. We are going to start a Medical Unit this year and it is under process.
- **Library facility in the hostels**
- ✓ Not yet been provided.
- **Internet and Wi-Fi facility**
- ✓ There is internet facility in the library and different departments for the students and faculty members.
- **Recreational facility-common room with audio-visual equipments**
- ✓ Yes, there is recreational facility with audio-visual equipments.
- **Available residential facility for the staff and occupancy Constant supply of safe drinking water**
- ✓ There is no residential facility for the staff. There is a constant supply of safe drinking water in the college campus.
- **Security**
- ✓ There are guards to keep constant vigilance on the campus in day and night.

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

At present in the campus or off the campus there is no provision for providing health care to the students or the staff except providing First-Aid. We have a tie-up with the Student' Health Home, Kolkata, but that did not work well. We are now making plans to tie up with some medical practitioners and diagnostic centers of the locality to provide medical help to the students and the staff. This year we have made a plan to introduce Health Card for the students.

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

All the above mentioned facilities barring the facility of Health center exist in our college. We have no separate Women's cell and Placement unit in our college.

## **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. It is composed of the following members:

Dr.Nikhil Halder, President, Sm. Basanti Bhattacharya, Convener,Dr. Aditi Bhattacharya, IQAC Convener, Biswajit Roy, Acting Librarian, Sm. Amita Roy, Ex-officio member, Dr. Sujoy Ghosh, Dr. Chandra Das, Dr. Sibsankar Das, Dr.Shyamol Sarkar, Soma Chakraborty, Sirajuddin Mallik as teaching representatives and Sri Batakrishna Sinha and Sri Santanu Datta as non-teaching representative.

The committee has initiated introducing 'Book bank' in the library from which students can borrow books and keep the books for a longer period, especially during examination period when they are not allowed to borrow books from the lending section of the library.

The committee has introduced the system of entertaining the students inside the library hall where books are kept in order to physically identify the exact book of his/her requirement. Obviously in such cases the library staffs always accompany the students.

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

- **Total area of the library (in Sq. Mts.: 6100 Sq.Mts.**
  - **Total seating capacity: 16 (B.Ed & B. Com Section) and 36 (General Section).**
  - **Working hours (on working days, on holidays, before examination days, during examination days, during vacation):**
    - i) **10 am-5 pm** for General Section, **12 noon-7 pm** for B.Ed. & B.Com section (on working days),
    - ii) On holidays our library remains closed;
    - iii) before and during examinations days and during vacation the library is open from **10 am-3 pm**.
- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) :
- i) **There is lounge area for browsing catalogues**
  - ii) **Area for relaxed reading, there is also a space for net searching.**

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

The Library Committee Endorses the Requisitions given by the teachers and calls tenders for the purchase of the books. The library collects The Journals (as per requisitions given by the teachers) from Different Institutes.

Library Holdings	Year -2012-13		Year – 2011-12		Year – 2010-11		Year – 2009-10	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	1497	3,03,098	180	26,360	1437	2,63702	926	1,56424
Reference Books	9	28,417	2	7,510	20	11,300	13	5,400
Journals/ Periodicals	Nil		20	25,625	21	25,215	22	24,165
e-resources								
Any other (specify)								

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

- \* OPAC
- \* Electronic Resource Management package for e-journals
- \* Federated searching tools to search articles in multiple databases
- \* Library Website
- \* In-house/remote access to e-publications
- \* **Library automation: Brown-Charging System.**
- \* Total number of computers for public access: **2**
- \* Total numbers of printers for public access
- \* Internet band width/ speed     2mbps    10 mbps    **1 gb (GB)**
- \* Institutional Repository
- \* Content management system for e-learning
- \* Participation in Resource sharing networks/consortia (like Inflibnet)

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

- \* Average number of walk-ins: **90 per day.**
- \* Average number of books issued/returned: **80 per day.**
- \* Ratio of library books to students enrolled: **1:105**
- \* Average number of books added during last three years: **1050 books per year.**
- \* Average number of login to opac (OPAC):
- \* Average number of login to e-resources: **20**
- \* Average number of e-resources downloaded: **6**
- \* Number of information literacy trainings organized:
- \* Details of “weeding out” of books and other materials: **Average 300 books are sent for binding.**



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

- \* Manuscripts
- \* **Reference**
- \* **Reprography**
- \* ILL (Inter Library Loan Service)
- \* **Information deployment and notification (Information Deployment and Notification)**
- \* **Download**
- \* Printing
- \* **Reading list/ Bibliography compilation**
- \* In-house/remote access to e-resources
- \* **User Orientation and awareness**
- \* **Assistance in searching Databases**
- \* INFLIBNET/IUC facilities

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

Our library staffs are very cordial and always ready to provide all sorts of help to the teachers and the students:

- i) they use to issue the books as per requisition given to them;
- ii) help the teachers to search out the books from the allotted shelves;
- iii) orient the new students regarding the usage of the library;
- iv) help the students to search for the information of the books from the catalogues;
- v) provides necessary information to the faculty members and the students regarding newly arrived books and journals;
- vi) ask for requisitions of books and journals from the stakeholders;
- vii) give notices if there is any change in the library hours or any necessary information regarding library;
- viii) supply reprography of the reading materials to the teachers and students etc.

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

No special facilities are offered by the library to the visually/physically challenged persons. The number of such persons in our institution is almost negligible.

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

The library collects feedback from the users on regular basis. The members of the library subcommittee, along with the library staffs generally analyse the feedbacks and use them for further improvement.

### 4.3. IT Infrastructure

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

- Number of computers with Configuration (provide actual number with exact configuration of each available system): **45-- Desktop and Laptops. Desktop are mostly P4 with 500 GB Hard disk and 1 GB ram. Laptops are Dual core processor with 500 GB Hard disk and 2 GB RAM.**
- Computer-student ratio: **4:1**
- Stand alone facility: **Not available.**
- LAN facility: **15**
- Licensed software: **Windows XP and Windows 7.**
- Number of nodes/ computers with Internet facility: **40**
- Any other:

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

In campus 40 computers with internet facilities are made available to the faculty and students.

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

Every department can place requisition in a particular bucket in the website. Anybody can access the books in the library in the website from his/her home. We are planning to initiate the Wi-Fi connection in entire campus. We are planning to make the database software regarding the student and staff more secure.

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

In the annual budget for purchase of the computers and their accessories the following amount has been allotted:

- i) Rs.2, 00,000 (two lakhs) allotted----- Rs. 98,780 spent in 2012-2013
- ii) Rs.2, 00,000 (two lakhs) allotted-----Rs.75,365 spent in 2011-2012
- iii) Rs.2, 00,000 (two lakhs) allotted----Rs. 4, 81,338 spent in 2010-2011 ( rest amount adjusted from UGC grant)
- iv) Rs. 3,00,000 (three lakhs) allotted---Rs. 2,70.000 spent in 2009-2010.

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

i) Rs. 75,000 allotted----Rs. 65,000 spent in 2012-13.

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

Some faculty members use digital laboratories in different classrooms using power-point projection, if necessary. Free video-lecture conference is often arranged for the students.

**4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.**

In our institution there is no provision for accessing on-line teaching-learning resources. We have no ICT enabled classroom or learning spaces.

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

The Institution does not avail of the National Knowledge Connectivity and it is not yet provided by the affiliating University. Some faculty members personally avail NPTEL programs in order to update themselves.

**4.4 Maintenance of Campus Facilities**

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

<b>Budget Allocated on the following items of the last four years</b>					
<b>Sl.</b>	<b>Items</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
a.	Building	1,00,000/-	30,00,000/-	40,00,000/-	30,00,000/-
b.	Furniture	1,00,000/-	1,50,000/-	3,00,000/-	1,00,000/-
c.	Equipment	3,00,000/-	2,00,000/-	4,00,000/-	3,00,000/-
d.	Computers	1,00,000/-	3,00,000/-	5,00,000/-	1,00,000/-
e.	Vehicles	Nil	Nil	Nil	Nil
f.	Any other	4,00,000/-	3,00,000/-	8,00,000/-	5,00,000/-

Regarding building and maintenance work we seek advice of professional Engineers and architectures. We invite tenders and we accept minimum tender. We maintain regular audit. The UGC team often comes and visits our college to investigate the proper utilization of the UGC Building Fund, if allocated by them.

Regarding furniture, equipments, computers etc decisions are taken according to the dictum of the Purchase and Finance Committee with the approval of the Governing Body. In the budget we keep provision for planned and non-planned expenditure where decisions are taken in consultation with different departments.

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

Several committees are formed to maintain and upkeep the infrastructure, facilities and equipments of the college. College authority regularly supervises the activities of those committees and takes necessary steps to materialize their recommendations regarding the maintenance of the above mentioned things.

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

The Institute has made arrangements with specialized agencies to take up calibration precision measures for the equipments whenever it is needed.

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

Annual maintenance contract for maintaining and up keeping the sensitive instruments has been introduced in each department.

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

#### **5.1 Student Mentoring and Support**

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

In the beginning of each academic session updated prospectus is published by the college. The following information are provided in the prospectus:

- i. Academic programme
- ii. Examinations
- iii. Rules and regulations of college
- iv. Fees structure
- v. Different facilities

- vi. Name and qualification of the staff
- vii. Name of the governing body member
- viii. List of holidays etc.

The institution forms different committee to supervise and carry out the programme as well as the rules and regulations given in the prospectus, thus ensures its commitment and accountability to the stake holders like students and the guardians.

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

Every year the institutions give half-free ship to the students. These are in the following-

- i. In the academic session 2009-2010, 520 students were had been granted half-free ship amounting rupees 1, 40, 000.
- ii. In the academic session 2010-2011, 703 students have been granted half-free ship amounting rupees 2, 32, 222.
- iii. In the academic session 2011-2012, 328 students have been granted half-free ship amounting rupees 95,000.

There is no other institutional scholarship in our college. The stipends and scholarship disbursed by the government of in India as financial aid to the students use to come to the college on regular basis and are always disbursed in time.

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

70% (approx.) students receive financial assistance from state government, central government and other national agencies.

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

- **Students from SC/ST, OBC and economically weaker sections:**  
They get scholarship and course fee from West Bengal minority scholarship fund.
- **Students with physical disabilities.**  
In our college the number of students with physical disabilities is quite negligible. We provide them support services as per there need and requisition.
- **Overseas students.**  
There is no overseas student in our college.
- **Students to participate in various competitions/National and International**  
The college provides support services and facilities like sports kid, conveyance cost, tiffin etc to the students to participate in National Sports Events.

- **Medical assistance to students: health centre, health insurance etc.**  
The college has a liaison with Student Health Home, Kolkata, which has a health centre in Uluberia. Medical assistance has been given to the students through this centre, but from this year this service has been severed because of some problem from the part of the health centre. And we are making plans to tie up with some medical practitioners and diagnostic centers to provide medical help to the students.
- **Organizing coaching classes for competitive exams**  
We have not yet been able to provide this service. An effort has been taken in this respect and we hope this will be materialized soon.
- **Skill development (spoken English, computer literacy, etc.,)**  
There is computer centre run by “Institute of Engineers” in collaboration with our college, where the students get opportunity to learn computer at consolidated rate. In this year skill development programme for minority has been introduced by CMI (Consultant Management Incorporate Private Limited) who are sponsored by West Bengal Government Minorities Development Corporation.
- **Support for “slow learners”**  
Slow learners get support from the college through extra classes and remedial coaching classes.
- **Exposures of students to other institution of higher learning/corporate/business house etc.**  
The faculty member of different departments often arrange for the students to visit some academic institutions for their exposure to higher learning.
- **Publication of student magazines.**  
Students are always encouraged to publish Wall Magazine and yearly Magazine is published by the students union where students contribute their writings. Recently two or three departments have started to publish the writing contributed by the students in student’s seminar to encourage the students.

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

The institutions encourage and facilitate entrepreneurial skills, among the students by different projects works, seminar, debates and quiz context, cultural competition etc. Students are definitely inspired by such type of encouragement.

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

- The college provides additional academic supports.
- The college provides sports uniform and materials.

- We encourage the students by giving prizes for their excellence.

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

No such formal support and guidance has yet been provided. But the faculty member, on their own, gives support and guidance to the students who want to appear in such competitive examinations.

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

Academic personal and psycho-social counseling services are made available to the students. Different companies usually come to the college campus for career counseling on regular basis.

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

The institution has no structured mechanism for career guidance and placement of its students. But it arranges different workshops and seminars by inviting some corporate sectors where the students are oriented for identifying different job opportunities. The following workshops and seminars have been arranged:

- Consulting Management Incorporate Pvt. Limited organized Career Counseling on 5<sup>th</sup> June'2013 for Minority Student. No. of Participants: 48
- West Bengal Minority Department Corporation organized Career Counseling for Minority Student on 14/05/2013. No. of Participants: 36
- Reliance Communication organized Career Counseling on 07/05/2013 on Sales and Marketing. No. of Participants: 25.
- National Skill Development Corporation organized Career Counseling for Retail Selling as a Career on 20/10/2012. No. of Participants: 38
- Brain ware Software organized Career Counseling on 16/02/2012. No. of Participants: 36
- EIILM Career in Microsoft organized Career Counseling on 05/01/12. No. of Participants: 112.
- Reliance Communication organized Career Counseling on 06/04/12. No. of Participants: 105.
- Dr. Reddy's Foundation organized Career Counseling on 22/02/12. No. of Participants: 55.

- International Institute of hardware & Management organized Career Counseling on 29/11/2011. No. of Participants: 45.
- Brain ware Software organized Career Counseling on 01/12/2011. No. of Participants: 31
- SRI PRO MANAGEMENT organized Career Counseling on 28/11/11. No. of Participants: 31
- WIPRO organized Career Counseling on 20/08/2010. No. of Participants: 130.
- FRANKINN organized Career Counseling on 12/09/2010. No. of Participants: 35.

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

Yes, the institution has a grievance redressal cell. The following grievances are reported and redressed-

- i) Grievances regarding non-availability of latest edition of text and reference books in the library mainly by the students of Political Science, History and Philosophy.  
This is a genuine grievance. In the last five years Calcutta University has changed twice the syllabus of many subjects and because of this there was a crisis in the supply of updated books (especially Bengali versions of the books). But the college authority tried its best to meet this crisis by buying the original English books and faculty members have redressed the grievances of the students by supplying study materials by translating those books.
- ii) Grievance regarding non-availability of Railway Concession in time.  
The concession forms are required to be attested by the college authority. Previously two of our faculty members were entrusted with this task. This procedure often caused delay to the whole process as the faculty members being busy with their classes or other activities were unable to attest the forms in due time. Since last three years one office staff has been authorized by the Governing Body to attest the forms and the total procedure has been endorsed by the Railway Authority. As a result the students now get their concession forms earlier than the past days.
- iii) Grievance regarding the insufficiency of cash counters causing inconvenience during the admission and examination period.  
In order to meet this grievance from the last year the college authority has introduced emergency cash counters during these periods.
- iv) Grievances regarding library space.  
We have not yet been able to redress this grievance. But it has been proposed by the Building and Maintenance Subcommittee that the library space should be increased by filling up the gaps between the Administrative building and the Botany building on the one hand and the Administrative and the Science Building on the other. The proposal is likely to be materialized soon.



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

Issues pertaining to sexual harassment have not been ever reported to the authority. If such incident occurs in the college campus the Governing Body would take immediate measures by forming an emergency committee with the teaching, non-teaching, student representatives, guardians and representatives of local community to solve the issue.

**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?**

There is an anti-ragging committee in our institution headed by Sri Dipak Nath, Associate Professor of Commerce and ANO of NCC. We have not yet faced any ragging related problem. No single case of ragging of any sort has ever been reported to the authority. If such incident occurs in future the authority will take immediate measures by involving the Governing Body.

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

Students from the BPL families are given Half-free ship. The faculty members often personally help the needy students. There is a Student Aid fund in our college from which we help the needy students who are unable to buy books, give college fees or examination fees.

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

No, we have no registered Alumni Association. Registration is under process. It has a positive role in the institutional activities and helps the institution with its advice when necessary.

**5.2 Student Progression**

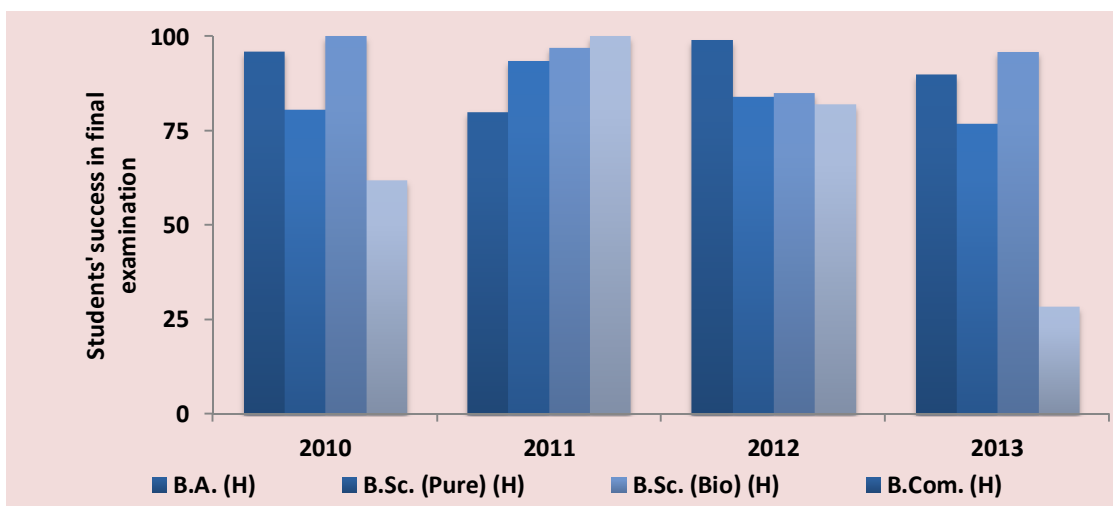
**5.2.1 Provide the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.**

<b>Student progression</b>	
UG to PG	<b>60%</b>
PG to M.Phil.	<b>5%</b>
PG to Ph.D.	<b>2%</b>
Employed: <ul style="list-style-type: none"><li>• Campus selection</li><li>• Other than campus recruitment</li></ul>	<b>20%</b>

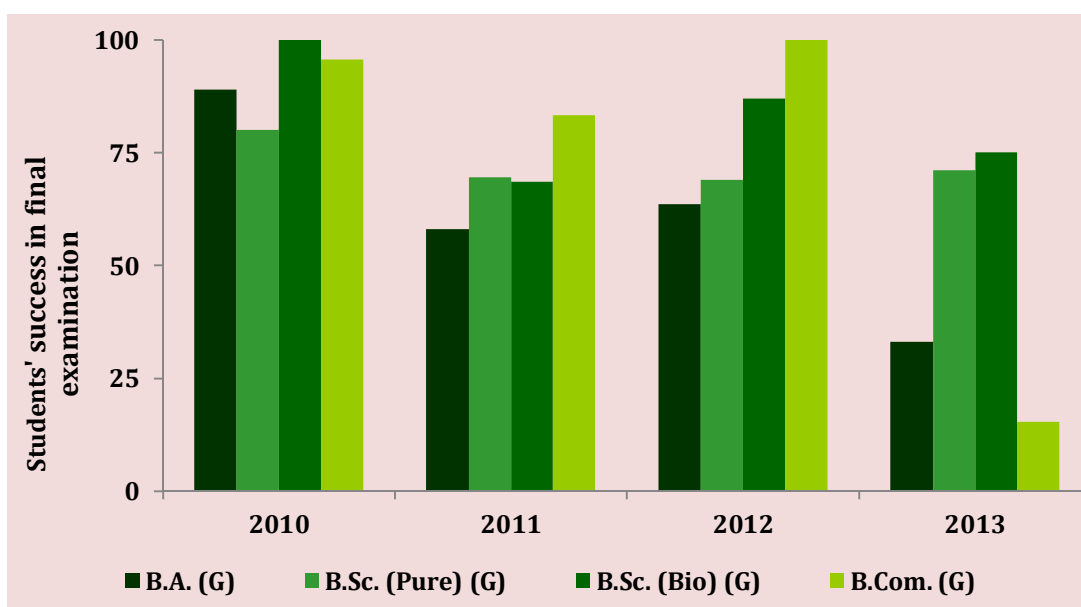
We cannot provide the detail record of the last four years as it is not available with us.

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

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



**Fig: Performance of students of different Honors Streams in the final year examinations**



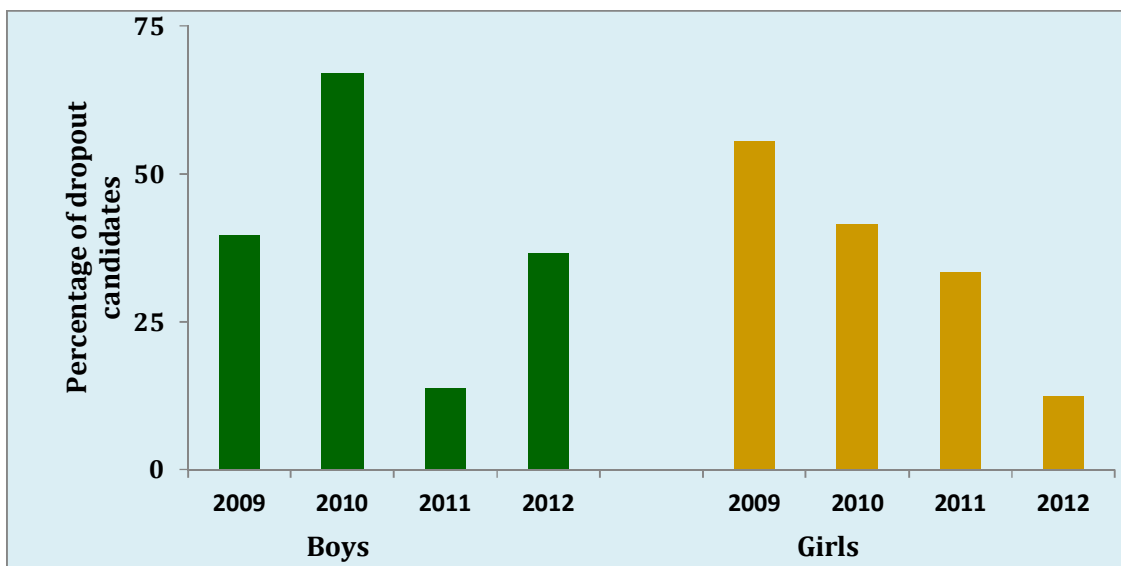
**Fig: Performance of students of different General Streams in the final year examinations**

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

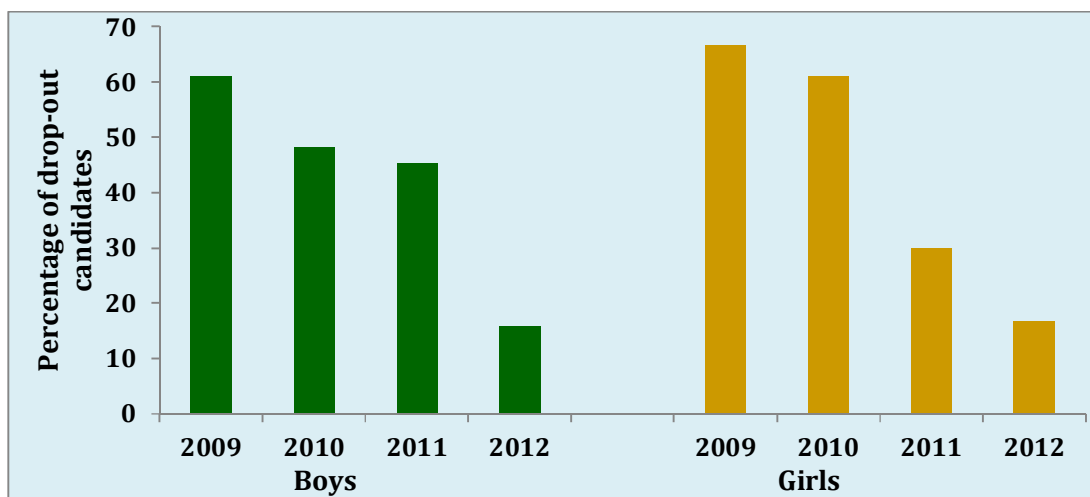
The faculty members facilitate the students towards higher studies through psychological and career counseling.

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

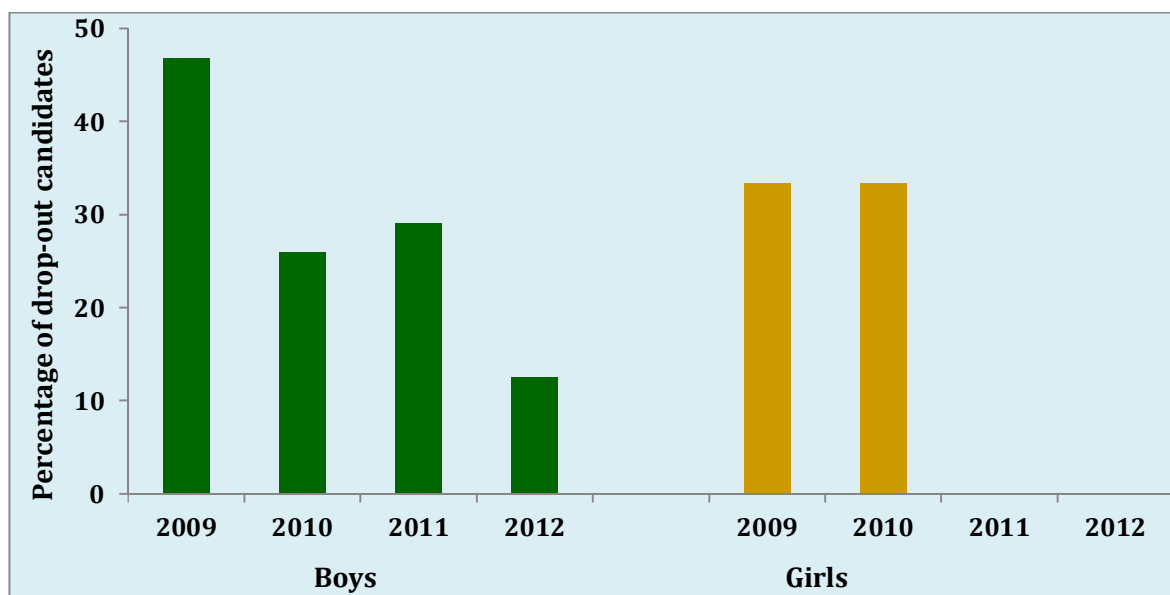
The drop-out rate of our college is comparably high than those of the colleges of Urban areas. The graphic representations of the drop-out rates are given below:



**Fig: Drop-out rate of B.A students.**



**Fig: Drop-out rate of B. Sc students.**



**Fig: Drop-out rate of B.Com students.**

Special guidance is given to the drop-out students by arranging extra classes for them. We regularly counsel them and consult their parents if necessary.

### **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.**

Different kinds of sport activities are available to the students, such as :

- i) Athletics,
- ii) Football,
- iii) Cricket,
- iv) Khokho,
- v) Swimming etc.

Besides these, indoor games like table tennis and carom are available.

Students are encouraged to participate in cultural programmes organized by the different departments or the college as a whole. They also participate in debate and quiz competition, in publication of magazine etc.

In every Wednesday the students have sports class after 4 pm and sport activities are carried on throughout the year.

Generally in the winter season several competitive programmes in sports as well as in other cultural activities are conducted by the college and the university. Every year our students participate in those activities. Students union plays a very positive role in this sphere.

**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.**

In the year 2011 in the month of February 22 students participated in Inter-District Football Championship and 25 students participated in Inter-District athletic Championship organized by Calcutta University.

The football team of our college won Runners up Cup in Inter-Non-Government College sports competition in 2012.

Rakesh Paul, our 2<sup>nd</sup> year student won Silver Medal in Inter-Non-Government College Athletic (High Jump) Competition in 2012.

Taharina Nasrin, our 1<sup>st</sup> year student stood 2<sup>nd</sup> in 800 F.S Relay & 400 F.S Relay in the Swimming competition organized by the Association of Indian Universities in 2012.

In 2013 Two of our students stood 1<sup>st</sup>, two stood 2<sup>nd</sup> and one student stood 3<sup>rd</sup> in the Swimming competition organized by the Calcutta University.

**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?**

We have not yet exploited this provision. But we have a plan to introduce a site in our website for the valued opinion and suggestions of our graduates for the quality enhancement of our college.

**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 faculty members of each department encourage the students to publish wall magazines and contribute writings in the college magazine. For the last two years the department of Bengali and Philosophy are publishing the papers presented by the students in 'student seminar' to inspire the students in creative writings.

- a) 'Nisyandini'---- A wall magazine of Bengali Department;
- b) 'Aurora' ----- A wall magazine of English Department;
- c) 'Disha' ----- A wall magazine of Philosophy Department;
- d) Seminar papers published by Bengali Department; (last two years)
- e) Seminar papers published by Philosophy Department; (last two years);
- f) College magazine published by Student Union.

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

According to the direction of the Calcutta University and the Government of West Bengal Education Department students elect their class representatives every year to form the Student Council to carry out different kinds of student related activities like annual sports, annual cultural meet, publication of student magazine etc.

There is a constitution of the Student Council made by a group of lawyers and endorsed by Governing Body which is followed by Student Council for their activities.

Each student at the time of the admission provides Student Union Fee for carrying out the activities.

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

- a) Academic subcommittee,
- b) Library subcommittee,
- c) Admission Committee,
- d) Governing Body.

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

Sm. Supti Ghata, Assistant Professor of B.Ed. department and an alumni of our college as the convener of the Alumni Association keeps liaison with the other alumni and the former faculty members of the institution.

**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.?**

Against the backdrop of seismic changes happening in the educational world, the vision of this institute is to excel in academic arena and enlighten the people in navigating through the challenges of ever changing world.

The mission of the Institute is to strive to redefine the general education relevant to society's emerging needs and teach its future citizen about the spirit of national integrity, a vital ingredient to inclusive growth of our beloved country.

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

Representation of the governance structure of the college includes various stake holders like the Governing body- a highest statutory body appointed by Govt. and Calcutta University, Principal, Teachers' council and Student's Union. The role of top management is to synergize the policy formulation and implementation efficiently with a view to realize human resources potential with equity and inclusion.

### **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**
- a. Organization structure of the GB comprises representation, nominated by the Govt. and University from all cross-sections of the society of this hinterland-- distinguished Political leader, Physician, Academician and four members of the teaching faculty, general secretary of the student's union and two non teaching staff. Democratic essence is truly maintained while formulating the various policy matters related to stated mission fulfilling the true aspiration of the people on academic as well as overall societal development.
  - b. Formulation of action plans on academic and structural facility augmentation, partly planned (or directed) and funded by UGC, state govt. and others through internally generated resources by the Institution, are done on the recommendation of various subcommittee entrusted with various portfolios like Finance, Building, Academic, Library, Job counseling, Cultural, adoption of Information Technology for better governance and finally approved by the higher authority.
  - c. Principal, entrusted with the execution of envisaged policy framework, initiates to derive critical inputs before a final resolution adopted from different stake holders, like teaching and non-teaching staff, students, members of local committees etc before a final resolution is adopted.
  - d. Authority takes leading role to involve all stake- holders at successive stages to plan strategically different blueprints for academic, social, organic expansion and work cultural excellence objectives with optimum utilization of human and financial resources sourced as donation, internal generation and sanction from different statutory authority under whose governance it operates.

- e. Usually the authority takes the traditional route to nurture talents to excel, and strives to achieve conducive academic atmosphere free from undue political and social interferences and manage talent as a critical resource to achieve best possible result.
- f. The Institute believes that fraternity of fifteen thousand colleges engaged in general education offer a collective academic leadership for radical transformation with dynamism, utilizing its all resource potential at an affordable cost to all section of the society.

**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?**

Various subcommittees entrusted to identify policy and its effective implementation on the priorities before the higher authority for perusal and approval, suggestion for effective execution at various stages.

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

- a) Ability to promote high quality teaching in the department on program.
- b) To make the students aware of the policies and procedures concerning student grievances.
- c) To preserve an amicable academic atmosphere, thereby promote interpersonal strategies to foster imaginative spirit and empirical thinking among the students.
- d) To inspire teachers to join Faculty Improvement Program initiated by UGC and engage in research work, refreshers and orientation course with a view to improve skills and knowledge.
- e) To have a high level of up-to date knowledge of what engages students in productive learning.

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

Authority engages every teacher in different subcommittee with different purposes ranging from academic, administrations, cultural, social, infrastructural etc. to take decision to stay ahead in a competitive environment and interact with college administration about its viability and importance and process of execution.

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

Each faculty is provided with autonomy to initiate academic policies and supported by authority. Budgetary requirement to all academic programs are related to improve academic performance, personal skill development and organizing seminar (UGC sponsored, College sponsored) to enlighten the students and teachers about the glimpse of global knowledge destination.



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

Yes, the Institution maintains its democratic essence with the inculcation of participative management by electing members from faculty and its supreme decision making governing body to manage different activities comprising academic, resources management and the challenges posed by the so called digital generation.

**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?**

All policy initiatives from drafts to final resolution are concluded through extensive discussion among the stakeholders i.e from faculty to GB and then appropriate statutory authority for approval and financial sanction.

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

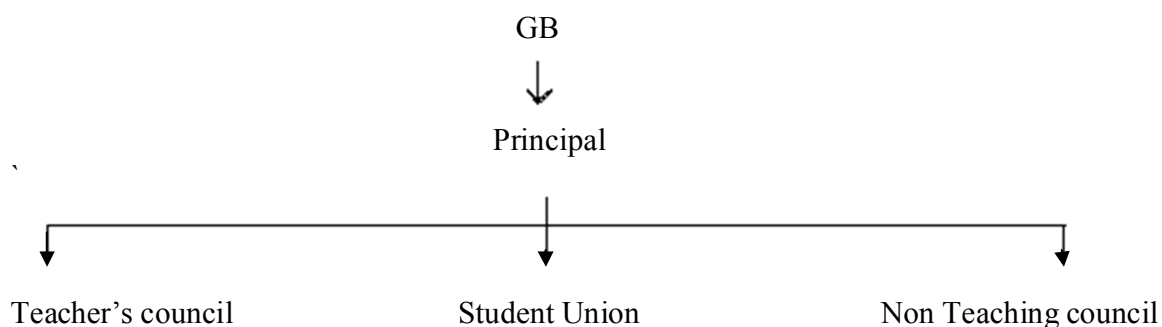
- \* Establishment of a Law College
- \* Gradual steps to start Post Graduate courses in all subjects.
- \* Interaction with Industry.
- \* Research lab for science stream.
- \* General education to be more meaningful and pragmatic to Indian context.

Post-graduate courses on few subjects through distant education have been started. Some research laboratory projects on Botany and Zoology laboratories have been initiated.

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

The Institute operates under the statutory policy on General Education formulated by UGC and Calcutta University as implementation agency.

Decision making process is as follows



- \* Academic subcommittee
- \* Library subcommittee
- \* Finance subcommittee
- \* Purchase subcommittee
- \* Games & Sports subcommittee
- \* Building and Infrastructure subcommittee
- \* Admission subcommittee
- \* Examination subcommittee
- \* Cultural subcommittee

The authority with its limited resources generated mainly from collection from Admission and Tuition fees, which is minimum in this locality keeping in mind the economic condition of the downtrodden section in this locality, is trying to deploy human resources efficiently in order to preserve academic ambience.

#### **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**

Principal meets with Academic subcommittee in regular intervals to take stalk of academic decisions made by Academic subcommittee. Various academic problems are discussed with a view to improve the academic quality of the institution.

- i. Poor attendance of students in some classes,
- ii. Student drop-out,
- iii. Regular attendance in class tests and tutorials,
- iv. Organizing departmental seminars and talks,
- v. Publication of departmental magazine,
- vi. Organizing debate and quiz competition etc.

Ours is not a research institute but the authority always encourages any sort of research endeavours of the faculty members for the quality improvement of the institution as a whole. It grants special leave to the faculty members, whenever needed, to carry out research work or for paper presentation in different institutions in or outside India.

In our college both the NCC &NSS wing is very strong. They carry out different community development works like health awareness among the people in the adjacent area of the college, pulse polio programme in cooperation with UNESCO, anti-drug and anti-licker programme etc. A non-conventional evening school has been started with the children of the locality where our students take part in teaching. Authority always encourages such endeavours.

Our college is a big college with almost six thousand students. We try our best to utilize this human resource for the total upliftment of the college as well as the adjacent area of our college. We believe that it is by proper utilisation of the human resource one can bring a positive change in the society. Not only that, with crunch of teaching and non-teaching staff, the authority of our college tries to exploit the every possible expertise of its staff for the development of the college and thus makes a proper human resource management.

The college is situated in rural environment the scope of industry interaction is limited. Despite this the authority has taken initiative to contact with several industrial houses like R-COM etc to help the students in different fields.

**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?**

Representatives of several subcommittees, like – academic, advisory, building and infrastructure development, library, alumni and sports subcommittee, give feedback to the authority on all issues related to the various programs of the colleges. Four teachers and two representatives from the non-teaching community hold governing body membership along with two university and two government nominees. Quarterly meeting of GB is held to review the several initiatives and achievements of the institute.

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

The Authority discusses all relevant issues with the teaching and non-teaching staff at regular intervals either in group or personally. Regular monitoring by several committees brings effectiveness and efficiency of the Institutional processes. Efficient staff is rewarded with promotion to higher post as per the government rules and regulations.

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

- a) Establishment of a law college, a peripheral Institute with a separate Management Committee is under process.
- b) Lady's hostel is under construction mostly financed by UGC and partly matching grant by the college has been approved.
- c) Renovation of the old building is under execution with budgetary support of Rs. 20 lakhs from college coffer.
- d) Sanction for Honours course in Computer Science from Calcutta University is under perusal.
- e) Hardware support for the science laboratory as the college holds the practical examination from this year.

**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?**

Autonomy is not desirable at this stage, as felt by the different stake holders of the college.

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

There is a redressal cell which effectively deals with the situation. There is no such specific mechanism. Cordial relation between the college and its surrounding like social, political and local administration is maintained sensitively.

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

No, there is no court cases 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?**

- a) Judgment of academic credibility of teacher has been introduced. All concerned teachers appreciate the feedback mechanism and co-operate with the students to seek a solution if there arises any problem regarding this.
- b) Institutional performance regarding governance in all issues ranging from law and order situation, social commitments etc. are all evaluated by students. The authority responds accordingly.

**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?**

In order to improve professional development of its teaching staff, the authority encourages its staff to opt for carrier advancement scheme, research programme such as faculty improvement programmes, granted and financed by UGC to achieve Ph.D in their relevant field. There is scheme for statutory study leave for those who desire to do Post Doctoral works both in India and Abroad. National and state level seminar, sponsored by UGC, and State Government, are held on regularly to interact with the invited eminent professor on current research topics. A publication, participated by distinguished professor, is the outcome of the seminar.

Administrative staffs receive their formal and informal feedbacks from higher authority to augment their administrative skill and computer programming knowledge.

**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?**

It is very difficult for the authority to adopt long term comprehensive strategy for faculty empowerment due to insufficiency of staff– both academic and non academic. Authority has to hire both teaching and non teaching staff from Institution’s inadequate financial resources.

Yes, the authority tries to motivate the dedicated brigade of teaching and non teaching employees to render their responsibility efficiently. A better academic performance by the students with every passing year proves the authority’s pledge to fulfill all aspirations of this locality. And the Institute places itself in higher orbit of teaching and learning and excels unparallel.

**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.**

There is no such formal qualitative and quantitative appraisal system for performance linked evaluation. Experts are invited statutorily to evaluate ability of employee in case of promotion based on Government’s administration directives and Governing Body’s gesture.

**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?**

There is an appointment subcommittee in the GB paneled by distinguished academic representatives selected by Government and University GB members and Principal. Thus stakeholders are intrinsically involved in management of any objective appraisal reports collectively.

**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?**

There is no such formal welfare scheme. Authority extends assistance financially and personally in case of any employee falls in distress on suffered from frightening diseases.

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

As this is not an autonomous institution it is not always possible to undertake measures to attract and retain talents. Sometimes the authority engages talented academicians to deliver special lectures on a particular course.

## **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 Institution monitors the effective and efficient use of its available financial resources through the Governing Body of the college and the principal implements the direction of the Governing Body.

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

The college makes internal audit only regarding the grants procured from UGC and Government by appointing an auditor. But it makes external audit of all kinds of financial transactions. After completion of all types of accounts, the Accountant of the college communicates with the government approved Auditor to check and verify all the accounts. After being satisfied with checking and verification the Auditor gives audited certificate.

The last Audit was done in the year 2011-12. The accounts of the financial year 2012-13 are in the way to completion.

No, there was no major audit objection in the 2011-12 audit report.

### **6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.**

The major sources of the institutional funding are different fees collected from the students and grants received from UGC and Government.

In each financial year we make our budget to meet our financial requirements on the basis of the fund received from above mentioned sources and we have never faced any financial deficit.

The Xerox copies of the audited account of the income and expenditure of the institution of the previous four years are attached as appendix in the SSR.

### **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 has made the following efforts to secure additional funding:  
Appeal made to the Local Municipality, to the Department of Higher Education, Government of West Bengal and other funding agencies like MLA and MP fund.

## **6.5 Internal Quality Assurance System (IQAS)**

### **6.5.1 Internal Quality Assurance Cell (IQAC)**

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

Yes, the institution has established IQAC in 23<sup>rd</sup> March 2007, after the visit of NAAC team. Principal, as the head of the institution, always keeps liaison with the IQAC convener and taking feedback from her makes policy regarding the quality upliftment of the institution. To maintain democracy the IQAC convener as well as the Principal meets the committees quite often and in discussion with the teaching, non-teaching staff and student representative takes decisions which are again endorsed through the Governing Body, the highest body of the college.

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

Most of the decisions taken by IQAC in different spheres have been approved by the authorities and many of them have already been implemented. Several other proposals have been given to the authority which is hopefully to be implemented soon.

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

Yes, we have one external member in IQAC. Sri Tarun Sen, our alumni, is in IQAC as a representative of local community. We consult him when needed.

- d) **How do students and alumni contribute to the effective functioning of the IQAC?**

Student Union as a representative of the student community plays an important role in the effective functioning of IQAC. Regarding the infrastructural development of the college, upgradation of the library, inter-net facilities, regularity of classes, official activities, cultural and extra-curricular activities, social service etc students have their say and Student Union represents the views of the student to the authority through different committees, where the students have their representatives, to implement them.

The secretary of alumni association keeps contact with the members of alumni association and arranges meeting with them to discuss various problems of the college. They always keep contact with the college and serve whenever necessary.

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

The IQAC convener communicates and engages staff from different constituents of the institution to carry out different developmental works of the institution.

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

The institution for its quality assurance tries to maintain an integrated framework of the academic and administrative activities. The Principal, as the head of the institution, entrusts the faculty members with various types of administrative activities besides their academic tasks in order to add quality improvement to the college. During the past years the faculty members have been taking part in admission process, University Examinations, Student election, promotion of the teaching non-teaching faculty, financial liabilities, maintenance of laboratory chemicals and instruments, activities of the library, functioning of the IQAC, supervising NSS and NCC units etc. From this year several other administrative tasks have been given to the faculty members, like: i) Supervision on the day-to-day commencement of classes in Science, Arts and Commerce Faculty; ii) Supervision on non-teaching attendance; and iii) documentation of the student attendance and their academic performance

**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.**

No such formal training has been provided by the Institution. But our parent body, Calcutta University Academic Staff College, Jadavpur University and Other Universities organize orientation and refresher courses for the teachers every year. Administrative Staff College of Calcutta University provides administrative training to the non-teaching staff for quality assurance. Both the teaching and non-teaching of our college avail the above mentioned courses.

**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 IQAC by involving the Academic Subcommittee maintains the information regarding the initial intake of total students taken into consideration their caste, gender, economic status etc. the drop-out rate and the success rate of the students are also recorded. We also try to keep track of the students who go to higher studies.

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

The internal quality assurance mechanisms are aligned with the directives from external quality assurance like NAAC, HRD, UGC, State Government etc. Our policy makers also support these directives for smooth running of the institution.



### **6.5.6 What institutional mechanisms are in place to continuously review the teaching learning and outcome?**

Academic sub-committee is entrusted with the tusk to review continuously the teaching learning process.

It comprises the following members: Secretary (Principal), Convener, Working President, IQAC Convener as ex-officio member, six teaching members, one non-teaching members and General Secretary as student representative.

The convener arranges the meetings and decisions regarding academic issues taken there are implemented gradually. Every member has his/her say regarding the issues and decisions are taken accordingly. The important and grave issues and issues involving financial liabilities are referred to Governing Body if necessary.

### **6.5.6 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?**

The internal stakeholders, like, teaching and non-teaching staff are made aware of the quality assurance policies and mechanisms of the Institute through staff meeting and G.B meetings. The students come to know about these through G.B meetings (where there is student representative), student meet and notices walled up in the college campus and given in the college website. The quality assurance policies and their outcomes are communicated to the external stakeholders like Guardians and community mainly through Guardians' meetings, community meet and the notices given in the college website.

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

### **7.1 Environment Consciousness**

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

No such audit has yet been conducted. But the authority has a constant look out so that the total environment of the college remains eco-friendly: i) Two sides of the Victoria Tank (the big pond inside the college campus) has been guarded by shal wood sticks instead of brick and mortar so that the water body remains clean and the underwater plants and animals can survive and grow; ii) We have introduced Green generator to avoid smoke and sound in the college campus as well as the neighboring area of the college; iii) Seminars and workshops are organized on different environmental issues, like, energy conservation, use of renewable energy, use of biodegradable things, proper usage of water etc.

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

- \* **Energy conservation**
- \* **Use of renewable energy**
- \* **Water harvesting**
- \* **Check dam construction**
- \* **Efforts for Carbon neutrality**
- \* **Plantation**
- \* **Hazardous waste management**
- \* **e-waste management**

In order to make the campus eco-friendly we have given prior importance to plantation.

## 7.2 Innovations

### 7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The authority along with the IQAC has taken initiative to introduce some innovative measures which have some positive impact on the institution as a whole. They are as follows:

- i) Three years back Calcutta University had introduced Environmental Study as a compulsory subject in the syllabus of 3<sup>rd</sup> year students. It really was a difficult job to cover up the whole syllabus within the stipulated time (hardly nine months) as the existing syllabus of the core subjects of 3<sup>rd</sup> year (especially Honours syllabus) is quite heavy and the departmental teachers have to fight with time to cover up the stipulated syllabus. In order to solve this problem **in every academic year we engage the young and promising post-graduate science students of B.Ed section to teach Environmental Study within a fixed period (3 weeks) by allotting two hours consecutive classes both for the students of Honours and General section.** This attempt has proved to be fruitful—the dedicated young batch of teachers have been carried out the task entrusted on them quite devotedly and the students are also benefitted from this venture as study materials are distributed to them focusing on the key aspects of the syllabus.
- ii) We have introduced another measure in our examination system in discussion with our parent University. In the Mid-Term Test (which has to be arranged after three months of admission into 1<sup>st</sup> year classes) we have initiated **short answer type questions for the students of General section** in order to combat with the time constrain. As a result we are benefitted doubly—both administratively and academically. We can now accommodate all the students of a particular subject in the same day by allotting different slots of time and thus economize the number of days previously needed and utilize the days for teaching purpose. On the other hand, this practice has served the academic purpose—the students now have to learn the lessons thoroughly instead of picking up some suggested topics.

- iii) Since last two years the authority has introduced **the system of delivering notices through SMS to the students and the guardians**. This measure has been much appreciated by our stakeholders as now there is no chance of missing any information regarding administrative and academic program of the institution.
- iv) We have introduced another practice in our college. Now **the faculty members of each department can decide to buy necessary equipments/materials within certain limits (up to Rs. 5000) to carry on their academic activities** which has to be later endorsed by the Governing Body through the recommendation of the purchase and finance committee. This practice has expedited the whole decision making process.
- v) From this academic year we have initiated **the system of collecting feedback from the guardians regarding the newly introduced admission process** through on-line. This system we fell will be much beneficial for us to rectify or modify our admission process, if needed.
- vi) For two/three years **we have started dialogue with our next-door neighbourhood** comprising mainly of people belonging to minority group. These people have little sense of health and hygiene or any sort of concern for higher education. Our dialogue with them has made it possible for our students to start Health Awareness Program primarily concentrating on cleaning of water bodies and their living areas. Not only that, college has engaged some young promising boys from this locality in various works starting from guarding the college campus to carrying out some construction works and this has solved many problems mainly the problem of obstructing any sort of developmental works in the adjacent areas of the college premises. We have also started a non-conventional school, as has already been mentioned, with the children of the locality.

### 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:**

The College had undertaken two initiatives worthy of mention. The first one is: “Informal Evening School for the Underprivileged Children of the Area.” The second one is: “Sharing and Delegation of Administrative Responsibilities.” Now onwards, we shall mention them as *First Practice* and *Second Practice*, respectively.

- **Goal:**

The College is surrounded by slums: *First Practice* intends to provide informal education to children from these slums, to supplement their learning at formal schools. The NSS and NCC units of the College have been entrusted with these works.

*Second Practice* involves the entire College, both Teaching and Non-teaching, Part-Time and Full-Time Employees with a view to develop among them more involvement and commitment towards the institution.

- **The Context:**

The College, over the years has observed that the slum surrounding it, is deprived from many beneficial consequences of education, particularly health, hygiene and exposure. The *First Practice* was mainly envisaged to address this area. NSS and NCC have been particularly mobilised for this purpose. Accordingly, in addition of imparting education to the children, the college has arranged for different entertainments for them. As for example, the children took part in 'Rabindra Jayanti', they were also taken to picnic and a film show was organised for them in the College Seminar Room. Again, when the College NSS installed some dustbins at various parts of the slum, for arresting the decay and pollution of the water-bodies, children were actively engaged in the process. They were entrusted to ensure that garbage, instead of being littered here and there, is thrown to the dustbins. Some changes in the attitude are now visible: the ponds do not look that dirty now!

There has been steady decline in the process of recruitment on the part of the Government: many positions are lying vacant in our institution. But there has been significant expansion on college activities in recent times. In view of this scenario, the authority decides to involve both the teaching and non-teaching staff in various activities of the college to meet the crunch of staff as well as to develop a sense of more responsibility and commitment among them. Now the teachers are also performing many administrative responsibilities: admission; Student election; preparing duty roster for examination; re-arranging library resources; preparing College Prospectus, supervising regular commencement of classes in the college, taking financial responsibilities etc. These are some of the areas where *Second Practice* is most operative. The non-teaching staff (both permanent and casual) are now taught to perform different sorts of official works so that they can be substituted for one another if necessary.

- **The Practice:**

There are opportunities for rich community life to the students. Both NSS and NCC are service-learning programmes: their experiences of witnessing changes occurring in otherwise depressing slum-life must have positive impact upon them. The major limitation is, of course, only a fraction of students are involved in these programmes. In addition, the current course-structure in the University of Calcutta involves significant portion of activities towards examination. Accordingly, students devote

disproportionately more time towards preparation for examinations, than relaxed learning. Therefore, many of them do hesitate to involve in service-learning programmes.

The *Second Practice* involves intensive working together by the college employees. It also fosters a sense of fellow-feeling among them as well as a sense of involvement.

- **Evidence of Success:**

Regarding the *First Practice*, there are visible changes in the slum: the water bodies do no longer look that dirty. Volunteers are greeted by people there. Both the children and their guardians are now beginning to feel that they are the part of the college.

Regarding the *Second Practice*, there is noticeable change in the outlook of the staff: they now look more involved. Moreover, as for the non-teaching staff, their training to perform different kinds of duties enables them to be free of the drudgery and the monotony of official work.

- **Problems Encountered and Resources Required:**

Regarding the *First Practice*, some inputs like Overhead projectors may be useful, as we have plans to show films to children on regular interval. Also, in order to sustain their motivation, the College, from its' own funds, arranges light refreshments. It is necessary to arrange such refreshments for Volunteers as well. For carrying out all these sort of activities fund is required.

Regarding the *Second Practice* lack of experience sometimes hampers the smooth running of the regular activities of the college, but the growing involvement towards the duties helps us to overcome this problem. Needless to say, that in spite of the sincere efforts on the part of the staff it is really difficult to carry on the huge day to day activities due to the crunch of the staff.

## Department of Bengali

1. Year of Establishment: **General 1948, Honours 1964**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **Undergraduate**
3. Names of Interdisciplinary courses and departments/units involved: **N.A**
4. Annual/semester/choice based credit system(programme wise): **Annual**
5. Participation of the department in the courses offered by other departments: **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc.: **N.A**
7. Details of courses/programmes discontinued (if any) with reasons: **N.A**
8. Number of Teaching posts

	Sanctioned	Filled
<b>Associate Professors</b>	Nil	Nil
<b>Asst. Professors</b>	4	4

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Sm.Chandana Samanta	M.A.	Assistant Professor	Fiction	16	N.A.
Sm.Basanti Bhattacharya	M.A.	Assistant Professor	Comparative Literature	16	N.A.

Dr. Momotaj Begam	M.A. Ph.D	Assistant Professor	Drama	13	N.A.
Sri Subhomoy Ghosh	M.A	Assistant Professor	Bengali Grammer	11	N.A.
Dr. Uttam Purkait	M.A. Ph.D	Part-time Lecturer	Drama	10	N.A
Sri Debobroto Sau	M.A	Guest Lecturer	Medieval Bengali literature	5	N.A

10. List of senior visiting faculty: **Nil**

11. Percentages of lectures delivered and practical class handled(programmed wise) by temporary faculty: **5%**

12. Student-Teacher Ratio (programme wise): **1:175 (approx) Honours, 1:300 (approx) General.**

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A**

14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil. /PG: **2 Ph.D. 3 M.A. (Two teaching faculties have submitted their Ph.D thesis in last year.)**

15. Number of faculty with ongoing projects from a) National b)International funding agencies and grants received: **There is a minor research project (1,02000) of UGC under Dr. Momotaj Begam since March, 2012.**

16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received: **Nil**

17. Research Centre/facility recognized by the University: **N.A.**

18. Publications: **(See Annexure)**

- Publications per faculty
  - a) Number of papers published in peer review journals (National/ International) by faculty and students: **2 (Forthcoming), Dr. Momotaj Begam.**
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph

- d) Chapter in Books
- e) Books Edited: **2 (Dr. Momotaj Begam)**
- f) Books with ISBN/ISSN numbers with detail of publishers
- g) Citation index
- h) SNIP
- i) SJR
- j) Impact factor
- k) H-index

19. Areas of consultancy and income generated: **N.A**

20. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other **agencies. N.A**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department:

Every year Bengali Department observe Bengali Mother –tongue Day on 21<sup>st</sup> February and eminent Academicians of different Universities com as resource person to grace the occasion.

25. Seminars/conference/workshop organized & the source of funding

a) National:

b) International

c) State Level: **Organised a State Level seminar along with History and Philosophy Departments on 20<sup>th</sup> & 21<sup>st</sup> March 2009.**

26. Student profile programme/courses wise:



<b>Name of the course/programme (refer question no.4). B.A. Hons.(Bengali)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> yr 2012-13	820	191	M: 46 F:145	Not yet Appeared	Not yet Completed
2011-12	1048	174	M:34 F: 140	Not yet Appeared	Not yet Completed
2010-11	997	161	M:57 F:104	135	92%
2009-10	982	160	M:45 F:115	112	<b>78%</b>
2008-09	781	146	M:46 F:100	103	80%
2007-08	746	109	M:32 F:77	97	86%

- M=Male F=Female

<b>Name of the course/programme (refer question no.4). B.A. General.(Bengali)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> yr 2012-13	1876	1876	M: 915 F:961	Not yet Appeared	Not yet Completed
2011-12	1547	1547	M:797 F: 750	Not yet Appeared	Not yet Completed
2010-11	1295	1295	M:574 F:521	612	81%

2009-10	783	783	M:295 F:488	511	<b>86 %</b>
2008-09	876	876	M:470 F:406	674	88%
2007-08	563	563	M:278 F:285	468	98%

27.

<b>Name of the course U.G</b>	<b>% of students from the same state</b>	<b>% of students from other state</b>	<b>% of students from abroad</b>
Bengali Hons. (U.G.) Course	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? **Not reported.**

29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	50%-60%
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	Some of our students have qualified in SSC Exam and are serving in schools.
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities

- a) Library: **Yes.**
- b) Internet Facilities for staff & Students : **Yes**

- c) Class rooms with ICT facility : **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies: **35-40% every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. : **We try to arrange special lectures with external experts at least once in a year. Students' seminars are regularly arranged.**

33. Teaching methods adapted to improvement student learning. : **Besides ordinary lecture method, we adopt participatory method by inspiring the students to take part in class discussion and seminars.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **We always encourage the students to join the NSS wing of our college tom take part in different social activities. Some of our students join in NCC.**

35. SWOC analysis of the department and future plans.

#### **Strength:**

The strength of the department lies in its intimate teacher-student relationship. The students are always in the loving watchful eyes of their teachers which provide the students ample opportunity to solve their difficulties. Teachers always try to help the students in academic as well as in other spheres.

The result of our department is quite encouraging.

We regularly arrange student seminar and tutorial classes to encourage them participating in discussion.

#### **Weakness:**

The number of students in our department is really alarming especially in Honours. So, in spite of our sincere wishes it is really difficult for us to arrange for class tests regularly.

#### **Opportunity:**

Bengali as a subject is very promising as it offers different kinds of job opportunities to its students. The **students can opt for teaching jobs in schools and colleges. As a regional language the importance of Bengali** is increasing day by day and various job facilities in different administrative departments are being open up. There are also job facilities in newspapers, television and broadcast departments. The demand of the Bengali Honours and post-graduate students as translators is unquestionable.

#### **Challenge:**

It is our challenge to teach the vast number of students properly and to help them to excel in their final examination.

**Future Plan:**

We have a plan to develop our departmental library.

We have already published the writings of the students' seminar and we have a plan to publish them regularly.

**Annexure****Sm. Chandana Samanta:**

(i) "Khelare Koris Raksha Chinno Kori Khalena Shrinkhal" (in Bengali) in Quest Vol 4 2010-11. (A bi-lingual Academic Journal published by Uluberia College.)

**Sm. Basanti Bhattacharya:**

(i) "Rabindradarsaner Alope Rabindrajibon O Amra" (in Bengal) in Quest Vol 4 2010-11. (A bi-lingual Academic Journal published by Uluberia College.)

**Dr.Momotaj Begam:****Publications and paper presentations:**

- i. "Nirendranath Chakrobortir Kabita Porshi Kutumer Sthan" (in Bengali) published in the proceedings of UGC sponsored National Seminar on 'Sustainable Resource Management: Myth or Reality' held on 18th & 19th Nov, 2011, B.Ed Dept, Uluberia College (ISBN-978-922305-6-6).
- ii. "Baijnanik Dristite Vivekander Bani" published in the proceedings of UGC sponsored State level Seminar "Chemistry For Mankind" organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16th September, 2011.
- iii. "Rabindranather Sabujpatra Porber Nari Bhabna (in Bengali) published in Quest Vol 4 2010-11. ( A bi-lingual Academic Journal published by Uluberia College.)
- iv. "Aboswik Bikshan" (a book in Bengali, 3 rd edition 20th August ,2011, J.Publication).
- v. "Bangali Musalman Narir Samajic paribaric Abosthan" a paper presented in the international seminar conducted by Jadavpur university on 21 Feb, 2011.
- vi. "Nirendranath Chakroborty'r kobitai porshi kutumer sthan" published in the proceeding of UGC seminar conducted by B.Ed Department of Uluberia College on Aug, 2011.
- vii. "Baijnanik Dristite Vivekanander Bani"- published in the proceeding of UGC sponsored seminar conducted by chemistry department Uluberia College on 21st Sep, 2011.

- viii. “Samprতির Setu Swami Vivekananda”, published in Quest Vol 6, 2012-13. ( A bi- lingual Academic Journal published by Uluberia College.)
- ix. “Dhonrai-er Jibone Sagia o Ramia”, paper presented in UGC sponsored seminar organized by Jadavpur University on February, 2013.
- x. “Bangla Natoker Prothom Porbe Koekjon Musolman Protibadi Nari”, Paper presented in UGC sponsored state level seminar organized by Shyamaprosad Dey College, Kolkata on 9<sup>th</sup> march, 2013.
- xi. “Moti O Motibibi: Protibader Vinno Abhimukh”, Paper presented in UGC sponsored state level seminar organized by Barrackpur Mahadevananda College, 13<sup>th</sup> April, 2013.
- xii. “Kaji Abdul Odud-er Natoke Desh, Kal O Samaj’, Paper presented in UGC sponsored state level seminar organized by Maharaj Manindra Chandra College, 14<sup>th</sup> April, 2013.

**Books.:**

- a. “Abashyik Bikshya, A book published by J. Publication, 2011
- b. ‘Padmarag Uponyase Narider Protibad o Protirodh’ ,paper presented in UGC sponsored seminar in J.U on 13<sup>th</sup> May ,2013.

**Project**

- i. ‘Rabindro Uttor Banla Kobita-e Chena Jogoter Vinno Chhobi.’---A UGC sponsored Minor Project (1,02000)started from March, 2012.

**Dr. Uttam Purkait:**

- (i) “Swadeshi Andolon O Rabindra Kathasahitya” (in Bengali) in Quest Vol 4 2010-11. (A bi- lingual Academic Journal published by Uluberia College.)
- (ii) “Ramayaner utsomukh ‘, Ujagar , A Bengali periodicals, 9th year, 1st issue.
- (iii) ”Sikarheen Modhyobitter Nagar Bastobota: Narendranather ‘Chenamohol’”, Ujagar , A Bengali periodicals, 10th year, 1st issue.
- (iv) “Chandra vashme Rugar Kathir Chhoa: Ramapado Choudhurir Golpo”- Sarodio ‘ Prama’, 1418, A Bengali periodical.
- (v) “Ponno Samskriti O Biponno Matrivasha Samkhya 1417, A Bengali periodical.
- (vi) “Bolai O Chitrakar: prakriti O Manabtatwa Rakshaya Rabindranather Udbeg”, Nillohit, Rabidrasamkhya, A Bengali periodical.

## Department of English

1. Year of Establishment: **General: 1948, Honours: 1996.**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved: **Nil**
4. Annual/semester/choice based credit system(programme wise): **Annual**
5. Participation of the department in the courses offered by other departments : **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc.: **Nil**
7. Details of courses/programmes discontinued (if any) with reasons: **N.A**
8. Number of Teaching posts

	Sanctioned	Filled
<b>Associate Professors</b>	Nil	Nil
<b>Asst. Professors</b>	<b>2</b>	<b>1</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Soma Mondal	M.A.	Asst. Prof.	Fiction	7 years.	
D.K. Sinha Roy	M.A.	Part-time teacher		47 years.	
Bidhan Mitra	M.A.	Part-time teacher			

Rajsekhar Salroo	M.A.	Guest lecturer			
Supriyo Dhar	M.A.	Guest lecturer			

10. List of senior visiting faculty: **Nil**
11. Percentages of lectures delivered and practical class handled (programme wise) by temporary faculty: **5%**
12. Student-Teacher Ratio (programme wise): **1:132 (approx) Honours, 1:150 (approx) General.**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A.**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./ PG: **5 PG**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**
17. Research Centre/facility recognized by the University : **N.A**
18. Publications: **(See Annexure)**
- Publications per faculty
  - a) Number of papers published in peer review journals (National/ International) by faculty and students :
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor
  - k) H-index
19. Areas of consultancy and income generated : **N.A**
20. Faculty as members in

a)National committees b)International Committees c)Editorial Boards... Nil

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **30 students participate in Inter-departmental programme**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. : N.A

23. Award/Recognition received by faculty and students: Nil

24. List of eminent academician and scientist/ visitors to the department: Nil

25. Seminars/conference/workshop organized & the source of funding: Not yet arranged.

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4).B.A. Hons.(English)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled* M*F</b>	<b>Students Appeared inFinalExam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr (H) 2012-13	648	153		Not yet Completed	
1 <sup>st</sup> yr(H) 2011-12	496	155	M : 53 F : 102	Not yet Completed	
1 <sup>st</sup> yr (H) 2010-11	380	136	M:58 F : 78	63	92%
1 <sup>st</sup> yr (H) 2009-10	364	120	M : 47 F :73	81	94%
1 <sup>st</sup> yr(H) 2008-09	352	102	M:38 F:64	47	77%
1 <sup>st</sup> yr(H) 2007-08	208	77	M:36 F:41	47	95%



- M=Male F= Female

<b>Name of the course/programme (refer question no.4).B.A. General.(English)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled* M*F</b>	<b>Students Appeared inFinalExam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr 2012-13	95	95	M: 63 F: 32	Not yet Completed	
2011-12	100	100	M: 73 F: 27	Not yet Completed	
2010-11	66	66	M:44 F : 22	62	48%
2009-10	95	95	M: 65 F: 25	37	95%
2008-09	87	87	M: 60 F: 27	74	89%
2007-08	56	56	M:39 F:17	43	98%

## 27. Diversity of Students

<b>Name of the course</b>	<b>% of students from the same state</b>	<b>% of students from other state</b>	<b>% of students from abroad</b>
B.A Hons.	100%	Nil	Nil
B.A General.	100%	Nil	Nil

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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>10% (Approx)</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	<b>Not informed</b>
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies. **40-50 % students of the dept. receive financial assistance every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. **Nil**

33. Teaching methods adopted to improve student learning: **Besides class lecture audio visual method is often applied in order to broaden their views by showing Films related with their academic topics.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities; **Students are encouraged to participate in N.S.S.**

35. SWOC analysis of the department and future plans:

**Strength:**

The strength of the Department lies in the relentless endeavour of the teachers to cater the need of a large number of students who strive hard to learn a subject in which they had little exposure.

The Department is enriched with a wall magazine like **Arora** which provides our students an opportunity to give vent to their creative spirit.

Students have an opportunity to consult good reference books borrowed from British Council Library through their teachers

**Weakness:**

- a) The student teacher ratio is very poor.
- b) Students have difficulty in communicating in English as most of them come from Bengali medium Background.

**Opportunity:**

English as a subject provides various opportunities to its students. They can pursue academic career and research activities. The job for translator is also open for them.

**Challenge:**

With the gradual increase of number of students and with a few teachers in the department it is a challenge on the part of the department to meet the individual need of the students.

**Future Plan:**

We are planning to hold national seminars to give our students an exposure to a rich academic environment.

**Annexure**

**Sm. Soma Mondal,**

- i. ‘Mother Earth’ in the proceedings of UGC sponsored National Seminar on ‘Sustainable Resource Management: Myth or Reality’ held on 18th & 19th Nov,2011, B.EdDept, Uluberia College (ISBN-978-922305-6-6).
- ii. ‘Resource to the World of Innocence: A Reading of Mother - Child Relationship in ‘The Crescent Moon’ in Quest Vol 5 2010-11. (A bi-lingual Academic Journal published by Uluberia College.) ISSN 2319-2151
- iii. Recourse to world of Innocence: reading of Mother-Child Relationship in Rabindranath Tagore’s ‘the Crescent Moon’—Published in ‘Quest’ (A bi-lingual Academic Journal published by Uluberia College.) ISSN 2319-2151,Vol 6 (2010-11)
- iv. Women and Environment—a reading of ‘The coffer Dams’ and ‘Nectar in a Sieve’-- Published in ‘Quest’ (A bi-lingual Academic Journal published by Uluberia College.) ISSN 2319-2151,Vol 7 (2012-13)

## Department of Sanskrit

1. Year of Establishment: **General : 2008, Honours: 2010**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments: **NA**
6. Courses with collaboration with other universities, industries, foreign institution, etc. : **Nil**
7. Details of courses/programmes discontinued (if any) with reasons; **NA**
8. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
<b>Associate Professors</b>		
<b>Asst. Professors</b>	<b>Nil</b>	<b>Nil</b>
<b>Contractual Lecturers</b>	<b>02</b>	<b>02</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Sm Swati Sarkar	M.A., M.Phil., B.Ed.	CWTT		4 YEARS	
Sri Hemanta Tripathi	M.A., M.Phil.,	CWTT		2 YEARS	

10. List of senior visiting faculty: **Nil**
11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty
12. Student-Teacher Ratio (programme wise): **1:50 (approx) Honours, 1: 120 (approx) General.**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG.: **2**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received: **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received
17. Research Centre/facility recognized by the University: **N.A.**
18. Publications:
- Publications per faculty: **(See Annexure)**
  - a) Number of papers published in peer review journals (National/ International) by faculty and students
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books

- e) Books Edited
- f) Books with ISBN/ISSN numbers with detail of publishers
- g) Citation index
- h) SNIP
- i) SJR
- j) Impact factor
- k) H-index

19. Areas of consultancy and income generated: **N.A.**

20. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards...**Nil**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. **N.A**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding: **Not yet Arranged**

- a) National

- b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.A. Hons.(Sanskrit)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> yr 2012-13	297	51	M:16 F:35	Not Yet Completed	
1 <sup>st</sup> yr 2011-12	739	81	M:41 F:40	Not yet completed	
1 <sup>st</sup> yr 2010-11	165	45	M:26	12	75%

			F:19		
The course not started					

\*M=Male \*F=Female

Name of the course/programme (refer question no.4). B.A. General. (Sanskrit)	Applications received	Selected	Enrolled *M *F	Students Appeared in Final Exam	Pass percentage
1 <sup>st</sup> yr 2012-13	297	51	M:16 F:35	Not Yet Completed	
1 <sup>st</sup> yr 2011-12	739	81	M:41 F:40	Not yet completed	
1 <sup>st</sup> yr 2010-11	165	45	M:26 F:19	15	67%
1 <sup>st</sup> yr 2009-10	129	37	M: 23 F:14	16	93%
1st yr 2008-09	165	45	M:26 F:19	14	75%

## 27. Diversity of Students

Name of the course B.A.	% of students from the same state	% of students from other state	% of students from abroad
B.A	100%	Nil	Nil

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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>N.A</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	<b>N.A.</b>
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: **Yes**
- b) Internet Facilities for staff & Students: **Yes**
- c) Class rooms with ICT facility: **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies: **40-50%**

32. Details on student enrichment programmes (special lectures/ workshop /seminarwith external experts. **Not yet arranged.**

33. Teaching methods adopted to improve student learning. :

Besides lecture method teachers try their best to improve student by encouraging them to participate in departmental seminars and lectures given by eminent persons in other departments of the college.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Some students participate in N.S.S activities.

35. SWOC analysis of the department and future plan:

**Strength:**

- 1) Good relationship between the teachers and the students.
- 2) Willingness of the student to learn the language.



3) Good result.

**Weakness:**

- 1) In order to meet the need of the increasing numbers of students the department requires more teachers. We have no full time sanctioned post in our Department.
- 2) Most of the students do not have any exposure to the language so the teachers face the problem of communicating with them in Sanskrit.

**Opportunities:**

Sanskrit as an ancient language of India opens up several opportunities for the students who want to pursue higher studies and devote themselves in research work. There are also job opportunities in different Academic and Research Institutions and also in the Government sector.

**Challenges:**

In the present scenario of society where everybody is running after material comfort and benefits it is our challenge to motivate the students to discover the true spirit of our beloved country and to unveil the treasures imbedded in Sanskrit language & literature.

**Future Plan:**

Our plan is to invite some scholars from different parts of India in near future for delivering lectures and orient the students regarding the future of Sanskrit language.

**Annexure**

**Swati Sarkar**

1. Rabindra bhabnae meghdut, published in "Quest": a bi-lingual academic journal, Vol 6, ISSN 2319-2151, published by Uluberia College.

## Department of History

1. Year of Establishment : **General 1948, Honours 1962.**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments
6. Courses with collaboration with other universities, industries, foreign institution, etc
7. Details of courses/programmes discontinued (if any) with reasons
8. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
Associate Professors	Nil	Nil
Asst. Professors	<b>04</b>	<b>02</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dr. Jayashri Sarkar	MA, M.Phil, PH.D.	Asst. Professor	Social History	13 Years	
Smt Daliya Hajra	MA(selected for Ph.D Registration)	Asst. Professor		4 Years	

Sajahan Ali Khan	MA	Permanent Part-Time		11 Years	
Sirajuddin Mullick	M.A. double	Permanent Part-Time		8 Years	
Sk Matiaruddin Ahmed	MA	Permanent Part-Time		8 Years	

10. List of senior visiting faculty **Nil**
11. Percentages of lectures delivered and practical class handled (programme wise) by temporary faculty
12. Student-Teacher Ratio (programme wise) : **1:120 (Honours), 1:200 (General)**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **N.A**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG: **Ph.D-1 PG.-4**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**
17. Research Centre/facility recognized by the University
18. Publications:
- Publications per faculty-last 5 years w.e.f.2007. **Please see Annexure I**
  - a) Number of papers published in peer review journals (National/ International) by faculty and students
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor
  - k) H-index

19. Areas of consultancy and income generated ; N.A

20. Faculty as members in

a)National committees

b)International Committees c)Editorial Boards...

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme : **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. **Nil**

23. Award/Recognition received by faculty and students : **Nil**

24. List of eminent academician and scientist/ visitors to the department

25. Seminars/conference/workshop organized & the source of funding

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.A. Hons.(History)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
Ist.yr.Hons. 2012-13	476	150	M:75 F: 75	Not Yet appeared	Not Yet Completed
2011-12	621	158	M:67 F: 91	Not Yet appeared	Not Yet Completed
2010-11	515	154	M:80 F:74	105	96%
2009-10	498	155	M:100 F: 55	127	84%
2008-09	402	104	M:46 F: 58	68	78%

2007-08	397	97	M:57 F: 40	86	94.18%
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• M=Male F=Female

<b>Name of the course/programme (refer question no.4). B.A. General.(History)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
Ist.yr. 2012-13	1998	1998	M:991 F: 1007	Not Yet appeared	Not Yet Completed
2011-12	1753	1753	M:934 F: 819	Not Yet appeared	Not Yet Completed
2010-11	1211	1211	M:644 F:567	644	85%
2009-10	1140	1140	M:644 F: 496	558	94%
2008-09	913	913	M:526 F: 387	742	98%
2007-08	718	718	M:361 F: 357	527	98%

## 27. Diversity of Students

<b>Name of the Courses</b>	<b>% of students from the same state</b>	<b>% of students from other states</b>	<b>% of students from abroad</b>
B.A Hons.	<b>100%</b>	Nil	Nil
B.A General	<b>100%</b>	NIL	Nil

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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>50-60%</b>
PG to M. Phil.	<b>1%</b>
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	<b>Employed through S.S.C 5%</b>
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies : **30-40%**

32. Details on student enrichment programmes (special lectures/ workshop /seminar)with external experts.

33. Teaching methods adopted to improve student learning: Besides giving lecture, the teachers of the of the department furnish students with lists of reference books and ask them to consult those respective books within a stipulated time period, the students are encouraged to interact with the teachers about the thrust of those books, difficulties they faced with views of the authors etc. Student's seminars are also held for which a student has to achieve a thorough knowledge of the topic concerned.

34. Participation in Institutional Social Responsibility (ISR) and Extension activitie : **Some students of our Department participate in N.S.S.**

35. SWOC analysis of the department and future plans:

**Strength:**

5 Teachers (2 in substantive post v 3 as part time/permanent) make a community of devoted teachers who are trying their all most to improve student's learning & others various activities of the department.

**Weakness:**

The department suffers from lack of teachers. The teachers –student ratio is beyond normal limit. It is extremely difficult to cover the entire syllabi. Teacher is burdened with heavy load.

Many students come from low income families. As such, a student faces immense financial difficulty to continue his /her study till 3<sup>rd</sup> year or pursue higher studies. Statistics reflects the rate of dropouts and the major reason behind this is financial crisis.

**Opportunity:**

Reading History has always kindled the young minds to rethink old problems, open up questions which were considered closed and pose new issues of enquiry by which further research work can be made possible.

A student of History always finds opening in translating manuscripts besides teaching profession.

A sound knowledge in social History helps to join an NGO or work in social welfare department.

**Challenge:**

Most of our students come from the rural background having no exposure to English language so it is our challenge to make them prepare for the higher studies winning every sort of odds.

**Annexure****Dr. Jayashree Sarkar**

- i. “Women vs. Science: Bengal in the late 19<sup>th</sup> century” in proceeding of UGC Sponsored State Level Seminar “Chemistry for Mankind” organized by Department of Chemistry, Uluberia College in collaboration with Calcutta Institute of Technology, Uluberia, Howrah, on 16<sup>th</sup> September, 2011.
- ii. “Women’s Rise to empowerment: The Early Bengal Scenario “ in Proceedings of UGC-Sponsored State Level Seminar “Emerging Trends In Contemporary Education: implications for 20th century” organized by Department of B.Ed, Uluberia College in collaboration with Institute of Advanced Studies in Education, David Hare Training College, on 19<sup>th</sup> April 2010.
- iii. “Women Educators and Their Organization in the Early Decades of the Twentieth Century” in Proceedings of UGC-Sponsored State Level Seminar “ Emerging Trends in Contemporary Education : Implication for 21<sup>st</sup> Century (A Sequel), organized by the Dept. of B.Ed, Uluberia College in collaboration with Institute of Advanced Studies in Education, David Hare Training College, on 25<sup>th</sup> March 2011.
- iv. “Indian Ideology v Conservation strategies : The Chipko Movement” in Proceedings of UGC-Sponsored National Seminar Sustainable Resource Management: Myth or Reality

“organized by Department of B.ed, Uluberia College in collaboration with Directorate of Torrents, govt. of West Bengal, on 18<sup>th</sup>-19<sup>th</sup> November,2011.

- v. “Biplabi Leela Rayer Smriticharanai Rabindranath” in Quest, vol-6(A special Issue on the occasion of 150<sup>th</sup> Birth Anniversary of Rabindranath Tagore and Acharya Prafullachandra Ray),2010-2011.(ISSN 2319-2151)
- vi. “Sekele katha-y sekaler: Prasanya Nistarini” in Quest. Vol. 3, 2007.
- vii. “Women’s Emancipation and Krishna Habike” in Quest, Vol. 4, 2008.
- viii. “Sarda aim o Banglay Nari Chetonar Prasar: paper presented at XXIII rd Annual conference of the Paschimbanga Itihas Samsad, 27<sup>TH</sup>-29<sup>TH</sup> January 2007 And published in Itihas annushandhan, vol.xxii,Kolkata , 2008.
- ix. “Beharater Swadhinata Sangrame Banglar Nari :Smriticharaner Aloy Tader Kotha “ Paper presented at a seminar organized by jugantar Biplabi daminicave (regd) on 16<sup>th</sup> August, 2008



## Department of Philosophy

1. Year of Establishment: **General 1958, Honours 1978**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **Undergraduate**
3. Names of Interdisciplinary courses and departments/units involved: **N.A**
4. Annual/semester/choice based credit system(programme wise); **Annual**
5. Participation of the department in the courses offered by other departments: **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc. **N.A**
7. Details of courses/programmes discontinued (if any) with reasons; **N.A**
8. Number of Teaching posts

	Sanctioned	Filled
<b>Associate Professors</b>		1 (by CAS)
<b>Asst. Professors</b>	4	0

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dr. Aditi Bhattacharya	M.A., Ph.D.	Associate Professor	Western Contemporary Philosophy	29	N.A.

Sri Swapan Panja	M.A.	Part-time teacher		8	N.A.
Sm. Mausumi Majumdar	M.A.	Part-time teacher		6	N.A.
Jayita Dutta	M.A. M.Phil.	Part-time teacher	Western Ethics	3	N.A.

10. List of senior visiting faculty: **Nil**
11. Percentages of lectures delivered and practical class handled(programmed wise) by temporary faculty: **5%**
12. Student-Teacher Ratio (programme wise): **1:50 (approx) Honours, 1:200 (approx) General.**
13. Number of academic support staff (technical) and administrative staff, sanctioned and filled: **N.A**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG: **1 Ph.D, 1 M.Phil, 2 PG.**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received: **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received: **Nil**
17. Research Centre/facility recognized by the University: **N.A.**
18. Publications: **(See Annexure)**
- Publications per faculty
    - a) Number of papers published in peer review journals (National/ International) by faculty and students: **2 & 2 forthcoming (Dr. Aditi Bhattacharya)**
    - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
    - c) Monograph
    - d) Chapter in Books **1**
    - e) Books Edited
    - f) Books with ISBN/ISSN numbers with detail of publishers
    - g) Citation index
    - h) SNIP
    - i) SJR

- j) Impact factor
- k) H-index

19. Areas of consultancy and income generated: **N.A**

20. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards:

**Dr. Aditi Bhattacharya, Editor of the Academic Journal of Uluberia College, "Quest"**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other **agencies. N.A**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department:

- 1) Dr. Puspa Misra, Ex-Principal, Bethune College, Kolkata.
- 2) Sri Prahlad Kumar Sarkar, Ex-Professor, Calcutta University.
- 3) Dr. Miratun Nahar, Ex- Associate Professor, Victoria Institute for Girls', Kolkata.

25. Seminars/conference/workshop organized & the source of funding

a) National: **Organised U.G.C sponsored National Seminar on 15<sup>th</sup> & 16<sup>th</sup> March 2013.**

b) International

c) State Level: **Organised a State Level seminar along with History and Bengali Departments on 20<sup>th</sup> & 21<sup>st</sup> March 2009.**

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.A. Hons.(Philosophy)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
2012-13	307	42	M: 03 F: 39	Not yet Completed	

2011-12	466	63	M:17 F:46	Not yet Completed	
2010-11	402	50	M:25 F:25	33	85%
2009-10	450	46	M:14 F:32	25	<b>92%</b>
2008-09	325	50	M:20 F:30	27	89%
2007-08	286	32	M:13 F:19	25	96%

- M=Male F=Female

<b>Name of the course/programme (refer question no.4). B.A. General.(Philosophy)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
2012-13	549	549	M: 271 F: 278	Not yet Completed	
2011-12	451	451	M: 229 F: 222	Not yet Completed	
2010-11	659	659	M:469 F:190	225	78%
2009-10	495	495	M: 250 F: 245	226	<b>86%</b>
2008-09	475	475	M: 242 F: 245	395	83%
2007-08	327	327	M: 171 F: 156	228	73%

- M=Male F=Female

27. Diversity of Students

Name of the course	% Of students from the same state	% Of students from other state	% Of students from abroad
Philosophy Hons. (U.G.) Course	100%	Nil	Nil
Philosophy (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET , SLET, GATE, Civil services , Defense services , etc.? Not informed.

29. Student progression

Student progression	Against % enrolled
UG to PG	50%-60%
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	Some of our students have qualified in SSC Exam and are serving in schools.
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: **general library as well as departmental library.**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies: **35-40% every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. : **We try to arrange special lectures with external experts at least once in a year.**

33. Teaching methods adapted to improvement student learning. : Besides ordinary lecture method, we adopt participatory method by inspiring the students to take part in class discussion and seminars.

34. Participation in Institutional Social Responsibility (ISR) and Extension activitie : We always encourage the students to join the NSS wing of our college tom take part in different social activities. Some of our students join in NCC.

35. SWOC analysis of the department and future plans

**Strength:**

The strength of the department lies in its intimate teacher-student relationship. The students are always in the loving watchful eyes of their teachers which provide the students ample opportunity to solve their difficulties. Teachers always try to help the students in academic as well as in other spheres.

The result of our department is quite encouraging.

We regularly arrange student seminar and tutorial classes to encourage them participating in discussion.

Copies of college examinations are regularly shown to the students and we arrange Guardians' meeting to make the guardians aware of the activities of their wards.

We have a good stock of books in the library which is helpful both for the faculty members as well as the students.

Students can use Internet in the library.

Most of our students are obedient and obliging so it is much easy to teach them.

**Weakness:**

The Department has only one full time teacher, three full- time posts are lying vacant. We have three part-time teachers but it is not sufficient to do justice with the vast course we have to cover up.

Our students coming from the rural and semi-rural areas have very poor exposure in English. As a result they are unable to consult the reference books which are mostly written in English. However, the teachers translate the necessary passage from the reference books and help the students to overcome their shortcomings.

**Opportunity:**

Study of philosophy makes the student more logical and rational in their approach. Students who pursue Philosophy in their higher studies can opt for research work. Now- a-days in different

management institutions there is a great demand for the teacher of Philosophy. Those who study Psychology as a special paper in their Masters have ample scope to get job as councilor in different Institutes.

### **Challenge:**

In the present scenario where we are becoming more and more materialistic it is really difficult to motivate the students to opt for the subject like Philosophy. Hence it is really our challenge to create their interest in the subject and to motivate them to study Philosophy.

### **Future Plan:**

We have a look out to develop our departmental library.

We have already published the writings of the students' seminar and we have a plan to publish them regularly.

We have a plan to publish a departmental magazine involving the alumni of our department.

## **Annexure**

### **Dr. Aditi Bhattacharya**

1. Freedom and Nothingness: A Phenomenological-cum Existential Approach to The Problem From Jean Paul Sartre's Point of View-- Published in Journal of the Department of Philosophy, vol viii, University of Calcutta 2008-2009.

2. Bostu O Bastudharma: Jaina O Paschatya Darshaniker Dristite Ekti Paryalochona, published in Darshan Biksha, a Journal published by Darshan Bivag, Jadavpur Biswa Vidyalaya on December 2010.

3. Bharatiya narir prekshyaye drishyomanota/adrishyomanota: ekti darshonik paryalochona-- published in the book prepared on the basis of the papers presented in U.G.C. Sponsored Seminar organized by Moulana Azad College, Kolkata on 2011.

4. Sustainability: A Philosophical point of view-- published in the proceedings of U.G.C sponsored State level seminar organized by B.Ed Dept of Uluberia College (ISBN-978-922305-6-6) on 18&19<sup>th</sup> Nov. 2011.

5. Exploration in the mystery of life-- published in the Proceedings of U.G.C sponsored State level seminar organized by Chemistry Dept of Uluberia College (ISBN978-81-922305-4-2) on 16<sup>th</sup> September, 2011.

6. Upanishad o Baudhyadharmer aloke Rabindra natak-- published in Quest: A bi-lingual academic journal, vol 6(ISSN-2319-2151) 2010-11, published by Uluberia College.

7. Presented paper in National seminar on "Time and Consciousness" on 31<sup>st</sup> January, 2012 organised by UGC –CAS in the Dept of Philosophy, Jadavpur University.

8. Swami Vivekananda's View on education-- published in Quest: A bi-lingual academic journal, vol 7(ISSN-2319-2151) 2010-11, published by Uluberia College.

**Jayita Dutta**

1. Rabindranather Dristite Manusher Dharma-- published in Quest: A bi-lingual academic journal, vol 6(ISSN-2319-2151) 2010-11, published by Uluberia College.

2. Boudha Darsane Paramitar bhumika---- published in Quest: A bi-lingual academic journal, vol 7(ISSN-2319-2151) 2010-11, published by Uluberia College



## Department of Political Science

1. Year of Establishment : **1968 (Honours), 1957 (General)**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **N.A**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments: **Nil**
6. Courses with collaboration with other universities, industries, foreign institution, etc.: **Nil**
7. Details of courses/programmes discontinued (if any) with reasons: **No**
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		
Asst. Professors	04	02

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dr. Sujoy Ghosh	Ph.D	Asst. Professor	Political theory/ sociology	15 Years	

Tuhina Sarkar	M.A., M.Phil.	Asst. Professor	International	7 Years	
Nafisa Begum	MA	Part time		7 Years	
Biswajit Bagui	MA	Guest teacher			

10. List of senior visiting faculty: **Nil**
11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty : **5%**
12. Student-Teacher Ratio (programme wise):- **1:55 (Honours), 1:320(aprox) General.**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG.: **Ph.D-1,M.Phil.-2, MA- 2**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received
17. Research Centre/facility recognized by the University: **N.A.**
18. Publications:
- Publications per faculty
  - a) Number of papers published in peer reviewed journals (National/ International) by faculty and students: **(See Annexure)**
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.): **2**
  - c) Monograph
  - d) Chapter in Books: **1**
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers: **1(New Delhi: New Century Publication)**
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor

k) H-index

19. Areas of consultancy and income generated: **N.A.**

20. Faculty as members in

a)National committees b)International Committees c)Editorial Boards...N.A

22. Student projects: **Nil**

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies.

23. Award/Recognition received by faculty and students: **Most downloaded article in 2010 by Dr. Sujay Ghosh.**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding : **Not yet organized**

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.A. Hons.(Pol. Sc.)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
2012-13	215	37	M: 18 F: 19	Not Yet completed	
2011-12	351	37	M: 13 F: 24	Not Yet completed	
2010-11	392	51	M: 27 F: 24	26	88%
2009-2010	267	42	M: 21 F: 21	20	95%
2008-2009	245	39	M: 22 F: 17	17	82.0%
2007-2008	262	40	M: 24	23	96%

			F: 16		
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- M=Male F =Female

<b>Name of the course/programme (refer question no.4). B.A. General.(Pol. Sc.)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
2012-13	1677	1677	M:852 F:825	Not yet appeared	
2011-12	1431	1431	M:781 F:650	Not yet appeared	
2010-11	1010	1010	M:541 F:469	499	73%
2009-2010	973	973	M:550 F:423	453	77%
2008-2009	928	928	M:501 F:427	718	90%
2007-2008	660	660	M:338 F: 322	478	95%

- M=Male F =Female

#### 27. Diversity of Students

<b>Name of the Courses</b>	<b>% of students from the name state</b>	<b>% of students from other states</b>	<b>% of students from aboard</b>
<b>B.A (Hons. &amp; General)</b>	<b>100%</b>	<b>Nil</b>	<b>Nil</b>

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

#### 29. Student progression

Student progression	Against % enrolled
UG to PG	<b>50% (approx)</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	Some students get appointment through S.S.C
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: **Yes**
- b) Internet Facilities for staff & Students: **Yes**
- c) Class rooms with ICT facility: **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies. **50-60% per year**

32. Details on student enrichment programmes (special lectures/ workshop /seminar)with external experts.

33. Teaching methods adopted to improve student learning.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities : The Head of the department himself is the N.S.S officer of the college. So it is very natural that he encourages the students to participate in the extension activities performed by N.S.S. Some students of the department joins in the N.S.S and participate in different social activities.

35. SWOC analysis of the department and future plans.

**Strengths:**

- The full time teachers of the Department are engaged in Research and Publications, including presentations in National and International Conferences. It helps them keep in touch with the latest developments in their discipline. The Part-time teachers also enthusiastically participate in various activities and programmes of the Department and they are also very popular with the students.
- The cordial relationships in the Department among students enable us to iron out many problems in cordial and informal manner. Those pursuing higher studies also keep in touch with us for informal guidance.
- The informal relationship among the teachers helps us share many problems and find out the solutions, to an extent.

### **Weakness**

- Although we earnestly believe that we are the makers of our destiny, we have not been much successful in infusing this ideal among the students. As many of our students are engaged in the serious battle for survival: they are often the additional helping hands in their families. As a result, they are left with little psychological resources to motivate exploring the opportunities available in Political Science.
- Despite our much counseling, urging students to develop workable capacities in English (as a gateway for future opportunities) and making newspaper-reading as their daily routine, the outcome is negligible. A very small fraction of students seem to put the advice in practice.
- The Department is seriously understaffed. Two positions are lying vacant for many years, one of them nearly a decade! The Part-Time Teachers in the Department are doing their best with smiling face, but the core attention of the Department is virtually restricted in finishing the Syllabus first.

### **Opportunities**

- In recent times, there is enormous growth and diversification in activities, which require skilled social science practitioners: media, survey works and voluntary organisations. Since many of our students hail from rural and weaker sections of the population, their chances of employability do increase.

### **Challenge**

- Over last few years, students entering the Department found to have scored very high in Political Science in their Higher Secondary Examination. At the outset, it looks encouraging, but we found serious gaps in their knowledge on various basic issues. With somewhat a false sense of excellence, it seems to affect students psychologically: either their confidence is damaged while encountering the demanding realities of Honours programme, or they find college education somewhat unnecessary. Hence it is our challenge to instil in them love for the subject and at the same time to make them realise that they have to work hard if they want to make a good academic career.

## **Annexure**

### **Dr. Sujay Ghosh**

Presented paper - 'Principles of Citizenship Education' to the **UGC Sponsored State Level Seminar:** "Emerging Trends in Contemporary Education: Implications for 21st Century - A Sequel" organised by B.Ed Department, Uluberia College on 25th March, 2011.

Invited to present a paper 'Public Policies for Human Development? Recent Legislations in India' in the Annual Conference, organised by the Canadian Association for the Study of International Development (CASID), in Fredericton, New Brunswick, Canada. CASID shall partially sponsor his travel.

Forthcoming Article : 'NGO O Samakalin Rajinoti, Pathshala (in Bengali).

- 'Human Development: A Citizenship Approach.' In: Himanshu Sekhar Rout and S. Bhyrava Murthy (eds.) Human Development in India: Challenges and Policies (New Delhi: New Century Publications), pp 13-30. ISBN: 978-81-7707-239-5 (print).

- ‘Consumerism: A Sociological Analysis’ in Journal of Humanities and Social Sciences, No. 7 (September 2010), pp.204-16. ISSN: 0973-8738 (print).
- ‘Principles of Citizenship Education’ in the Proceedings of UGC Sponsored State Level Seminar: Emerging Trends in Contemporary Education: Implications for 21st Century – A Sequel, pp.50-52.
- Presented paper – ‘Principles of Citizenship Education’ to the UGC Sponsored State Level Seminar: “Emerging Trends in Contemporary Education: Implications for 21st Century – A Sequel” organised by B.Ed Department, Uluberia College on 25th March, 2011.
- Presented a paper ‘Public Policies for Human Development? Recent Legislations in India’ in the Annual Conference, organised by the Canadian Association for the Study of International Development (CASID), in Fredericton, New Brunswick, Canada. CASID shall partially sponsor his travel.
- Forthcoming Article: ‘NGO O Samakalin Rajniti’, Pathshala [in Bengali].

Participatory Governance, Poverty Eradication and the Role of SHGs :A Case Study .-published in Civil Society & Global Governance: Indian Experience, Ed. By Amartya Mukhopadhyaya: 2009

NGOs as Political Institutions,published in the Journal of Asian and African Studies, Vol 44 No5 Oct,2009.

Institution Hypothesis, Published in The Calcutta Journal of Political Studies, Vol 7and8 Nos 1 and 2 April 2007 to March 200

Acted as Rapporteur on 23<sup>rd</sup> January 2010 in a National Conference on Challenges in Human Development in 22nd to 23rd January, 2010.

CIVILITY Through Character Education – A Voluntary Effort. Published in the Indian Journal Of Political Science. Vol lxix no 3, July-Sept,2008

Civil Society and Global Governance, published in the Journal of Department of Political Science, University of Calcutta,2009.

Papers presented in ‘Governors Participation and Accountability in National workshop’ organized by the Centre for Distant Education and Dept. of Political Science, University of Hyderabad in 18<sup>th</sup> & 19<sup>th</sup> January,2008.

‘NGO’s as Political Institutions’, published in forthcoming Journal of Asian and African Studies (JAAS)

Book Review to be published in Development & Change, May, 2008.

### **Tuhina Sarkar**

1. ‘Autonomous and Secessionist Movements in Indonesia’, Published in ‘Quest: An Academic Journal’ vol.6,2012-13, ISSN, Uluberia college, Howrah.

2. Gross National Happiness and Bhutan' published in SAJOSPS (South Asian Journal of Socio-Political Studies) Vol xiii No 2 Jan- June,2013,ISSN 0972-4613, pp 20-24.

3. 'Media in Democratic Bhutan' in IJPS (The Indian Journal of Political Science), ISSN No. 0019-5510, Forthcoming.



## Department of Economics

1. Year of Establishment: **1960, General.**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments : **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc. : **Nil**
7. Details of courses/programmes discontinued (if any) with reasons : **N.A**
8. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
Associate Professors		
Asst. Professors	<b>2</b>	<b>0</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

<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 for the last 4 years</b>
Soma Datta	MSc.	Part-time Lecturer	Econometrics & Statistics	14 yrs & 6 months	N.A

10. List of senior visiting faculty : **Nil**

11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty: Student-Teacher Ratio (programme wise): 1: 30-35 (**General**)
12. Number of academic support staff (technical) and administrative staff; sanctioned and filled:.
13. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./ **PG.1.**
14. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
15. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**
16. Research Centre/facility recognized by the University : **N.A**
17. Publications: )
- Publications per faculty
  - a) Number of papers published in peer review journals (National/ International) by faculty and students :
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor
  - k) H-index
18. Areas of consultancy and income generated : **N.A**
19. Faculty as members in  
a)National committees b)International Committees c)Editorial Boards...**Nil**
22. Student projects
- a) Percentage of students who have done in house projects including inter departmental/programme:
  - b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. : **N.A**
23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding:.

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.A. General. (Economics)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr (G) 2012-13	46	46	M:25 F:21	Not yet Completed	
1 <sup>st</sup> yr(G) 2011-12	21	21	M :17 F:04	Not yet Completed	
1 <sup>st</sup> yr (G) 2010-11	12	12	M:10 F:02	05	80%
1 <sup>st</sup> yr (G) 2009-10	22	22	M:29 F:13	09	67%
1 <sup>st</sup> yr(G) 2008-09	13	13	M:11 F: 02	04	75%
1 <sup>st</sup> yr(G) 2007-08	13	13	M:10 F:03	07	100%

• M=Male F=Female

27. Diversity of Students

<b>Name of the course</b>	<b>% of students from the same state</b>	<b>% of students from other state</b>	<b>% of students from abroad</b>
<b>B.A General.</b>	<b>100%</b>	<b>Nil</b>	<b>Nil</b>

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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>N.A</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies. **40-50 % students of the dept. receive financial assistance every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar)with external experts. **Nil**

33. Teaching methods adopted to improve student learning :

34. Participation in Institutional Social Responsibility (ISR) and Extension activities; **Students are encouraged to participate in N.S.S.**

35. SWOC analysis of the department and future plans:

**Strength:**

Good teacher student relationship.

**Opportunity:**

Students having Economics as an elective subject get special advantage in different competitive exams.

**Weakness:**

The full time posts are lying vacant for several years, hence it is difficult for the part-time teacher to carry out all the departmental liabilities satisfactorily. As it is a general subject, the students opt for this subject, are not sufficiently committed.

**Challenge:**

Economics is quite difficult .Hence it is a great challenge for the teachers to create interest regarding this subject among the students and mobilize them to do satisfactory result.

**Future Plan:**

We have a plan to involve the students in a project with the help of the Commerce Department in future.

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## Department of Geography

1. Year of Establishment: **General: 2008 .**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments : **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc. : **Nil**
7. Details of courses/programmes discontinued (if any) with reasons : **N.A**
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		
Asst. Professors	<b>Nil</b>	<b>Nil</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Hamida Khatun	M.A, B.Ed	Part-time Lecturer	Environmental issues in Geography	2years 8months	N.A
Jayjit mondol		Guest Lecturer	Agriculture	1 year	

10. List of senior visiting faculty : **Nil**
11. Percentages of lectures delivered and practical class handled (programme wise) by temporary faculty: Student-Teacher Ratio (programme wise): **1: 50, General (approx).**
12. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
13. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./**PG:1** Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
14. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**
15. Research Centre/facility recognized by the University : **N.A**
16. Publications: (**See Annexure**)
- Publications per faculty
    - a) Number of papers published in peer review journals (National/ International) by faculty and students :
    - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
    - c) Monograph
    - d) Chapter in Books
    - e) Books Edited
    - f) Books with ISBN/ISSN numbers with detail of publishers
    - g) Citation index
    - h) SNIP
    - i) SJR
    - j) Impact factor
    - k) H-index
17. Areas of consultancy and income generated : **N.A**
18. Faculty as members in  
a)National committees b)International Committees c)Editorial Boards...**Nil**
22. Student projects
- a) Percentage of students who have done in house projects including inter departmental/programme:
  - b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. : **N.A**
23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding:.

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.A. General. (Geography)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr (G) 2012-13	157	139	M:99 F:40	Not yet completed	
1 <sup>st</sup> yr(G) 2011-12	25	19	M:12 F: 07	Not yet completed	
1 <sup>st</sup> yr (G) 2010-11	46	35	M:27 F:08	20	85%
1 <sup>st</sup> yr (G) 2009-10	53	38	M:25 F:13	18	89%
1 <sup>st</sup> yr(G) 2008-09	61	35	M:29 F:06	21	95%
1 <sup>st</sup> yr(G) 2007-08	Course not started				

• M=Male F=Female

27. Diversity of Students

<b>Name of the course</b>	<b>% of students from the same state</b>	<b>% of students from other state</b>	<b>% of students from abroad</b>
B.A.	<b>100%</b>	<b>Nil</b>	<b>Nil</b>



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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>N.A</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies. **10 % students of the dept. receive financial assistance every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. **Nil**

33. Teaching methods adopted to improve student learning: Conventional lecture method .

34. Participation in Institutional Social Responsibility (ISR) and Extension activities; **Students are encouraged to participate in N.S.S.**

35. SWOC analysis of the department and future plans:

**Strength:**

Though the full-time post of lecturer is not sanctioned by the UGC yet both the part-time and guest-lecturers are trying their levels' best to carry out the departmental responsibility and students also co-operate with them.

**Weakness:**

The department has no proper classroom and laboratory. There is no sufficient book in the library. We do not have any laboratory attendant or instructor.

**Opportunity:**

The prospect of Geography as a pass subject is not much encouraging. But the ambitious students after completion of their graduation may do their postgraduate courses in the Distant Mode and can have the opportunity to study Geographical information System which is in great demand today. There are also good scopes of getting jobs in different Government institutes like, Geological Survey of India.

**Challenge:**

As Geography is a General (minor) subject the students do not show sufficient commitment for the subject. Hence it is quite a challenge for the teachers to encourage the students by creating interest in the subject.

**Future Plan:**

We have a plan to apply for Honours course and develop our laboratory sufficiently. We will organize a UGC sponsored seminar in near future to inspire the students.

**Annexure****Hamida Khatun**

- “Wetland Conservation and Management” in the Proceedings of Seminar on Wetland Ecosystem and its Faunal Diversity. Department of Zoology, Uluberia College, Uluberia, West Bengal.

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## Department of Physics

1. Year of Establishment: **General: 1963, Honours: 1973.**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments : **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc. : **Nil**
7. Details of courses/programmes discontinued (if any) with reasons : **N.A**
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		2 (by CAS)
Asst. Professors	7	2

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Pranab Nath Mallik	M.Sc.	Associate Professor	Radio Physics & Electronics.	32years.	N.A
Dr. Gautam Mallik	M.Sc. Ph.D	Associate Professor	Solid State Physics.	20years.	N.A

Dr. Chandra Das	M.Sc. Ph.D	Assistant Professor	Solid State Physics & Plazma Physics.	9 yrs.	N.A
Dr. Lina Paria	M.Sc. Ph.D	Assistant Professor	Nuclear physics.	8 yrs.	N.A
Ranadip Roy	B.sc.	GLI (Selection Grade)		32 yrs.	

10. List of senior visiting faculty : **Nil**
11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty: **2%**
12. Student-Teacher Ratio (programme wise): **40:1 (approx) Honours, 100:1 (approx) General.**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **2 sanc. 1 Filled.**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./**PG.1, Phd.4.**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**
17. Research Centre/facility recognized by the University : **N.A**
18. Publications: (**See Annexure**)
- Publications per faculty
    - a) Number of papers published in peer review journals (National/ International) by faculty and students : **11 (Dr. Chandra Das)**
    - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
    - c) Monograph
    - d) Chapter in Books
    - e) Books Edited
    - f) Books with ISBN/ISSN numbers with detail of publishers
    - g) Citation index
    - h) SNIP
    - i) SJR

- j) Impact factor
- k) H-index

19. Areas of consultancy and income generated : **N.A**

20. Faculty as members in

- a) National committees
- b) International Committees
- c) Editorial Boards... **Nil**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. : **N.A.**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Last year two eminent research fellow (both of whom are our alumni) are working in Research Laboratory of USA came to deliver talk to our department.**

25. Seminars/conference/workshop organized & the source of funding:.

a) National: **A National seminar will be organized on 'Material Science' on 17<sup>th</sup> December, 2013.**

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.Sc. Hons.(Physics)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr (H) 2012-13	419	61	M: 47 F: 14	Not yet appeared in Univ. Exam	
2011-12	508	52	M : 39 F : 13	Not yet appeared in Univ. Exam	
2010-11	402	43	M: 34 F : 09	08	88%
2009-10	337	32	M: 23	9	56%

			F: 09		
2008-09	303	32	M: 24 F: 08	15	93%
2007-08	422	46	M: 36 F: 10	18	83%

- M=Male F=Female

<b>Name of the course/programme (refer question no.4). B.Sc. General.(Physics)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr 2012-13	98	98	M: 90 F: 08	Not yet appeared in Univ. Exam	
2011-12	106	106	M: 93 F: 16	Not yet appeared in Univ. Exam	
2010-11	61	61	M: 52 F: 09	22	100%
2009-10	85	85	M: 75 F: 10	21	95%
2008-09	68	68	M: 60 F: 08	22	77%
2007-08	51	51	M: 45 F: 06	40	100%

- M=Male F=Female

## 27. Diversity of Students

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.sc. Physics	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET ,SLET, GATE, Civil services , Defense services , etc.? **Not reported**

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>30-35(Approx)</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	Other than campus recruitment: 10-15% per session.
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies. **40-50 % students of the dept. receive financial assistance every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. **Nil**

33. Teaching methods adopted to improve student learning : **Besides class lecture audio visual method is often applied in order to broaden their views by showing Films related with their academic topics.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Students are encouraged to participate in N.S.S.**

35. SWOC analysis of the department and future plans:

**Strength:**

Strength of the department lies with its well co-ordinated team of dedicated and accomplished teachers, its brilliant students, well equipped laboratory and small cozy departmental library.

**Weakness:**

The drop-out rate of the students is quite high, mostly because of the craze for technical education.

The full time posts of the teachers are lying vacant.

**Opportunity:**

The study of Physics encompasses all branches of science and new research opportunities are unfolding day by day. From the field of Biophysics to High Energy Physics and Nano-science there is now enormous scope of research. Besides research works, there are other job facilities for the students of Physics in educational institutions, software companies technical laboratories etc.

**Challenge:**

It is a challenge for the faculty members to complete the ever increasing content in the curriculum of Physics syllabus within a stipulated time and the challenge for the students to learn it properly with this constrain of time. We also feel that it is a challenge for us to motivate the students to carry on their studies in this core science which is becoming difficult in course of time.

**Future Plan:**

Our plan is to develop the laboratory more equipped and up-dated. We want to start M.Sc in Physics in near future if the vacant posts of the department are filled up.

**Annexure****Dr. Chandra Das**

- i. K.K.Ghosh, B.Paul, **C. Das** and S. N. Paul, Analytical study of the ion-acoustic solitary waves in a drift plasma consisting of two-temperature electrons J. Phys. A, Math Theory, **41**,335501-335514, (2008)
- ii. S. N. Paul, B. Paul, **C. Das**, S. K. Bhattacharyya, B. Ghosh, Landau Damping of Ion Acoustic waves in Multicomponent plasma doped with a trace of light ions, Bulgarian Journal of Physics, **37**, 16-23, (2010) .
- iii. B.Ghosh, S.N.Paul, **C.Das** , A. Sinha Mahaptra and I.Paul , “Resonant interaction of magneto- hydrodynamic wave with its second harmonic in a planar plasma filled wave-guide”, Indian Journal of Physics, **85**, 745 – 753, (2011).



- iv. B.Ghosh, S.N.Paul, **C.Das** and I.Paul, “*Modulational instability of high frequency surface waves on warm plasma half-space*”, Can. J. Phys., Vol. 90, pp. 291-297 (2012).
- v. S. N. Paul, **C.Das**, I.Paul, B. Bandyopadhyay, S.Chattopadhyaya and S .S. De , “*Ion - acoustic solitary waves in an electron-ion-positron plasma* ”, Ind. J.Phys., . 86 (6), . 545-553 (2012).
- vi. B.Ghosh,S.N.Paul, **C.Das** and I.Paul, “*Electrostatic double layers in multicomponent drifting plasma having nonthermal electrons*”, Brazilian Journal of Physics,43, 28-33, (2013).
- vii. **C.Das**,I.Paul,B.Ghosh and S.N.Paul, “Resonant excitation of magnetic moment field in a dense relativistic electron plasma interacting with laser radiation ”,(Communicated to PRAMANA)(2013).
- viii. B. Ghosh, I. Paul, **C. Das** and S. N. Paul, “ Non- linear high frequency surface waves on temperate Plasma half space”, National Symposium on Plasma Science and Technology (Plasma 2009), National Institute of Technology, Hamirpur, Himachal Pradesh, 8-12 December, 2009
- ix. **Chandra Das**, Dhiranjan Roy, “Projectile motion under quadratic damping in a constant electrons and Landau damping of ion acoustic waves in a doped plasma”, National Symposium on Plasma Science and Technology (Plasma 2009), National Institute of Technology, Hamirpur, Himachal Pradesh B. Paul, S. K. Bhattacharyya, S. N. Paul and **C. Das**, “ Bound, 8-12 December, 2009.
- x. S. N. Paul, **C. Das**, I. Paul and B. Ghosh, “ Instability of dust acoustic wave in quantum plasma bounded in cylindrical geometry”, National Symposium on Plasma Science and Technology (Plasma 2009), National Institute of Technology, Hamirpur, Himachal Pradesh, 8-12 December, 2009.
- xi. **C. Das**, S. N. Paul, B. Ghosh and I. Paul, “Resonant excitation in of moment field in laser induced plasma”, National Symposium on Plasma Science and Technology (Plasma 2009), National Institute of Technology, Hamirpur, Himachal Pradesh, 8-12 December, 2009.

#### **Dr. Lina Paria**

- i. Steller energy and birth of Neutron Stars, published in the Proceedings of U.G.C sponsored State level seminar organized by Chemistry Dept of Uluberia College (ISBN978-81-922305-4-2) on 16<sup>th</sup> September, 2011.
- ii. Discovery of Higgs boson in LHC published in Quest: A bi-lingual academic journal, vol 7(ISSN-2319-2151) 2010-11, published by Uluberia College.

## Department of Chemistry

1. Year of Establishment : **1960 (General) 1961 (Honours)**
2. Name of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
3. Names of Interdisciplinary courses and the departments/units involved: **NA.**
4. Annual/ semester/choice based credit system (programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments : **NIL**
6. Courses in collaboration with other universities, industries, foreign institutions, etc. : **NIL**
7. Details of courses/programmes discontinued (if any) with reasons :
8. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
Associate Professors	-	-
Asst. Professors	<b>7</b>	<b>5</b>

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

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dr. Chandana Giri	M.Sc, Ph.D	Assistant Professor	Organic	13 Yr 6 mths	NIL
Dr. Bireswar Mukherjee	M.Sc, Ph.D	Assistant Professor	Organic	10 years	NIL
Dr. Ratna Bandhyopadhyaya	M.Sc, Ph.D	Assistant Professor	Inorganic	6 Yr 3 Mth	NIL
Dr. Shyamal	M.Sc,	Assistant	Analytical	5years	NIL

Kumar Sarkar	Ph.D	Professor			
Dr. Suparna Banerjee	M.Sc, Ph.D	Assistant Professor	Analytical	4 Yr 8 Mth	NIL

10. List of senior visiting faculty:

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **18%**

12. Student -Teacher Ratio (programme wise): [**Honours (60:1)/ General (200:1)**] - **1<sup>st</sup> year**

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **3(Permanent) + 1(Temporary)**

14. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil/PG: **Ph.D [4 + 1 (submitted)]**

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NIL**

16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **NIL**

17. Research Centre /facility recognized by the University: **NIL**

18. Publications: (See Annexure)

- \* a) Publication per faculty
- \* Number of papers published in peer reviewed journals (national / international) by faculty: **6 (Dr. Shyamol Biswas)**
- \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- \* Monographs
- \* Chapter in Books
- \* Books Edited
- \* Books with ISBN/ISSN numbers with details of publishers:
- \* Citation Index
- \* SNIP
- \* SJR
- \* Impact factor
- \* h-index

19. Areas of consultancy and income generated : **NIL**

20. Faculty as members in

- a) National committees: **NCC, Lt. Dr. Suparna Banerjee**
- b) International Committees: **NIL**
- c) Editorial Boards: **NIL**

21. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme:
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **One student ranked 7<sup>th</sup> and another 720<sup>th</sup> in IIT JAM entrance in 2012.**

22. Awards/ Recognitions received by faculty and students:

- i) **Malay Chakraborty, 3<sup>rd</sup> year, 2010; received from Merit Cum Means Scholarship, Govt. of West Bengal**
- ii) **Avik Sau, 3<sup>rd</sup> year, 2010; received from Merit Cum Means Scholarship, Govt. of West Bengal**
- iii) **Somnath Hait, 3<sup>rd</sup> year, 2009; received from Merit Cum Means Scholarship, Govt. of West Bengal**

23. List of eminent academicians and scientists/ visitors to the department: **Departmental Seminar**

**Speaker- Dr. Ranjit Ray (Prof. Saint Louis University, U.S.A) on 11.12.2012**  
**Dr. Jhuma Ganguly (BESU) on 17.10.2012**  
**Dr. Sanjay Bhar (JU) and Dr. R. Bandyopadhyay (CU) on 01.10.2010**  
**Dr. Nikhil Guchhait (CU) on 31.01.2009**

24. Seminars/ Conferences/Workshops organized & the source of funding

- a) National: **NIL**
- b) International: **NIL**
- c) State Level: **UGC Sponsored State Level Seminar on “Chemistry for Mankind” 16<sup>th</sup> September, 2011.**  
**Prof. Shyamal Chakraborty (CU)**  
**Prof. Chittaranjan Sinha (JU)**  
**Dr. Soumen Maity (Chembiotech)**  
**Dr. Kumares Ghosh (KU)**  
**Dr. Jyana Prakash Naskar (JU)**

25. Student profile programme/course wise:

<b>Name of the course/programme (refer question no.4). B.Sc. Hons.(Chemistry)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> .yr. (2012-2013)	438	60	M: 47 F: 13	Not appeared	
(2011-2012)	310	52	M: 40 F: 12	Not yet appeared	
(2010-2011)	325	55	M: 44 F: 11	25	84%
(2009-2010)	402	52	M: 38 F: 14	28	93%
(2008-2009)	312	41	M: 28 F: 13	12	100%
(2007-2008)	327	36	M: 31 F: 05	15	87%

\*M=Male F=Female

<b>Name of the course/programme (refer question no.4). B.Sc. General.(Chemistry)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> .yr. (2012-2013)	438	60	M: 47 F: 13	Not appeared	
(2011-2012)	310	52	M: 40 F: 12	Not yet appeared	
(2010-2011)	61	61	M: 44 F: 21	25	96%
(2009-2010)	85	85	M: 58 F: 27	34	91%
(2008-2009)	68	68	M: 48 F: 20	29	86%
(2007-2008)	99	99	M: 55 F: 44	48	96%

26. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc (H)	100%	NIL	NIL
B.Sc (Gen)	100%	NIL	NIL

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.: 5 students (NET qualified)

28. Student progression

Student progression	Against % enrolled
UG to PG	90—95%
PG to M.Phil.	-
PG to Ph.D.	Three(3) students in 2009-2010 One(1) in 2011-2012
Ph.D. to Post-Doctoral	-
Employed	
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	Two(2) in 2008-2009 12 students joined SSC during these 5 years
Entrepreneurship/Self-employment	-

29. Details of Infrastructural facilities

- a) Library: **Yes (Students can use reading)**
- b) Internet facilities for Staff & Students: **Yes (Departmental library facility with home issue and reading books made available to students).**
- c) Class rooms with ICT facility: **OHP facilities available in classroom.**
- d) Laboratories: For **Hons. and Gen. Practical classes Following instruments are available. Oven, fume chambers. In physical chemistry laboratory- Polarimeters, Potentiometers, Conductivity meter, pH meter, centrifuge, colorimeter, electronic balance.**

30. Number of students receiving financial assistance from college, university, government or other agencies: **40-50%**

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Special lectures**

**i) Departmental Seminar**

**Speaker- Dr. Ranjit Ray (Prof. Saint Louis University, U.S.A) on 11.12.2012**

**Dr. Jhuma Ganguly (BESU) on 17.10.2012**

**Dr. Sanjay Bhar (JU) and Dr. R. Bandyopadhyay (CU) on 01.10.2010**

**Dr. Nikhil Guchhait (CU) on 31.01.2009**

**ii) Two students participated in the seminar at J.U.**

**iii) Educational tour**

**a) Indian Institute of Chemical Biology, Kolkata, September 2010**

**b) Central Glass and Ceramic Research Institute, Kolkata, September 2011**

**c) Central Glass and Ceramic Research Institute, Kolkata, September 2012**

32. Teaching methods adopted to improve student learning: **Use of molecular models, OHP during lecture session and LCD projector during seminar.**

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: **Students joined in NSS and NCC**

34. SWOC analysis of the department and Future plans:

### **Strength**

There is a good co-ordination among the teachers of the Department and a cordial relationship among the teachers and the students. As a result since 2010 nearly 20% students are getting 1<sup>st</sup> class in their university examination. Our students also qualify for different national and state level competitive exams, like NET, GATE, JAM, SET, SSC etc, **one student ranked 7<sup>th</sup> and another ranked 720<sup>th</sup> in IIT JAM 2012.**

### **Weakness**

In our Department there is no faculty with Physical Chemistry specialization. Hence the students suffer in their theoretical as well as practical classes, though the faculty members try their best to overcome the problem. We require more instruments and better laboratory infrastructure as the number of students are increasing day by day. The Authority is helping us in this respect as much as possible.

### **Opportunity:**

In today's world the opportunities for a chemist are enormous. This particular stream has the maximum versatility and variety for students. It can stretch from exploring fundamental areas like Nano-science to Biological fields. Chemists are the only one who can closely associate in every aspect of industry which deals with matter or materials. The regular manufacture of chemicals in agriculture, pharmaceuticals, food processing, fuel-based industry, biochemical, synthetic chemicals, like dyes, detergents, paints, cosmetics, etc are some important things to be mentioned where the chemists have their roles. Besides these, teaching profession is also open for the students of Chemistry.

### **Challenge**

In the changing scenario of the society there is an urge to opt for technical studies, it is our challenge to inspire the students so that they can be interested in core science and continue their studies. Most of our students come from financially weak families; hence there is a constant fear of drop-out. It is a challenge for the teachers to mobilize the students so that they continue and finish their course.

### Future plan

Interested in multidisciplinary research projects with Bioscience departments in the college. Development and use of green chemistry reactions in laboratory, 2) Chemical reaction study using nano technology.

### Annexure

#### Shyamal Kumar Sarkar

#### 5 (International) and 1(National)

- 1) Use of a Ru/Os-CO-diiodide precursor to synthesize heteroleptic 1-alkyl-2-(aryloxy)imidazole complexes: The structural characterization, electrochemistry and catalytic activity, **Shyamal Kumar Sarkar**, Mahendra Sekhar Jana, Tapan Kumar Mondal, Chittaranjan Sinha, **Polyhedron**, 50 (2013) 246–254.
- 2) Ruthenium(II) carbonyl complexes with N-[(2-pyridyl)methylidene]-(a/b)-aminonaphthalene: Synthesis, spectroscopic studies and DFT calculation, **Shyamal Kumar Sarkar**, Mahendra Sekhar Jana, Tapan Kumar Mondal, Chittaranjan Sinha, **Journal of Molecular Structure**, 1036 (2012) 28–34.
- 3) Ru(II)chloride carbonyl complexes of naphthylazoimidazoles: Synthesis, spectra, electrochemistry, catalytic activity and electronic structure, **Shyamal Kumar Sarkar**, Mahendra Sekhar Jana, Tapan Kumar Mondal, Chittaranjan Sinha, **Journal of Organometallic Chemistry**, 716 (2012) 129-137.
- 4) Ruthenium(II)-CO complexes of N-[(2-pyridyl)methylidene]-a(or b)-aminonaphthalene: Synthesis, spectral studies, crystal structure, redox properties and DFT calculation, Papia Datta, **Shyamal Kumar Sarkar**, Tapan Kumar Mondal, Ashis Kumar Patra, Chittaranjan Sinha, **Journal of Organometallic Chemistry**, 694 (2009) 4124–4133.
- 5) Anion radical of naphthyl-azo-imidazole in ruthenium and osmium carbonyls, Tapan Kumar Mondal, **Shyamal Kumar Sarkar**, Chittaranjan Sinha, **J. Ind. Chem. Soc.**, 86 (2009) 213-219.
- 6) Ruthenium-carbonyl complexes of 1-alkyl-2-(aryloxy)imidazoles: Synthesis, structure, spectra and redox properties, T.K. Mondal, **S.K. Sarker**, P. Raghavaiah, C. Sinha, **Polyhedron**, 27 (2008) 3020–3028.
- 7) Synthesis, spectra, electrochemistry and catalytic activity of Ru(II)-H and -Cl carbonyl complexes containing bidentate and tridentate thioaryloxyimidazoles, **Shyamal Kumar Sarkar**, Mahendra Sekhar Jana, Tapan Kumar Mondal, Chittaranjan Sinha (communicated).
- 8) Synthesis, spectra, electrochemistry and catalytic activity of a new series of Os(II)-H and Cl carbonyl complexes of bidentate thioaryloxyimidazoles, **Shyamal Kumar Sarkar**, Mahendra Sekhar Jana, Tapan Kumar Mondal, Chittaranjan Sinha (communicated).



**Dr. Chandana Giri**

‘Folic Acid As A Hematinic’ in the Proceedings of UGC sponsored State level Seminar “Chemistry For Mankind”organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16<sup>th</sup> September,2011

**Dr. Ratna Bandyopadhyay**

A life Driven by Truth—Marie Curie, in the Proceedings of UGC sponsored State level Seminar “Chemistry For Mankind”organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16<sup>th</sup> September,2011.

‘From Hydrocarbon to Hydrogen—The changing Energy Scenario’, , in the Proceedings of UGC sponsored State level Seminar “Chemistry For Mankind”organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16<sup>th</sup> September,2011.

‘Renewability; A Rural Example’’, On Proceedings of UGC sponsored State level Seminar “Chemistry For Mankind”organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16<sup>th</sup> September,2011.

“A Tribute To A Great Son Of India On His 160<sup>th</sup> Birth Anniversary: Acharya Prafulla Chandra Ray, glimpses of His Life”, ) in Quest Vol 4 2010-11. (A bi-lingual Academic Journal published by Uluberia college.)

**Dr. Bireswar Mukherjee**

(I) An introduction to Chiral Drugs and its Application to Parkinson and Alzheimer Disease, in the Proceedings of UGC sponsored State level Seminar “Chemistry For Mankind”organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16<sup>th</sup> September,2011.

**Dr. Suparna Banerjee**

“ LSD—Acid Trip; A Curse or A boon” in the Proceedings of UGC sponsored State level Seminar “Chemistry For Mankind”organized by Chemistry Dept, Uluberia College. (ISBN 978-81-922305-4-2), 16<sup>th</sup> September,2011.

## Department of Mathematics

1. Year of Establishment **1964 (Honours), 1960 (General)**
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) **UG, PG(Distance Mode)**
3. Names of Interdisciplinary courses and the departments/units involved
4. Annual/ semester/choice based credit system (programme wise) **Annual**
5. Participation of the department in the courses offered by other departments **N.A**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.  
**P.G course in collaboration with Vidyasagar University**
7. Details of courses/programmes discontinued (if any) with reasons **NA**
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		
Asst. Professors	<b>5</b>	<b>2</b>

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

Name	Qualification	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dr. Tapas Kumar Samanta	M.Sc., M.Phil. , Ph.D.	Assistant Professor	Advanced Complex Analysis	12	Nil
Shibsankar Das	M.Sc., M.Tech.	Assistant Professor	Operations Research	7	Nil
Kausik	M.Sc.	Guest	Differential	5	Nil

Bagani		Lecturer	Geometry		
Amit Hati	M.Sc.	Guest Lecturer	Harmonic Analysis	3	Nil
Utpal Samanta	M.Sc.	Guest Lecturer	Advanced Algebra	3	Nil

10. List of senior visiting faculty **Nil**
11. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty **UG – 39%, PG – 60%(Distance Mode)**
12. Student -Teacher Ratio (programme wise) : **60 : 1(approx) Honours , 252 : 1(approx) General.**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled  
**Nil**
14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.  
**PG – 5, M.Phil. – 1, Ph.D. – 1.**
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received  
**Nil**
16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received  
**Nil**
17. Research Centre /facility recognized by the University **NA**
- \* Publications: **T. K. Samanta – 34 , Shibsankar Das – 6**  
Publication per faculty
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  - \* Monographs
  - \* Chapter in Books
  - \* Books Edited
  - \* Books with ISBN/ISSN numbers with details of publishers
  - \* Citation Index
  - \* SNIP
  - \* SJR
  - \* Impact factor

\* h-index

18. Areas of consultancy and income generated **NA**
19. Faculty as members in **Nil**  
 a) National committees b) International Committees c) Editorial Boards....
20. Student projects **Nil**  
 a) Percentage of students who have done in-house projects including inter departmental/programme  
 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies
21. Awards/ Recognitions received by faculty and students **Nil**
22. List of eminent academicians and scientists/ visitors to the department  
 (a) Professor J. C. Mishra, IIT, Kharagpur  
 (b) Professor B. C. Chakraborty, University of Calcutta  
 (c) Professor Tapas Chandra Ghosh, Bose Institute.
23. Seminars/ Conferences/Workshops organized & the source of funding  
 a)National **ONE and sponsored by UGC**  
 b)International
24. Student profile programme/course wise:

<b>Name of the course/programme (refer question no.4). B.Sc. Hons. (Mathematics)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
2012-13	220	34	M:20 F: 14	Not Completed	
2011-12	451	41	M:26 F: 15	Not Completed	
2010-2011	337	39	M: 32 F:07	23	65%
2009--2010	318	48	M: 34 F: 14	25	84%
2008-2008	236	25	M: 15 F: 10	19	89%
2007-2008	295	35	M: 28 F: 07	34	76%

\*M=Male F=Female

Name of the course/programme (refer question no.4). B.Sc. General. (Mathematics)	Applications received	Selected	Enrolled *M *F	Students Appeared in Final Exam	Pass percentage
2012-13	95	95	M:85 F: 10	Not Completed	
2011-12	109	109	M:93 F: 16	Not Completed	
2010-2011	62	62	M: 53 F:09	27	92%
2009--2010	85	85	M: 75 F: 10	21	81%
2008-2009	68	68	M: 60 F: 08	22	82%
2007-2008	51	51	M: 45 F: 06	40	95%

25. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BSC. Math Hons.& General	100%	Nil	Nil

26. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? **NET – 6, GET – 1. ( In last five years )**

27. Student progression ( data submitted only for the last year )

Student progression	Against % enrolled
UG to PG	<b>Regular 50%, Distance Mode 45%</b>
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	

<b>Student progression</b>	<b>Against % enrolled</b>
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	15(last five years)
Entrepreneurship/Self-employment	

28. Details of Infrastructural facilities

- a) Library **Yes**
- b) Internet facilities for Staff & Students **Yes**
- c) Class rooms with ICT facility **No**
- d) Laboratories **Yes**

29. Number of students receiving financial assistance from college, university, government or other agencies : **50-60%**

30. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

31. Teaching methods adopted to improve student learning: **Beside ordinary lecture method, Participatory method through Tutorial Classes, Student Seminar etc are applied.**

32. Participation in Institutional Social Responsibility (ISR) and Extension activities **Yes**

33. SWOC analysis of the department and Future plans

**Strength:**

For the past few years, students of the department are obtaining first class both in Part – I and Part – II examinations in the previous year 2+1& 1 + 1 + 1 system and they have also qualified various competitive examinations like JAM, MCA etc. This is because of well-qualified and dedicated hard-working teachers of the department of whom one is a PhD in complex analysis and other is M.Tech in Computer Science and also going to submit his thesis on bioinformatics. Both the teachers are well experienced in their respective research work and advanced studies. Also the guest lecturers are very hard working and efficient in doing hard core mathematics. All the teachers have good experience in teaching mathematics and are well equipped with the syllabus and question pattern of our affiliated university.

The coordinated effort of the teachers and the students compelling them to work hard and has yielded results. This is the foremost strength of the department. Besides, we have separate department with 3 classrooms, one computer laboratory with 7 computers and seminar library.

**Opportunity:**

The department gets students in honours course with high marks in mathematics from Howrah and East Midnapur district. The separate space for the department gives the student s the opportunity to get close attention of the teachers and also facility of close interaction with

students and the teacher. The department arranges for seminar lectures time to time where the students get exposure to interactive sessions and current development of the branches of mathematics. The laboratory also enables them to get experienced in computer use. Due to internet connection at our department, students can get their study material through net search. They also come to know about the advertisement of different examinations like JAM, MCA Master's admission test etc. and the result of such examinations. All the teachers spend a long time at the department; as a result students get opportunity to interact with the teachers regarding their all kinds of problems. Due to a departmental library, students can issue books at their off periods and can save their valuable time.

The mathematical journals subscribed by the department also helps them to be updated with the current topics of mathematics. Regular class-tests, tutorials, quiz etc are taken and the answer scripts are shown to the students for the benefit of the students.

### **Weakness:**

We cannot control the dropout rate of the general course students because of the vast number of the students enrolled initially. The case is not the same in the Honours course where teachers students ration is better, therefore interaction of the teachers and students in the Honours course is more intensive. Therefore teaches have better opportunity to influence the students and can motivate the students in continuing their studies and completing the courses. Due to lack of teachers, we could not always be able to scan all the students, to counsel dropout students, to spare more time for individual student for their betterment in every aspect.

Besides there is only 2 full-time teachers and only 3 guest teachers in the department, perhaps more attention could have been given to the general course students if the teacher – student ratio were better.

### **Challenge:**

The dropout rate of general course students is very high. Most of our students are from B.P.L. families; these force them to earn to carry out their courses. This dropout rate can be reduced if we can increase more number of free student-ship or half free student-ship. It is our challenge to reduce dropout rate.

Our challenge is to open masters' course in regular mode.

Our challenge is to open a collaborative research unit.

## **Annexure**

### **Dr. Tapas Samanta**

(I) Fuzzy anti-bounded linear operators, Bivas Dinda, T. K. Samanta and I. H. Jebril, "StudiaUniversitatis Babes-BolyaiMathematica", Vol. 56, 2011, 123 – 137.

(II) Intuitionistic Fuzzy Banach Algebra, Bivas Dinda, T, K. Samanta and U. K. Bera, "Bulletin of Mathematical Analysis and Applications", Vol. 3, Issue 3, 2011, 273 – 281.

(III) Common Fixed Point Theorem for Pair of Subcompatible Maps in Fuzzy Metric Space, T. K. Samanta and Sumit Mohinta, "Advances in Fuzzy Mathematics", Vol. 6, No. 3, 2011, 301 – 312.

(IV) Well – posedness of Common Fixed Point Theorems For Three and Four Mappings Under Strict Contractive Conditions in Fuzzy Metric Spaces, Sumit Mohinta and T. K. Samanta, "Vietnam Journal of Mathematics", Vol. 39, No. 2, 2011, 237 – 249.

(V) Fuzzy Rough Relations, T. K. Samanta and Biswajit Sarkar, "G. J. P. & A. Sc. and Tech.", 2011 v01, 10 – 17.

(VI) Stability of Functional Equation On Non – Archimedean Fuzzy Anti – Normed Linear Space – I, T. K. Samanta and Sandip Mondal, "G. J. P. & A. Sc. and Tech.", 2011 v01i2, 15 – 24.

(VII) On Fixed-point theorems in Intuitionistic Fuzzy metric Space I, T. K. Samanta and Sumit Mohinta, "General Mathematics Note" Vol. 3, No. 2, April, 2011.

(VIII) On Fixed-point theorems in Intuitionistic Fuzzy metric Space , T. K. Samanta, Sumit Mohinta, Iqbal, H. Jebril, Int. J. Open Problems Compt. Math., Vol. 5, No. 2, June 2012, pp 15 – 27.

(IX) Related fixed point theorems for two pair of mappings in fuzzy metric spaces, T. K. Samanta, Sumit Mohinta, Iqbal, H. Jebril, Int. J. Open Problems Compt. Math., Vol. 5, No. 2, June 2012.

## II. List of Accepted Papers:

(I) Fuzzy anti-norm and  $\alpha$ -anti-convergence, Bivas Dinda, T. K. Samanta and I.H. Jebril, accepted on "Demonstratia Mathematica".

(II) Gateaux and Frechet derivative in intuitionistic fuzzy normed linear spaces, Bivas Dinda, T. K. Samanta and U. K. Bera, accepted on "World Scientific Journal

(NM&NC) in Mathematics".3

(III) Innerproduct Hyperspaces , Sanjoy Roy and T. K. Samanta , accepted on "Italian Journal of Pure and Applied Mathematics".

## III. Paper Presented in the National and International Seminar:

( I ) On Wavelet Plancherel Transforms, T. K. Samanta, 7th Conference of the International Academy of Physical Science, International Seminar, December 21 – 23, 2004. Organized by University of Allahabad.



( II ) Set Valued Metric and its application on Fixed Point Theorem, T. K. Samanta, National Seminar on Analysis and its Applications, September 6 – 7, 2011, organized by Calcutta Mathematical Society.

( III ) A Note on Fuzzy Banach Algebra, Bivas Dinda and T. K. Samanta, UGC Sponsored National Seminar on Recent Trend in Fuzzy Set Theory, Rough Set Theory and Soft Theory, September 23 – 24, 2011, organized by the Dept. of Math., Uluberia College.

( IV ) An Introduction of a Soft Topological Spaces, Sanjay Roy and T. K. Samanta, UGC Sponsored National Seminar on Recent Trend in Fuzzy Set Theory, Rough Set Theory and Soft Theory, September 23 – 24, 2011, organized by the Dept. of Math., Uluberia College.

( V ) Rough Intuitionistic Fuzzy Sets in Semigroup, Jayanta Ghosh and T. K. Samanta, UGC Sponsored National Seminar on Recent Trend in Fuzzy Set Theory, Rough Set Theory and Soft Theory, September 23 – 24, 2011, organized by the Dept. of Math., Uluberia College.

( VI ) Stability of Functional Equation in Fuzzy Normed Space, T. K. Samanta and Sandip Mondal, UGC Sponsored National Seminar on Recent Trend in Fuzzy Set Theory, Rough Set Theory and Soft Theory, September 23 – 24, 2011, organized by the Dept. of Math., Uluberia College.

( VII ) Banach Contraction Theorems in Intuitionistic Fuzzy Metric Space, T. K. Samanta and Sumit Mohinta, UGC Sponsored National Seminar on Recent Trend in Fuzzy Set Theory, Rough Set Theory and Soft Theory, September 23 – 24, 2011, organized by the Dept. of Math., Uluberia College.

- Intuitionistic fuzzy continuity and uniform convergence, Bivas Dinda and T. K. Samanta, Int. J. Open Problems Compt. Math., Vol. 3, No. 1, March 2010 pp 8 – 26.
- Fuzzy Anti – Metric Space, Iqbal H. Jebril, Hemen Dutta and T. K. Samanta, International Journal of Applied Mathematics, Vol. 23, No. 2, 2010, pp 257 –264.
- Fuzzy Anti – Normed Linear Space, Iqbal H. Jebril and T. K. Samanta, Journal of Mathematics and Technology, ISSN: 2078-0257, February, 2010 pp 67 – 77.
- Fuzzy anti-bounded linear functional, Bivas Dinda, T. K. Samanta and U. K. Bera, Global Journal of Science Frontier Research, 10(3) (2010) pp.36 – 45.
- A Note on Intuitionistic Fuzzy Hypervector Spaces, Sanjay Roy and T. K. Samanta, Global Journal of Computer Science and Technology, Vol. 10, Issue 10, 2010, pp. 84 – 93.
- Relations on intuitionistic fuzzy soft sets, Bivas Dinda and T. K. Samanta, Gen. Math. Notes, Vol. 1, No. 2, December 2010, pp. 74-83, ISSN 2219-7184;
- Fuzzy ideals in  $\mu$  – semiring, Jayanta Ghosh, T. K. Samanta, Global Journal of Science Frontier Research, Volume 11 Issue 1, Version 1.0 February 2011 pp 15 – 21, ISSN: 0975-4350.
- A Note on Generalized Intuitionistic Fuzzy  $\mu$ -Normed Linear Space, T. K. Samanta and Sumit Mohinta, Global Journal of Science Frontier Research Volume 11 Issue 1, Version 1.0 February 2011 pp 23 – 33, ISSN: 0975-4350.
- A Note on Convergence in Normed Hypervector Spaces, Sanjay Roy and T. K. Samanta, GeneralMathematics Notes Vol. 2, No. 1, January 2011, pp 149 – 158.

- Fuzzy Soft Rings and Fuzzy Soft Ideals , Jayanta Ghosh, Bivas Dinda and T.K. Samanta , Int. J. Pure Appl. Sci. Technol. 2 ( 2 ) (2011) , pp 66 – 74.

#### List of Accepted Papers:

- A Note on Hypervector Spaces, Sanjay Roy and T. K. Samanta, accepted on “Discussiones Mathematicae-General Algebra and Applications”.
- Fuzzy anti-bounded linear operators, Bivas Dinda, T. K. Samanta and I.H.Jebril, accepted on “StudiaUniversitatis Babes-BolyaiMathematica”.
- Fuzzy anti-norm and  $\alpha$ -anti-convergence, Bivas Dinda, T. K. Samanta and I.H.Jebril, accepted on “Demonstratia Mathematica”. 3
- Gateaux and Frechet derivative in intuitionistic fuzzy normed linear spaces, Bivas Dinda, T. K. Samanta and U. K. Bera, accepted on “World Scientific Journal (NM&NC) in Mathematics”.
- Innerproduct Hyperspaces , Sanjoy Roy and T. K. Samanta , accepted on “Itelian Journal of Pure and Applied Mathematics”.
- On Fixed-point theorems in Intuitionistic Fuzzy metric Space I, T. K. Samanta and Sumit Mohinta accepted on “General Mathematics Note”.
- authors

#### Dr. Shibsankar Das

- “Gene expression profile of the cyanobacterium synechocystis genome” **S. Das**, U. Roymondal, B. D. Chottopadhyay, S. Sahoo, **Gene**. 2012 Apr 15; **497**(2):344-52
- “Freshwater Gastropoda diversity and their population abundance as bioindicators of water quality in three perennial ponds of Howrah district, West Bengal, India” S.S.Bhattacharya and **S. Das** , **Environment & Ecology** 2011; **29** (4) : 1802-1810
- “Predicting Gene Expression Level from Relative Codon Usage Bias: An Application to Escherichia coli Genome” U. Roymondal, **S. Das**, and S. Sahoo, **DNA Res**. 2009 February; **16**(1): 13–30.
- ”Analyzing gene expression from relative codon usage bias in Yeast genome: a statistical significance and biological relevance” **S. Das**, U. Roymondal, S. Sahoo, **Gene**. 2009 Aug 15; **443**(1-2):121-31
- “Evaluation of network impact of content distribution mechanisms”, **S. Das** and J. Kangasharju, INFOSCALE '06. Proceedings of the First International Conference on Scalable Information Systems, May 29-June 1 2006, Hong Kong.

## Department of Botany

1. Year of Establishment : **General 1984, Honours 1996.**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.) : **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments
6. Courses with collaboration with other universities, industries, foreign institution, etc.
7. Details of courses/programmes discontinued (if any) with reasons
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		
Asst. Professors	<b>02</b>	<b>01</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dr. Nikhil Chandra Halder	M.Sc. Ph.D	Assistant Professor	Phycology	8yrs	N.A
Soma Chakroborty	M.Sc.	Part-time Lecturer	Ecology and Taxonomy	11yrs.	

Jayantika Bose	M.Sc.	Part-time Lecturer	Cytogenetics	11 yrs	
Anjana Das	M.Sc.	Part-time Lecturer	Taxonomy & Biosystematics.	3 yrs.	
Syed Hossain Beg	B.Sc.	G.L.I.(Selection Grade)		28 yrs.	

10. List of senior visiting faculty **Nil**
11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty: **Nil**
12. Student-Teacher Ratio (programme wise) : **1: 30 (Honours), 1: (General)**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **N.A**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG: **Ph.D-1 PG-4**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **1 (DST project of W.B. Gov. just completed.)**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : Research Centre/facility recognized by the University: **Nil**
17. Publications:
- Publications per faculty-last 5 years w.e.f.2007. **Please see Annexure I**
  - a) Number of papers published in peer review journals (National/ International) by faculty and students: **4 (Dr. N.C.Halder).** Abstract published: **8 (Dr. N.C.Halder).**
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor
  - k) H-index

18. Areas of consultancy and income generated ; **N.A**

19. Faculty as members in

a)National committees b)International Committees c)Editorial Boards...**Nil**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. **Nil**

23. Award/Recognition received by faculty and students : **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Visiting faculties come to take post-graduate classes.**

25. Seminars/conference/workshop organized & the source of funding

a) National: **A UGC sponsored national seminar will be held on December 2013.**

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.Sc. Hons.(Botany)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> yr 2012-13	284	48	M: 23 F: 25	Not Yet Completed	
2011-12	297	44	M: 21 F: 23	Not Yet Completed	
2010-11	196	32	M: 20 F: 12	03	100%
2009-10	97	19	M:14 F: 05	05	100%
2008-09	102	20	M:16 F: 04	Not appeared	
2007-08	69	08	M:06	02	100%

			F: 02		
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- M=Male F=Female

<b>Name of the course/programme (refer question no.4). B.Sc. General.(Botany)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> yr 2012-13	102	102	M: 65 F: 37	Not Yet Completed	
2011-12	107	107	M: 83 F: 24	Not Yet Completed	
2010-11	73	73	M: 54 F: 19	38	97%
2009-10	56	56	M:41 F: 15	38	97%
2008-09	49	49	M:43 F: 06	35	83%
2007-08	41	41	M:31 F: 10	33	100%

- M=Male F=Female

#### 27. Diversity of Students

<b>Name of the Courses</b>	<b>% of students from the same state</b>	<b>% of students from other states</b>	<b>% of students from abroad</b>
<b>B.SC. Hons.</b>	<b>100%</b>	<b>Nil</b>	<b>Nil</b>
<b>B.Sc. General</b>	<b>100%</b>	<b>Nil</b>	<b>Nil</b>

28. How many students have cleared national and state competitive examinations such as NET ,SLET, GATE, Civil services , Defense services , etc.? **Not reported.**

### 29. Student progression

Student progression	Against % enrolled
UG to PG	<b>40-50%</b>
PG to M. Phil.	<b>1%</b>
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"><li>• Campus selection.</li><li>• Other than campus recruitment</li></ul>	<b>Employed through S.S.C</b> <b>5%</b>
Entrepreneurship/Self-employment	5%

### 30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies :**30-40%**

32. Details on student enrichment programmes (special lectures/ workshop /seminar)with external experts. **Not yet arranged.**

33. Teaching methods adopted to improve student learning :**Besides traditional lecture method, we often teach with the help of overhead projector.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :**Students are encouraged to join NCC or NSS and to take part in different outreach program.**

35. SWOC analysis of the department and future plans.

#### **Strength:**

Post Graduate (DDE) course in M.Sc., Botany under VidyasagarUniversity , West Midnapur, West Bengal, has been started from 2008.

There is an equipped research laboratory in our department with Trinocular Microscope, Laminar Airflow etc and a separate Tissue- culture room.

The teacher-student relationship in our department is very warm and cordial.

**Weakness:**

The Department has been suffering a serious problem due to lack of teachers. Only one permanent post is filled from last three years. There are three part time teachers who are helping their best to carry on the classes smoothly, yet that is not sufficient.

Another problem is the high rate of drop-outs; though it is not the exclusive problem of our department. Now-a-days students are more interested in technical studies, hence there is a growing tendency to avoid studying in General Stream.

**Opportunity:**

Botany, as a discipline, provides a lot of opportunities to its students. There is an ample scope in academic field. The scope for research in various fields like medicine, agriculture, food products, bio-fertilizer, pathology, bio-technology are very much prospective and promising.

**Challenge:**

It is our challenge to excel in all spheres in spite of the shortage of faculty members and orient the students towards higher study and research work.

**Annexure****Dr. Nikhil Halder**

**Halder, N.C., Ramakant, V.K. Dwivedi, Y.P. Singh., 2008.**; Syphynemopsis Tiwari and Mitra – a link between Scytonemataceae and Mastigocladaceae of Cyanoprokaryota; Abstract published in the national conference on “ Current trends in Algal Biodiversity and Biotechnology ” 7<sup>th</sup> and 8<sup>th</sup> feb, 2008 in Centre for Advance Studies in Botany, University in Madras, Chennai-60025

**Halder, N.C., Ramakant, and G.L. Tiwari, 2008**, ; ON MORPHOLOGY AND TAXONOMY OF SCYTONEMA. Abstract published in the national conference on “ Current trends in Algal Biodiversity and Biotechnology ” 7<sup>th</sup> and 8<sup>th</sup> feb, 2008 in Centre for Advance Studies in Botany, University in Madras, Chennai-60025

Y.P. Singh, R. Kant, V.K. Dwivedi, **N.C. Halder** and G.L. Tiwari(2008): Sodium Chloride influence on diazotrophic Blue-green algae in rice-fields. *Bionature*. **28 (1)**: 9-12.

**N. C. Halder & et al.(2008)**: Occurrence and distribution pattern of nostocacean Blue-green algae in Allahabad and adjoining areas. *Nat. J. Life Scs*: **5 (1)**.

V. Pandey, R. Kant, **N.C. Halder**, Y.P. Singh, V.K. Dwivedi, R. Tandon, A. Pandey and G.L. Tiwari(2008). Comparative study on photosynthetic pigments of different species of *Scytonema* Voucher, Nostocales, Cyanoprokaryote. *Nat. J. Life Scs*: **5 (2)**.



**N.C.Halder, V.K.Dwivedi and R .TANDON (2009)** :Effect of Pesticides (Dimecron 50%ec) on growth and nitrogenase activity of the four fast growing strains of the familyscytonemataceae (cyanobacteria ) The National Academy Of Science,India.: 79- Annual session and National Symposiumon December14-16,2009: Abstract: P- 25 Published.

R .TANDON,**N.C.Halder** ,V.K.Dwivedi **(2009)** :On Production and Perennation of Scytonemataceae .The National Academy Of Science,India.: 79- Annual session and National Symposiumon December14-16,2009: Abstract: P- 26 Published.

N.C. Halder,V.K.Dwivedi and Rashmi Singh(2010); “ Effect of Dimecron 50% EC on growth and Nitrogenase activity of four fast growing strains of scytonemataceae”. *Nat. J. Life Sc; An International Biannual journal of Life Sciences*:7(2) P-163-168.

**N.C. Halder et al., (2011)**; BIO DIVERSITY OF BLUE GREEN ALGAL(CYANOBACTERIA) ABSTRACT published in the UGC SPONSORED NATIONAL SEMINAR ON BIODIVERSITY –CRISIS, CONSERVATION AND MANAGEMENT ORGANISED BY Department Of Botany & Chemistry East Calcutta Girls’ college, Lake town, Kolkata- 700089 in Collaboration with West Bengal Biodiversity Board, Department of Environment, Govt. of W.B.

**N.C. Halder et al., (2012)**; “ BLUE GREEN ALGAL(CYANOBACTERIA) DIVERSITY AND CHARECTERIZATION IN DIFFERENT RICE FIELDS IN WESTBENGAL” ABSTRACT AND ESPECIAL ISSUED published in the STATE LEVEL SEMINAR ON Advancement of Biological Science Towards Sustainable development Sponsored By UNIVERSITY GRANT COMMISSION Organised By **Department Of Zoology**, Berhampore Girls’ College, Murshidabad in Collaboration with West Bengal Biodiversity Board, Kolkata ,OP-3

**N.C.Halder (2013)**: Estimation of dry weight, protein and nitrogenase activity of different cyanobacterial strains of rice fields. Abatract published in the proceedings of the 100th Indian Science Congress on “Science for Shaping the Future of India” 3rd to 7th Jan, 2013 in section of Plant Sciences, University of Calcutta, Kolkata, W.B., India.

**N.C.Halder (2013)**: A study of Cyanobacteria (BGA), from rice fields of different districts in West Bengal. Abatract published in the proceedings of the 100th Indian Science Congress on “Science for Shaping the Future of India” 3rd to 7th Jan, 2013 in section of Plant Sciences, University of Calcutta, Kolkata.

**N.C. Halder and G.L. Tiwari (2013)**: Taxonomic Analysis of the genera Scytonema, Tolypothrix and Camptylonemopsis studied in culture. Abatract published in the souvenir of the International Conference on “Algal Biorefinery: a potential source of food, feed, biochemical, biofuels and biofertilizers” January 10<sup>th</sup> to 12<sup>th</sup>, 2013 in Department of Biotechnology, Indian Institute of Technology, Kharagpur, India.

**N.C.Halder, Sujit Patra, Chandrani Roy, Sandip Paul, Sujoy Chakraborty (2013)**: Diversity, taxonomical identification and physiological characterization of freshwater ricefield's bluegreen algae in different district in West Bengal. Abatract published in the souvenir of the International Conference on “Algal Biorefinery: a potential source of food, feed, biochemical,

biofuels and biofertilizers” January 10<sup>th</sup> to 12<sup>th</sup>, 2013 in Department of Biotechnology, Indian Institute of Technology, Kharagpur, India.

“Diversity and characterization of Cyanobacteria in different districts of West Bengal” Paper presented in the SEMINAR on “WET LAND ECOSYSTEM AND FAUNAL DIVERSITY” UGC SPOSORED organized by Department of Zoology, Uluberia college, Howrah.  
Sodium Chloride..... in rice fields, Published in Bionature,28(1) 2008 9-12

## Department of Zoology

1. Year of Establishment: **General: 1984, Honours: 1996.**
2. Names of Programmes / Courses offered (UG, PG) : **UG, PG(Distance Mode)**
3. Names of Interdisciplinary courses and the departments/units involved: **NA**
4. Annual/ semester/choice based credit system (programme wise): **Annual**
5. Participation of the department in the courses offered by other departments: **Nil**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.:  
**M.Sc. Course in collaboration with Vidyasagar University.**
7. Details of courses/programmes discontinued (if any) with reasons **NA**
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		
Asst. Professors	<b>2</b>	<b>1</b>

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

Name	Qualification	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Siddhartha Sankar Bhattacharya	M.Sc, M.Phil. , PhD; P.R.S.	Associate Professor	Animal physiology & Biochemistry	19	One
Mausumi Goswami	M.Sc.	Part time lecturer	Genetics	6	Nil
Niloy Kundu	M.Sc. Ph.D	Part time lecturer	Ecology	3	Nil

Mintu Deyashi	M.Sc.	Part time lecturer	Parasitology	3	Nil
Chandan Patra	M.Sc.	Laboratory Instructor (Selection grade)	Fishery	28	Nil

10. List of senior visiting faculty : **Dr. Kamalesh Mishra**  
**Dr. Debasish Pal**  
**Dr. JayantaKundu**
11. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **UG – 39%, PG – 60%(Distance Mode)**
12. Student -Teacher Ratio (programme wise):**Honurs: 60 : 1 , General: 252 : 1**
13. Number of academic support staff (technical) and administrative staff, sanctioned and filled: **Nil**
14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: **PG – 5, M.Phil. – 1, Ph.D. – 5.**
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:  
**a) National – One UGC, Major Research Project.(5,38,000/-)**
16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
17. Research Centre /facility recognized by the University: **NA**
18. Publications: a) Publication per faculty (see Annexure)
- \* Number of papers published in peer reviewed journals (national / international) by faculty and students
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
  - \* Monographs
  - \* Chapter in Books
  - \* Books Edited
  - \* Books with ISBN/ISSN numbers with details of publishers
  - \* Citation Index
  - \* SNIP
  - \* SJR

- \* Impact factor
- \* h-index

19. Areas of consultancy and income generated: **NA**

20. Faculty as members in

**Nil**

a) National committees b) International Committees c) Editorial Boards....

21. Student projects

M.Sc. Part-II (Fisheries and Ecology)

- a) Percentage of students who have done in-house projects including inter departmental/programme -100% (For M.Sc. Part-II, students)
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies- **2%**

22. Awards/ Recognitions received by faculty and students:**Two**

23. List of eminent academicians and scientists/ visitors to the department:

- a) Professor Dr. Tanmoy Bhattacharya, Vidyasagar University.
- b) Professor Dr. Bidhan Patra, Vidyasagar University.
- c) Professor Dr. Jayanta Kundu, Vidyasagar University.
- d) Professor Dr. Subrata Das. Vidyasagar University.

24. Seminars/ Conferences/Workshops organized & the source of funding :

- Seminars (National) -**ONE and sponsored by UGC**
- Workshops (National)-**ONE and sponsored by UGC**

25. Student profile programme/course wise:

Name of the course/programme (refer question no.4). B.Sc. Hons.(Zoology)	Applications received	Selected	Enrolled *M *F	Students Appeared in Final Exam	Pass percentage
1 <sup>st</sup> yr.2012-13	531	48	M:25 F:23	Not yet appeared	
1 <sup>st</sup> yr.2011-12	363	46	M:20 F:26	Not yet appeared	
1st yr.2010-11	347	44	M:24 F:20	23	95%
1st yr.2009-2010	291	36	M:16 F:20	15	80%
1st yr.2008-2009	317	40	M:21 F:19	36	97%
1st yr.2007-2008	205	34	M:19 F:15	11	100%

\*M=Male F=Female

Name of the course/programme (refer question no.4). B.Sc. General.(Zoology)	Applications received	Selected	Enrolled *M *F	Students Appeared in Final Exam	Pass percentage
1 <sup>st</sup> yr.2012-13	103	103	M:65 F:38	Not yet appeared	
1 <sup>st</sup> yr.2011-12	107	107	M:83 F:24	Not yet appeared	
1st yr.2010-11	74	74	M:54 F:20	23	95%
1st yr.2009-2010	56	56	M:41 F:15	38	97%
1st yr.2008-2009	48	48	M:42 F:06	35	100%
1st yr.2007-2008	41	41	M:31 F:10	33	100%

\*M=Male F=Female

#### 26. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. Hons.	100%		
B.Sc. General	100%		

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

**NET – 2 (In last five years)**

**SSC- 11 (in last five years)**

28. Student progression ( data submitted only for the last year )

Student progression	Against enrolled	%
UG to PG		<b>Regular-25%,</b>
PG to M.Phil.		
PG to Ph.D.		
Ph.D. to Post-Doctoral		
Employed		
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	17	

<b>Student progression</b>	<b>Against % enrolled</b>
Entrepreneurship/Self-employment	5%

29. Details of Infrastructural facilities:

- a) Library:**Yes**
- b) Internet facilities for Staff & Students:**Yes**
- c) Class rooms with ICT facility:**No**
- d) Laboratories:**Yes**

30. Number of students receiving financial assistance from college, university, government or other agencies: **30-35%**

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: External experts are often invited to orient the students in recent development of the subjects.

32. Teaching methods adopted to improve student learning: **Tutorial Class, Student Seminar.**

33. Participation in Institutional Social Responsibility (ISR) and Extension activities:**Yes**

34. SWOC analysis of the department and Future plans:  
**Strength:**

Last five year record shows our students have done well in various competitive exams vis – a-vis University exams. Students of our department are obtaining first class in both 2+1 and 1+1+1 system.

Well qualified and dedicated hard working teachers of our Department always attempt to provide quality research and teaching in the Department and elsewhere as and when required.

It remains our constant endeavour to remain well-equipped with the syllabi and question pattern of our affiliated University. We keep touch with other Universities and their curriculum to help our students pursue higher studies in different Universities and Colleges in future.

The coordinated effort of the teachers and non teaching staffs compel students to hard work thus yielding good results.

Peoples Biodiversity Research Laboratory very efficiently supports the student curriculum.

The theoretical as well as practical classes of M.SC in Distant Mode under Vidyasagar University are held in our department where distinguished scholars from different institutions come to take classes. We have involved some distinguished faculties to take special classes in the undergraduate course also.

The Head of the Department, Dr. Siddhartha Sankar Bhattacharya acts as a Research Guide in collaboration with Vidyasagar University and this year a student has been awarded Ph.D degree under his able guidance.

**Weakness:**

- i. Inadequate research facility.
- ii. Dropout rate is quite high. Financial condition of the students is mainly responsible for this feature.
- iii. Facilities for practical and field work can be upgraded.
- iv. Internet and computer facilities (ICT) unavailable to all students.

**Opportunity:**

The diversity of animals in a country like India always attracts students towards Zoology. Study of Zoology would lead to diverse research opportunities. Many premier Institutes of India offers training courses and research facilities to keen students who wish to pursue studies in this field. Bose Institute, ISI, IISC, IICB, CCMB are only a very few of thousands of such Institutions.

Apart from research a student can pursue a teaching career as well.

The remarkable number of NGOs involved in projects like Environmental Impact Assessment, Fighting an epidemic, creating awareness for Health and Hygiene is also noteworthy. Being a part and parcel of such NGOs or attempt towards making of a NGO for a noble purpose is no bad career option.

A student of zoology is welcome everywhere. Be it Environmental journalism ,Forest services, Agricultural Research Institutes ,Fishery Institutes, Sericulture or other such Institutes ,Microbial Research Institutes or the likes or be it the job options open to all(like IAS, WBCS, Misc Services ,exams conducted by PSC etc.).The medicine and pharmaceutical Industry as ever is benefitted with students from this stream. Need of Immunologists and geneticists are being felt everywhere -right from blood transfusion to use of vaccine cassettes.

All Institutes meant for conservation of Biodiversity and sustainable development cannot do without zoologists. WWF, in this regard, deserves special mention.

There was an attempt towards specialization in education once. With more and more advancement in science the need of coordination is being felt. And who can coordinate better than a Zoologist-who knows to navigate in the puzzling waters of taxonomy-who knows to dive into deeper details of genetics-and who can come out with flying colours with the help of statistics?

No wonder seats in the Zoology Department are the first to be filled up in the College.

**Challenge:**

It is our challenge to navigate the students towards their destined goals with different odds like insufficient number of teachers, inadequate space in the laboratory etc.



## Annexure

**Dr. Sidhartha Sankar Bhattacharya**

### *List of international publications:*

1. T.K. Mukhopadhyay, S. S. Bhattacharya, S. M. Moorthy and J. K. Kundu (2012) “Studies on Isozyme Variability in Multivoltine Strains of Silkworm, *Bombyx mori* L. Iranian Journal of Entomology. 2, 1-6
2. S.S. Bhattacharya, M. Kulka, K. A. Lampel, T. A. Cebula, B. B. Goswami (2004) “Use of reverse transcription and PCR to discriminate between infections and non-infections Hepatitis A virus.” Journal of Virological Methods. 116 : 181-187.
3. M. Kulka, A. Chen, D. Ngo, S. S. Bhattacharya, T. A. Cebula and B. B. Goswami (2003) “The cytopathic 18f strain of Hepatitis A virus induces RNA degradation of FrhK4 cells.” Archives of Virology. 148 : 1275-1300.
4. S. K. Raut and S. S. Bhattacharya (1999) “Pests and diseases of betelvine and their natural enemies in India” Experimental and applied Acarology, 23 : 319-325.
5. N. Chakraborty, S. S. Bhattacharya (1996) “Survey on the seasonal incidence of uzi fly, *E bombycis* (Louis), infestation on the silkworm, *B mori* and assessment of cocoon loss in Birbhun district, West Bengal, India”. Sericologia, 36(4) : 703-709.
6. M. V. Santa Kumar, N. Chakraborty, C. A. Kumar and S. S. Bhattacharya (1995) “New records of Coccinellid predator on the pink mealybug, *Maconellicoccus hirsutus* (Green).” Sericologia, 35 (2) : 359-361.
7. S. S. Bhattacharya, N. Chakraborty, S. Kumar (1994) “Control of whitepowder mildew, *P coryla* Karst, with the ladybird beetle, *Illeis indica* Timb. (Coccinellidae : Coleoptera)”. Sericologia, 34(3) : 485-491.
8. S. S. Bhattacharya, N. Chakraborty, A. K. Sahakundu (1993a) “Influence of abiotic factors on uzi fly, *E sorbillans* Beck, infestation on the silkworm and assessment of crop loss in Malda District (West Bengal, India).” Sericologia, 33 (2) : 289-296.
9. S. S. Bhattacharya, N. Chakraborty (1993b) “Life table of uzi fly *E sorbillans*, a parasitoid of the mulberry silkworm, *Bombyx mori*. Serocologia, 33 (1) : 65-74.

### *List of National publications:*

1. T. k. Mukhopadhyay, S. S. Bhattacharya and J. K. Kundu (2013) Backcross Breeding and Directional Selection of Two Multivoltines, N<sup>TP</sup> and N<sup>P</sup> of Silkworm, *Bombyx mori* L. for

higher Viability and Productivity in Eastern India Journal of Entomology and Zoology Studies;1 (4): 7-19.

2. S.S.Bhattacharya (2011)“Survey on faunal diversity of Hogle wetland in West Bengal” Journal of Interacademica. 15(2):259-264.
3. S.S.Bhattacharya and S. Das (2011) “Freshwater Gastropoda diversity and their population abundance as bioindicators of water quality in threepennial ponds of Howrah District, West Bengal.” Environment and Ecology 29(4) : 1802-1810.
4. T.k.Mukhopadhyay, S.S.Bhattacharya and J.K.Kundu (2010)“Improvement of multivoltine breed for better fecundity - a study in Nistarirace of Silkworm, *Bombyxmori* L.” Journal of Interacademica 14(4) : 475-480.
5. S.k. Majumdar, R.N.Dutta, R.Kar and S.S. Bhattacharya (1997)“Acid and alkaline phosphatases activates in the hard brown head portionof silkworm (*Bombyxmori* L.) Larva.”Journal of Advanced Zoology, 18(2) : 113-111.
6. N. Chakraborty ,S.S.Bhattacharya and .A.K.Sahakundu(1996c)“Life table of uzi fly *Ebombycis* Parasitizing 2nd stage larvae of silkworm*B mori*.” Entomon, 21 (3 & 4) : 243-250.
7. N. Chakraborty, S.S.Bhattacharya(1996b) “Studies on incidence of uzi fly infestation on silkworm and assessment of cocoon crop loss in Murshidabad District (West Bengal, India).” Entomon, 21 (1) : 29-35.
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9. S.S.Bhattacharya, N. Chakraborty, (1994) “Population dynamics of *Illeisindica* on *Morus alba*.” Biol. control Ins. Pests, : 130-134
- 10.N. Chakraborty , S.S.Bhattacharya, and S. Kumar (1993b) “Fieldtrial of bleaching powder solution as ovicide for the control of uzi fly and its efficacy with benzoic acid solution (Uzicide).”Environment and Ecology, 11(3) : 599-604.
- 11.S.S.Bhattacharya, N. Chakraborty ,A.K.Sahakundu (1993a) “Effectof bleaching powder solution as ovicide against uzi fly *E.sorbillans* on mulberry silkworm *Bmori*.”Recent Adv. Uzi fly Res, 191-200.
- 12.S.K.Raut and S.S.Bhattacharya (1989) “Ecology of predatory mite,*Tencateia* Sp. in Betelvine orchards in West Bengal, India.”Progress in Acarology, 2 : 191-194

**ii. Books Published(in edited form) :**

***Editor of Two U G C sponsored seminar and workshop Proceedings :-***

1.“ Wetland ecosystem and its faunal diversity”. 7<sup>th</sup> January,2011.

pp. 1-157. (I S B N - 978-81-922305-2-8).

2. “ Wetland ecosystem : Physico-chemical analysis and Management”.

1<sup>st</sup> and 2<sup>nd</sup> April 2011;pp. 1-27. (I S B N- 978-81-922305-3-5).

**Dr. Niloy Kundu**

**Publications in Journals**

1. Mukherjee, S., Chaudhuri, A., **Kundu, N.**, Mitra, S. and Homechaudhuri, S. (2013).Comprehensive analysis of fish assemblages in relation to seasonal environmental variables in an estuarine river of Indian Sundarbans.**Estuaries and Coasts**, 36: 192-202.
2. **Kundu, N.**, Majumdar, D. and Homechaudhuri, S. (2013) Seasonal changes in fish assamblages and trophic guild in some interconnected rivers in eastern India. **Indian Journal of Fisheries**. (in press).
3. **Kundu, N.** and Homechaudhuri, S. (2013) Photoperiod as cues for determining optimal foraging in developmental stages in *Chitalachitala* Hamilton, 1822. **Proceedings of Zoological Society**. (in press).
4. **Kundu, N.**, Chaudhuri, A., Mukherjee, S., Sen, S. and Homechaudhuri, S. 2012.Seasonal fish diversity under tidal influence in the intertidal mudflats of Indian Sundarbans.**Indian Journal of Fisheries**,59: 43-52.
5. Khatoon, N., Chaudhuri, A., SenRoy, S.,**Kundu, N.**, Mukherjee, S., Mazumdar, D., Homechaudhuri, S. and Pal, R. (2010) Algae as feed supplement in fish nutrition. **Journal of Botanical Society of Bengal**, 64(2): 85-93.
6. Som, M.,**Kundu, N.**, Bhattacharyya, S. and Homechaudhuri, S. (2009) Experimental evaluation of haemopoietic response in *Labeorohita*Hamilton following acute copper toxicity.**Journal of Toxicological and Environmental Chemistry**, 91 (1): 87-98.
7. Aditya, G., Bhattacharyya, S., **Kundu, N.**, Kar, P.K. and Saha, G.K. (2007) Predatory efficiency of the sewage drain inhabiting larvae of *Toxorhynchites splendens*Wiedemann on

*Culexquinquefasciatus* Say and *Armigeressubalbatus* (Coquillett) larvae. **Southeast Asian Journal of Tropical Medicine and Public Health**, 38 (5): 799-807.

8. Aditya, G., Bhattacharyya, S., **Kundu, N.** and Saha, G.K. (2005) Frequency dependant prey selection of predacious water bugs on *Armigeres subalbatus* immatures. **Journal of Vector Bourne Disease**, 42 (1): 9-14.
9. Aditya, G., Bhattacharyya, S., **Kundu, N.**, Saha, G.K. and Raut, S.K. (2004) Predatory efficiency of the water bug *Sphaerodema annulatum* on the mosquito larvae (*Culex quinquefasciatus*) and its effect on adult emergence. **Bioresource Technology**, 95: 169-174.

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1. **Kundu, N.** (2011) Sustainable utilization of ichthyofaunal resources – a conservationist approach. **Proceedings of UGC Sponsored National Seminar on Sustainable Resource Management: Myth or Reality**. Uluberia College, Uluberia, West Bengal, 121-124. ISBN 978-81-922305-6-6
2. **Kundu, N.** (2011) pH – alimiting factor for the survival of *Ompokpabo* in India. **Proceedings of UGC Sponsored State Level Seminar on Chemistry for Mankind**. Uluberia College, Uluberia, West Bengal, 98-102. ISBN 978-81-922305-4-2
3. **Kundu, N.** (2011) Sampling technique and diversity estimation of freshwater zooplankton – A bioindicator for pristine wetlands. **Proceedings of UGC Sponsored State Level Workshop on Wetland Ecosystem: Physico-Chemical Analysis and Management**. Uluberia College, Uluberia, West Bengal, 16-18. ISBN 978-81-922305-3-5
4. **Kundu, N.** and Homechaudhuri, S. (2011) Importnce of river-side wetlands – A metacommunity approach. **Proceedings of UGC Sponsored State Level Seminar on Wetland Ecosystem and its Faunal Diversity**. Uluberia College, Uluberia, West Bengal, 31-36. ISBN 978-81-922305-2-8
5. Chaudhuri, A., Mukherjee, S., Sen, S., **Kundu, N.**, Sengupta, S., DuttaRoy, S., Chakraborty, M. and Homechaudhuri, S. (2011) Influence of a deltaic meta-ecosystem consisting of mudflat and Matla river on the structure of fish assemblage under seasonal impact. **Proceedings of Brainstorming Conference: Biodiversity Research Concertium for Eastern Himalaya and Eastern Ghats**, University of Calcutta, WWF India, UNESCO Asia, Chemchi, Sikkim, India, p. 47-48.

6. Sengupta, S., **Kundu, N.**, Mukherjee, S., Chaudhuri, A., Chakraborty, M., Sen, S., Dutta Roy, S. and Homechaudhuri, S. (2011) Analysis of trophic niche of two threatened Siluridae fishes, *Ompok pabda* (Hamilton, 1822) and *Ompok pabo* (Hamilton, 1822) based on prey preference and trophic specialization. **Proceedings of Brainstorming Conference: Biodiversity Research Consortium for Eastern Himalaya and Eastern Ghats**, University of Calcutta, WWF India, UNESCO Asia, Chemchi, Sikkim, India, p. 48-49.
7. Sengupta, S., **Kundu, N.** and Homechaudhuri, S. (2010) Analysis of fish resources of a riverine template and genetic polymorphism of some threatened species as a dataset for conservation. **Proceedings of National Seminar on Zoology, Life Processes and Nanotechnology**, Goa University, Panjim, Goa, India, p. 44.
8. Mukherjee, S., Chaudhuri, A., **Kundu, N.** and Homechaudhuri, S. (2010) In search of key biochemical tools to understand community structures in estuarine ecosystem: feeding guild and digestive enzymes. **Proceedings of National Seminar on Zoology, Life Processes and Nanotechnology**, Goa University, Panjim, Goa, India, p. 14.
9. Sengupta, S., **Kundu, N.** and Homechaudhuri, S. (2010) Diversity of fish resources of a template of Punarhaba river and analysis of genetic polymorphism of some threatened species towards conservation. **Proceedings of International Conference on Climate Change and Bioresource**, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, p. 162.
10. Mukherjee, S., Chaudhuri, A., **Kundu, N.**, Mitra, S. and Homechaudhuri, S. (2010) Coarse-filter approach to regional conservation planning in Sundarbans representing fish diversity with environmental relatedness. **Proceedings of International Conference on Climate Change and Bioresource**, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, p. 163.
11. **Kundu, N.** and Homechaudhuri, S. (2008) Feeding guild analysis of piscine community in specific longitudinal template of a shallow river system in West Bengal, India. **Proceedings of 19<sup>th</sup> National Zoology Congress. National Seminar on Biodiversity and Human Welfare**, Gauhati University, Guwahati, Assam, India, p. 204.
12. Chaudhuri, A., **Kundu, N.**, Khatun, N., Sen Roy, S., Mukherjee, S., Som, M., Pal, R. and Homechaudhuri, S. (2008) Exploration and utilization of algal diversity in fish dietetics. **Proceedings of National Seminar on Exploration Conservation and Exploitation of Biodiversity**, Darjeeling Government College, Darjeeling, West Bengal, India, p. 15.

13. Som, M., **Kundu, N.**, Bhattacharyya, S. and Homechaudhuri, S. (2007) Cell cycle analysis in haemopoietic tissues of *Labeorohita*(Hamilton-Buchanan, 1822) exposed to freshwater copper (Cu<sup>++</sup>) ion accumulation. **Proceedings of National Symposium of Limnology**, Rajasthan, 333-335.
  14. **Kundu, N.** and Homechaudhuri, S. (2007) Fish guild and biodiversity analysis in specific longitudinal template of Punarbhar river in West Bengal. **Proceedings of National Seminar on Dimensions in Zoological Research in Human Welfare**, University of Calcutta, Kolkata, West Bengal, India, pp.159-160.
  15. Aditya, G., Bhattacharyya, S., **Kundu, N.** and Saha, G.K. (2003) Frequency dependant prey selection by the water bugs *Sphaerodemaannulatum* (Fabricius) and *S. rusticum* (Fabricius) on the immature stages of the mosquitoes *Armigeressubalbatus*Coquillet. **Proceedings of National Symposium on Assessment and Management of Bioresources**, North Bengal University, Darjeeling, West Bengal, India, p. 89.
- (II) “Cholochitra-kolpe Rabidranath”, (in Bengali) in Quest Vol 6 2010-11. (A bi-lingual Academic Journal published by Uluberia College.)
- (III) “Smardho satobarsher rangaloke Binodini Dasi”, (in Bengali) in Quest Vol 7 2012-13. (A bi-lingual Academic Journal published by Uluberia College.)

### **Mintu Deyashi**

1. “Wild life poaching and trade” – Journal “Musings” , Vol-I, 2010, ISSN-0975-8054
2. “Rann of Kutch seasonal wetland-the city of Flamingo”- Proceedings of UGC sponsored state level seminar “Wetland ecosystem and its faunal diversity” Zoology Department, Uluberia College, 2011
3. “Use of bio-indicators to determine water quality of aquatic ecosystem”- Proceedings of UGC sponsored state level workshop “Wetland ecosystem : Physico-chemical analysis and management” Zoology Department, Uluberia College, 2011
4. “The process of science – The way one gets at the truth ” - Proceedings of UGC sponsored state level seminar “Emerging trends in contemporary education: Implication for 21<sup>st</sup> century-A sequel” B. Ed Department, Uluberia College,
5. “Sustainability and water resource management” - Proceedings of UGC sponsored National level seminar “Sustainable resource management : myth or reality ” B. Ed Department, Uluberia College, ISBN-978-81-922305-6-6

## Department of Physiology

1. Name of the Department: **Department of Physiology, Uluberia College**
2. Year of Establishment: **General, 1984.**
3. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
4. Names of Interdisciplinary courses and departments/units involved : **Nil**
5. Annual/semester/choice based credit system(programme wise) : **Annual**
6. Participation of the department in the courses offered by other departments : **N.A**
7. Courses with collaboration with other universities, industries, foreign institution, etc. : **Nil**
8. Details of courses/programmes discontinued (if any) with reasons : **N.A**
9. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
Associate Professors		
Asst. Professors	<b>2</b>	<b>Nil</b>

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

<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 for the last 4 years</b>
Santigopal Maity	M.Sc. (Engaged in Research)	Part-time Lecturer	Ergonomics	2yrs 8mths	N.A

	work)				
Soumik Ganguli	M.Sc.	Guest Lecturer	Endocrinology & Reproductive physiology		
Nihar Ranjan Chakraborty	B.Sc.	GLI (Selection Grade)		28yrs.	

11. List of senior visiting faculty : **Nil**
12. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty: Student-Teacher Ratio (programme wise): **1:70 (Approx)**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **1+1**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./**PG.1**, Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**
15. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**
16. Research Centre/facility recognized by the University : **N.A**
17. Publications: **(See Annexure)**
- Publications per faculty: **2 ( SantigopalMaity)**
  - a) Number of papers published in peer review journals (National/ International) by faculty and students :
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor
  - k) H-index
18. Areas of consultancy and income generated : **N.A**



19. Faculty as members in

a)National committees b)International Committees c)Editorial Boards...**Nil**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme:

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. : **N.A**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding:. **Nil**

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.Sc. General(Physiology)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr (G) 2012-13	103	103	M: 65 F: 38	Not yet Completed	
1 <sup>st</sup> yr(G) 2011-12	106	106	M :82 F : 24	Not yet Completed	
1 <sup>st</sup> yr (G) 2010-11	73	73	M: 53 F : 20	22	100%
1 <sup>st</sup> yr (G) 2009-10	69	56	M:41 F:15	26	100%
1 <sup>st</sup> yr(G) 2008-09	48	48	M:42 F:06	28	100%
1 <sup>st</sup> yr(G) 2007-08	41	41	M:27 F:14	25	100%

• M=Male F=Female

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.Sc.	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET ,SLET, GATE, Civil services , Defense services , etc.? **Not Reported.**

29. Student progression

Student progression	Against % enrolled
UG to PG	N.A
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	5%
Entrepreneurship/Self-employment	2%

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies. **40-50 % students of the dept. receive financial assistance every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. **Nil**

33. Teaching methods adopted to improve student learning :

34. Participation in Institutional Social Responsibility (ISR) and Extension activities; **Students are encouraged to participate in N.S.S.**

35. SWOC analysis of the department and future plans:

**Strength:**

All the staffs of the department, teaching and non-teaching are devoted and sincere.

The laboratory is quite equipped and spacious.

Result of the department is good.

**Weakness:**

There is no full time teaching faculty. Two posts are lying vacant for quite a few years. It is difficult for us to carry out all departmental activities with part-time faculty members in spite of their sincere effort.

**Opportunity:**

The students, who study Physiology as a part of their Honours Course or study it as a general subject, have ample scope of jobs in different pathological laboratory or institutes. Besides this they can pursue teaching profession.

**Challenge:**

Our challenge is to help the students learn the subject properly to apply it in their daily life and profession.

**Future Plan:**

It is our plan to start a Honours course in Physiology as soon as the vacant posts will be filled up.

**Annexure****Santigopal Maity****National:**

1. Sahu S, Moitra S, **Maity S G**. Evaluation of the musculoskeletal problems related to Occupational health of sweet makers of West Bengal., **Al Ameen J Med Sci**, 2013, 6 (2) : 150-157.
2. S. Moitra, **Maity S G**, SSahu. Assessment of the musculoskeletal problems of the goldsmiths working in unorganized sectors in West Bengal. **Journal of Environmental Physiology**, 2012, **Accepted**.

**International:**

1. Sahu S, **Maity S G**, Moitra S, Sett M, Haldar P. Assessment of Cardiovascular Load During Work in Summer Season of Two Age Groups of Van-Rickshaw Pullers of West Bengal, India. **International Journal of Occupational Safety and Ergonomics (JOSE)**, 2012, **Accepted**.
2. Sahu S, Moitra S, **Maity S G**, Pandit K A, Roy B. A Comparative Ergonomic Postural Assessment of the Potters and the Sculptors in the unorganized sector residing in West Bengal, India. **International Journal of Occupational Safety and Ergonomics (JOSE)**, 2010, **Accepted**.

## Department of Commerce

1. Year of Establishment: **General: 1967, Honours: 1997.**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments : **N.A**
6. Courses with collaboration with other universities, industries, foreign institution, etc. : **Nil**
7. Details of courses/programmes discontinued (if any) with reasons : **N.A**
8. Number of Teaching posts

	Sanctioned	Filled
Associate Professors		1 ( Cas)
Asst. Professors	2	0

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Dipak Kumar Nath	M.Com.	Associate Professor	Financial Management	31 years.	N.A.
Swapan Kr. Sarkar	M.Com. LLB	Part-time Lecturer	Income Tax Financial Management.	31yrs.	

Biswanath Pramanik	M.Com	Guest Lecturer	Financial Accountancy.	10 yrs.	
Wakil Ahmed	M.Sc.	Guest Lecturer	Mathematics.	10 yrs.	
Paramita Dutta	M.Com.	Guest Lecturer	Financial Management	1yr.	
Anjan Sarkar	M.Com. AICWA	Guest Lecturer	Cost Accountancy	1yr.	
Subhalakshmi Paul	M.A. B.Ed.	Guest Lecturer	Economics	1yr.	

- Demise of Sri Pradip Sasaru , the part-time teacher of the department in May 2013 has created a vacancy in the department.

10. List of senior visiting faculty :

11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty: **20%**

12. Student-Teacher Ratio (programme wise): **1: 70(Honours), 1: 60 (General)**

13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A**

14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./**PG. 7**

15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received : **Nil**

16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received : **Nil**

17. Research Centre/facility recognized by the University : **N.A**

18. Publications: (**See Annexure -I**)

- Publications per faculty
  - Number of papers published in peer review journals (National/ International) by faculty and students :
  - Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - Monograph
  - Chapter in Books
  - Books Edited

- f) Books with ISBN/ISSN numbers with detail of publishers
- g) Citation index
- h) SNIP
- i) SJR
- j) Impact factor
- k) H-index

19. Areas of consultancy and income generated : **N.A**

20. Faculty as members in

a)National committees b)International Committees c)Editorial Boards...**Nil**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme:

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. : **N.A**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding:. **Not yet arranged except departmental seminars.**

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.Com. Hons.</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>ST</sup> yr. 2012-13	107	60	M:60 F: 0	Not yet appeared	
2011-12	112	66	M : 61 F : 05	Not yet appeared	
2010-11	108	67	M:63	14	28%

			F :04		
2009-10	52	39	M:34 F:05	22	82%
2008-09	22	13	M: 13 F: 0	02	100%
2007-08	22	13	M: 13 F: 0	08	62.5%

<b>Name of the course/programme (refer question no.4). B.Com. General</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1ST yr. 2012-13	66	66	M:62 F:04	Not yet Completed	
2011-12	74	74	M : 72 F : 02	Not yet Completed	
2010-11	63	63	M: 63 F :0		
2009-10	30	30	M:27 F:03	10	100%
2008-09	28	28	M: 25 F: 03	24	83%
2007-08	24	24	M: 22 F: 02	23	95%

27. Diversity of Students

Name of the course	% of students from the same state	% of students from other state	% of students from abroad
B.Com.Hons.	100%	Nil	Nil
B.Com. Gen.	100%	Nil	Nil

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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>10 %(Approx)</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	10%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities

- a) Library : **Yes**
- b) Internet Facilities for staff & Students : **Yes**
- c) Class rooms with ICT facility : **No**
- d) Laboratories : **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies. **40-50 % students of the dept. receive financial assistance every year.**

32. Details on student enrichment programmes (special lectures/ workshop /seminar) with external experts. **Nil**



33. Teaching methods adopted to improve student learning: besides conventional teaching method the department believed in participatory method. Students are encouraged to take part in class discussion and departmental seminars. Seminars are organized on different modern cotemporary issues. Debate on current issues like Retail Business and Foreign Direct Investment, FDI, in Insurance and Banking are organized. Regular doubt clearing sessions by the teachers are held.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities; **Students are**

**encouraged to participate in N.S.**

**SWOC analysis of the department and future plans:**

**Strength:**

Committed and dedicated teachers of the department, combined with experienced and first hand real life experienced and up ton date knowledge are our real strength. Student teacher relationships are excellent.

**Weakness:**

The post of one permanent teacher is lying vacant for nearly four years. Insufficient space in the library, insufficient no. of computers available for the students and the drop out rate of the students are the weaknesses of the department.

**Opportunities:**

Uluberia is an industrialized zone/ hub – very close to Kolkata. Many new industrial ventures are coming up and old traditional industries are expanding. There is a great scope for industry-academic venture for the student.

**Challenges:**

The main challenge of the department is to navigate the students towards their goal in spite of low strength of faculties.

## **Annexure**

**Dipak Nath**

1. Acharya Prafulla Chandrer Shilpo o Baniija Bhabna in ‘Quest’, an academic bi-lingual annual journal of Uluberia College, in ‘Quest’, an academic bi-lingual annual journal of Uluberia College, ISSN2319-215.Vol.6, ISSN2319-215.

2. Foreign Direct Investment in India, in ‘Quest’, an academic bi-lingual annual journal of Uluberia College, Vol.7, ISSN2319-215.

## Department of Computer Science

1. Year of Establishment: **General : 2010**
2. Names of programmes/Courses offered (UG, PG, M.Phil. Integrated Masters; Integrated Ph.D., etc.): **UG**
3. Names of Interdisciplinary courses and departments/units involved : **Nil**
4. Annual/semester/choice based credit system(programme wise) : **Annual**
5. Participation of the department in the courses offered by other departments: **NA**
6. Courses with collaboration with other universities, industries, foreign institution, etc. :**Nil**
7. Details of courses/programmes discontinued (if any) with reasons; **NA**
8. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
<b>Associate Professors</b>		
<b>Asst. Professors</b>	<b>Nil</b>	<b>Nil</b>
<b>Contractual Lecturers</b>	<b>01</b>	<b>01</b>

9. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.litt./Ph.D./M.Phil. etc.,)

Name	Qualifications	Designation	Specialization	No of years of experience	No of Ph.D. Students guided for the last 4 years
Sk Mohiuddin	M.C.A.	CWTT		3 YEARS	

10. List of senior visiting faculty: **Nil**
11. Percentages of lectures delivered and practical class handled(programme wise) by temporary faculty
12. Student-Teacher Ratio (programme wise): **1: 10 (approx) General.**
13. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A**
14. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG.: **Nil**
15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received: **Nil**
16. Department projects funded by DST-FIST;UGC,DBT, ICSSR, etc. and total grants received
17. Research Centre/facility recognized by the University: **N.A.**
18. Publications:
- Publications per faculty: **(See Annexure)**
  - a) Number of papers published in peer review journals (National/ International) by faculty and students
  - b) Number of Publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International complete, Dare Database- International Social Science Directory, EBSCO host, etc.)
  - c) Monograph
  - d) Chapter in Books
  - e) Books Edited
  - f) Books with ISBN/ISSN numbers with detail of publishers
  - g) Citation index
  - h) SNIP
  - i) SJR
  - j) Impact factor

k) H-index

19. Areas of consultancy and income generated: **N.A.**

20. Faculty as members in

a) National committees b) International Committees c) Editorial Boards...**Nil**

22. Student projects

a) Percentage of students who have done in house projects including inter departmental/programme: **Nil**

b) Percentage of students placed for projects in organization outside the institution i.e. in Research Laboratories/Industry/Other agencies. **N.A**

23. Award/Recognition received by faculty and students: **Nil**

24. List of eminent academician and scientist/ visitors to the department: **Nil**

25. Seminars/conference/workshop organized & the source of funding: **Not yet Arranged**

a) National

b) International

26. Student profile programme/courses wise:

<b>Name of the course/programme (refer question no.4). B.Sc. General. Pure(Computer Science)</b>	<b>Applications received</b>	<b>Selected</b>	<b>Enrolled *M *F</b>	<b>Students Appeared in Final Exam</b>	<b>Pass percentage</b>
1 <sup>st</sup> yr 2012-13	57	57	M:42 F:15	Not Yet Completed	
1 <sup>st</sup> yr 2011-12	3	3	M:2 F:1	Not yet completed	
1 <sup>st</sup> yr 2010-11	7	7	M: 6 F:1	7	100%

\*M=Male \*F=Female

27. Diversity of Students

<b>Name of the course</b> <b>B.Sc.</b>	<b>% of students from the same state</b>	<b>% of students from other state</b>	<b>% of students from abroad</b>
B.Sc	<b>100%</b>	<b>Nil</b>	<b>Nil</b>

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

29. Student progression

Student progression	Against % enrolled
UG to PG	<b>N.A</b>
PG to M. Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection.</li> <li>• Other than campus recruitment</li> </ul>	<b>N.A.</b>
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: **Yes**
- b) Internet Facilities for staff & Students: **Yes**
- c) Class rooms with ICT facility: **No**
- d) Laboratories : **N.A**

31. Number of students receiving financial assistance from college, university, government or other agencies: **40-50%**

32. Details on student enrichment programmes (special lectures/ workshop /seminarwith external experts. **Not yet arranged.**

33. Teaching methods adopted to improve student learning. :

Besides lecture method teachers try their best to improve student by encouraging them to participate in departmental seminars and lectures given by eminent persons in other departments of the college.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Some students participate in N.S.S activities.

35. SWOC analysis of the department and future plan:

**Strength:**

- 1) Good relationship between the teachers and the students.
- 2) Willingness of the student to learn the language.
- 3) Good result.

**Weakness:**

- 1) In order to meet the need of the increasing numbers of students the department requires more teachers. We have no full time sanctioned post in our Department.

**Opportunities:**

Computer science provides variety of opportunities to its students

**Challenges:**

It is our challenge to make it honours dept.

## Contact Details

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