



# SABANG SAJANIKANTA MAHAVIDYALAYA

P.O.- LUTUNIA \* DIST.- PASCHIM MEDINIPUR (W.B.)

PIN- 721166 \* PHONE NO.- (03222) 248221

Ref. No. ....

Date .....

## FOREWORD

I take this opportunity to express our pleasure to submit the Self Study Report (SSR) Vol-1 and Vol-2 of Sabang Sajanikanta Mahavidyalaya, to National Assessment and Accreditation Council (NAAC), Bangalore for assessment. This college is affiliated under Vidyasagar University from 1985 and before it the college was affiliated to Calcutta University. Our college is an under graduate college having 14 courses in Honours and 4 in General courses. We teach some need-based, job-oriented and community oriented subject like Physical Education and Santali.

NAAC has offered us the scope for our self-study through which we are able to realize our position and we elevate our college to an extent as desired by the NAAC. We have many lacunae and gaps and through the instruments of NAAC, we are trying to improve ourselves.

The data, documents placed in the SSR Vol.-1 and Vol.-2 are true to the best of our knowledge and belief. All the members concerned of our college helped sincerely to prepare this report, and no part thereof has been outsourced.

We trust the Hon'orable members of the NAAC Peer Team will visit our rural college and validate the information. We are eagerly waiting for their auspicious arrival.

Dr. Kanailal Paria  
Principal  
Sabang Sajanikanta Mahavidyalaya



# **SABANG SAJANIKANTA MAHAVIDYALAYA**



## **SELF STUDY REPORT**

### **Volume I**

Submitted to

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

Bangalore-560072

**Nov. 2012**



## SABANG SAJANIKANTA MAHAVIDYALAYA AT A GLANCE

Sabang Sajanikanta Mahavidyalaya has been extending its services in the field of education since 1970 and affiliated to the University of Calcutta and now to the Vidyasagar University. The College is located in a remote rural place in the south-east region of the Kharagpur Sub-division in the district of Paschim Medinipur (W.B.).

### ◉ Population

**Employee Population: Faculty (full- and part-time/ guest) = 55;**

**Staff = 32; Size of Main Campus: 09.33 acres.**

### ◉ Student Population (2011-12)

<b>Total</b>	<b>Male</b>	<b>Female</b>
<b>3021</b>	<b>60.15%</b>	<b>39.85%</b>

- ◉ Honours courses offered in 14 subjects.
- ◉ Rich faculty members with extensive teaching and research experiences.
- ◉ Spacious and adequately equipped science laboratories.
- ◉ Special computer laboratory for all faculty members and students with internet access.
- ◉ Excellent Library, with over 27,000 books, spacious reading room.
- ◉ An active NSS Units, NCC Units and a Medical Unit.
- ◉ Ample opportunity for sports and games (indoor and outdoor).



## **MISSION AND VISION**

### **Mission**

The Mahavidyalaya is established with a mission to disseminate higher education among the deserving pupils coming from the families of the area fully comprising of landless, marginal and small cultivators, agricultural labourers, unprivileged classes as well as other socially and economically backward communities by way of creating at least one graduate for each families. The logo of the Mahavidyalaya 'TAMASO MA JYOTIRGAMAYA' - lead me towards light from darkness symbolizes the motto of the Mahavidyalaya.

### **Vision**

The Mahavidyalaya being established by the intuitive educationist and well-wishers of the area adopted a symbiotic role for the manifestation of the potentiality of the young learners of the institution in order to glow with wish and bliss, to strive towards excellence with its commitment to quality and to provide various knowledge and information of the age and society.



## TEN ACCLAMATION

- **First graduate from Lodha Community in India**
- **Organised the international youth year under the directed by Calcutta University**
- **Organised National Integration Camp sponsored by the department of Youth Affairs & Sports Govt. of India**
- **Organised IX<sup>th</sup> and X<sup>th</sup> inter non-Govt. College Athletic meet, Education Directorate, Govt. of West Bengal**
- **Obtained Champions Trophy in Football of Inter Non-Govt. College Athletic meet, Education Directorate, Govt. of West Bengal consecutively for three times**
- **Shree Kausik Jana Student of Philosophy of this Mahavidyalaya attended to witness the Republic Day Parade 2012 from the Prime Minister's Box at Rajpath, New Delhi in the capacity of University/School toppers**
- **Two Students of this Mahavidyalaya selected for the Duke of Edinburgh's Award**  
**Two Students selected to receive Governor's Medal in NCC**
- **A student selected to represent Soudi Arabia under Youth Exchange Programme, Govt. of India**
- **Introduction of Chemistry and Alchiki in a rural College**
- **Dr. K. L. Paria become a Principal from student to Teacher, and Teacher to Principal**



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## PREFACE

*44 years ago on the auspicious occasion of the 26th. January, 1968, some 20 village people gathered on the farm land to establish a new college: Sabang College which was later become Sabang Sajanikanta Mahavidyalaya in the year 1970, owes its origin to a princely donation from Late Sajanikanta Giri and affiliated to the University of Calcutta and now to the Vidyasagar University, Paschim Midnapore. Sabang Sajanikanta Mahavidyalaya is a leading three-year degree college to disseminate higher education among the poor and deserving pupils of the south east region of the district.*

*The College is located in the south-east region of the Kharagpur Sub-division in the district of Paschim Medinipur (W.B.). The college has no clear marked jurisdiction but the students of Sabang block and its adjoining blocks viz; Narayangarh, Pingla, Kharagpur of the district Paschim Medinipur and Pataspur, Bhagabwanpur, Moyna, Egra of the district Purba Medinipur as well as the students of other districts preferred admission in the Mahavidyalaya.*

*Sabang Sajanikanta Mahavidyalaya was established in the year 1970 under West Bengal Act XXVI of 1961 (No. S/15840 of 1974-75, dt. 05.03.1975) The Mahavidyalaya is affiliated to the Vidyasagar University vide no. 983–Edn. (U), dt. 23.05.1985 (formerly to the University of Calcutta, vide no. C/925/206/Affl., dt. 05.12.70), approved by the Govt. of W.B vide no. 1216/2(2) Edn (CS), dt. 04.12.1970 and is accorded recognition by the University Grants Commission under Section 2(f) on 2<sup>nd</sup> February, 1977.*

*The present roll strength of the college is more than 3000 in 14 (fourteen) Honours subjects and 18 (eighteen) general subjects. The result in different*

*examinations of the university is highly satisfactory. We have well equipped laboratories, library enriched with nearing 27000 (twenty seven thousand) books, a big tank, a spacious play ground, Hostels - 2 (two) for Boys and 1 (one) for Girls, NSS - 4 (four) Units for Boys and 1 (one) Unit for Girls, NCC - 2 (two) SD Coys for Boys and 1 (one) SW Pl for Girls, Firing Range (Mini), Obstacle course, Outdoor and Indoor games facilities for both Boys and Girls.*

*Education is going to change more in the next decades than it has in the last fifty. We were pondering how the digital age will fundamentally alter education. We want to go beyond a speech on dazzling technology advances and address questions that educationalist wrestle with all the time. How these technologies help us run our college better? How will technology and society transform education? How Can Colleges help to make a student as a winner?*

*We confront the question of the depth to which a first presentation should encompass the abundance of material and its detailed contents. We are convinced that the main task of a SSR must be the presentation of essentials, leaving out excess information as ballast which cannot advance basic information. It has thus been possible to keep the volume of this SSR within reasonable limits.*

*This work is a synergistic product of many minds. It began in the December 2011. We are grateful for the inspiration and wisdom of many thinkers and for the sources and roots of this wisdom. We want to express our appreciation to our students and all stakeholders for their trust in us and for what we have learned from each other. We also thank NAAC, Bangalore for their cooperation and encouragements.*

*We are aware of our systems of governance and social and political compulsions. Our rural student are living in their fate, employing such nice sounding phrases as market driven strategies and competitiveness or to various globalizing forces. We are fortunate to have experience in implementing projects involving people of various strata as beneficiaries. We are also proud and happy that the dreams of our rural students in the agriculture, scientific, artistic, cultural and social fields have also come true. We have certain strategic strength, vital to rural India in a world which respects only strength.*

**Sudhansu Samanta  
Harekrishna Bar**



## **EXECUTIVE SUMMARY (CRITERION WISE)**

Sabang Sajanikanta Mahavidyalaya, the premier academic institute was implanted in the rural soil of Sabang with a mission to disseminate higher education among the poor and deserving pupils of the south-east region like Sabang, Moyna, Debra, Pataspur, and Gopiballabhpur etc. by the learned donors of the region. The institution had a very humble and ambitious start with hardly any financial support from the government and agencies. Under the leadership of the founder Principal, the esteem donor late Sajanikanta Giri contributed finance, effort, land support etc. Thus, the institution came into existence in the year 1970 naming as “SABANG SAJANIKANTA MAHAVIDYALAYA”.

### **CRITERION I: CURRICULAR ASPECTS:**

Since 1970 dreaming to be an excellent academic institute of the state through young students who are coming from needy and backward classes of rural regions with the objectives of acquiring higher education, the Mahavidyalaya affiliated to the university of Calcutta and now to the Vidyasagar University, Paschim Medinipur imparts three-year degree courses in arts, science and commerce to disseminate the fruits of knowledge among the boy and girl students. As a result Mahavidyalaya bloomed as the centre of Advanced Learning.

Now, the institution has sufficient infra-structure and learning resources at its disposal. Vast play grounds, orchards, gardens, ponds etc. enhance the serenity of the Mahavidyalaya. Considering the socio-economic status of the admitted students, and students of backward classes are accommodated to the boys and girls hostels respectively. The Library of the Mahavidyalaya is well equipped with books, journals and periodicals etc. student amenities like, book bank, fee

concession, indoor and outdoor games, reading room, students common room(both for boys and girls ),computer lab, etc. Institution has the facilities of water supply, generators, fans, coolers etc.

Students of this Mahavidyalaya are admitted to the concerned courses following the procedure of government and parent University. Qualified oriented and refreshed teachers, non-teaching staffs are very much dedicated to the institution. Mahavidyalaya, thus achieved distinction.

Young masses all around the grooming villages flock together in order to enlighten their knowledge. Mahavidyalaya during its first appearance introduced Arts, Science and Commerce faculty with rich faculty members. Three years degree course in Arts, Sciences and Commerce for both General and Honours course designed with the curriculum for Part-I, Part-II, Part-III examinations. Examinations like Part-I at the end of 1<sup>st</sup> year, Part-II at the end of 2<sup>nd</sup> year and Part-III at the end of third year scheduled to be held with the directions of the Vidyasagar University.

Subjects like Bengali, English, Sanskrit, History, Political Science, Philosophy, Economics, Education, Geography, Santali, Physical Education, Physics, Chemistry, Mathematics, Botany, Zoology, Physiology, Commerce, Environmental Studies are taught here in Pass and Honours at U. G. level.

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

Students are the wealth of the institution. They are admitted according to their academic record and university norms. Curriculum is implemented into three parts i.e., part I, part II, and part III. Students are required to follow the curriculum pattern as per the instructions given by the

university. They are assessed through internal assessment, tutorial examination; weaker students mainly S.C., S.T., other back ward classes students and other weaker students are supported with remedial classes, extra classes, group discussions etc. Permanent teachers mostly with Ph. D degrees and teachers having N E T/S E T. qualifications are recommended by the West Bengal College Service Commission and after that there are appointed by the G. B. Teachers conduct classes through class lectures, audio visual tools, charts maps etc. They are advised to follow university syllabus to refresh the students. Teachers maintain diary cum lesson plan to keep record day to day achievements which are evaluated by the higher authority. Part time teachers, Guest teachers appointed by the Governing Body as per the guide lines of the university support the academic assignments. College remains open around 249 days and the academic works are taken place within 220 days in last year. Teachers are evaluated through self appraisal method, feedback from students and employees, and they are refreshed by orientation programme, refreshers course, seminars, symposia workshops, FIP etc.

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

College caters only UG courses of study. Maximum teaching faculty enriched the college with Ph.D. degree. Some faculty members are undertaken their research work enjoying the FIP scheme. College allows the study leaves for teachers to pursue the Ph.D. degree. College has a UGC subcommittee. All the research proposals are subject to the recommendation of UGC subcommittee. Five faculty members are engaged in the ongoing projects funded by UGC. National seminars, Departmental Seminars take place in the college time to time to reorient the students and teachers. Publications of books, research papers, attendance in the seminar,

workshops etc. are encouraged to the faculty members to co-op up with the present development of the society.

Social responsibility and national responsibility are given importance through the extension activities like NSS and NCC. As such College inspired upon to the extension activities. Presently 5 NSS units and two NCC units fulfil the social and national needs of its capacity like community development, health and hygienic awareness, adult education, literacy programmes, blood donation camp etc.

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

College with the campus area of 9.33 acres expanded with equipped library, furnished Classroom, Administrative buildings, Laboratories, computer centre, hostels for Girls', Boys' SC &ST, vast Play ground having facilities for Foot Ball, Cricket, Hand Ball, Basket Ball, Badminton, Volley Ball, Khokho, Kabady etc , Open air theatre, Gardens, NCC Firing range, orchard , vehicle stand etc. There are separate common rooms both for boys and girls are also accommodated, though quite inadequate in comparison to gradually increasing roll strength. Separate arrangement for indoor games like, Table Tennis, Carom, Chess etc. are provided. A College Auditorium is also in use.

Library equipped with around 27000 books and journals benefitted the students, teachers, employees of the Institution. Six days in a week library is opened for easy access. Computer laboratory has been established to impart maximum scope to the students.

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

To enhance the academic quality of the students, Institution provides students support services. As such student can reoriented themselves with having much amenities. 77% of the qualified students of this Mahavidyalaya are refreshed by career Counselling. College with its limited capacity framed policies to impart student support by way of establishing carrier counselling cell, health unit , canteen, common toilet, students common room for both boys' and girls', open air theatre, firing range , hostels, mess, Xerox centre etc. Elected members of the student union are involved in various activities like academic, sports, cultural meet and lending of books etc. Websites, space for exhibiting wall magazines journal are helpful to students support and progression.

**CRITERION VI: ORGANIZATION AND MANAGEMENT**

The institution is administered by various organizational strata of management. Principal officiates as the head of the institution. Governing body formed by the elected members of the teaching and non teaching faculty. Elected General secretary of students union represents the student community. Representation from the University and Govt. strengthen the body. Governing Body takes the highest decision in the matter of policy framing. Committees like finance, academic, building etc. are formed by GB. However teachers' council approves its representative to GB like UGC, laboratory, PF, academic, cultural etc. G.B. recommended it. Total administration in the matter of academic, finance, infrastructure etc run directly through organizational management.

**CRITERION VII: INNOVATION AND BEST PRACTICES**

Conservation and environment awareness is serious crisis when pollution and environment degradation increases as technology and living standard increases. They will become exacerbated as urbanization proceeds and more people live in smaller areas. Solutions do not and cannot lie solely in removing the cause, because as long as humanity exists, it will have by products. Pollutant comes as the “by product of men’s actions” they are residues of things man make, use and throw away. More is made → used → thrown away. The problem is resource is out of place, too much resource in one system, not enough in another.

Rather, answerer lies in the intelligent management of that production through regulating the “unfavorable alternation of our Surroundings”. It becomes an expression of wisdom to plan ahead for steady state system, not for an ever expanding one. Sabang College creates an environment for energy conservation by its various programmes, such as rain water harvest, waste disposal, plantation and cleaning etc.

## SWOC Analysis of the Mahavidyalaya

### 1. Strength:

- i) Broad education spectrum -Arts Science and commerce stream.
- ii) Sufficient physical facilities- class room, laboratory, library, auditorium, sports ground and Hostel
- iii) Qualified faculties
- iv) Five NSS and Three NCC units
- v) Student enrollment from Tribal and landless farmer belt.
- vi) Research facilities

### 2. Opportunities:

- i) Quality growth of tribal and multi-ethnic groups
- ii) Social empowerments through NSS and NCC units
- iii) Self reliance of students through self employment
- iv) Education based for Gramn villages
- v) Employment of out going student.

### 3. Challenge:

- i) Shortage of Faculties
- ii) Poor economic status
- iii) Flood prone area
- iv) Huge student in class size
- v) Low funding
- vi) Low communication

### 4. Weakness:

- i) Rural position of college
- ii) Poverty of the locality
- iii) Lack of future prospect
- iv) Political involvement
- v) Small alumni base



## B. Profile of the Affiliated /Constituent College

Name and address of the college:

Name: <b>SABANG SAJANIKANTA MAHAVIDYALAYA,</b>		
Address: <b>P.O.-LUTUNIA, DIST- PASCHIM MEDINIPUR, INDIA.</b>		
City:	Pin: <b>721166</b>	State: <b>West Bengal</b>
Website: <a href="http://www.sabangcollege.com">www.sabangcollege.com</a>		

1. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
<b>Principal</b>	DR. KANAILAL PARIA	O: 03222 248221	0943438611 3	0322224827 9	sabsajmah9@gmail.com.
		R:			sskm@sabangcollege.com
<b>Vice Principal</b>					
<b>Steering Committee</b>	Mr. SUDHANSU SAMANTA	O: 03222 248221	09434935448	0322224827 9	sabsajmah9@gmail.com.
	<b>Co-coordinators</b>	R:			
	Mr. HAREKRISHN A BAR		09647186360		bar.krishna@yahoo.com

2. Status of the of Institution :  
Affiliated College

 Yes

Constituent College

Any other (specify)

3. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

b. By shift

i. Regular

ii. Day

iii. Evening

4. Is it a recognized minority institution?

Yes

No

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

5. Source of funding:

Government

Grant-in-aid

Self-financing

Any other

6. a. Date of establishment of the college: **01/09/1970** (dd/mm/yyyy)  
 b. University to which the college is affiliated /or which governs the college (If it is a constituent college) **Vidyasagar University**  
 c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	<b>05 /02/1977</b>	
ii. 12 (B)		

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

### See Annexure- I

- 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
<b>i.</b>				
<b>ii.</b>				
<b>iii.</b>				
<b>iv.</b>				

(Enclose the recognition/approval letter)

7. 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

8. Is the college recognized

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

Yes  No

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

b. for its performance by any other governmental agency?

Yes  No

If yes, Name of the agency ..... and

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

9. Location of the campus and area in sq.mts:

Location *	Rural
Campus area in sq. mts.	37,757.17
Built up area in sq. mts.	12,140.50

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

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

- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
  - \* play ground
  - \* swimming pool
  - \* gymnasium
- Hostel 
  - \* Boys' hostel
    - i. Number of hostels : **02**
    - ii. Number of inmates: **201**
    - iii. Facilities (mention available facilities) :
      - a) Beautiful well-furnished spacious rooms.
      - b) Equipped dining room.
      - c) Cleaned lavatory.
      - d) Playground for out- door games.
      - e) Recreation facility.
      - f) Quite secured places
  - \* Girls' hostel
    - i. Number of hostels : **01**
    - ii. Number of inmates : **120**
    - iii. Facilities (mention available facilities)
      - Beautiful well-furnished spacious well- ventilated rooms.
      - Equipped dining room.
      - Cleaned lavatory.
      - Playground for out- door games.
      - Recreation facility.
      - Quite secured places.
      - A waiting room for the visitors
  - \* Working women's hostel
    - i. Number of inmates
    - ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)
- Cafeteria --
- Health centre -   
 First aid, Inpatient, Outpatient, Emergency care facility, Ambulance:  
 Health centre staff -  
     Qualified doctor      Full time  Part-time   
     Qualified Nurse      Full time  Part-time
- Facilities like banking, post office  book shops
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility
- Waste water management
- Water harvesting

**Any Others:**

- **Employees co-operative credit society**
- **Swimming facilities**
- **Garden**
- **Orchard**
- **NCC firing range**
- **Botanic Garden cum experimental field**
- **Agricultural firmland**
- **Central Library**
- **Departmental Library**
- **Welfare Schemes**

- Grievance Cell
- Vehicle parking Shed
- Arrangement of cold /purified drinking water

11. Details of programmes offered by the college (Give data for current academic year: 2011-12: Part I/ 1<sup>st</sup> 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. (Hons)	3 Years	Higher Secondary (10+2)	Bengali/ English	504	318
		B.A. (Pass)			Bengali/ English	750	717
		B. Sc. (Hons)			Bengali/ English	149	132
		B. Sc. (Pass)			Bengali/ English	100	89
		B. Com. (Hons)			Bengali/ English	165	17
		B. Com. (Pass)			Bengali/ English	100	10
		Post-Graduate					
	Integrated Programmes						
	PG						
	Ph.D.						
	M.Phil.						
	Ph. D.						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

12. Does the college offer self-financed Programmes?

Yes  No

If yes, how many?

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	03
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14. 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
<b>Science -06</b>	Botany		
	Chemistry		
	Mathematics		
	Physics		
	Physiology		
	Zoology		
<b>Arts - 11</b>	Bengali		
	English		
	Economics		
	Education		
	Geography		
	History		

Philosophy	
Physical Education	
Political Science	
Sanskrit	
Santali	
<b>Commerce - 01</b>	Commerce
<b>Any Other not covered above</b>	

15. Number of Programmes offered under (Programme means a degree course like BA, B.Sc, MA, M.Com...)

- a. annual system
- b. semester system
- c. trimester system

16. Number of Programmes with

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

17. Does the college offer UG and/or PG programmes in Teacher Education?

Yes  No

If yes,

- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy) and number of batches that completed the programme
- b. NCTE recognition details (if applicable)  
Notification No.: .....

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

Validity:.....

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

Yes  No

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

Yes  No

If yes,

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

- b. NCTE recognition details (if applicable)  
Notification No.: .....

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

Validity:.....

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

Yes  No

19. 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
<b>Sanctioned by the UGC / University / State Government</b>	-	-	CAS	C AS	34	^	43	^		
<i>Recruited</i>			06	-	12	05	20	05	06	01
<i>Yet to recruit</i>	-	-	-	-	11	^	11	^		
<b>Sanctioned by the Management/society or other authorized bodies</b>										
<i>Recruited</i>										
<i>Yet to recruit</i>										

\*M-Male \*F-Female ^ M/F not specified

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.	-	-	05	-	04	02	11
M.Phil.	-	-	-	-	01	02	03
PG	-	-	01	-	07	01	09
<b>Temporary teachers</b>				<b>Guest Teachers</b>			
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	01	01
PG	-	-	-	-	09	05	14
<b>Part-time teachers</b>				<b>Permanent PT Teachers</b>			
Ph.D.					-	01	01
M.Phil.					02	-	02
PG					12	02	14

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

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

**A: Part I/ 1<sup>st</sup> Year: entre year**

Categories	Year 1		Year 2		Year 3		Year 4	
	2011-12		2010-11		2009-2010		2008-2009	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	148	65	69	48	67	17	85	47
ST	92	24	47	08	36	05	65	27
OBC	36	23	29	08	21	02	09	04
General	873	550	501	366	588	308	694	435
Others	23	10	06	05	06	-	-	-
Minority								
PH	01	-	-	-	05	02	-	-

**B: Part I+ Part II + Part III (All the students' strength)**

Categories	Year 1		Year 2		Year 3		Year 4	
	2011-12		2010-11		2009-2010		2008-2009	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	215	126	178	109	145	51	137	67
ST	153	45	125	46	113	21	117	49
OBC	72	39	78	22	43	06	11	05
General	1346	976	1091	844	1242	766	1078	854
Others	30	18	20	18	16	08	-	-
Minority								
PH	01	-	-	-	05	02	-	-

24. Details on students enrollment in the college during the current academic year:  
(2011-12)

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	3021				3021
Students from other states of India					
NRI students					
Foreign students					
<b>Total</b>	3021				3021

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   
 (b) excluding the salary component

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.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.  
 Yes  No

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

B. A. (Hons) 1: 32.83  
 B. A. (Gen) 1: 52.83  
  
 B. Sc. (Hons) 1: 13.04  
 B. Sc. (Gen) 1: 7.28  
  
 B. Com. (Hons) 1: 6.75  
 B. Com. (Gen) 1: 2.75

29. Is the college applying for Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re-Assessment:

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

30. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)  
 Cycle 1: ..... (dd/mm/yyyy) Accreditation Outcome/Result..... 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 (2011-12).

**252 days**

32. Number of teaching days during the last academic year

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

**227 days**

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

**IQAC - 16.12.2009** (dd/mm/yyyy)

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

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

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

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

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

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

**NCC:** a) No of Units two (02) for boys, SD Coys under 55 Bengal Bn. NCC.

b) No of Unit One (01) for girls, SW PI under 6 Bengal Bn.

**NSS:** No of Units Five (05).

## C. Criteria-Wise Inputs

### CRITERION I: CURRICULAR ASPECTS

#### 1.1 Curriculum Planning and Implementation

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

##### **Vision:**

Sabang SajaniKanta Mahavidyalaya has the Vision for transforming rural India to a developed nation through the education of the people. The goal/ objective of Sabang S. K. Mahavidyalaya is to teach and inspire the rural young students of this region who will continue their unmatched and noble services for the nation, and igniting young minds, for developed nation. The establishment of this Mahavidyalaya is an attempt to establish educational contact with the gramian villages and to provide work, training, and hygiene in the sphere of the mind.

##### **Mission:**

Mahavidyalaya had the mission, since 1970, to be an excellent academic institution of the locality. The goal was focused, and well understood – to deliver higher education in the gramian areas of Sabang. Mahavidyalaya had launched an integrated development through the concept of knowledge empowered rural development and maintained the knowledge infrastructure, to enhance skills and increase productivity through the exploitation of advances in various fields and prosperity of gramian society.

Sabang Sajanikanta Mahavidyalaya introduced graduation degree in 'Santali' which is accessible to disadvantaged tribal pupil and through this course tribal pupil are able to study their mother language and able to serve as a teacher in the Maoist dominated Jangal-mahal area which are far from development and light of education. Santali subject creates a bridge of communication between main stream knowledge society and Santali backward society. Geography department of this institution also provides ample scopes for understanding soil erosion and detection, rain water harvesting method, weather and environment management system.

This college provide opportunities to study 18 degree subjects including 6 main stream science subjects, 10 Arts subjects, Physical education, Commerce and environmental science as a compulsory subject. The diversity of curriculum is relevant to regional importance (Santali Language), national and developmental impotances (Physics, Chemistry, Mathematics, Zoology, Botany, Physiology), value orientation (NCC& NSS), employment and national demands (Commerce and Economics), equity ( 10 arts subjects). Ecology and environmental concept are developed through compulsory and environmental studies for all students.

The vision, mission and objectives communicated through the management principle at various levels. Institutional strategies plans ensure to reflect the vision and missions. The execution of various plans into work is the main way of communication to students teachers, staff and other stakeholders.

Mission Vision and objectives are communicated to the students through teaching learning process, participation in college management system at various strategic levels, planning- implementing process and various co-curricular and extra curricular activities like NSS and NCC units which actively served for the rural development such as construction of road, take part in flood relief, plantation and reforestation. It also works for value transmission among the

rural society by arranging blood donation camp.

Teachers, students, staff and other stakeholders participated in teaching learning process, participation in college management levels, planning & implementing process, co-curricular and extra curricular activities, literacy campaign, procession for awareness about AIDS, dowry system etc. During those program all the stakeholders involve and vision, mission and objectives of the institutions communicated to all besides seminar and workshop.

**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).**

Institution develops and deploys action plans for effective implementation of the curriculum through the following manner.

- i) Implementation and review of the lesson plan, curriculum design and curriculum calendar is carried out by academic council and teachers' council.
- ii) Introduction Academic calendar Academic calendar deals with the number of days college opened, recess, the days allotted for classes and list of holidays etc. for the students and teachers as a whole.
- iii) Introduction of curriculum calendar College provides Curriculum calendar to all department for completion of curriculum in schedule time. Such as schedules of internal assessments, departmental assessments, date of practical examination, theoretical examinations etc.
- iv) Introduce lesson plan system College provides proforma for lesson plan for effective implementation of curriculum. Lesson plan contains lesson/ unit/ topics, classes number of lectures and teaching methods.

- v) Introduction of monthly teaching work Proforma for monthly teaching work supplied to all teachers for recording details of date, classes, subjects and topics of the lectures etc.

**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?**

**Following types of support received from University and College.**

- i) University prepares syllabus and curriculum for each subjects.
- ii) University supply academic calendar and curriculum calendar.
- iii) University collects self appraisal and performance report from college yearly.
- iv) University supports for curriculum revisions
- v) Institution arranges training need programs for effective curriculum implementation
- vi) Institution provides modern teaching aids facilities for effective teaching practices
- vii) Institution provides following procedural program for improving teaching quality for effective translating the curriculum.
  - a) Lesson plan system
  - b) Teachers' dairy covering all aspects related to teaching learning process.

**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.**

Curriculum revisions are annual system as framed by the University under whom this college is affiliated. Curriculum is revised through the workshops organized by the university, where all the faculty members of respective subjects, distinguish experts from different University, Institutions were invited; the effective curriculum is formulated through discussion and framed by board of studies of each subjects including Inspector of colleges, Controller of examination. The curriculum is published by the Registrar of Vidyasagar University.

- i) Institution arranges following programs for effective curriculum implementation
  - a) Arrange training need seminars and workshops for improving teaching practices.
  - b) Modular curriculum development with innovative practices
  - c) Curriculum for differently able students
- ii) Institution provides following facilities for effective curriculum delivery and transaction.
  - a) Introduce Micro teaching process.
  - b) Computers
  - c) internet
  - d) Audio Visual Aids
  - e) Computer-Aided Packages
  - f) Material development for CAL, multi-media etc.

iii) Institution provides following procedural program for improving teaching quality for effective translating the curriculum.

- a) Faculty improvement Program (of UGC): Three teachers are permitted for this program in last two years
- b) Study leave: Management allows three teachers in last two years.
- c) Seminar and conference : All the 26 full time teachers participated in national/ international/ regional level seminars
- d) Orientation Course and refresher courses: All teachers avail these courses.

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

Institution network and interact with beneficiaries with

- a) Students: Institution interacts with students from all disciplines and the representative of students union for effective operation of curriculum.
- b) Alumni: Alumni association put their suggestions in academic affair and curriculum follow up programs to the college.
- c) Parents: Parent teachers meeting, regular general meeting (with parents, local people, local administrative officers) are the main network to obtain feedback to curriculum operation.
- d) Employers / industries: Several employers are members of Governing Body, Sub committees and academic committees. Suggestions and views of those employers are discussed and adopted in curriculum advancement.

- e) Industry, research bodies: We are presently not in a position to get feedback from industry.
- f) Academic peers: Learned academicians of the locality, University, other institutions, Government offices are the part of college management (G.B.) and sub committees.
- g) Community: the programs carried out by the NSS unit and NCC battalion often held in locality. Direct interaction among programme officers, NCC officers, volunteers and local community interact to college and success of curriculum.

**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.**

- a) Our faculty members assess the modern aspect of curricula and their validity in present society and submit their views items to the board of studies, inspectors of colleges and such other authorities.
- b) Students and alumni members put their feedback views during interactive communication with teachers and suggestions about curricula developments directly put forward to the board of studies and academic council of University.
- c) University system is a open access system where any body of the academic peers employees are able to put their suggestions to academic council, board of studies and even to Honorable Vice Chancellor.

- d) Our Senior teachers are member of Board of Studies. They are participating in workshop of curriculum design of Vidyasagar University. Some of the teachers are members of Executive council, University Court (Senate). All teachers are participated in Evaluation and scrutiny of scripts, question paper setting, attend Head Examiners' meeting, Honorable Vice Chancellor's workshop, all the process directly or indirectly communicate with curriculum design and development of the University.

**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

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

Institution analyses the objectives of curriculum at various level such as

- i) Governing Body of the college
- ii) Academic Council of the college
- iii) Teachers' council of the college

Institution ensures the objectives of curriculum at various ways such as

- i) Teaching learning process
- ii) Academic calendar

- iii) Curriculum calendar
- iv) Curricular and co-curricular activity

Other factors related to implement the course are stated below.

- a) Existing courses modified according to national and global trends. Changes of the syllabus from time to time by the affiliating University reflect modern and global trends in higher education.
- b) College follows the guidelines of UGC, West Bengal Higher education Council and Vidyasagar University for developing and restructuring the curricula.
- c) Board of studies of the University. Inclusions of those feedback proposal are implemented through discussion in workshops, Board of studies and accordingly University improve of the curricula.

## 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.

1. To teach and inspire the rural young students of this region who will continue their unmatched and noble services for the nation.
2. Educate people, and its youth especially.
3. Igniting young minds so that India turns into developed nation.
4. Establish educational contact with the gramian villages and to provide work, training, and hygiene in the sphere of the mind.

5. Transforming rural India to a developed nation. This college provides opportunities for 18 degree subjects including 6 main stream science subjects 10 Arts subjects, Physical education, Commerce and environmental science as a compulsory subject. The diversity of curriculum is relevance to regional (Santali), national and developmental (Physics, Chemistry, Mathematics, Zoology, Botany, Physiology), value orientation (NCC& NSS) employment and national demands (Commerce and Economics), equity ( 10 arts subjects). Ecology and environmental concept are developed through compulsory and environmental science for all students.

Sabang Sajanikanta Mahavidyalaya introduced graduation degree in ‘Santali’ which is access to disadvantaged tribal pupil and through this course tribal pupil are able to study their mother language and can serve as a teacher in the Maoist dominated Jangal-mahal area which are far from development and light of education. This subject creates a bridge of communication between main stream knowledge society and Santali backward society.

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

No

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

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

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

Eighteen (18) three year degree course in Arts, Science and Commerce (for both general and honours courses). Part I at the end of 1st year, Part-II at the end of 2nd year and part III at the end of 3rd year.

**Arts Honours Degree :** Bengali, English, Sanskrit, History, Political Science, Philosophy, Economics, Education, Geography.

**Pure Science Honours Degree:** Physics, Chemistry, Mathematics.

**Bio-Science Honours Degree:** Zoology, Botany.

**Arts General Degree,**

**Pure Science General Degree,**

**Bio-Science General Degree.**

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

No

#### **Range of subject options**

**Arts Honours Degree :** Bengali, English, Sanskrit, History, Political Science, Philosophy, Economics, Education, Geography.

**Pure Science Honours Degree:** Physics, Chemistry, Mathematics.

**Bio-Science Honours Degree:** Zoology, Botany.

### **Arts General Degree:**

**Elective Option: Group II:** Bengali, Sanskrit, Physical Education.

**Elective Option: Group I:** History, Philosophy, Economics.

**Elective Option: Group III:** English, Political Science, Education, Geography, Santali.

**Pure Science General Degree:** Physics, Chemistry, Mathematics.

**Bio-Science General Degree:** Zoology, Botany, Physiology, Chemistry.

### **Courses offered in modular form**

No

### **Credit transfer and accumulation facility**

No

### **Lateral and vertical mobility within and across programmes and courses**

- a) Arts and Science degree are interdisciplinary in case of Economics. Bioscience and pure science are interdisciplinary .
- b) After admission any students can move from science stream to commerce or arts stream and vice versa. Flexibility to the students to move one elective subject to another is always possible.
- c) One student can take 5 years to complete 3 years degree course after admission in college according to the Norms and rules of Vidyasagar University.

**Enrichment courses**

- i) NCC Certificate courses
- ii) NSS Certificate Course
- iii) Computer learning courses

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

No

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

Yes,

NCC cadres are employed in different service sector including Police, Military and other defence services. NSS volunteers, and students of Physical education attain additional skill which is relevant to regional and global employment market.

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

No

### 1.3 Curriculum Enrichment

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

Institution launched NCC certificate courses, NSS Certificate and computer literacy to supplement the University curriculum to ensure Institutional goals are achieved. Co curricular activity like NSS program grows social value system, NCC units create national integrity and scarifying value system, Physical education expands physical value and environmental studies teach the environmental values. Summarily all these values promote human value among students.

#### 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?

Institution introduce some new subjects like Santali and Physical Education in our curricula to fulfill need of the tribals and cater to need of the dynamic employment market.

- a) College provide a computer laboratory with internet facility.
- b) College provides lesson plan and curriculum design book to all teachers.
- c) Curriculum calendar of the subjects is monitored.
- d) Review of the lesson plan, curriculum design and curriculum calendar is carried out by academic council, teachers' council.

**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?**

College arrange some extra curricular activities to enrich University Curriculum. Those extra curricular activities attached with the present curriculum.

**Gender**

- a) Women's NCC battalion.
- b) Women's NSS unit

**Climatic change**

- a) Plantation in Villages and roads arranged by NSS and NCC Units.
- b) Orchards in college premises.
- c) Garden in college.
- d) Waste disposal management in college.

**Environmental Education**

- a) Compulsory Environmental studies subject (full marks 50) included in all courses/ programmes.
- b) Environment awareness program arranged by NSS and NCC units.

**Human Rights**

Institution has a grievances redressal cell. Institution has a website and e mail address for posting the complain about violation of human right.

## ICT

College provides broadband internet and intercom facilities.

### **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**

#### **Moral and ethical values**

NSS programme helps to grow social value system, NCC units create national integrity and scarifying value system, Physical education expands physical value and environmental studies teaches the environmental values. Summarily all these values promote human value among students.

#### **Employable and life skills**

Sabang Sajanikanta Mahavidyalaya is serving for the development of rural people. After getting graduation degree from this college students are employed in different service sectors as well as self employment programs. Nation is constituted with its people and national development is possible through the development of its people. Technology is the device to convert theoretical knowledge into practical use. College provides biotechnology to the students as well as rural farmers by means of Bio-fertilizer development, aquaculture and fisheries. Central computer

laboratories of this college promoting the use of information technology to the student community

### **Better career options**

Sabang Sajanikanta Mahavidyalaya introduced graduation degree in ‘Santali’ which is access to disadvantaged tribal pupil and through this course tribal pupil are able to study their mother language and can serve as a teacher in the Maoist dominated Jangal-mahal area which are far from development and light of education. This subject creates a bridge of communication between main stream knowledge society and Santali backward society.

Excellence of this college is to provide education to the student coming from landless farmers, tribal and poor society. This college puts its energy for upliftment of tribal, farmers which are neglected by the educated people. This college bears an excellent example in producing first Lodha graduate in Country. Scope for Coaching and Counseling are available beyond the formal courses to enrich the students for the better career opportunities.

### **Community orientation**

NCC and NSS units of the college ensure holistic developments of students in community orientation programme through various co curricular and extracurricular activities, such as

- a. Visit nearby villages for awareness campaign about global warming
- b. Plant the seedlings in the villages and makes slogan “trees are life” and “ save tree save the globe”
- c. Communicate with the village peoples for AIDS awareness and its related safety.
- d. Arrange Blood donation camp

- e. Arrange flood relief camp in flood devastated areas and supply food and first-Aids and immediate rehabilitation
- f. Repairing of village road
- g. Preparing of unsurfaced road and Bamboo Bridge
- h. Organize the camps in the neighborhood villages

Survey of Local areas by the Geography Dept, and other surveys conducted by NSS, NCC units to identify community needs and determine areas of emphasis for organizational involvement and support are regularly followed.

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

#### **1. Student Feedback:**

- a. Economics and Commerce syllabus are out of date and unable to compete with MBA, there are least employability in these subject at present time. New curriculum for those subjects are necessary.
- b. Semester system must be introduced in college curriculum
- c. Lecture teaching method to be supplemented by microteaching methods.

#### **2. Alumni Feedback:**

- a. Career counseling and Coaching beyond formal course are effective.
- b. Santali subject is very helpful for tribal student for their community development and employability.

3. Parents Feedback:

Curriculum is vast and filled with fact and figure, no space for thinking and imagination.

4. Employers / industries feedback:

College pass outs are not up to the mark of present market.

5. Academic peers feedback:

Present generation teachers and students are more intelligent than previous but we need more improvised curriculum for fulfillment of national demands

- a) Students: We get feedback from general students from all disciplines and from representative of students union.
- b) Alumni: Alumni association put forward their feedback in academic affair, non academic affair and curriculum follow up programs to the college and University.
- c) Parents: Parent teachers meeting, regular general meeting (with parents, local people, local administrative officers) are the main feedback loop to obtain feedback on curriculum to college.
- d) Employers / industries: Several employers are the members of Governing Body, Sub committees and academic committees. Suggestions and views of those employers are discussed and adopted in curriculum advancement. We are presently not in a position to get feedback from industry.
- e) Academic peers: Learned academic personalities of the locality, University, other institutions, Government offices are the part of college management (G.B.) and sub committees. We get suggestion from academic peers and introduce some new

subjects like Santali and Physical Education in our curricula to fulfill need of the tribals.

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

Institution monitors and evaluates the quality of its enrichment programmes through different sub committees

- a) Academic sub committee
- b) Laboratory committee
- c) NSS and NCC officers
- d) Teachers council
- e) Governing body

## **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?**

- a) Participation in the Board of studies for curriculum preparation.
- b) Participation in the workshop for review of the curriculum.

### **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?**

Students and alumni and other stakeholders put their suggestion in suggestion box and give their

views and problems regarding curricula and these are discussed in college at administrative and academic level and there after communicated to the University for appropriate action. Teachers make their lesson plan and design curriculum as per feedback from the students and other stakeholders.

**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?)**

- a) General Graduation degree in Santali
- b) Honours and General Graduation Degree in Geography
- c) Honours Graduation Degree in Education.



## 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 college discussing with the Academic Sub-committee ensure the publicity and transparency through publishing the rule, regulation and information about college, curricula, admission policy, facilities and fees structure in printed material as well as institutional website. Sabang Sajanikanta Mahavidyalaya provides a 24 pages Prospectus to each applicant.

a.) Institutional Website:

[www.sabangcollege.com](http://www.sabangcollege.com).

c) Advertisement in Regional/ National Newspapers

University centrally advertise in regional and national newspaper for admission in its affiliated colleges within a scheduled date to ensure single admission of a student.

d) College publishes merit list in each subjects. This merit list is posted in Notice Board as well as college website.

**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 list is prepared as per Norms and Regulations of the Government of West Bengal, Ministry of Higher Education and Vidyasagar University.

**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.**

Minimum percentage of marks for admission at entry level decided by University and there are no restriction on Maximum percentage of marks for admission.

Minimum percentage of marks depend on number of applicant and decided through merit list procedure but not less than University norms.

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

Yes,

Admission sub-committee and academic sub committee review the admission process and student profile annually. These two committees recommend minimum percentage of marks for admission at entry level according to vacancy and demand.

Botany Honours can be provided to the students, who have biology in their Higher Secondary education.

Santali General Course firstly allotted to the tribal students.

Physical Education general course is to be offered to the Tribal students in combination with Santali.

Marks norms is relaxed for weaker section, sports persons as per Norms and Regulation of Vidyasagar University.

**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**

a). Norms of reservation are followed as per Government rules, Ministry of Higher education and University Guidelines. College provides hostel and mess facilities for SC/ST/OBC. Tuition fees subsidy are also allotted to this category.

- b) College provides Women hostel and mess facilities.
- c) College provides reservation and Tuition fees exemption for differently abled.
- d) Tuition fees relaxation is admissible for economically weaker sections.

**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.**

Programmes	Number of applications	Number of students admitted	Demand Ratio
<b>UG (2012-2013)</b>			
B. A.(Hons)	1075	449	2.39
B.A. (Pass)	1559	752	2.07
B. Sc.(Hons)	464	138	3.36
B. Sc.(Pass)	177	90	1.96
B. Com. (Hons)	31	18	1.72
B. Com.(Pass)	08	04	2.0
<b>UG (2011-2012)</b>			
B. A.(Hons)	1207	381	3.17
B.A. (Pass)	1403	717	1.96
B. Sc.(Hons)	506	132	3.83
B. Sc.(Pass)	186	89	2.09
B. Com. (Hons)	18	17	1.06
B. Com.(Pass)	10	10	1.00
<b>UG (2010-2011)</b>			
B. A.(Hons)	1285	345	3.72
B.A. (Pass)	1150	529	2.17
B. Sc.(Hons)	458	118	3.88
B. Sc.(Pass)	130	70	1.86
B. Com. (Hons)	22	12	1.83

<b>B. Com.(Pass)</b>	13	11	1.18
<b>UG (2009-2010)</b>			
<b>B. A.(Hons)</b>	1114	340	3.28
<b>B.A. (Pass)</b>	1028	505	2.04
<b>B. Sc.(Hons)</b>	319	122	2.61
<b>B. Sc.(Pass)</b>	112	63	1.77
<b>B. Com. (Hons)</b>	20	13	1.53
<b>B. Com.(Pass)</b>	06	06	1.00
<b>PG</b>			
<b>M.Phil.</b>			
<b>Ph.D.</b>			
<b>Integrated Ph.D.</b>	<b>PG</b>		
<b>Value added</b>			
<b>Certificate</b>			
<b>Diploma</b>			
<b>PG Diploma</b>			

The trend is more demand for science and humanity science due to more employability in State services. There are lower demand for commerce due to low employability. Institution applied to the University curriculum committee for revising syllabus as per Industrial and market need.

## 2.2 Catering to Diverse Needs of Students

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

- Norms of reservation are followed as per Government Rule.
- Hostel facilities, tuition fees relaxation and stipend also provided as per Govt. norms.
- Audio-visual teaching systems like LCD projector, automated screen, speaker, Over head projector, slide projector are available for differently-abled students.

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

Yes,

Teachers take rapport cum oral test of the students. Teachers assess the knowledge and skill of the students before commencement of teaching program and design their lesson plan and curricula according to student quality.

Remedial courses are arranged to empower educationally disadvantage students.

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

The strategies drawn and deployed by the institution to bridge the knowledge gap are

- i) Career & Counseling
- ii) Remedial Coaching

iii) Coaching for service oriented Exam.

Yes, Several coaching programs are undertaken by the UGC sub committee of the college.

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

College administrative body constituting with staff, student and there are no restriction towards any gender.

NCC and NSS units of the college organize about environment awareness campaign and related program.

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

Yes, regular class tests, internal assessment systems for each paper helps to identify the slow and advanced learners. Slow learners are enrolled for Remedial courses and advanced learners promoted to study in computer centre equipped with internet facilities and study packages.

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

The institute collects, analyzes and uses the data and information on the academic performance by two ways

- a) Teachers diary cum registrar where results of internal assessment works, external assessment works, academic result of the departments, scholar students profile, bright students profile, profile of the physically challenged and slow learner are recorded.
- b) Student feedback through questioners are collected finalized to evaluate academic performance of students.

## **2.3 Teaching-Learning Process**

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

College authority supplies proforma for lesson plan and diary for curriculum design , evaluation of student performance academic calendar, Examination scheduled for internal assessments.

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

- a) IQAC record and monitor quality of the teaching learning evaluation by analyze the data and information available in teachers Dairy cum registrar and student feedback card.
- b) IQAC meeting regularly conducted to assess development of teaching learning schedule.
- c) IQAC analyze the periodic improvement of teaching learning process and helps to implement quality teaching.

**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?**

Syllabus is prepared to the knowledge need of the students as well as to fulfill the need of the society and nation. Few lectures are taken in mother language to make proper understanding. Teaching learning process is equipped with quiz, debate Practical classes outdoor classes, Excursions, participatory learning activities, in field studies. Life skills are enhance through NCC camps, NSS camps. Knowledge management skill is pursue through Extension programmes like soil test and water test, preparing science model etc. life long learning is developed through social activities like arranging blood donation camp for the patient, participate in flood relief camp to save ruined people.

**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?**

Institution introduces novelty, surprise, complexity in teaching learning process to nurture critical thinking, creativity and scientific temper among the students.

- a) Lecture, microteaching, tutorial, seminars, laboratories project work, field work, self study are helpful to preserve creativity and scientific temperament of the students.
- b) Arts practical classes design with trouble shooting, debugging, and testing method enhance the critical thinking of the students.
- c) Project centric teaching guide the students to formulate the initial project problems and create a conceptual learning of a new topic.

- d) Sciences practical deals with critical thinking involves the processes of identifying, analyzing, synthesizing, evaluating, reviewing, and considering the subject in the light of multiple standards like clarity, relevance, logical, significance, accuracy, and completeness.

**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.**

Institution have laboratories, e-learning – resources with modification at per rural infrastructure.

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

Teachers use common lecture method and classroom discussion for humanities and commerce subjects. But in some subjects other methods like field studies, survey of rural area, educational excursions, laboratory and field practical classes are followed by the teacher. Few departments are using computer-assisted learning, microteaching experiential learning method. Most of the departments are organizing departmental seminar annually.

**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?**

	2009-2010	2010-2011	2011-2012
<b>Academic</b>	222	189	120
<b>Psyco-social support</b>	15	38	05
<b>Guidance</b>	0	85	610

**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 the impact of such innovative practices on student learning?**

- a) Introduction of microteaching
- b) Introduction of computer added audio-visual teaching
- c) Field tour.
- d) Survey
- e) Excursion

Syllabus is prepared to the knowledge need of the students as well as to fulfill the need of the society and nation. Few lectures are taken in mother language to make proper understanding. Teaching learning process is equipped with quiz, debate Practical classes outdoor classes, Excursions, participatory learning activities, in field studies. Life skills are enhance through NCC camps, NSS camps. Knowledge management skill is pursue through Extention programes like soil test and water test, preparing science model etc. life long learning is developed through social activities like arranging blob donation camp for the patient, participate in flood relief camp to save ruined people.

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

1. Books and references
2. Periodicals
3. Magazines
4. Journals
5. E-journal
6. Internet
7. Audio-visual disc

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

Yes, institution face challenges in completing the curriculum. Institutional approaches are

- a) Institution supply Lesson Plan Registrar for planning Units and Lessons. College provides several arrangements to complete the curriculum such as visual representations, outlines, concept maps, diagrams, demonstrations, etc. All contribute to encounter challenges to complete the curriculum.
- b) Institution encourages the teacher to use novel methods of teaching, such as of discovery learning, hands-on learning, and project learning in which individuals or groups of students work together on a task.
- c) Learning of the students are evaluated through the internal assessment system.

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

1. College analyses the lesson plan and curriculum design book of all teachers.
2. Curriculum calendar of the subjects is monitored
3. Review of the lesson plan, curriculum design and curriculum calendar are maintained by academic sub committee, teachers' council.

**Other approach are given below**

1. Support diverse approaches to teaching
2. Support student centered learning
3. Links educational courses with real life experiences to the course and implementation
4. Assume multiple methods and purposes for assessment and evaluation.

All the departments have their own library. These libraries helps the teachers and students for ready reckon and create cordial teaching learning communication between students and teachers. Departmental library create pace to personal involvement for teacher student relationship which helps in teaching learning process.

**2.4 Teacher Quality**

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

The faculty members are selected through the West Bengal College Service Commission. The minimum qualification of faculty members is 55% marks in Masters and qualify in NET/SET exams or Ph.D. degree as per UGC norms, A centralized panel is created by WBCSC after interview. The recommended person appointed by the Governing body of the college.

College have qualified and competent teachers but there number not enough to handle the courses. College authority appointed part time teachers and ad-hoc based guest teachers as per state government and University rules.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	05	-	04	02	11
M.Phil.	-	-	-	-	01	02	03
PG	-	-	01	-	07	01	09
<b>Temporary teachers</b>				<b>Guest Teachers</b>			
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	01	01
PG	-	-	-	-	09	05	14
<b>Part-time teachers</b>				<b>Permanent PT Teachers</b>			
Ph.D.					-	01	01
M.Phil.					02	-	02
PG					12	02	14

**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.**

Not Applicable.

**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>Number of faculty nominated</b>
<b>Refresher courses</b>	10
<b>HRD programmes</b>	02
<b>Orientation programmes</b>	07
<b>Staff training conducted by the university</b>	00
<b>Staff training conducted by other institutions</b>	00
<b>Summer / winter schools, workshops, etc.</b>	05

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

- ❖ Teaching learning methods/approaches
- ❖ Handling new curriculum
- ❖ Content/knowledge management
- ❖ Selection, development and use of enrichment materials
- ❖ Assessment
- ❖ Cross cutting issues
- ❖ Audio Visual Aids/multimedia
- ❖ OER's
- ❖ Teaching learning material development, selection and use

❖ **Teaching learning methods/approaches**

A seminar on microteaching conducted.

❖ **Handling new curriculum**

Teaching method of 'Santali' curriculum discussed in teachers' council.

❖ **Content/knowledge management**

Computer and internet utilization course conducted by UGC sub- committee.

❖ **Selection, development and use of enrichment materials**

Materials prepared by the faculty members for service oriented course.

❖ **Assessment**

Procedure and implementation of internal assessment regularly discussed in teachers' council.

❖ **Cross cutting issues**

Seminar on Environment awareness and HIV awareness conducted by NSS unit

❖ **Audio Visual Aids/multimedia**

Nil

c) **Percentage of faculty**

- \* **invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies**
- \* **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies**
- \* **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies**

	<b>Workshop</b>	<b>Seminar/ Conferences</b>
<b>Recourse person</b>	00	5%
<b>Participation</b>	5%	100%
<b>Paper Presentation</b>	00	50%

**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.)**

- College authority provides departmental equipments for promoting research in the college.
- UGC and Research sub committee recommend to principal for grant.
- 56 days study leave allowed to submit doctoral thesis.
- Three years full pay leave allowed to peruse Ph.D. degree.

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

**Nil**

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

Yes, institution introduced evaluation of teachers by the students. A booklet with some questioners and rating column are provided to students to assess performances of a teacher and quality of teaching learning process. Identity of the students are not disclosed.

- i) Teachers are informed about their performances and drawbacks without disclose the identity of students.

- ii) Teaching method improve for better learning
- iii) Evaluator script supplied to students to know their mistake.
- iv) Teacher performances in gross discussed in teachers council meeting

## **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?**

University evaluation process discussed in academic council, teachers council and admission committee. Through the above discussions faculty are aware of the evaluation processes, but Student and other stakeholders came to know the evaluation process through below.

Sabang Sajanikanta Mahavidyalaya provides a 24 pages Prospectus to all students and monitor the Institutional Website:

[www.sabangcollege.com](http://www.sabangcollege.com).

The Prospectus and the website convey procedure of evaluation schedules and process. Such as

- v) Academic calendar.
- vi) Courses of study with detail curriculum.
- vii) Pattern of Examinations for Honours and General papers.
- viii) Rule and regulation about examination, reexamination and cancellation of results.

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

The institution implemented the new evaluation reforms initiated by affiliating University. To ensure the regular attendance of students college conducts continuous internal assessment system through out the year. This continuous internal assessment system conducted without notification and marks given by the subject teachers. This marks added with University evaluation report.

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

The institution monitors the performance of the student by oral test, class tests, internal assessments and conduction seminar. Parents are informed through website notification and during general meeting with parents.

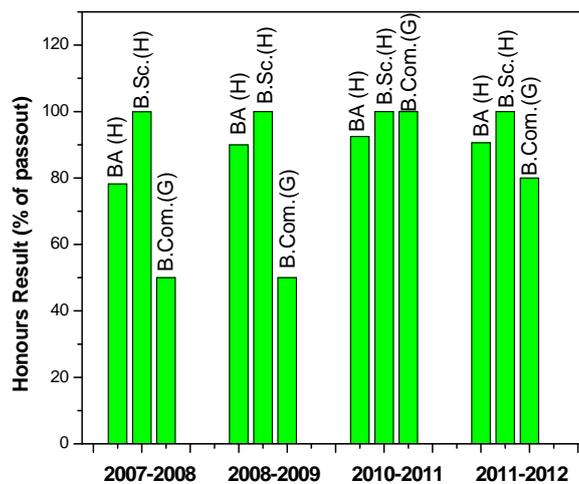
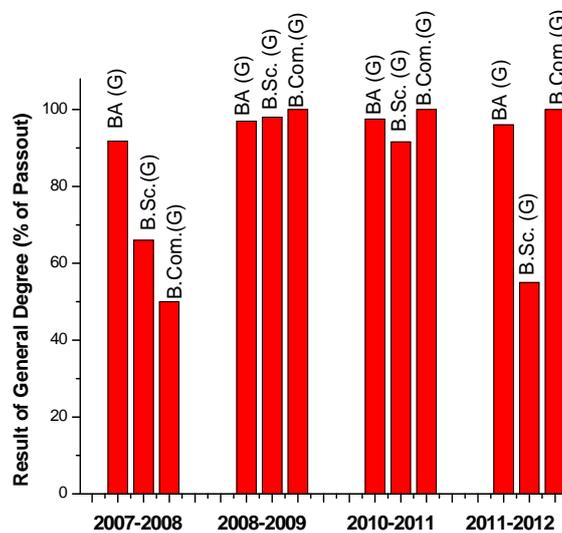
**2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.**

Formative such as internal assessment system carry 10% of the total marks of each paper/subject. 5 Internal assessments are conducted in each 100 marks paper. Summative evaluative system of a three degree course divided into three parts. Part-1 examination completed at the end of 1<sup>st</sup> year; Part-II examination completed at the end of 2<sup>nd</sup> year; Part-III examination completed at the end of 3<sup>rd</sup> year. A student is promoted into next Part after scoring pass marks. The graduation degree and grade is given on the basis of summative evaluation and formative evaluation.

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

**programmes/courses offered.**

1. Institution keeps records of each students and their performances
2. Institution supplies the evaluation records to every students.
3. Institutional website as well as official records provide every perspective, performance of each students.



BA General graduates are optimum in each year and BA Honours graduate is increasing trend in last two year. Science general graduate is decrease gradually due to low input student, but science Honours graduate recorded increasing trend in last four years. Commerce graduates recorded no trends due to low admission and demand at present scenario in general Arts pass graduates are increase gradually. This is due to socio economic condition and migration of bright science students towards City based colleges resulted short fall of science general passout which was reverse in science honours courses.

**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.**

The institution implemented new evaluation reforms initiated by affiliating university. To ensure the regular attendance of students college conducts continuous internal assessment system through out the year. This continuous internal assessment system conducted without notification and marks given by the subject teachers. This marks added with University evaluation report.

Transparency in the Internal assessment system maintained by institution as per University Guidelines. 10% marks carry for independent learning, but there are no weightages for behavioral aspects, and communication skills etc.

Theoretical papers have 90% weightages in summarative yearly assessment system and 10% marks in internal assessment where as practical examinations carries 40% marks in observation, 20% marks in conducting practical, 5% marks in group evaluation, 15% marks in independent learning, 10% marks in communication skill, 10 % marks in practical skill.

**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.**

Regular class tests, internal assessment systems for each paper helps to evaluate student performance. Teaching program and design of lesson plan and curricula developed according to students performance. Low performers are enrolled for Remedial courses and advanced learners promoted to study in computer centre equipped with internet facilities and study packages.

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

The evaluated papers of the final examinations are generally re-evaluated after application to do so. If any grievances is registered in RTI act then the evaluated scripts are produced before them and discussion are made up to their satisfaction.

**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 institution publishes the result in institutional Website. Parents are informed through website notification and during general meeting with parents. Students and staff are made aware of learning outcome through institutional website and general notification of the college.

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

The institution implemented the new evaluation reforms initiated by affiliating university. To ensure the regular attendance of students college conducts continuous internal assessment system through out the year. This continuous internal assessment system conducted without notification and marks are given by the subject teachers. This marks added to University evaluation report.

1. Institution introduced teachers diary cum lesson plan register
2. Institution introduced teachers teaching evaluation by students
3. Institution introduced students centered learning process
4. Promote use of computer and LCD projectors during teaching in classes.

**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?**

Institution taken following initiative to enhance the social and economic relevance

- In-class activity
- In-class discussion and lecture
- Use technological innovation for class room studies.

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

Data collection and analysis is a regular process of the institution. Data collected from

- a) University result
- b) Internal assessment

- c) Practical assessment
- d) Teachers report and teachers dairy cum lesson plan registrar
- e) Student feedback.

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

Institution monitors the achievement of learning outcomes through

1. Teaching records
2. Students profile records
3. Internal assessment records
4. Excursion and project tour record
5. Examine the learning sequence through regular internal assessment records.
6. taking assessment for this sequence of learning and curricula.
7. Fill up the Evaluating Assessment records and Tasks sheet provided by college
8. Keep useful information on reasonable adjustment to find resources portfolio.
9. Keep records of Learner Guide in the teachers dairy.

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

Graduate attributes like generic skill, knowledge, dispositions and attitudes developed during college studies. The courses was developed for national need and higher education. College specify following attributes

- a) Communicating ideas and Information

- b) Using mathematical ideas and technologies
- c) Solving problem and analyzing information
- d) Working with others and in teams.

College ensure the attainment of attributes through

- i) Teaching learning process with more thinking and imagination rather than remembering fact and figure.
- ii) Team activity develop through NSS and NCC programme.
- iii) College sports ,cultural programmes also helps to generic skills and disposition.



**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?**

Yes

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

Yes, Ten member UGC and Research sub committee facilities and monitors the research activities. This committee reviews the research proposals of faculties and forward their recommendation to the Governing Body for peruse their proposals and study leaves. Last year this committee recommended one faculty member to release from institution to peruse research under faculty development scheme. This committee recommend to principal for purchasing laboratory equipments and modern equipments for research. In last two years this committee spent 23 lacks of rupees of UGC grant for improvement of research infrastructure of this institutions.

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

- **autonomy to the principal investigator**
- **timely availability or release of resources**
- **adequate infrastructure and human resources**

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

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

1. Physical facilities
2. Library facilities
3. Computer and internet facilities
4. Instruments uses facilities
5. Chemicals and glassware

Arrange seminar and workshop for developing scientific temper research aptitude among students

**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.**

**Minor research Project**

Sl. No.	Name of the Department	Name of the Faculty	Topics
1.	Chemistry	Mr. Harekrishna Bar	Betel (Piper betle) leaf mediated green synthesis of silver and gold nanoparticles and their antibacterial activity
2	Economics	Dr. Subrata K. Roy	Impact of Institutional Credit on Changing Croppy Pattern in India
3	Physics	Dr. Tapas Misra	Investigation on charge transfer dynamics and salvation dynamics in sol-gel matrixes and characterization of new type triblock copolymer by spectroscopic method.
4.	Physiology	Dr. Jumu Manna	Evaluation of effects of hot spring water from Bakreswar and Tatapani on growth of common skin pathogen/ s. aureus
5.	Zoology	Dr. Sampa Patra	Development of Eco-friendly Larval and grower feeds for ornamental fishes using Non-conventional feed resources available in South West Bengal

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

- a) State level Seminar in Economics on Microenterprise and rural development in India
- b) Workshop in Botany Department on Production of Micorrhizal bio-fertilizer.
- c) Departmental seminar in Chemistry on recent trends in Chemistry.

d) Departmental seminar in Physics Department

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

**Betel (Piper beetle) leaf mediated green synthesis of silver and gold nanoparticles and their antibacterial activity**

**Impact of Institutional Credit on Changing Croppy Pattern in India**

**Investigation on charge transfer dynamics and salvation dynamics in sol-gel matrixes and characterization of new type triblock copolymer by spectroscopic method.**

**Evaluation of effects of hot spring water from Bakreswar and Tatapani on growth of common skin pathogen/ s. aureus**

**Development of Eco-friendly Larval and grower feeds for ornamental fishes using Non-conventional feed resources available in South West Bengal**

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

Nil

**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?**

20% percentage of the faculty has utilized Leave for research activities. College authority provides departmental equipments for promoting research in the college. UGC and Research sub committee recommend to principal for grant. 56 days study leave allowed to submit doctoral thesis. Three years full pay leave allowed to peruse Ph.D. degree.

Research culture of the campus increased through

1. By awarding Ph.D. degree
2. By awarding research projects
3. Publication of papers
4. Arranging seminar and workshop
5. Conducting collaborative research.

**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)**

**Nil**

### **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.**

Institution has no budgetary provision for research. The financial allocation for research comes through minor research project of individual teacher.

<b>Sl. No.</b>	<b>Name of the Department</b>	<b>Name of the Faculty</b>	<b>Sanction No.</b>	<b>Amount In Rs.</b>	<b>Funding Agency</b>
1.	Chemistry	Mr. Harekrishna Bar	PSW-104/10-11 (ERO) dt 20-10-2010	1,80,000/	UGC
2	Economics	Dr. Subrata K. Roy	PHW-169/11-12 (ERO) dt 08-08-2011	1,35,000/	UGC
3	Physics	Dr. Tapas Misra	PSW-098/10-11 (ERO) dt 20-10-2010	1,96,000/	UGC
4.	Physiology	Dr. Jumu Manna	PSW-097/10-11 (ERO) dt 20-10-2010	1,78,000/	UGC
5.	Zoology	Dr. Sampa Patra	PSW-105/10-11 (ERO) dt 20-10-2010	1,58,000/	UGC

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

**No**

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

**No**

**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.**

Chemistry and Physics Department are jointly pursuing a minor research project.

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

Institution ensures optimal use of various equipments through open access system to all faculty and students. All the equipments are college properties.

**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.**

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
Minor projects	2011-12	Betel (Piper bettle) leaf mediated green synthesis of silver and gold nanoparticles and their antibacterial activity	UGC	180000	1,71,650/	
	2012-13	Impact of Institutional Credit on Changing Croppy Pattern in India	UGC	135000	87,500/	
	2011-12	Development of Eco-	UGC	158000	1,49,000/	

		friendly Larval and grower feeds for ornamental fishes using Non-conventional feed resources available in South West Bengal				
	2011-12	Evaluation of effects of hot spring water from Bakreswar and Tatapani on growth of common skin pathogen/ s. aureus	UGC	178000	1,67,200/	
<b>Interdisciplinary projects</b>	2011-12	Investigation on charge transfer dynamics and salvation dynamics in sol-gel matrixes and characterization of new type triblock copolymer by spectroscopic method.	UGC	196000	1,88,400/	

### 3.3 Research Facilities

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

NIL

#### 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?

UGC grant is only source for improvement for research facilities.

College provides a few supportive facilities

1. Physical facilities

2. Library facilities
3. Computer and internet facilities
4. Instruments uses facilities
5. Chemicals and glassware

**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.**

**NIL**

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

**NIL**

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

- Computer library with internet facility
- e-journal
- Journals
- Books

**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.**

- Establishment of computer laboratory, e-library
- Departmental Computer with broadband facility
- Subscription of journals
- Physical space provided for research laboratory
- Grant provided to purchase small equipments
- Software

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

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

- \* **Patents obtained and filed (process and product)**
- \* **Original research contributing to product improvement**
- \* **Research studies or surveys benefiting the community or improving the services**
- \* **Research inputs contributing to new initiatives and social development**
  - \* Patents obtained and filed (process and product) - **NIL**
  - \* Original research contributing to product improvement- **NIL**
  - \* Research studies or surveys benefiting the community or improving the services : Survey of mycorrhizal bio fertilizer
  - \* Research inputs contributing to new initiatives and social development  
Use of mycorrhizal bio fertilizer for improvement of productivity of some

vegetable crops.

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

**No**

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

- \* **Publication per faculty**
- \* **Number of papers published by faculty and students in peer reviewed journals (national / international)**
- \* **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**

**(In last five years)**

<b>Sl.No.</b>	<b>Name</b>	<b>Department</b>	<b>No of Publication</b>
<b>1</b>	Dr. Tapas Misra	Physics	06
<b>2</b>	Mr. S. Chandra	Physics	02
<b>3</b>	Dr. Abhik Mukhopadhyay	Commerce	05
<b>4</b>	Dr. Subrata Kumar Ray	Economics	19
<b>5</b>	Harekrishna Bar	Chemistry	17
<b>6</b>	Smt. Chinmayee Nanda	Education	03
<b>7</b>	Dr. Sampa Patra	Zoology	06
<b>8</b>	Smt. Sunita Mitra	Political Science	02
<b>9</b>	Dr J. L. Bera	Bengali	02
<b>10</b>	Dr. Jhumu Manna	Physiology	01

**See Annexure II****3.4.4 Provide details (if any) of**

- \* **research awards received by the faculty**
- \* **recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- \* **incentives given to faculty for receiving state, national and international recognitions for research contributions.**
- \* research awards received by the faculty - **NIL**
- \* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally- **NIL**

\* incentives given to faculty for receiving state, national and international recognitions for research contributions. - NIL

### **3.5 Consultancy**

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

NIL

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

NIL

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

NIL

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

NIL

**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?**

NIL

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

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

College involves teachers to facilitates extension programme of NSS and NCC. Volunteers create neighborhood network with local communities through afforestation program blood donation camp, flood relief camp, construction and repairing of village road, campaign for social awareness about global warming and AIDS. Above programs are conducted through NSS units of the college and promoted by authority.

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

College notified for enrollment of students in NSS and NCC units. Student union campaigns in class to class basis to enroll student in those units. Students are motivated due to social values, civil responsibilities, to enjoy experiences of camp life. College provides class rooms and grounds and the other facilities for organizing camp, classes. Students are mostly motivated due to certificate from Institution which has value in job market. To promote the aim and objectives of extension services like NSS and NCC four Programme officer of NSS and one ANO of NCC in Lieutenant rank appointed through college authority. Programme officers and ANO receives their honourium regularly

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

All the stakeholders placed in different planning body, administrative and evaluation committee, where all the stakeholders share their knowledge, view, expertise.

Institution developed an indigenous management style, which revolves around our cultural roots and upbringing. Institutional management system believes in friendly management practice with an India-centric approach to managing people.

1. Institution delegates leadership to all stakeholders
2. Records the individual merit and success in the service book whenever any staff made success in their field.
3. Records mismanagements in the service book if it is committed by any person.
4. Promoting young staff with more responsibility and freedom to apply their skill.

Institution always accepts all possible new ideas to create an overall climate conducive to learning

Institution solicits the cooperation through following activities

1. To ensure cooperation from all stakeholders, institutional committees are formed by democratic process, such as by election and nomination process, all sections are included proportionally.
2. Body of NSS and Sports and NCC are constituted in such a way that no member retained two terms and there is space for new members.
3. Given space and scope for formation of Alumni association and regularly interact with Alumni association for their feedback and suggestion for development of academic spheres

4. Institution arranged regular meeting of GB and other subcommittees for understanding the day to day follow-up activities and create space for regular interaction among all stake holders
5. Institution recommends and ensures to participation of the entire stakeholder in college educational process to develop educational atmosphere.
6. In respect of co-curricular activity, institution promotes participation of all stake holders in the sports, NSS, NCC, cultural and other committees.
7. Commitees for research and community orientation includes all types of stakeholder to ensure cooperation from every sphere.
8. For the development of spiritual orientation, institution arranges various programme like birthday celebration of Swami Vivekananda, Netaji Subhas Bose, Viswakabi R.N.Tagore and granted leave for religious ceremony. There are vacation during Durga Puja, Kalipuja, Id and Christmas day for religious activity and time to think about nature and natural spirituality

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

Outreach program to the locality are arranged by the NSS units of the institution. These are integrated with the academic curricula like environmental studies, sanitation and public health hygiene program.

College has a budgetary provision for both NSS and NCC units.

**Budgetary provision**

Year	NSS	NCC
2009-2010	50000	100000
2010-2011	75000	150000
2011-2012	85000	100000
2012-2013	75000	100000

The following activities are

- i) Village plantation by NSS.
- ii) Supply of food and rescue during flood .
- iii) Local health institution receive blood for patients.
- iv) Unsurfaced road construction in the flood eroded area.
- v) Receive awareness about biodiversity preservation, ecological disbalance, sanitation measures.
- vi) Repairing of village roads
- vii) Repairing of unsurfaced road and bamboo bridges.

**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?**

College notify for the enrollment of students in NSS and NCC units. Student union campaigns in class to class basis to enroll student in those units. Students are motivated due to social values, civil responsibilities, to enjoy experiences of camp life. College provides class rooms and

grounds and the other facilities for organizing camp, classes. Students are mostly motivated due to certificate from Institution which has value in job market. To promote the aim and objectives of extension services like NSS and NCC four Programme officer of NSS and one ANO of NCC in Lieutenant rank appointed through college authority. Programme officers and ANO receives their honourarium regularly

**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?**

Strategies have been adopted by the institution are

Launch community awareness program through students and publish following agenda to ensure social justice.

1. stipend to the bidi workers
2. 28% Reservation in admission process as provision by Govt. Act
3. Hostel facilities for SC and ST male and female students.
4. Financial assistance for BPL, Antyodaya, / SC and ST students
5. Remedial courses for SC and ST students
6. Carrier counseling facilities for SC and ST students.
7. Coaching for service oriented Exams. for SC and ST students.

**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.**

Following objectives and expected outcomes complement students' academic learning experience and values and skill.

The main objectives and outcome of College National Service Scheme (NSS) units are

- understand the community in which they work.
- understand themselves in relation to their community.
- identify the needs and problems of the community and involve them in problem-solving.
- develop among themselves a sense of social and civic responsibility.
- utilise their knowledge in finding practical solutions to individual and community problems.
- develop competence required for group-living and sharing of responsibilities.
- gain skills in mobilising community participationviii. acquire leadership qualities and democratic attitudes.
- develop capacity to meet emergencies and natural disasters and.
- practise national integration and social harmony.

**Main Objectives, outcome, values and skill complement students learning experiences through National Cadet Corps of College Units**

- To develop qualities of character, leadership, comradeship, courage, discipline, spirit of adventure, secular outlook and the ideals of selfless service amid the youth students.

- To create a human resource of well organised, skilled and motivated students, to endow with leadership in all walks of life and always be ready to serve the nation.
- To provide an apt environment and encourage the youth to choose a career in the armed forces

**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?**

College authority contact with local club, Panchayet, NGOs for cooperation with NSS unit of the college to get maximum result from extension program. The NSS camp generally organized in Village where community directly interact with volunteers and directly involved with the institution by providing their whole hearted cooperation and support.

Through training, we can change, we can transform students. Institute identifies and cultivate positive mental attitudes among students and promote social responsibilities and citizenship through training program. These training programs are conducted through NSS and NCC units. These two wings of the college take maximum responsibility of citizenship role. Actually college is a social charitable organization where everything is charitable, the syllabus, the structure, the whole thing taught to follow social responsibilities and citizenship value.

- a. College provides accommodation of post office in college premise for community purpose.
- b. Institution allots space to establish water substation for irrigation purpose of the local farmers.
- c. Provides stipend to the bidi workers.

- d. Launch the community awareness program through students.
- e. Provides sports ground and other infrastructure facilities to the local community, NGOs and Govt. for their purposes.

**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.**

Local club, Panchayet, help college NSS unit to achieve following programmes like village plantation, supply of food and rescue during flood, Local health institution receive blood for patients, Unsurfaced road construction in the flood eroded area, receive awareness about biodiversity preservation, ecological disbalance, sanitation measures etc.

**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.**

NIL

### **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.**

Department of Human Physiology is running a minor research project in collaboration with the Department of Human Physiology of Calcutta University.

Economics Department of this college conducted a state level seminar with collaboration with Dept. of Commerce of K.D. College of Commerce.

**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.**

NIL

**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.**

NIL

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

NIL

**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**
- e) Department of Human Physiology is running a minor research projection collaboration with the Department of Human Physiology of Calcutta University.
- h) Publications

## **See Annexure II**

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

NIL

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## 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?

The policies are

- Creation of sufficient space for academic activity.
- Restoration of outdoor space for co- curricular and extra curricular activity.
- Establishment of ICT facilities.
- Enhancement of Hostel facilities.
- Enhancement of Libraby facilities.

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

Institution has a 9.33 acres campus of which 3 acres are buildings. Institution has total 130 rooms including 38 class room, 12 Laboratories, 2 office room, 2 teachers staff rooms, 1 central

library with 2 library reading room, 1 central computer room, 2 guest room, 1 auditorium, 2 hall room, 1 NCC cum carrier counseling room, 1 NSS room 2 gents common room, 1 ladies common room, 37 hostel room , 1 canteen room, 2 cycle stand , 2 generator and accessory room, 2 post office room, 8 lavatories. Electricity, Green generator, telephones, broad internet connection, Printing and Xerox facilities, Intercom facilities to most of the departments and botanic garden are available in the college.

Institution provide sufficient number of rooms for NSS, NCC, Sports, cultural program, auditorium, Halls, Generators, Laptop and LCD projectors, Digital cameras and audio-visual facilities.

**(b) Extra –curricular activities and sports:**

Institution has large out door play ground and Indoor facilities for sports. All types of Instruments relating to athletics and sports are available. Pond cum swimming facilities also available in the college campus.

College has a gymnasium, an auditorium, office room for NCC and NSS, place for cultural activity, yoga and exercise

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

The available infrastructure is optimally utilized through rent the unutilized room for Post office. College ground, auditorium, class rooms are provided to other institution and NGOs for

arranging sports, seminar, training program, meetings, conferences, Local Mela and their Programs, Political assembly, preparation of EPICs and police camp, vote booth, examination centre of the University, other educational bodies and whenever requisition by Government.

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

The institution makes its entrance with sloping for smooth entry of the physically challenged student. Hostel rooms in ground floor allotted to the differently-abled students, classes are arranged in ground floor and other facilities for teaching learning process noted on that section.

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

- **Hostel Facility – Accommodation available**
- **Recreational facilities, gymnasium, yoga center, etc.**
- **Computer facility including access to internet in hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy Constant supply of safe drinking water**
- **Security**

### Hostel Facility – Accommodation available

The hostel building was constructed in 1975. Ultimately a two storied building was made for accommodations of Boys'. One strictly for SC/ ST students' named as "**Swarupananda Chhatravas**" and other one for General as well as ST/SC students' named as "**General Boys' Hostel**". One floor of the said two- storied building meant for "**Swarupananda Chhatravas**" and other for "**General Boys' Hostel**".

### Swarupananda Chhatravas (Boys' Hostel) (Estd. - 1975)

1. **Intact capacity of the hostel : 130**

2. **Amenities available:**

- a. Beautiful well-furnished spacious rooms.
- b. Equipped dining room.
- c. Cleaned lavatory.
- d. Playground for out- door games.
- e. Recreation facility.
- f. Quite secured places.

3. No of rooms available: 12.

4. Area: 3750 Sq. ft.

5. **No. of Residences:** 103 ( ST – 49, SC- 54)

### General Boys' Hostel (Estd. - 1975)

1. **Intact capacity of the hostel : 110**

2. **Amenities available:**

- a) Beautiful well-furnished spacious rooms.
- b) Equipped dining room.
- c) Cleaned lavatory.
- d) Playground for out- door games.
- e) Recreation facility.
- f) Quite secured places.

3. No of room available: 09

4. Area: 3750 Sq. ft.

5. No. of Residences: 98

#### **Nibedita Chhatri Nivas (Girls' Hostel)**

**1. Intact capacity of the hostel : 130**

**2. Amenities available:**

- a) Beautiful well-furnished spacious well- ventilated rooms.
- b) Equipped dining room.
- c) Cleaned lavatory.
- d) Playground for out- door games.
- e) Recreation facility.
- f) Quite secured places.

g) A waiting room for the visitors

3. No of room available: 21

4. **Area:** 7000 Sq. ft.

5. **No. of girls (in present session 2011-12) :** 120.

#### **Recreational facilities, gymnasium, yoga center, etc.**

- 1) A large Play ground with football, Cricket, Kabadi, Volly ball, athletics facilities.
- 2) A Pond for swimming facilities.
- 3) A Gymnasium
- 4) Auditorium room allotted for Yoga.

#### **Computer facility including access to internet in hostel**

No

#### **Facilities for medical emergencies**

There is a medical dispensary in the college campus with qualified doctor for First Aid treatment.

#### **Library facility in the hostels**

College Library and departmental library situated nearby the hostel and student can fetch essential books.

#### **Internet and Wi-Fi facility**

Internet facilities available in library and departments.

#### **Recreational facility-common room with audio-visual equipments**

Two common rooms for gents and two common rooms for ladies are available.

Television with sufficient recreational and educational channels are available

#### **Available residential facility for the staff and occupancy Constant supply of safe drinking water**

Institution provide quarters for staff for night stay. College campus enriches with pump station. lot of deep tubewells, ground water pump.

Drinking water is purified through modrn water purifier.

Cold water supply is also provided.

#### **Security**

Security arrangements covers with security personals, Night guards and sufficient CCD TV arrangement

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

A health center and modern dispensary are available in the college campus for emergency need. During complex situation doctor referred to the nearby Hospital.

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

#### **IQAC:**

One office room with essential infrastructure available in the college.

**Grievance Redressal unit, Women's Cell:**

College formed grievance cell and women cell. Principal of the college is the incharge of these two cells . A woman represents the women cell.

**Counseling and Career Guidance:**

Institution has big career guidance and counseling centre.

**Placement Unit:**

College provides a separate placement unit facilitated by college NCC officer.

**Health Centre:**

College facilitates a health Centre with qualified doctor.

**Canteen:**

College has a canteen with separate arrangement for teacher staff and students.

**Recreational spaces for staff and students:**

Play ground, common room with indoor facilities, ICT facility are available.

**Safe drinking water facility:**

These facilities are available on every corner of the college campus.

**Auditorium:**

There is an auditorium in our college.

**Hostel:**

College has separate hostel building for both girls and boys.

**Agricultural space:**

College have orchard of mango and coconut.

**Water harvesting ponds:**

College has a large size pond

**NCC firing place:**

College has a firing range for NCC training

**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, there is a library sub committee appointed by the Governing body through the recommendation of teachers council of the college. This sub committee consisting of librarian and other nominated members by the teachers' council.

The functions of library sub committee are:

- a) to prepare budget of the library,
- b) to recommended for purchasing of books and journals,
- c) to suggest on the development measures of the library

formulate the rules and regulations of the library uses.

**4.2.2 Provide details of the following:**

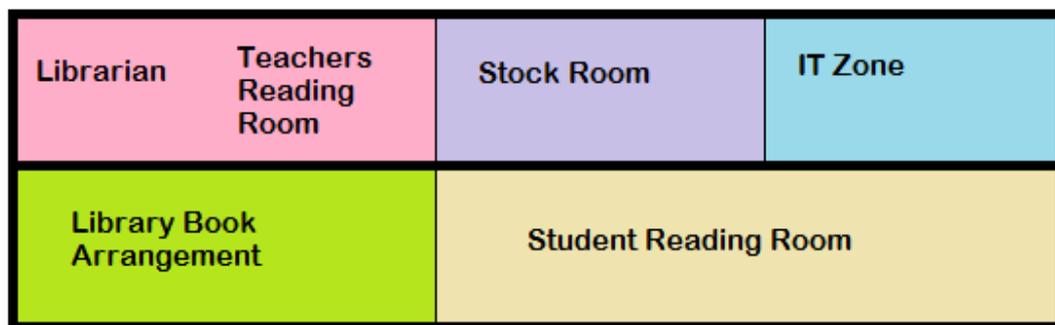
\* **Total area of the library (in Sq. Mts.)**

- \* **Total seating capacity**
- \* **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
- \* **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

Total area of the library (in Sq. Mts.) : **350 Sq. Mts.**

Total seating capacity: **50**

- \* on working days : **10.30 am- 4.30 pm**
- \* on holidays: **NIL**
- \* before examination days: **10.30 am- 4.30 pm**
- \* during examination days: **10.30 am- 4.30 pm**
- \* during vacation: **11.30 am- 2.30 pm**
- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)



**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.**

Library holdings	Year -1		Year - 2		Year - 3		Year - 4	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	500	100000	500	100000	500	100000	800	200000
Reference Books	150	50000	150	50000	150	50000	250	80000
Journals/ Periodicals	20	25000	20	25000	20	25000	20	35000
e-resources	0	0	0	0	25	30000	100	75000

**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**
- \* **Total number of computers for public access**
- \* **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)**
  
- \* **OPAC - NO**
- \* **Electronic Resource Management package for e-journals- Yes**
- \* **Federated searching tools to search articles in multiple databases- Yes**
- \* **Library Website- No**

- \* In-house/remote access to e-publications- **Yes**
- \* Library automation- **Yes**
- \* Total number of computers for public access- **18**
- \* Total numbers of printers for public access - **2**
- \* Internet band width/ speed- **100 mbps**
- \* Institutional Repository- **Yes**
- \* Content management system for e-learning- **Yes**
- \* Participation in Resource sharing networks/consortia (like Inflibnet) - **No**

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

- \* **Average number of walk-ins**
  - \* **Average number of books issued/returned**
  - \* **Ratio of library books to students enrolled**
  - \* **Average number of books added during last three years**
  - \* **Average number of login to opac (OPAC)**
  - \* **Average number of login to e-resources**
  - \* **Average number of e-resources downloaded/printed**
  - \* **Number of information literacy trainings organized**
  - \* **Details of “weeding out” of books and other materials**
- 
- \* Average number of walk-ins – **100 per Day**
  - \* Average number of books issued/returned – **100 per Day**
  - \* Ratio of library books to students enrolled- **20 :1**
  - \* Average number of books added during last three years- **700**
  - \* Average number of login to opac (OPAC) - **NA**
  - \* Average number of login to e-resources: – **20 per Day**
  - \* Average number of e-resources downloaded/printed– **50 per Day**

\* Number of information literacy trainings organized- **2**

\* Details of “weeding out” of books and other materials **NA**

#### **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**

\* Manuscripts **NA**

\* Reference: **Yes**

\* Reprography: **Yes**

\* ILL (Inter Library Loan Service): **Yes**

\* Information deployment and notification (Information Deployment and Notification): **No**

\* Download: **Yes**

\* Printing: **No**

\* Reading list/ Bibliography compilation: **Yes**

\* In-house/remote access to e-resources: **Yes**

\* User Orientation and awareness: **Yes**

\* Assistance in searching Databases: **Yes**

\* INFLIBNET/IUC facilities: **No**

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

Librarian displays the notice in the library notice board about latest acquisition of books and journals and advice the students to use recent arrivals. Staff help the students and teachers through cordial relationship and ensure the access the library facilities to all. There is a journal display board for displaying the current issues of the journal.

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

Library equipped with e journal and audio-visual system for visually challenged persons.

**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?)**

- 1.) Complain and suggestion box,
- 2.) Students and teachers feedback questionnaire- answer are analyzed and used for improvement of library service.

### **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)**
- **Computer-student ratio**
- **Stand alone facility**

- LAN facility
- Licensed software
- Number of nodes/ computers with Internet facility
- Any other
- Number of computers with Configuration (provide actual number with exact configuration of each available system)

### Configuration

Institution has 3 lenovo laptops consist of Dual core, i3 processor and preinstalled windows 7 operating systems, Mac.cafe Antivirus ,Microsoft Office 2003. Tally educational version. 24 HCL and Lenevo desk top computers loaded with Pentium 4, dual core, core 2 Duo, i-3 processors and Microsoft XP 2000,Microsoft Windows-7, Microsoft Office 2003,2007installed.

- Computer student ratio is 1: 100, but during classes this ratio become 1:3.
- Stand alone facility: Yes
- LAN facility: Yes, 20 computers are in LAN facilities
- Licensed software : All computers with Licensed software
- Number of nodes/ computers with Internet facility: 21 computers are in internet facilities.

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

5 science Departments contains computers internet facilities to all faculty members, and 12 computers with internet facility to the arts faculty and students. 2 computers with internet facility made available to the office staff.

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

The institutional plans are

- 1) Present computer centre to be updated as e-library

- 2) Programme for individual laptop to teachers for arranging better teaching learning process.
- 3) Another computer center to be set for students utilization.
- 4) All departments will be connected with LAN and Internet facilities.

Institution facilitates to prepare their lesson plan in power point slides and encourage to take classes with LCD projector, software packages, audio-visual study packages. For this purpose institution purchased Laptop and LCD projectors automated screen for computer-aided teaching/ learning process.

**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)**

**Although this institution has no annual budget for this purpose,** UGC and research sub committees monitoring the computer system up gradation. This committee spent Rs: 10 lacks for the deployment of computer system from UGC grant,. This committee regularly applies for funding from UGC and state Govt. and received Rs: 13 lacks for this purpose.

Approximate expenditure for procurement, up-gradation, deployment and maintenance of the computers.

2008-2009	2009-2010	2010-2011	2011-2012
50000/-	100000/-	400000/-	450000/-

**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?**

Central computer facility available in library.

The staff and students utilize it during working hours.

**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.**

Institution facilitates to prepare their lesson plan in power point slides and encourage to take classes with LCD projector, software packages, audio-visual study packages. For this purpose institution purchased Laptop and LCD projectors automated screen for computer-aided teaching/ learning process.

**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?**

NA

**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>a.</b>	<b>Building</b>				
<b>b.</b>	Furniture				
<b>c.</b>	Equipment				
<b>d.</b>	Computers				
<b>e.</b>	Vehicles				
<b>f.</b>	Any other				
		<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>a)</b>	Building	29,60,000/=	65,00,000/=	60,00,000/=	60,00,000/=
<b>b)</b>	Furniture	00	300000/=	20000/=	500000/=
<b>c)</b>	Equipment	7,76,832/=	11,00,000/=	500000/=	400000/=
<b>d)</b>	Computers	50,000/=	50,000/=	400,000/=	500,000/=
<b>e)</b>	Vehicles	00	00	00	00

**See Annexure III**

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

Organizational structure of the institution comprises four statutory bodies, and other sub-committee.

- 1) IQAC cell
- 2) NAAC committee
- 3) Finance sub committee
- 4) Building and development sub committee
- 5) UGC and Research sub committee
- 6) Library committee
- 7) Laboratory committee
- 8) Academic sub committee

All the members of above committees participated in infrastructural development process of the college Decision taken by these committees notified for convey to all. IQAC cell and NAAC committee coordinated and monitoring all those out comes.

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

Regular meeting are invited by these committees and problems and urgency of necessary equipments / instruments are discussed. At least 4 meeting are conducting by each committees in every year besides common general meeting.

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

- 1) Installation of voltage stabilizer.
- 2) Installation of UPS.
- 3) Installation of inverter.
- 4) Installation of Generator.
- 5) Installation of water cooler for cold water supply during summer season.
- 6) Installation of water purifiers at different places.

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

### 5.1 Student Mentoring and Support

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

Yes,

#### Prospectus:

a. Sabang Sajanikanta Mahavidyalaya provides a 24 pages Prospectus to each applicant.

The Prospectus contains

- Mandatory instruction of the University and orders of Supreme Court of India.
- Introduction of college.
- Courses of study with detail curriculum
- Admission Policy
- Admission and other charges
- Details about facilities (NSS,NCC, Sport ground, college library, Common room, Hostels, magazine, Cultural activity)
- Students' Union.
- Discipline
- University norms for Admission for UG coerces
- Pattern of Examinations for Honours and General papers.
- Rule and regulation about examination, reexamination and cancellation of results.
- Members of teaching staff with designation and qualification
- Members of college employees

- Members of governing Body
- Academic calendar of this Mahavidyalaya.
- Holiday list

### b. Institutional Website:

[www.sabangcollege.com](http://www.sabangcollege.com).

Institution ensure its commitment and accountability through different committees and their action plans.

- Governing Body
- Teachers council
- Academic council
- Admission committee

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

Type of Grant	Category	No of Student benefited				Total money received by students			
		2008-09	2009-10	2010-11	2011-12	2008-09 (Rs)	2009-10 (Rs)	2010-2011 (Rs)	2011-12 (Rs)
		<b>Institutional Concession</b>	SC	219	241	238	281	112290.00	112290.00
ST	126	116	112	120					
OBC	09	42	62	91					
Minority	06	15	09	28					
Mslc.	27	03	26						

<b>Stipend awarded by AMMRA</b>		03	04	09	19	1800	2400	11400	<b>31350</b>
<b>Jindal</b>		<b>07</b>	<b>06</b>	<b>04</b>	<b>10</b>	<b>4800</b>		<b>4800</b>	

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

**25%**

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

- ✓ **Students from SC/ST, OBC and economically weaker sections**
  - ✓ **Students with physical disabilities**
  - ✓ **Overseas students**
  - ✓ **Students to participate in various competitions/National and International**
  - ✓ **Medical assistance to students: health centre, health insurance etc.**
  - ✓ **Organizing coaching classes for competitive exams**
  - ✓ **Skill development (spoken English, computer literacy, etc.,)**
  - ✓ **Support for “slow learners”**
  - ✓ **Exposures of students to other institution of higher learning/ corporate/business house etc.**
  - ✓ **Publication of student magazines**
- ✓ **Students from SC/ST, OBC and economically weaker sections**

Strategies have been adopted by the institution are

1. 28% Reservation in admission process as provision by Govt. Act.
2. Hostel facilities for SC and ST male students,
3. Hostel facilities for SC and ST female students,
4. Financial assistance for SC and ST students,
5. Remedial courses/coaching for SC and ST students,

6. Career counseling facilities for SC and ST students.
7. Coaching for service oriented Exams. for SC and ST students.

✓ **Students with physical disabilities**

- 1) Stipend for physically disable students.
- 2) Arrangement of classes in the ground floor.
- 3) Slopping of entrance.

✓ **Overseas students**

NIL

✓ **Students to participate in various competitions/National and International**

- 1) Traveling allowance and other expenditure are carried by institution
- 2) Provide entry fees for participation
- 3) Career counseling facilities are available
- 4) Coaching for service oriented Exams are available
- 5) A special Library is available

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

Free treatment of the students in college health centre.

✓ **Organizing coaching classes for competitive exams**

All 26 teachers routinely taking classes for competitive exams. Rs: 200000/- allotted for this purpose.

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

Same as classes for competitive Exams.

✓ **Support for “slow learners”**

Remedial classes, extra classes, counseling classes, career orientation classes are regularly taken.

- ✓ **Exposures of students to other institution of higher learning/ corporate/business house etc.**

No

- ✓ **Publication of student magazines**

Annual publication of student magazine.

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

In this purpose institution totally depends on NSS and NCC units where four NSS program officers and one NCC ANO regularly encourage and develop entrepreneurial skills among the students.

College provide a well equipped room for counseling services and a counseling officer appointed by the institute and this counseling centre notified , publicize the various vacancies in the state and national level and arrange training program to attain desirable qualities for the services.

All the faculty members of the institution participated in career counseling classes and service oriented exams counseling classes. For this purpose this institution received Rs: 8 lacks from UGC and state Government grant for purchasing equipments and preparing study materials. During 2010-2011 and 2012-2013 session Rs: 3 lacks and 5 lacks respectively spend for these purpose.

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

- \* **additional academic support, flexibility in examinations**
- \* **special dietary requirements, sports uniform and materials**
- \* **any other**

**Additional academic support, flexibility in examinations**

Participant of extra curricular and co-curricular activities such as NSS, NCC camp and any other sports person are

1. allowed to sit in the special internal assessment of the University system
2. allowed to attend remedial classes for recovery of missed classes in schedule
3. allowed to attend special coaching classes / personal coaching / individual teacher help for completing the university curriculum

This institution was the venue of inter college non-government athletics meet of University of Paschim Medinipur district for two consecutive year. College arranges cars for traveling of sports persons (both male and female) and provide TA, DA, food of the coaches and participants.

Additional academic support, flexibility in examinations

- a. Sports quota in admission.
- b. Fee exemption for extra ordinary sports persons.
- c. Provision for rearrangement of internal assessments for the students participated in extracurricular and co-curricular activities.

**Special dietary requirements, sports uniform and materials**

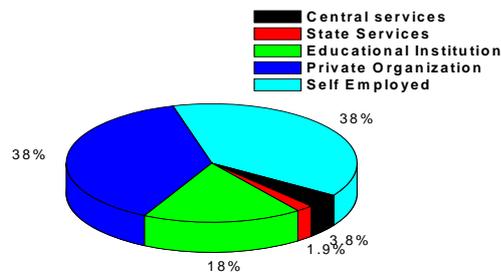
- d. Dietary support like tiffin and meal are provided during extracurricular and co-curricular activities.
- e. Sports uniform with college logo supplied to all sports persons.
- f. Sports materials also available in all events.

**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.**

Support and guidance provided to the students are about

1. Competitive exams
2. Remedial courses
3. Extra classes

Last 5 years	Central services	State services	Educational institution	Private organization	Self employed
2006-2011	50	25	232	498	503



### Students of the Institution at different services sectors

#### 5.1.8 What type of counseling services are made available to the students.

- Academic council through remedial courses,
- Personal counseling through personal contact outside of the class.
- Career counseling through carrier counseling centre.
- Psycho-Social through doctors and senior teachers.

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

Yes

All the faculty members of the institution participated in carrier counseling classes and service oriented exams counseling classes. For this purpose this institution received Rs: 8 lacks from

UGC and state Government grant for purchasing equipments and preparing study materials. During 2010-2011 session Rs: 3 lacks spends for these purpose.

College provide a well equipped room for counseling services and a counseling officer appointed by the institute and this counseling centre notified , publicize the various vacancies in the state and national level and arrange training program to attain desirable qualities for the services.

**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

There is a 14 member grievance redressal cell in this institution. This committee look after the grievances and make arrangement for hearing and put there findings and suggestion to the GB.

Last four years two grievance redressed.

- 1) Outsiders are entering within the college premises and disturbing normal process of academic environment during election.
- 2) Sufficient benches, fans, water purifier are not available to the students.

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

Yes, the cell composed of principal, 4 teacher, 2 non teaching employees. This cell hearing the matter and takes steps according to available rule and regulation as per provision.

**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?**

Institution have an anti-ragging committee. One instance have been reported during last four years. The process of action is taken following ways. The last grievance was finish with mitigation and satisfaction.

1. Communication

2. Rectification
3. Mitigation
4. Satisfaction
5. Transfer to the respective higher authority for punishment.

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

**Welfare schemes:**

- 1) Institutional concession scheme
- 2) Free health check up scheme
- 3) Stipend by AMMARA, Jindal.
- 4) Merit cum mean stipend
- 5) Cheap canteen
- 6) Reservation
- 7) Hostel facility
- 8) “earn when you learn” facility

Institution organizes a subsidized canteen facilities where high calorie diets served in low cost. College has a Counseling centre and it is very natural that our students are leaving in the moto of “earn when you learn” the reality is of the institution like ours are the pioneer of those “earn when you learn” schemes. Most of the students supports their family by earning money during their graduation years.

**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?**

Major activity and contribution are

- a) Alumni association helps in blood donation camp and other extension and social awareness program conducted by NSS units.
- b) Organizing annual meet and arrange cricket tournament between alumni, student and teachers
- c) Discussion on the development of the college.
- d) Contribution is nil in monetary value.

## 5.2 Student Progression

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

Student progression		%	
UG to PG	2008-2009	48	
	2009-2010	40	
	2010-2011	45	
	2011-2012	49	
Employed	00	00	
<ul style="list-style-type: none"> <li>• Campus selection</li> </ul>			
	<ul style="list-style-type: none"> <li>• Other than campus recruitment</li> </ul>	2008-2009	12
		2009-2010	10
		2010-2011	07
2011-2012		15	

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

Last four session		Pass %	1 <sup>st</sup> class	University rank
<b>2007-2008</b>	BA (H)	91.8%	O2	
	BA(G)	78.2%	--	
	B.Sc(H)	66%	01	
	B.Sc(G)	99.9%	--	
	B.Com(H)	50%	--	
	B.Com(G)	50%	--	
<b>2008-2009</b>	BA (H)	97%	09	<b>University Ist in Arts</b>
	BA(G)	90%	--	
	B.Sc(H)	98%	08	
	B.Sc(G)	100%	02	
	B.Com(H)	100%	01	
	B.Com(G)	50%	--	
<b>2009-2010</b>	BA (H)	97.5%	05	
	BA(G)	92.37%	--	
	B.Sc(H)	91.6%	05	
	B.Sc(G)	100%	03	
	B.Com(H)	100%	03	
	B.Com(G)	100%	--	
<b>2010-2011</b>	BA (H)	96%	03	
	BA(G)	90.6%	--	
	B.Sc(H)	55%	01	
	B.Sc(G)	100%	02	
	B.Com(H)	100%	03	
	<b>B.Com(G)</b>	80%	--	

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

1. Properly maintain the teaching learning process
2. Career counseling through career counseling centre

3. Counseling for self reliance through self employment scheme
4. Provide training for small scale industry.

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

- i) Remedial courses/coaching
- ii) Extra classes
- iii) Counseling
- iv) Free tutorials
- v) Readmission
- vi) Supplement the lecture method by execution, Field Survey, Field Study, tour etc.

**Relationship building to attract and retain students**

2. Motivating students to achieve their future dreams and goals
3. Help to build their self esteem and self confidence
4. Conducting field excursion
5. Conductive educational tours
6. Conducting field survey
7. Use computer in class rooms teaching
8. Participation in the student related activities

**Enhance student performance**

1. Encourage to setting own expectation and helping to achieve the objectives of the courses.
2. Evaluated Internal assessment answered script provided to student for understand their weakness
3. Instructed to join personal learning network, use internet, educational websites.

4. Share the vision and mission of the institution
5. Express willingness to help students to achieve their goal of life.

#### Expectation of learning

1. Help students feel that they are valuable member of the learning community
2. Encourage classroom participation between teachers and students
3. Both way evaluation process from student to teachers and opposite direction.
4. Classroom assignment

### 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.

#### Sports and Games:

College has organized IX Inter Non Govt College Athletic Meet and Football Championship 2008 (Paschim Medinipur District) on behalf of Education Directorate, Govt of West Bengal in a befitting and colourful manner.

College has organized X Inter Non Govt College Athletic Meet and Football Championship 2009 (Paschim Medinipur District) on behalf of Education Directorate, Govt of West Bengal in a befitting and colourful manner.

- College won the champion trophy in Football of XI Inter Non Govt College Athletic Meet and Football Championship 2010 (Paschim Medinipur District) on behalf of Education Directorate, Govt of West Bengal.

- College won the champion trophy in Football of XII Inter Non Govt College Athletic Meet and Football Championship 2011 (Paschim Medinipur District) on behalf of Education Directorate, Govt of West Bengal.

**Extra-curricular activity:**

1. Cleansing of stagnant ponds of the locality.
2. Repair and renovation of so many approach roads of the locality.
3. As a mark of participation in 'Green Revolution' cultivation of cotton, oil-seeds, sun-flower, ground-nut, plantation and mini kits of high varieties like Ratna, Padma, Jaya etc.
4. Developing the small irrigation system near by.
5. Construction of rural latrines at a minimum cost.
6. Re-construction of flood damaged roads.
7. Raising of dikes and repair of canals and rivulets as a part of flood protection programmes.
8. Distribution of Panthnagar paddy-seeds to local farmers after the last two devastating floods.
9. Appliance of aids and techniques including installation of farm laboratory for better production.
10. Installation of mat-weaving center in our college with a view to train the volunteers in mat-making and take it as a supplementary means of living in future.
11. Social afforestation and plantation in adopted areas.
12. Arrangement of rehabilitation and free medical treatment and distribution of medicines in flood stricken areas.

13. Family planning and child-welfare programmes.
14. Organisation of eye operation camps.
15. Organisation of blood donation camps and distribution of blood, free of cost, to ailing and dying patients.
16. Rice cum Pisciculture execution under the auspices of International Rice Research Centre, Phillipines.
17. Orientation Programmes for women including development of mass education movement against prejudice, promotion of equal rights etc.
18. Execution of Mass Programmes for Functional Literacy and Post Literacy Work.
19. Environmental Awareness Campaign Programme - Distribution of leaflets containing guide lines for health care and environment pollution.

### Statement of Camp Attendance by NCC units

#### 2007

Sl No	Date	Name of the camp	Place	No of Cadets
1	18.07.07	Combined Annual Training Camp (CATC)	Khanchi	25
2	22.08.07	Combined Annual Training Camp (CATC)	Salua	09
3	15.09.07	CATC /TSC / RDC	Demari	09
4	01.10.07	CATC /TSC / IGC	Panagarh	03
5	08.10.07	Thal Sena Camp	Delhi	03
6	19.10.07	RDC / IGC	Kanchpara	01
7	28.10.07	RDC / PRD - I	Kanchpara	01
8	18.11.07	PRD – II	Kanchpara	01
9	09.12.07	PRD - III	Kanchpara	01

#### 2008

Sl No	Date	Name of the camp	Place	No of Cadets
1	01.01.08	Republic Day Camp (RDC)	Delhi	01

2	16.07.08	Combined Annual Training Camp (CATC)	Salboni	23
3	20.08.08	Combined Annual Training Camp (CATC)	Chandra	25
4	18.09.08	Combined Annual Training Camp (CATC)	Garbeta	18
5	01.10.08	Thal Sena Camp	Delhi	01
6	12.10.08	Combined Annual Training Camp (CATC)	Tulia	28
7	28.10.08	Combined Annual Training Camp (CATC)	Salt Lake	06
8	15.12.08	Advance Leadership Camp (ALC)	Maharashtra	14
9	15.12.08	Army Attachment Camp	Barackpur	10

## 2009

Sl No	Date	Name of the camp	Place	No of Cadets
1	04.01.09	National Integration Camp (NIC)	Tamilnadu	12
2	06.02.09	Combined Annual Training Camp (CATC)	Panchmura	08
3	18.06.09	Combined Annual Training Camp (CATC)	Khanchi	30
4	28.07.09	Combined Annual Training Camp (CATC)	Kolaghat	30
5	13.08.09	Combined Annual Training Camp (CATC)	Naikuri	30
6	16.08.09	Combined Annual Training Camp (CATC)	Paniparul	05
7	04.09.09	Combined Annual Training Camp (CATC)	Panchmura	02
8	20.10.09	Combined Annual Training Camp (CATC)	Rajnaragar	02
9	08.11.09	IGC	Kanchpara	02
10	28.11.09	PRD - I	Kanchpara	01
11	03.12.09	PRD - II	Kanchpara	01
12	10.12.09	Army Attachment Camp	Barackpur	10
13	12.12.09	Advance Leadership Camp (ALC)	Gujrat	10
14	01.01.10	Republic Day Camp (RDC)	Delhi	01

## 2010

Sl No	Date	Name of the camp	Place	No of Cadets
1	04.10.10	Combined Annual Training Camp (CATC)	Bankura	10
2	04.10.10	Combined Annual Training Camp (CATC)	Chaitanyapur	10
3	25.09.10	Combined Annual Training Camp (CATC)	Mahisadal	20
4	05.12.10	Army Attachment Camp	Barackpur	09

## Our Participation in national Integration Camps & PRE-/R D. Parade Camps

01. N. I. Camp at Lucknow (1-16 Nov. 1988).

Participant- Prof. Dilip Kr. Samanta.

02. N. I. Camp at Penugonda in Andhra Pradesh (30-12-91 to 8-8-92)

Participants:- Prof. Bijoy Kr. Maiti, Mriganka Jana, Tarun Kr. Gayen, Dayal Roy, Birendranath Maity, Nishikanta Bhattacharya, Ranjit Kr. Maji, Amar Maity, Manik Ch. Pandit, Sanatan Ditya, Biswanath Tudu. (Winner of best Prize in cultural presentation).

03. R. D. Parade on 26-1-92 at Delhi (Camp from 7-31 Jany., 1992)

Participant- Nabanita Bag,

04. N. I. & Pre-R. D., Camp at Panchmari (Jabalpur) (6-15 Nov., 1992)

Participant-Tarun Gayen, Durgapada Jana, Manik Pandit, Mishi Das, Bandana Ghosh.

05. N. I. Camp at Kerala Agricultural University (21-29 Dec. 1992)

Participants-Prof. Bijay Kr. Maity, Nabanita Bag, Swati Samanta, Sujata Sarkar, Rina Sahoo, Itee Bhattacharya, Sk. Bajrul Islam, Mukul Roy, Subhendu Bikash Maiti, Prakash Moni, Ashok Kr. Maji, (Winner best prize as best cultural team).

06. N. I. Camp at Mysore (19-24 Dec., 1994) (Organised by FANS).

Participants-Prof. Md. Daud, Brajagopal Bhunia, Debasis Giri, Rabin Mandi, Dulal Jana, Bipulendu Mandal, Tapas Mandal, Bishnupada Pal, Kartick Murmu, Durgapada Saren, Arun Baran Roy, Jhareswar Murmu.

07. R. D. Parade on 26-1-1993 at Delhi (Camp from 7-31 Juny., 1993)

Participants - Bandana Ghosh, Manik Pandit.

08. Pre-R. D. Camp at Pune (23 Nov., to 1 Dec., 1993).

Participants- Chand Feroza, Itee Bhattacharya, Milan Maity, Somnath Bhatta.

09. R. D. Parade on 26-1-94 at Delhi (Camp 7-31 Jany., 1994).

Participants - Chand Feroza, Itee Bhattacharya.

10. Pre- R. D. Camp at Hyderabad (7-16 Oct., 1994).

Participant- Bithika Brahma

**AUXILIARY ORGANISATION UNDER THE AEGIS OF  
THE COLLEGE N. S. S.**

01. Sabang Vidyasagar Patha Parishad (Culture, Yoga, Vyayam, Yogasana) M. P. F. L. etc.

02. Bipannabandhu ( Health home and health services with ambulance ).

03. Gitichhanda ( Music, Dance, Drama, etc.).

04. Vidyasagar Vyayamagar (Gymnastics and athletics)

05. Science Club (Science model exhibition and Scientific innovations).

06. Horticulture.

07. Pisciculture

08. Agriculture(High yielding varieties).

09. Bratachari.

10. Manimela.

11. Afforestation and Plantation.

12. Tribal Culture.

13. Mass involvement of various employment- oriented programmes, like Survey training, Pathology training, Farmers' training.

14. Sponsoring of Anchal Sports, Panchayat functions, Primary School Sports, Community amusement programmes and some socio- religious ceremonies.

15. Animal welfare activities.

Year	No of Units participated	No of students	Units	Duration
2006	05	210	I, II, III, IV & V	27.12.2006-05.01.2007
2007	03	126	II, IV & V	24.10.2007 – 02. 11. 2007
2011	05	210	I, II, III, IV & V	26.12. 2011 – 01.01.2012
2012	03	151	I, III & V	01.11.2012-07.11.2012

**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.**

#### Republic Day Camp (RDC) at Rajpath, New Delhi

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSD/92/254689	Bhabesh Manna	1993
2	SUO	WBSW/94/256110	Itee Bhattacharya	1995
3	UO	WBSW/94/256112	Anuradha Mech	1995
4	SUO	WBSD/95/254641	Ashis Kumar Paul	1996
5	SUO	WBSD/96/254131	Sudipta Mandal	1997
6	SUO	WBSD/95/254210	Jyotirmoy Sinha	1997
7	SUO	WBSW/95/256142	Chanchala Mali	1997
8	SUO	WBSW/94/256113	Sanchita Bera	1997
9	SUO	WBSW/98/256004	Sumita Jana	1999
10	SUO	WBSW/03/256046	Namita De	2005
11	SUO	WBSD/04/254131	Anirban Raj	2007
12	SUO	WBSD/04/254276	Pratish Kala	2007
13	SUO	WBSW/04/256009	Nandini Matya	2007
14	SUO	WBSD/06/258314	Anirban Mishara	2008
15	SUO	WBSD/08/254606	Balaram Ray	2009

**Thal Sena Camp, Delhi**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSD/04/254246	Deb Kumar Paul	2008
2	SUO	WBSD/04/254841	Somnath Pramanik	2008
3	SUO	WBSD/05/254287	Malladev Bhunia	2008
4	SUO	WBSD/06/260347	Kasturi Patra	2009

**S S B Camp, Delhi**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSW/98/256022	Mita Hanra	1999

**Camel Safari Camp**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSD/07/254201	Chandan Chakraborty	2009

**All India national Integration Camp – Andaman & Nicobar**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSD/02/254135	Chandan Das	2003

**Award of Governor's (West Bengal) Medal**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSW/95/256142	Chanchala Mali	1997
2	SUO	WBSD/95/254641	Ashis kUmar Pal	1997

**Duke of Edinburgh's Award**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSW/94/256110	Itee Bhattacharya	1996
2	SUO	WBSW/94/256109	Chand Firoza	1996

**Award of Best Cadet under 6 Bengal Girls' (I) Coy.**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSW/95/256142	Chanchala Mali	1997
2	SUO	WBSW/98/256004	Sumita Jana	2000
3	SUO	WBSW/98/256022	Mita Hanra	2000
4	SUO	WBSW/04/256009	Nandini Matya	2008

**Award of Best Cadet under 55 Bengal Bn. NCC**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSD/04/254131	Anirban Raj	2008
2	SUO	WBSD/04/254276	Pratish Kala	2008

**Youth Exchange Programme (YEP) to Souidi Arabia**

SI No.	Rank	Regimental No.	Name of the Cadets	Year
1	SUO	WBSD/04/254131	Anirban Raj	2008

**Officers Commanding N C C Coys ( 55 Beng. Bn. ) of the Mahavidyalaya**

Sl. No.	Rank	Personal Number	Name of the officer	Coy. No.	Period
1	Lieutenant	NCC/49039	Dr. Kanailal Paria	55/2	1990 - 2008
2	Lieutenant	NCC/16110015	Mr. Sukumar Chandra	55/5	2006 - 2009

**SADBHAVANA RAIL YATRA**

Certificates awarded to our student-volunteers

1. Durgapada Jana, 2. Mishi Das, 3. Manik pandit.

**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?**

- At present alumni association is the important mechanism to get feedback from its graduates and from employers, to improve the growth and development of the institution.
- Student Union regularly reported feedback of the teaching learning process.  
Students feedback are regularly analysed by various process
- Questionnaire regarding teaching learning process answered by students
- Student appeared in the regular internal assessment system of college
- Students are part of the management of the institution so able to give direct feedback to the Governing body, ultimate management of the college.
- Student Union put their view in written to academic body and management to ensure quality education.

Feedbacks are used for improving quality performance of the institution by various ways

- Changes in curriculum
- Students feedback helps to assess the need of the faculty development
- Point out the weakness of teachers and students
- Regular attendance in the classes
- Follow practical classes
- Students participate in group discussion, quiz contest, sports, NSS, NCC, cultural competitions.
- Participate in class seminar and departmental seminar

**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.**

College arranges space and boards to publish wall magazines in departmental basis. Student union also publishes a college magazine for all students and all the expenditures are paid from the college fund.

List of publication in the last academic session

a) College magazine by Student union

b) Wall magazines published by the department of Botany, Zoology and Physics.

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

There is a elected body of student union. University provides a constitution for election process of the student union. Govern Body selected four member election commission for this purpose.

This committee has a statutory authority to conduct the election. All the rules and regulations framed by university is presented in the election constitution. Number of student members elected through proportion representation. Those elected member again elect their leaders and office bearers, such as President of the student union, Vice President, General Secretary, asst. General secretary, Cultural secretary and secretary to the sports, magazine, cultural program, social function. All the office bearer post and representative of the students democratically elected through ballot paper voting system.

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

Student representations are prevailing in the following academic and administrative bodies.

- i) Governing Body of the college which is the highest body regarding academic and administrative affairs.
- ii) Finance Sub committee
- iii) Building and development Sub committee
- iv) Academic Sub committee
- v) Grievance Redressal cell

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

1. Institution has Alumni association which regularly interact and arrange meeting at the college premises.
2. Alumni members are invited for taking classes in remedial courses, carrier counseling, co curriculum activity and extra curriculum activity.

2. Former faculty members are invited in various occasions and some are associated with college management

**Any other relevant information regarding Student Support and Progression which the college would like to include.**

1. Support diverse approaches to teaching
2. Support student centered learning
3. Links educational courses with real life experiences to the course and implementation
4. Assume multiple methods and purposes for assessment and evaluation.

## CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 Institutional Vision and Leadership

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

#### **Vision:**

Sabang SajaniKanta Mahavidyalaya has the Vision for transforming rural India to a developed nation through the education of the people. The goal/ objective of Sabang S. K. Mahavidyalaya is to teach and inspire the rural young students of this region who will continue their unmatched and noble services for the nation, and igniting young minds, for developed nation. The establishment of this Mahavidyalaya is an attempt to establish educational contact with the gramian villages and to provide work, training, and hygiene in the sphere of the mind.

#### **Mission:**

Mahavidyalaya had the mission, since 1970, to be an excellent academic institution of the locality. The goal was focused, and well understood – to deliver higher education in the gramian areas of Sabang. Mahavidyalaya had launched an integrated development through the concept of knowledge empowered rural development and maintained the knowledge infrastructure, to enhance skills and increase productivity through the exploitation of advances in various fields and prosperity of gramian society.

a) Swami Vivekananda said, “Education takes cover off one’s own soul which is a mine of infinite knowledge and power”. The enshrined philosophy of education is to help the common

mass of people to equip themselves for the struggle for life, to bring out strength of character, a spirit of philanthropy and the courage of a lion. It is the device by which strength of mind is increased and intellect is expanded so that one can stand on one's own feet.

A nation needs youth of iron will and steel nerves which can vanquish any odds. With this end in view our country is striving hard to globalize education .In the words of Shakespeare- "Ignorance is the curse but knowledge is the wing wherewith to fly to heaven". National policies have been taken up at intervals to translate the enshrined objectives of education into reality. All possible measures have been introduced for dissemination of knowledge at all levels. Formal and informal systems of spreading knowledge are functioning with the sincerest participation of all those for which these are conceived. In the global scene our country may not achieve remarkable position in the stated context but in near future we might secure a prestigious place as regards educational achievements.

The foundation stone of the college was laid by his Holiness Sri Sri Swami Swarupananda Paramahansa Deva on the auspicious occasion of the 23<sup>rd</sup> Republic Day of India ie.26-1-1968. in a very rural but serene and ashramic atmosphere. The enterprising spirits of the people of all walks of life including educationists, freedom fighters, social reformers, open hearted common mass of people of Sabang Block and its adjoining Blocks in the erstwhile district of Midnapore, W.B. with their pious and noble missions to spread education were realized when the college started functioning in 1970. The pioneering role was played by Late Sajanikanta Giri of Narayangrah Block who contributed the princely donation at the very infancy stage of the college. As a mark of respect to the noble soul and mostly to the people of Sabang Block the college was named "Sabang Sajanikanta Mahavidyalaya".

The area was infested with a number of socio-economic ineffectiveness. Large mass of people belonged to the unprivileged section of the society viz. SC/ST. Even primary education was beyond their reach and imagination. Illiteracy, superstition, health unawareness, caste related social hazards, religious fanaticism, poverty and so on were myriad to feel the pulse of the social-economic position existing at that very moment. The entrepreneurial initiatives to rid the society of the monstercic effects of the multifaceted socio-economic hazards have not been proved futile. The dissemination of knowledge is not restricted to the students of this institution pursuing a definite course. Programmes are designed for the benefit of the social surroundings involving staff( viz teaching, administrative, technical and non-teaching) and students of this glorious Institution. Need based infrastructural betterment deserves appreciation. Some part of which contributes to the augment of resources which in turn ensures better financial management.

b) Experienced and energetic teaching staff are vigilant enough to guide the students to make them fit for facing the challenges in their life's course of journey. Their participation in the administrative sphere provides a sound base to withstand the onslaught of any outburstings which may mar internal peace and harmony. Their activities spread beyond routine for the good of the society as well as to their own realisation. Some of the teachers have undergone research works in humanities and social sciences and have been conferred with Ph.D/ M.Phil degrees.

The college is proud of patronizing a number of sister institutions for the advancement of knowledge and culture at the society level which may be listed below-(i) Vidyasagar Patha Parishad in 1971 with encouragement from great educationist like National Professor Satyendranath Bose to propagate Pandit Iswarchandra Vidyasagar's messegges of Social

Restructuring with a modern outlook. (ii) Bipannabandhu to provide health service to all, (iii) Gitichhanda to promote music dance etc (iv) Yoga culture Centre. All these sponsored institutions have already earned wide acclamation and repute. Although the college is in the nucleus but a well balanced co-ordination is maintained to make the programme meaningful and effective.

Besides, University sponsored and Central Govt. financed NSS projects function throughout the year with the potential student volunteers. Their activities under the leadership of Programme Officers in divergent directions benefit the neighbouring people. In 1985 the college was selected by the university of Calcutta to celebrate the international Youth Year in a befitting manner with participation of students of twenty colleges and the celebration was accomplished with due grandeur and gaiety. In 1988 the College N.S.S. was adjudged the best performing college out of 35 colleges of Vidyasagar University. The college was selected by the Department of Youth Affairs & sports, Govt. of India to organize N.I camp in 1996. Department of N.C.C. with the cadets and under the leadership of commissioned officers have fulfilled the promotional objectives for meaningful participation in the related fields. The best NSS volunteers and N.C.C. cadets represented this College in a number of National Integration Camps, R.D. Parade, at New Delhi. Some of the N.C.C. Cadets have received Governor's medal.

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

Management is nothing more than motivating other people. The only way to motivate people is to communicate with them. Objective of the institutions is communicated in the committees where people share the knowledge and intentions and the committee appoints a person for

deployment of decision and actions to fulfill the objectives and plan of the institution. The individual employee who is in charge of implementation of the project exercises his skill, intelligence and management capability for development of institution. Leader of the project plan gets a certain degree of freedom for self promotion and institution has encouraged this type of faceless personality with some success.

The principal ensures flexibility in administration through his dynamism, transparency, social acceptability, need based expansion, sound internal administration, timely assessment and appraisal of the performances of teaching and non-teaching staff and particularly students; prevalence of healthy workable atmosphere, ensuring students amenities and welfare programmes, sound financial management policy, need based resource mobilisation etc. Several novel parameters to be taken into account to assess the performance and worthiness of a higher institution of learning.

Institutional plan is developed by students, teachers, non-teaching employee, Govt.nominee, State Govt. nominee , local Panchayet Sabhapati, Donor members, alumni, President to the GB and Principal-the head of the institution. The institutional plan is divided into various sub plans such as

- 1) Infrastructure and development plan
- 2) Academic plan
- 3) Financial plan
- 4) Extension and activity plan
- 5) Research, Faculty development plan
- 6) Miscellaneous plan

All those plans are developed by 17 different committees and those committees are composed of students teachers and others and there are provisions to include all sectors in the planning procedure of the institution.

Head of the institution is the chairman of all the following sub committee.

- i) Academic Sub Committee
- ii) UGC and Research Sub Committee
- iii) Finance Sub Committee
- iv) Library Sub Committee
- v) Sports Sub Committee
- vi) Building Sub Committee
- vii) Laboratory Sub Committee
- viii) P.F. and Servicebook Sub Committee
- ix) Replacement and Promossion Sub Committee
- x) Teachers Councill.

Head of the institution participates in discussion of above sub committees and state his view and enact the outcome of these sub committee for better governance and management of the institution.

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

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

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

1. To teach and inspire the rural young students of this region who will continue their unmatched and noble services for the nation.
2. Educate people, and its youth especially.
3. Igniting young minds so that India turns into developed nation.

4. Establish educational contact with the gramin villages and to provide work, training, and hygiene in the sphere of the mind.
5. Transforming rural India into a developed nation.

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

The institution ensures flexibility in administration through his dynamism, transparency, social acceptability, need based expansion, sound internal administration, timely assessment and appraisal of the performances of teaching and non-teaching staff and particularly students; prevalence of healthy workable atmosphere, ensuring students amenities and welfare programmes, sound financial management policy, need based resource mobilisation etc. Several novel parameters to be taken into account to assess the performance and worthiness of a higher institution of learning.

### **Interaction with stakeholders**

Institution interacts the cooperation through following activities

1. To ensure cooperation from all stakeholders, institutional committees are formed by democratic process, such as by election and nomination process, all sections are included proportionally.
2. Body of NSS and Sports and NCC are constituted in such a way that no member retained two terms and there are space for new members.
3. Given space and scope for formation of Alumni association and regularly interact with Alumni association for their feedback and suggestion for development of academic spheres

4. Institution arranged regular meeting of GB and other subcommittees for understanding the day to day follow-up activities and create space for regular interaction among all stake holders
5. Institution recommends and ensures to participation of the entire stakeholder in college educational process to develop educational atmosphere.
6. In respect of co-curricular activity, institution promotes participation of all stake holders in the sports, NSS, NCC, cultural and other committees.
7. Commitees for research and community orientation includes all types of stakeholder to ensure cooperation from every sphere.

#### **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

All the stakeholders are placed in different planning body, administrative and evaluation committee, where all the stakeholdes share there knowledge, view, expertise. Institution ensures involvement of all stake holders through following way. The member of Governing Body is chaired by eminent personality in education field and other members are from teachers, non teaching employees, state and University nominee, Sabhapati of Panchayet Samiti, Donor members and General secretary of the Students Union. All the teachers including principal of the college are the members of teachers council. Principal , 2 teachers and 1 non teaching employee arte the member of election commission. Recruitment, Placement and promotion sub committee is constituted by the rules and regulations of the directorate of public instruction, Govt. of West Bengal. Governing Body only nominate 2 persons to this body.

Finance sub committee and Building and development sub committee are constituted by GB and this body monitors all financial and developmental matter of the institution. General secretary of

the Students Union is the member of these two important committee. Academic sub committee is formed by the all departmental heads. UGC and Research sub committee includes ten teachers of the institution. Library sub committee conveyed by librarian and composed with teachers from various departments. Laboratory committee constituted with teachers from laboratory based subjects. PF and service book committee includes the teachers from mainly commerce and economics department. Sports committee framed with the teachers from Physical education department and person with sports background. Cultural sub committee composed with the teachers related to literature and cultural background.

All the above committees comprised with different sections, departments, and stakeholders of the institutions and they take part in planning, implementation and evaluation of the academic program.

### **Reinforcing the culture of excellence**

- 1 Strategic geographical position of the college by nature
2. Excellent teachers quality
3. 82-95% students have been passed during last 5 years
4. Excellent Scenic beauty of rural India, agricultural field
5. Pollution free environment
6. Ethnic religious political peace of this region
7. Well transport system from the nearby city
8. Cheap and fertile land

### **Champion organizational change**

1. Inclusion of student in several administrative sub committee for transparency and reflect their views in organizational management.
2. College administration divided into 16 sub- administrative committee for better and decentralized management practice.

3. General meeting with all stakeholder, political parties, local people helps to understand the social implication of the institution and reorganize organizational set up.

#### **6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?**

The academic and administrative organization which is meant for the purpose of internal co-ordinating and monitoring mechanism is governed by the Vidyasagar University statute. Some of the important organs are Teachers' Council, Finance Sub-Committee, Governing Body, Building and development Sub-Committee, Examination Sub-Committee and Students' Union. Academic decisions are taken by the Teachers' Council and the administrative decisions are taken by the Governing Body with necessary inputs from the different organs. All the organs maintain a cohesive relationship and review the effectiveness at intervals.

There exists a sound internal check system for assessing the work efficiency of the teaching staff and it is activated under the exclusive supervision of the Principal. Academic calendar is updated making suitable adjustments involving, Secretary- Teachers' Council, Teaching and Non-teaching staff representing the Governing Body. All these management procedures leadership role transmitted into teaching learning process of the institutions

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

Management prepare a general rule that seven administrative sub committee and academic sub committee should be framed by the involvement of Teachers council. All these committee member are coming from teachers council. Teachers council secretary finalize the panel and

recommend it the Governing Body. Some of the committees are framed in the Governing body after discussion with teachers representative, This type of democratic management system ensures involvement of the faculty for improvement of the effectiveness and efficiency of the institutional processes

Top management ensures participation of faculty in the following committees for commanding there leadership on academic sphere.

- Governing Body
- Faculty/teachers council
- Election commission
- Recruitment, Placement and promotion sub committee
- Finance sub committee
- Building and development sub committee
- Academic sub committee
- UGC and Research sub committee
- Library committee
- Laboratory committee
- PF and service book committee
- Sports committee
- Cultural sub committee
- Admission Sub committee
- Grievance redressal cell
- Committee to prevent sexual harassment.
- NAAC committee

➤ IQAC cell

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

Institution developed and indigenous management style, which revolves around our cultural roots and up bringing. Institutional management system believes in friendly management practice with India centric approach to managing people.

1. Institution delegates leadership to the all stakeholder
2. Promoting young staff with more responsibility and freedom to apply their skill.

Institution always accepts to all possible new ideas to create an overall climate conducive to learning

#### A. College groom leadership at student level

- i. Arranging SU elections and formation of student union
- ii. Ensures participations of student in college management and plan formulation bodies
- iii. Participation in NCC and NSS programme.

C. College groom leadership at non teaching level by ensuring participations of non teaching member in college management and plan formulation bodies

D. Ensures participations of Govt.nominee, State Govt. nominee , local Panchayet Sabhapati, Donor members, alumni, eminent personalities in college management and plan formulation bodies

Student teacher, non teaching employee and other stakeholders participated in the institutional plan formation and management is given below.

**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?**

Central administration of the institution is decentralized into 16 sub administrative bodies, committees or cell. Principal takes chair of all those meeting except meeting of the GB, where he is the secretary to Governing Body. Head of the institution /Principal is the administrative head of the institution and he is aware about the details of the meeting held and the decision taken by those bodies, regarding finance, infrastructure, research etc.

**Governing Body:** the member of Governing Body is chaired by eminent personality in educational field and other members are from teachers, non teaching employees, state Govt. and University nominee, Sabhapati of Panchayet Samiti, Donor members and General secretary of the Students Union.

**Faculty/teachers council:** All the teachers including principal of the college are the members of teachers council.

**Election commission:** Principal , 2 teachers and 1 non teaching employee are the member of election commission.

**Recruitment, Placement and promotion sub committee:** this committee is constituted by the rules and regulations of the directorate of public instruction, Govt. of West Bengal. Governing Body only nominate 2 persons to this body.

**Finance sub committee** and **Building and development sub committee** are constituted by GB and this body monitors all financial and developmental matter of the institution. General secretary of the Students Union is the member of these two important committee.

**Academic sub committee** is formed by the all departmental heads.

**UGC and Research sub committee** includes ten teachers of the institution

**Library sub committee** convened by librarian and composed with teachers from various departments

**Laboratory subcommittee** constituted with teachers from laboratory based subjects

**PF and service book committee** includes the teachers from mainly commerce and economics department.

**Sports subcommittee** framed with the teachers from Physical education department and person with sports background.

**Cultural sub committee** composed with the teachers related to literature and cultural background.

Above committees comprised of different section, departments, and personal of the institutions and ensure improvement of the quality of institution and its educational provisions.

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

The academic and administrative organization which is meant for the purpose of internal coordinating and monitoring mechanism is governed by the Vidyasagar University statute. Some of the important organs are Teachers' Council, Finance Sub-Committee, Governing Body, Building and development Sub-Committee, Examination Sub-Committee and Students' Union. Academic decisions are taken by the Teachers' Council and the administrative decisions are taken by the Governing Body with necessary inputs from the different organs. All the organs maintain a cohesive relationship and review the effectiveness at intervals.

There exists a sound internal check system for assessing the work efficiency of the teaching staff and it is activated under the exclusive supervision of the Principal. Academic calendar is updated

making suitable adjustments involving, Secretary- Teachers' Council, Teaching and Non-teaching staff representing the Governing Body. All these management procedures leadership role transmitted into teaching learning process of the institutions

Institution stimulates the cooperation through following activities

1. To ensure cooperation from all stakeholders,
2. Intuitional committees are formed by democratic process ,
3. In respect of co-curricular activity, institution promotes participation of all stake holders in the sports, NSS, NCC, cultural and other committees.

## **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?**

#### **Quality policy:**

1. Student admission as per University norms
2. Teacher recruitment and teaching hours, teacher promotion, teacher quality check up as per UGC norms
3. Curriculum delivery and academic calendar maintain as per University norms
4. Staff recruitment and service condition as per DPI, Govt. of West Bengal.
5. Teaching methods and lesson plan as per college norms.

Quality policies have developed by Institution, University, DPI, Higher Education Ministry and UGC. Those quality statement adopted and enacted by Governing Body of this Institution and deployed and monitored through 16 sub-committees of the institution which are comprises with students, faculty, staff and with other stakeholders.

The policy is reviewed at various committee level and their findings are put forwarded to the Governing Body of the Institution.

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

Institution have perspective plans for development are given below

- 1) Infrastructure and development plan
- 2) Academic plan
- 3) Financial plan
- 4) Extension and activity plan
- 5) Research, Faculty development plan
- 6) Miscellaneous plan

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

Organizational structure of the institution comprises four statutory bodies.

1. Governing Body
2. Faculty/teachers council
3. Election commission
4. Recruitment, Placement and promotion sub committee

Two permanent bodies nominated /elected by the member of governing body

1. Finance sub committee
2. Building and development sub committee

Seven permanent committees approved by GB which are recommended by teachers council

1. Academic sub committee
2. UGC and Research sub committee
3. Library committee
4. Laboratory committee
5. PF and service book committee
6. Sports committee
7. Cultural sub committee

There are five others committee to assist administration of the institution.

1. Admission Sub committee

2. Grievance redressal cell
3. Committee to prevent sexual harassment.
4. NAAC committee
5. IQAC cell

All the details of the meeting held, and decision taken are given in **Annexure IV**

All the members of said 16 committees participated in general meeting of the college whenever they are invited. Decision taken by these 16 committees notified for convey to all. IQAC cell and NAAC committee coordinated and monitoring all out comes

Head of the institution is the chairman of all sub committees and he takes part in all discussion of those sub committee. Resolution of the outcome of these committees is recorded in the presence of head of the institution. He discusses every matter in personal contact and recorded every feedback from each personal, which is recoded in meeting resolution book. All those feedbacks of different administrative available sub committee for the top management i.e. Governing Body in proper agenda and discussed detailed and decisions are taken.

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

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

**Teaching & Learning**

1. Quality improvement strategy for teaching learning process and role of teacher
  - i. Curriculum design

- ii. Lesson plan and evaluation of student performance are enhanced the quality of teaching
- iii. Express willingness to help students to achieve their goal of life.
- iv. Help students feel that they are valuable member of the learning community
- v. Help to build their self esteem and self confidence
- vi. Encourage classroom participation between teachers and students
- vii. Conductive educational tours
- viii. Use computer in class rooms teaching
- ix. Encourage to setting own expectation and helping to achieve the objectives of the courses.

Quality enhancement of the students conducted through following practices. Class tests, Group discussion, Class seminar, Practical classes through heuristically method, Field excursion and field practical, Internal Assessment,

Internal audit system brings transparency in financial matter and administrative matter.

### **Research & Development**

- a. Encourage faculty members for submitting more research proposal
- b. Allotment of study leaves and research leaves
- c. Encourage to arrange seminar, workshop, conference etc.
- d. Improvement of Research and development

### **Community engagement**

Institution encourages to its all stakeholders to participate in community engagement.

The two college wings NCC and NSS are main course of community engagement. College strategies are

1. Teachers' participation in NSS and NCC special training programme.
2. Arranging NSS and NCC camp in adopt villages.

*Institution Provide supports for the following programmes*

- Visit nearby villages for awareness campaign about global warming
- Plant the seedlings in the villages and makes slogan “trees are life” and “ save tree save the globe”
- Communicate with the village peoples to aware about AIDS and related safety devices.
- Arrange Blood donation camp
- Open flood relief camp in flood devastated areas and supply food and first-Aids and immediate rehabilitation
- Repairing of village road
- Preparing of unsurfaced road and Bamboo Bridge
- Organize the camps in the neighborhood villages
- Locality survey by the Geography dept, and other surveys conducted by NSS, NCC units to identify community needs and determine areas of emphasis for organizational involvement and support

*Institution involves following community engagement*

- a. College provides accommodation of post office in college premise for community purpose
- b. Institution allots space to establish water substation for irrigation purpose of the local farmers
- c. Provides stipend to the bidi workers
- d. Provides sports ground and other infrastructure facilities to the local community, NGOs and Govt. for their purposes.

**Human resource management**

Human resources management style revolves around our cultural roots and upbringing. Institutional management system judges in friendly management practice with India centric approach to managing people.

1. Encourage collaboration among faculty, librarian, and other staff for governance
2. Provide opportunity to librarian, staffs, teachers, management committee members to attain professional courses.
3. Assigns leaderships and responsibility to young teachers
4. Involves everybody in the institution's mission, strategic plan, policies and procedures.
5. Records the individual merit and success in the service book when ever any staff made success in their field.
6. Records mismanagements in the service book if it is committed by any person.
7. Promoting young staff with more responsibility and freedom to apply their skill.
8. Institution always accepts to all possible new ideas to create an overall climate conducive to learning

### Industry interaction

NIL

#### **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?**

Head of the institution is the chairman of all sub committees and he takes part in all discussion of those sub committee. Resolution of the outcome of these committees is recorded in the presence of head of the institution. He discusses every matter in personal contact and recorded every feedback from each personal, which is recoded in meeting resolution book. All those feedbacks of different administrative available sub committee for the top management i.e. Governing Body in proper agenda and discussed detailed.

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

Governing body of the institution frames a common rule that seven administrative subcommittee and academic subcommittee should be constituted by the involvement of Teachers' council. These entire committee members are coming from staffs. Teacher's council secretary finalizes the panel and recommend it the Governing Body. Some of the committees are framed in the Governing body itself after discussion with teachers' representative, non teachers' representative, Govt. and University Nominee and presence of General Secretary of the Student union. Non teachers and teacher representatives of the Governing body are elected democratically through voting system. This type of democratic management system ensures involvement of the staff for improvement of institutional process.

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

Major issues discussed during the last management meeting

- 1) Development of college
- 2) Grievances of staff and students
- 3) Result of the institution
- 4) Transparency in administration

All the resolutions implemented accordingly.

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

**NO**

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

Yes, there is a 14 member grievance redressal cell in this institution. This committee look after the grievances and make arrangement for hearing and put there findings and suggestion to the Governing Body.

**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**

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

Yes,

Students put their feedback on institutional performances

- 2) Put their views on 'letter drop box'
- 3) By answering teaching learning performances questionnaires
- 4) Directly to principal and faculty members.
  1. Student Union regularly reported feedback of the teaching learning process.
  2. Students are part of the management system of the institution, like
    - a) Governing Body
    - b) Finance Sub-committee
    - c) Building and Development sub-committee
    - d) Sports Sub committee
    - e) Cultural sub-Committee.

Different administrative body and academic body stated previously evaluate their decision, plan and implementation rate, problem with implementation procedure and think about several options of hassle free achievement of the objectives. It is probably impossible for an institution to know everything and use every feedback. Then institution need a grasp of general idea as a whole and then use these information, together with that "sixth sense in making decision".

**Outcome:**

- 2) Introduction of teachers dairy cum lesson plan registrar.
- 3) Fee concession for poor students
- 4) Arrangement of remedial coaching
- 5) Provide training for service oriented programme
- 6) Introduction of Santali course
- 7) Increase of Seat of different subjects
- 8) Installation of cold drinking water.

**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?**

1. The self appraisal method to evaluate the performance of the faculty in teaching research service is implemented.
2. The self appraisal form circulated by the management and received at the end of the academic session
3. Academic audits sends it to the DPI and University in details.
4. Computer training programs conducted by the institution for skill up-gradation and training of the staff.

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

The faculty members avail these facilities given below:

1. Refresher course
2. Orientation course
3. Workshop

4. Seminar and conference
5. Study leave
6. Delegation of leadership
7. Encourage for innovative practice
8. Participation in management
9. Participation in community orientation

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

The self appraisal method to evaluate the performance of the faculty in teaching research service is implemented from long back. This is the general method uses by this institution and sends it to the University in details. The self appraisal form circulated by the management and received at the end of the academic session. The self appraisal proforma contains following particulars

1. General information about name, designation, address, area of specialization, date of birth, details in service, experiences, joining date etc.
2. Academic qualifications- diploma degree, certificates, etc.
3. Research experiences and training- Research stage, publications, guidance, participations,
4. Research projects.
5. Seminars, conferences, workshop attendant,
6. teaching experiences
7. Duty records, attendances, class assigned, class taken, leaves taken.
8. Examination Assignment
9. Innovation and contribution in teaching
10. Extension work
11. Community services

12. participation in corporate life
13. Month wise statement of attendances, class assigned, class taken, leaves taken.
14. Month wise statement of total hours spends in college.

This evaluation proforma helps to improve, teaching, research and service of the faculty.

**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?**

Major decisions are

1. Curriculum to be completed according to academic calendar.
2. More classes taken by the teacher for better performance of the students in University Examination.
3. Remedial and carrier counseling classes to be given to every teacher.
4. More teacher involvement in management is essential.
5. Teacher involvement in University Examination should be indorsed by college authority.
6. Infrastructure for curricular and extra-curricular activities should be improved.

The decisions are discussed in Governing body, teachers' council and academic sub-committee. The resolution of those committee circulated to the appropriate stakeholder through circular and direct communication.

**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?**

To achieve their financial and emergency needs, the employees of the Mahavidyalaya formed an Employees Credit Society on the college. The society always ready to forwarding its hands for the employees to overcoming the different types crisis which ultimately helps to obtained the overall objectives of our institution.

30% of staff have avail the benefit of the scheme for last four years.

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

Institution support and ensure the following polices

1. 2years +1year on duty leaves with full pay for Faculty improvement Program, Faculty development Program of UGC.
2. 56 days on duty leaves to submit doctoral degree.
3. 21 days on duty leaves to conduct refresher course.
4. 28 days on duty leaves to attend Orientation course.
5. On duty leaves for participation in seminars, conference and Professional association.

College provides infrastructural recourses for conducting seminars, conference, Professional association and research projects.

## **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?**

Financial recourse are managed by several sub-committee and its own periphery

- 1) Finance sub committee – dealing with all financial transaction
- 2) Building and development sub committee- utilize building grant
- 3) UGC and research sub committee- utilize UGC grant
- 4) Library sub committee- utilize Library grant
- 5) Laboratory sub committee- utilize Laboratory grant
- 6) NSS officer- utilize NSS grant
- 7) NCC officer- utilize NCC grant

- 8) Bursar – verify the all transaction
- 9) Finance Member for Audit purpose- verify the all transaction

**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.**

Institutional audit procedure conducted 3 ways

1. Annual audit done by the reputed audit firm duly appointed by the Directorate of Public Instruction of Government of West Bengal.
2. Sub-auditory system conducted for NCC grant, NSS grant, and UGC grant etc. by the panel of auditors of the University.
3. Internal audit conducted by Bursar of the college, Finance Committee members and 2 Teachers of the institution one from Commerce Department and other from Mathematics/Economic Department nominated by the Principal.

**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.**

Yes,

Total grant received 2008-2009 financial year Rs: 2,04,34,458.00 (actual)

Total grant received 2009-2010 financial year Rs: 2,44,10,906.00 (actual)

Total grant received 2010-2011 financial year Rs: 2,95,81,000.00 (budget)

Please see **Annexure III**

Our institution is govt. added institution. Salary of the faculty of the other staff are paid by the Govt. of West Bengal. Besides pay and allowance other grant are

1. Building grants (State Govt.)
2. UGC basic grant (Book & equipments)

3. UGC grant (Bldg.Extn., Minor research)
4. Furniture grants (State Govt.)
5. Library grant
6. Sports Grant

Supported documents are attached.

Pay and allowance: see budget (income part IA) **Annexure III**

Other grants : see budget (income part IIA) **Annexure III**

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

Our faculty members brings some research grant from UGC

Faculty of Physics

Faculty of Chemistry

Faculty of Physiology

Faculty of Zoology

Faculty of Economics

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

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**
- d. How do students and alumni contribute to the effective functioning of the IQAC?**
- e. How does the IQAC communicate and engage staff from different constituents of the institution?**
- a) Yes,
1. Utilization of grants within specified period
  2. Modernization of computer center
  3. Arrangement of audio-visual teaching to all student.
  4. Taking internal assessment in right time and answer script supplied to the students to know their weakness
  5. Creation of good library in all departments.
  6. Introduction of micro teaching in suitable classes. IQAC cell implement these institution policy and improve quality of the institution.
- b) All decision of the IQAC have been approved by the management for the implementation and 60% of them were actually implemented.
- c) yes, external members contributed through his suggestion and expertise.
- d) Roles Students are given below
1. Student Union regularly reported feedback of the teaching learning process.
  2. Student appeared in the regular internal assessment system of college
  3. Students are part of the management of the institution.
  4. Student Union put their view in written to academic body and management to ensure quality education.
  5. Regular attendance in the classes
  6. Follow practical classes

7. Students participate in group discussion, quiz contest, sports, NSS, NCC, cultural competitions.
  8. Participate in class seminar and departmental seminar.
- e) IQAC invites different stakeholders for discussion, communication and for implementation of institutional quality policy. IQAC records the view and feedbacks from all stakeholders and discuss it in regular meeting, the resolution of the meeting sends to the Governing Body for approval, after approval decisions are send to Teachers council and general meeting for effective circulation.

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

Yes,

Institution have an intrigrated framework for quality assurance of the academic and administrative activities. The operation has been done through various administrative sub committee framework. Each committee is responsible for quality assurance in their respective area of specialization and these sub- committee monitored by NAAC, IQAC and Governing Body of the institution.

Governing Body

Faculty/teachers council

Election commission

Recruitment, Placement and promotion sub committee

Finance sub committee

Building and development sub committee

Academic sub committee

UGC and Research sub committee

Library committee

Laboratory committee

PF and service book committee

Sports committee

Cultural sub committee

Admission Sub committee

Grievance redressal cell

Committee to prevent sexual harassment.

**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.**

Yes,

1. Quality of teaching learning process enhance
2. Increase in student quality
3. Infrastructure improved
4. Better management optimized
5. Increased the participation of stakeholder in quality enhancement.

**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?**

Academic Audit reviewed by the director of public instruction, directorate of higher education of Government of West Bengal. Academic Audit report furnished with supplied proforma from the directorate of higher education and directorate of public instruction. Inspections were conducted by the DPI and University on the basis of academic audit report. Recommendation and suggestion by those inspection committees helps to improve the institutional activities.

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

No

**6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

Institutional committees for specific aspects are continuously review the teaching learning process. Name of the sub committees

Governing Body

Faculty/teachers council

Academic sub committee

UGC and Research sub committee

Library committee

Laboratory committee

Admission Sub committee

**Governing Body:** the member of Governing Body is chaired by eminent personality in educational field and other members are from teachers, non teaching employees, state Govt. and University nominee, Sabhapati of Panchayet Samiti, Donor members and General secretary of the Students Union.

**Faculty/teachers council:** All the teachers including principal of the college are the members of teachers' council.

**Academic subcommittee:** this committee includes all head of the department and Principal.

**UGC and Research sub committee** includes ten teachers of the institution

**Library sub committee** convened by librarian and composed with teachers from various departments

**Laboratory sub committee** constituted with teachers from laboratory based subjects

**Admission subcommittee:** This committee includes all teachers and non teaching members of the institution under chairmanship of Principal,

Above 7 committees comprised of different section, departments, and personal of the institutions and ensure improvement of the quality of institution and its educational provisions.

Teaching learning process of the institution is managed by the 7 sub administrative bodies, committees or cell. Principal takes the chair of all those meeting, the resolution and outcomes reported GB and thereafter circulate to all stakeholders.

Outcomes

1. Transparency in teaching learning process
2. Transparency in financial matter
3. Transparency in administration
4. Transparency in policy matter and its implementations

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

1. Campaigning into the local area to increase enrolment of students from tribal caste and backward communities
2. Hostel facility with rural swimming pool
3. Provide training for service oriented exams
4. Arrange remedial coaching for SC & ST students
5. Fee concession to poor students.
6. Introduced teachers diary cum Lesson plan Register.

Academic council and IQAC cell monitors and ensures the above practices.



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## CRITERIA VII: INNOVATIONS AND BEST PRACTICES

### 7.1 Environment Consciousness

1. Rain water harvesting pond present in the campus
2. One big orchard is maintaining within the campus
3. Two garden situated in campus
4. Waste disposal vat placed in various places
5. Environmental education taught in the syllabus
6. NSS and NCC units arrange regular environment awareness programme among student and nearby localities

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

Yes, NAAC and IQAC conduct green audit of the campus

#### 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

#### 1. Energy conservation

- a. Most of the teacher and students use bicycle in the campus
- b. Energy efficient instruments, bulbs, fans are used
- c. Classes are taken in open window class room
- d. UPS, Battery and Green generators used in campus

#### 2. Use of renewable energy

- a. Forest tree plantation in the campus

#### 3. Water harvesting

**Rain water harvested in campus****4. Plantation**

- a. Orchard plantation
- b. Forest tree plantation
- c. Plantation of flowering plant
- d. Plantation of roadside avenue plant

**5. Hazardous waste management**

Chemical and biological waste by following process

- a. Waste are stored in VAT
- b. Waste are categorized
- c. Categorized waste are sorted
- d. Sorted waste are packaged in different colored bag according to categories
- e. Each category dumped according to their specification and particular procedure such as biodegradable, bio-non degradable, infectious etc.

**6. e-waste management**

- a. All the e-wastes are placed in a bag labeling its categories and
- b. The bags are duped in a store house
- c. When store have sufficient waste then it will send for burning or soil deposition according to its categories.

**7.2 Innovations**

1. Water sub stations placed in college campus to provide water to the local farmers for irrigation purpose.
2. Maintaining a firing range for NCC.
3. Introduction of teacher dairy cum lesson plan registrar.
4. Three tier financial audit system.
5. Cleansing of stagnant ponds of the locality.
6. Repair and renovation of so many approach roads of the locality.
7. Developing the small irrigation system near by.
8. Construction of rural latrines at a minimum cost.

9. Re-construction of flood damaged roads.
10. Rising of dikes and repair of canals and rivulets as a part of flood protection programmes.
11. Distribution of Panthnagar paddy-seeds to local farmers after the last two devastating floods.
12. Installation of mat-weaving center in our college with a view to train the volunteers in mat-making and take it as a supplementary means of living in future.
13. Arrangement of rehabilitation and free medical treatment and distribution of medicines in flood stricken areas.

**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.**

1. Five research project running at a time
2. Computer laboratory functioning
3. College website functioning
4. Internet and computer facilities in department

**7.3 Best Practices**

**7.3.1 Elaborate on any two best practices as per the annexed format (see page ) which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.**



## **Best Practice 1:**

### **1. Title of the Practice**

Blood donation camps organize by NSS unit of the college.

### **2. Goal**

The aim of the practice is to promote health awareness and grow up the social responsibility among the students and stakeholders. NSS units of the college organized Blood donation camp every year and thus Institution develops the sense of true social values by this healthy practice. By this practice students are aware about the harmless effect of blood donation, need for blood donation and the critical crisis of blood at blood bank. To meet the immediate blood requirement in any accidental cases is the main goal of this practice. Identification, collection and preservation of rare grouped blood as well as the common blood are important aim of the blood donation camp.

### **3. The Context**

Our college is situated in rural village of Sabang in West Bengal. In this area many people are suffering from bone marrow impairment, cancer, blood disorders, like Thelassemia, sickle cell disease, more over the women who given birth need blood. Sometime they do not have blood from blood bank for insufficient storage of blood. In summer days the crisis becomes more prominent. So specially during the summer we arrange blood donations camps. We can feel the situation and try to overcome this partially by our practice. In the local village, superstitions regarding religious and racial aspect in blood transfusions remain till now. The illiterate people of rural area are also worried about the harmful effect due to loss of blood during blood donation. For the proper communication, volunteers of NSS and NCC unit of the college launched a blood donation campaign at rural villages. We inspire to attain the camps and able to justify our aim of the practices.

### **4. The Practice**

NSS units of the college conduct blood donation camp every year at college premises. Firstly prospective donors need to be contacted and persuaded to come to the camp. A communication plan is designed accordingly. Generally posters are displayed at the general area and banners are

placed at entrance gates a week in advance. They also like to run a SMS campaign. There is a prior tie up with a reputed blood bank, qualified doctor and medical staff are communicated and fixed the schedule date. Principal of the institution notifies for all students, teachers and staff previously. The blood bank will bring all the equipment and medical items that are required for blood collection and preservation with them, but they will let know in case something needs to be arranged. College health centre involves assist and co-operate the whole system. Two large rooms with few single beds are provided by the institution. Some extra chairs, tables, extra fans, drinking water and refreshments are arranged.

Donors are registrar first, then weight and pressure check up is carried out. After satisfactory primary fitness, donors are eligible to donate specified quantity of blood. They are suggested to take rest for few minutes. After blood donation donors are provided full meal lunch along with a tiffin packet. The donors are issued a card by which he or she can get free unit blood when required.

Generally college time is the scheduled time for donating blood and exhaust the storage capacity by 3 pm. Nearly 100 blood bags we collect every year. Almost 80 % of blood donors are students in 18 to 25 years age group. In last camp one physically-challenged people also donated blood.

Volunteers are very much efficient and always take care of donors specially those who come from outside of the college. volunteers guide donors to keep them feeling relaxed and ensure that people do take rest and refreshments after donation. Thalassemia patients require blood transfusion every month, life long. Moreover Accident victims, surgery patients, Pre mature and pre term babies are needed blood immediately. Much greater contribution can be done and would invite all kind hearted to come forward and participate in our blood camp. Donor is also eligible to receive one free unit of blood if needed for self/family/friends.

Through this best practice we involve social welfare directly. We interact with stakeholders. Institution promotes we to build social responsibility, leadership and national integrity.

## **5. Evidence of Success**

Day by day we find more doners and we also able to collect more blood bags, that is our success. We achieve the target that we expect. People from all section, caste, religion join to us. Support,

cooperation and involvement of local people is the evidence of success of the programme. Sometime physically unfit people also visit the camp. This tendency that grows only by the proper counseling, this is our evidence of our success.

#### **6. Problems Encountered and Resources Required**

The major problem that we face is financial problem. We have to complete the total programme within limited budget of NSS. Expenditures for tiffin and meals excide our estimation. Most time we have to receive financial support from external persons and college. Some people are conservative till now regarding blood donation, but we try to make understand and to come our camp. Sometime more people and doner visited consequently we face problem as shortage of medical kits. Then requested to return and promise to come next time. This time w need cooperation of another NGOs financially to conduct the regular programme.

#### **7. Notes (Optional)**

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution about 150 words.

#### **8. Contact Details**

Name of the Principal: Dr. Kanailal Paria

Name of the Institution: Sabang Sajanikanta Mahavidyalaya

City: Midnapore

Pin Code: 721166

Accredited Status: Applied For

Work Phone : 03222 248221

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E-mail : [sabsajmah9@gmail.com](mailto:sabsajmah9@gmail.com)

Mobile: 09434386113



## **Best Practice 2:**

### **Field excursion**

#### **Goal**

Goal of the practice is to understand the natural phenomenon at natural environment. These types of practice supplement the classroom teaching with open air teaching method as stated by Kabi Guru Rabindranath Tagore. This practice helps the students to improve their free thinking and imagination rather than memorizing fact and figure of the past. The goal of the excursion is to reveal the nature and its biological resources to understand the natural habitat and its co exist nature with biological organism. The goal is to enumeration of plant diversity, pattern of diversity, dominance, equitability, density, frequency, fidelity, constancy and stability of species in their fundamental as well as realized niche. Field excursion helps to understand life form, stratification, phonological behavior, sociological importance, and association concept and community continuum.

#### **The Context**

The natural habitat and natural recourse enumeration is very essential work for a nation. The Zoological Survey of India and Botanical Survey of India are working in these areas. Enumeration of recourses from nature helps to planning properly and management resource. Funding is the main challenge for the project. Physical and mental stamina of participant during excursion, discipline, dedication, enthusiasm and learning is also a matter of challenge. Selection of study area and tour schedules and residential accommodation, communication and security arrangement of participant especially ladies participant required more consideration during field study excursion.

The frameworks are

1. Study the natural vegetation
2. Study the habitat
3. Collection of specimens
4. Preservation of specimens
5. Study and analysis of specimens and habitats

6. Preparation of reports about findings
7. Conclusion

### The Practice

Excursions always supplement the traditional classroom study and refresh the students and enriched them. The direct knowledge from natural habitat always superior to the class room teaching. Practical experience of interdisciplinary knowledge and personal communication among students and teachers helps to understand personal profile, physical and mental strength of an individual learner and their priority and motto of life. All of these learning help a learner to combat with difficulties in day to day life.

For implementation of the field excursion, there are curriculum provisions and institutional permission to arrange an excursion. Marks also allotted for these purpose. At the present syllabus marks are allotted for excursion report, specimens submission and field records.

1. There are at least 4 field excursions in curriculum as per present University syllabus in Botany, Zoology and some variations in geography and other subjects.
2. Out of 4 excursions one must be in marine, mountain or in arid zone and one in Herbarium cum Botanic garden, Botanical Survey of India, Shibpur, Howrah.
3. College authority and department arrange the program and faculty members guides the students during excursions

### Constraints:

1. Lack of field instruments
2. No College transport facilities
3. Shortage of Faculty
4. Disturbance in habitat
5. Biodiversity loss due to specimens collection

### Evidence of Success

1. A data bank of natural plant recourse is prepared

2. Student performance become better in University examination
3. Student become more energetic and knowledgeable
4. Dropout rates declines

#### **Problems Encountered and Resources Required**

1. Poor economic conditions of student
2. No budgetary provision from college
3. Shortage of Faculty
4. Disturbance in locality

#### **Contact Details**

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# **Annexure I**

- 1. List of the colleges under section 2(f) of the UGC act**
- 2. Letter from UGC for identity bond**
- 3. W.B. govt. notification about affiliation of the College**
- 4. Affiliation of Calcutta University**
- 5. Registration of Societies Act**
- 6. Certificate of Rural College**



## Annexure: II

### List of Publications of Faculties

Name	Departments	Sl No	Title	Journal Name	Year/vol/pages	Impact factor	Citations
1) Dr. Tapas Misra  No. Of Pub: 06	Physics	1.	Quantization of bovine serum albumin by fluorescence enhancement effects and corresponding binding of macrocyclic host-protein assembly <b>J. Photochem. Photobiol B: biology</b> <b>2011,106, 113-119.</b> Munmun Bardhan, <b>Tapas Misra</b> , Tapan Ganguly *			<b>2.11</b>	Scopus
		2.	Nonradiative inter-and intramolecular energy transfer from the aromatic donor anisole to a synthesized photoswitchable acceptor system Munmun Bardhan, Sudeshna Bhattacharya, <b>Tapas Misra</b> , Rupa Mukhopadhyay, Asish De, Tapan Ganguly * <b>2010</b> <b>Spectrochimica Acta part A</b> <b>2010</b> , 75, 647-655			<b>1.77</b>	Scopus
		3.	Comparative Studies by using spectroscopic tools on the Charge-transfer (CT) band of a Novel Synthesized Short-chain Dyad in Isotropic Media and in a Gel (P123) Munmun Bardhan, <b>Tapas Misra</b> , Tapan Ganguly * <b>2009</b> <b>Chem Phys Lett</b> <b>2009</b> , 481,142-148			<b>2.28</b>	Scopus
		4.	Effects of liquid crystal environment on the spectroscopic and photophysical properties of well known reacting systems 2,3-Dimethylindole (DMI) and 9-Cyanoanthracene (9CNA), P Mandal, S Kundu, <b>T Misra</b> , S K Roy, T Ganguly* <b>2007</b> <b>J Phys Chem A</b> <b>2007</b> , 111, 11480-11486			<b>2.73</b>	Scopus

		5.	Experimental investigations by using electrochemical, steady state and time resolved spectroscopic tools on the photoreactions of disubstituted indoles in presence of tetracyanoquinodimethane (TCNQ) and a theoretical approach by using time-dependent density functional theory Paulami Mandal, Tanushree Sahu, <u>Tapas Misra</u> , Suman K Pal, Tapan Ganguly*  <b>2007</b> <b>J Photochem Photobiol A: Chem</b> 2007, 188, 235-246	<b>2.243</b>	Scopus
		6.	Photophysical processes within the bichromophoric system 9-Benzotriazole-1-ylmethyl-9H-Carbazole and its role as an artificial photosynthetic device P Mandal, <u>T Misra</u> , A De, S Ghosh, S Roy Chaudhury, J Chowdhury and T Ganguly* <b>2007</b> <b>Spectrochimica Acta Part A</b> 2007, 66, 534-545	<b>1.77</b>	Scopus
2) <b>Mr. Harekhisna Bar</b>  No. Of Pub : 17	Chemistry	1.	Synthesis and Photo physical properties of Au @ Ag (Core @ Shell) nanoparticles disperse in Poly Vinyl alcohol (PVA) matrix,  S. Pyne, P. Sarkar, S. Basu, G. P. Sahoo, D.K. Bhui, <u>H. Bar</u> , A. Misra,  <b>Journal of Nanoparticle Research</b> , In press, 2010	<b>3.25</b>	Scopus
		2.	Synthesis of silver nanostructures of varying morphologies through seed mediated growth approach, S. Samanta, S. Pyne, P. Sarkar, G. P. Sahoo, <u>H. Bar</u> , D. Kr. Bhui, A. Misra,  <b>Journal of Molecular Liquids</b> 153 (2010) 170–173.	<b>1.439</b>	2  Scopus
		3.	Excited state intramolecular proton transfer in 5 hydroxy flavone: A DFT study, S. P. De, S. Ash, <u>H. Bar</u> , D. K. Bhui, S. Dalai, A. Misra. Journal of Molecular Structure: <b>THEOCHEM</b> , <b>2007</b> , 824, 8–14.		Scopus
		4.	DFT based computational study on the excited state	<b>1.770</b>	Scopus

		intramolecular proton transfer processes in <i>o</i> -hydroxybenzaldehyde, S. P. De, S. Ash, D. K. Bhui, <b>H. Bar</b> , P. Sarkar, G. P. Sahoo, A. Misra. <b>Spectrochimica Acta Part A</b> , 2009, 71, 1728–1735.		pus
	5.	Synthesis and UV–vis spectroscopic study of silver nanoparticles in aqueous SDS solution. D. K. Bhui, <b>H. Bar</b> , P. Sarkar, G. P. Sahoo, S. P. De, A. Misra* <b>Journal of Molecular Liquids</b> , 2009,145, 33–37.	1.439	20 Scopus
	6.	DDA-Based Simulation of UV–vis Extinction Spectra of Ag Nanorods Synthesized Through Seed-Mediated Growth Process; <b>2011</b> Priyanka Sarkar & Dipak K. Bhui & <b>Harekrishna Bar</b> & Gobinda P. Sahoo & Sadhan Samanta & Santanu Pyne & Ajay Misra <b>Plasmonics</b> (2011) 6:43–51	3.544	Scopus
	7.	Green synthesis of silver nanoparticles using seed extract of <i>Jatropha curcas</i> , <b>H. Bar</b> , D.K. Bhui, G.P. Sahoo, P. Sarkar, S.Pyne, A. Misra, <b>Coll. and Surf. A</b> . 2009, 348, 212-216.	2.13	19 Scopus
	8.	Green synthesis of silver nanoparticles using latex of <i>Jatropha curcas</i> , <b>H. Bar</b> , D.K. Bhui, G.P. Sahoo, P. Sarkar, S.P. De, A. Misra, <b>Coll. and Surf. A</b> . 2009, 339, 134-139.	2.13	56 Scopus
	9.	Temperature controlled synthesis of silver nanostructures of variable morphologies in aqueous methyl cellulose matrix; Dipak Kumar Bhui, Santanu Pyne, Priyanka Sarkar, <b>Harekrishna Bar</b> , Gobinda Prasad Sahoo, Ajay Misra; <b>(2011)</b> <b>Journal of Molecular Liquids</b> 158 (2011) 170–174	1.439	1 Scopus
	10	Aqueous phase synthesis of silver nanodisks and nanorods in methyl cellulose matrix: Photophysical study and simulation of UV-vis extinction spectra using DDA method:P.Sarkar, D. K. Bhui, <b>H. Bar</b> , G. P. Sahoo, S. Samanta, S. Pyne and A. Misra*. <b>Nanoscale Research Letter</b> 5 (2010) 1611–1618 - P.	2.56	Scopus

		Sarkar,		
	<b>11</b>	Synthesis of gold nanoparticles of variable morphologies using aqueous leaf extracts of <i>Cocculus hirsutus</i> :  <b>2012</b>  <b>H. Bar</b> , D.K. Bhui. G.P.Sahoo, P. Sarkar. S. Pyne, D. Chattapadhyaya, A. Misra*. <i>J. Experimental Nanoscience</i> 7(1)(2012)109-119.	<b>.955</b>	Scopus
	<b>12</b>	Synthesis and photophysical study of silver nanoparticles stabilized by unsaturated dicarboxylates; <b>2009</b> Priyanka Sarkar, Dipak Kumar Bhui, <b>Harekrishna Bar</b> , Gobinda Prasad Sahoo, Sankar Prasad De, Ajay Misra; <b>Journal of Luminescence</b> 129 (2009) 704–709	<b>1.904</b>	Scopus
	<b>13</b>	“FRET based ultra sensor for detection of Hg (II) in water: A comparative study using citrate and mercapto propanoic acid as stabilizer of AuNPs” Santanu Pyne, Gobinda Prasad Sahoo, Dipak Kumar Bhui, <b>Harekrishna Bar</b> , Priyanka Sarkar, Ashim Maity, Ajay Misra* <b>2011</b> <b>Sensors and Actuators B</b> xxx (2011) xxx– xxx.	<b>3.339</b>	Scopus
	<b>14</b>	“Synthesis and characterization of gold nanoparticles adsorbed in methyl cellulose micro fibrils” <b>2010</b> Gobinda Prasad Sahoo, Dipak Kumar Bhui, <b>Harekrishna Bar</b> , Priyanka Sarkar, Sadhan Samanta, Santanu Pyne, Ajay Misra ; <b>Journal of Molecular Liquids</b> 155 (2010) 91–95	<b>1.439</b>	Scopus

		15	<p>“Synthesis and photo physical properties of star shaped gold nanoparticles”</p> <p><b>2011</b></p> <p>Gobinda Prasad Sahoo, <b>Harekrishna Bar</b>, Dipak Kumar Bhui, Priyanka Sarkar, Sadhan Samanta, Santanu Pyne, Sankarlal Ash, Ajay Misra*</p> <p><b>Colloids and Surfaces A: Physicochem. Eng. Aspects</b> 375 (2011) 30–34.</p>	2.13	1	Scopus
		16	<p>“Solution-phase synthesis of silver nanodiscs in HPMC-matrix and simulation of UV-vis extinction spectra using DDA based method.”</p> <p><b>2011</b></p> <p>Priyanka Sarkar, Santanu Pyne, Gobinda P Sahoo, Dipak K Bhui, <b>Harekrishna Bar</b>, Sadhan Samanta, A, Misra</p> <p><i>Spectrochimica acta Part A Molecular and biomolecular spectroscopy</i> (2011)</p> <p>Volume: 82, Issue: 1, Pages: 368-374</p>	1.77		Scopus
		17	<p>“Enhanced photocatalytic activity of metal coated ZnO nanowires”</p> <p>Santanu Pyne, Gobinda Prasad Sahoo, Dipak Kumar Bhui, Harekrishna Bar, Priyanka Sarkar, Sadhan Samanta, Ashim Maity, Ajay Misra,</p> <p><i>Spectrochimica Acta Part A</i> 93 (2012) 100– 105.</p>	1.77		
3) Dr. Abhik Mukhopadhyay No. Pub : 05	Commerce	1.	History of capital financing trends in India Reconciled with world scenario; <b>Asia Pacific journal of Research in Business management</b> 2, Issue 7, 2011. ISSN No: 2229-4104			
		2.	A Critical Analysis On Capital Financing <b>Business Studies, XXVI, 2005</b>			
		3.	Evolution of Cost of Capital :An Appraisal, <b>Indian Journal of Finance, 04, 2010,</b>			
		4.	Business Motive and Ethics : A Contradiction, <b>The Bulletin of Commerce Alumni Association, C. U., 08(1), 2010</b>	ISBN 978-3-659-18269-3		
BOOK		5.	<b>Cost of Capital Redefine - A Fresh Look An Financing Capital.- LAP LAMBERT Aca. Pub.</b>			

			GmbH & Co. K.G. Germany. 2012		
4) <b>Smt. Chinmayee Nanda</b>  No. Of Pub : 03	<b>Education</b>	1.	Parents' Encourgement to Child;s Education and Academic Motivation in relation to Some Demographic Variables and their Influences on ninth Grade Students;Academic achievements <b>Anwesa : A J. Of Education ISSN 0973-5895, vol 2, 2007.</b>		
2.		Child Labour and Rights of Children, <b>Third Concept : An International J. Of Ideas. ISSN 0970-7247, vol 250, 2007</b>			
3.		Rights for the Social Disability in India and Education for All, <b>Anwesa : A J. Of Education ISSN 0973-5895, vol 3, 2008.</b>			
5) <b>Dr. Subrata Kumar Ray</b>  No. Of Pub : 19	<b>Economics</b>	1.	Some issues of Panchayat Finance and Finance related Functions <b>2007</b> Ray SK, and B.Das. <b>Deep and Deep Publications Pvt. Ltd. New Delhi. (ISBN : 81-7629-983-9)</b>		
2.		“ A study of Panchayat and Panchayat Finance in Medinipur” in “West Bengal Today, 25 years of Economic Development” <b>2007</b> <u>Ray SK.</u> (2007) Edited by R.K. sen & A. Dasgupta, <b>Deep and Deep Publications Pvt. Ltd. New Delhi. (ISBN : 81-7629-984-7)</b>			
3.		“ Availability of Industrial Credit, Change in Cropping Pattern and agricultural Growth in West Bengal: A District Level Analysis” <b>2008</b> <u>Ray SK.</u> <b>Indian Journal of Regional Science,</b> VolXXXX. No. 1 <b>(ISBN : 0046-9017)</b>			
4.		“ A Study of Self Help in West Bengal with special reference to Purba and Paschim Midnapur District” <b>2007</b> <u>Ray SR.</u> <b>Man and Life,</b> Vol.33 No.3-4, July- Dec. <b>(ISBN : 0972-4109)</b>			

		<p><b>5.</b> Economics of Change in Cropping Pattern in Relation to Credit, A Micro Level Study in West Bengal”  <b>2007</b>  <u>Ray SK.</u> <b>Indian Journal of Agricultural Economics</b>, Vol. 62 No.- 2, april-June. (ISSN: 0019-5014)</p>		
		<p><b>6.</b> Rural Population and Sex and Sex Ratio: a study with Special reference to West Bengal”  <b>2009</b>  <u>Ray SK.</u> <b>Man and Life</b>, Vol.35 No.1-2, Jan- Jun .  <b>(ISBN : 00972-4109)</b></p>		
		<p><b>7.</b> Availability of Institutional Credit, Change in Cropping Pattern, Commercialisation of Agricultural and Agricultural Growth in West Bengal: A District Level Analysis”  <b>2009</b>  <u>Ray SK.</u> The <b>Indian Journal of Economics</b>, Vol. LXXXIX, Part-IV, Issue No.- 355, April. (ISSN 0019-5170)</p>		
		<p><b>8.</b> Progress ,Problem and Impact of self –Help groups in West Bengal: A Comparative study”  <b>2009</b>  <u>Ray SK</u> , (2009) in P.K. Pal (ed) , “Contemporary Issues in Development Economics, Models and Applications”, <b>Regal Publications, New Delhi</b>  <b>(ISBN: 978-81-8484-019-3)</b></p>		
		<p><b>9.</b> Environmental Pollution, Agricultural Production and Livelihood of the cultivators around Kolaghat Thermal Power Plant”  <b>2010</b>  <u>Ray SK</u> , &amp; Sk. N. Hussan, in R.K. Sen, A. Mukherjee &amp; P.K. Pal (Ed) “ Environment and Sustainable Development in India” <b>Deep and Deep Publications Pvt. Ltd. New Delhi.</b> (ISBN : 978-81-8450-280-0)</p>		

		<p><b>10</b> “Agricultural Growth in India”, <b>2010</b> <u>Ray SK</u> , <b>Serials Publications, New Delhi (ISBN: 978-81-8387-319-2)</b></p>		
		<p><b>11</b> “National Rural Employment Guarantee Scheme and Rural Development in West Bengal” <b>2010</b> <u>Ray SK</u> , in R.K.Sen (ed) Modern Indian Economy, Essays in Memory of Professor Alak Ghosh, <b>Deep and Deep Publications Pvt. Ltd. New Delhi. (ISBN : 978-81-8450-331-9).</b></p>		
		<p><b>12</b> “Variability in Priority sector bank Lending : Pre and Post – Economic Reform Scenario of India” <b>2010</b> <u>Ray SK</u> , <b>Man and Life</b>, Vol.36 No.3-4, (ISBN : <b>0972-4109</b>)</p>		
		<p><b>13</b> “ NABARD and Rural Credit in India: A Review” <b>2011</b> <u>Ray SK</u> , Communicated to <b>Artha Beekshan</b>, Conference Vol. (31<sup>st</sup> Annual Conference of Bengal Economic Association)</p>		
		<p><b>14</b> National Rural Employment Guarantee Scheme Poverty Alleviation in West Bengal” <b>2011</b> <u>Ray SK</u> , in Dr. S.S.P. Sharma “Poverty Challenges in India”, <b>Serials Publications, New Delhi (ISBN: 978-81-8387-301-7)</b></p>		

BOOK	15	<p>“ Decentralization Agricultural Development Planning, change in cropping pattern, Agricultural Growth and poverty Alleviation of Farm Households. A Block Level study in Midnapore District, West Bengal”</p> <p><b>2011</b></p> <p><u>Ray SK</u> , in Dr. S.S.P. Sharma “Poverty Challenges in India”, <b>Serials Publications, New Delhi (ISBN: 978-81-8387-301-7)</b></p>		
	16	<p>“ Globalisation and Inequality in Health Status in West Bengal”</p> <p><b>2011</b></p> <p><u>Ray SK</u> , &amp; P.Pradhan, in the book , “Globalisation &amp; Inequality” Edited by D. Mukherjee &amp; A.K. Thakur. <b>Deep and Deep Publications Pvt. Ltd. New Delhi. (ISBN : 978-81-8450-366-1).</b></p>		
	17	<p>“ Micro Enterprise and Poverty Alleviation in West Bengal”</p> <p><b>2011</b></p> <p><u>Ray SK</u> , <b>Indian Journal of Regional Science, Vol. XXXXIII, No.1 (ISSN-0046-9017)</b></p>		
	18	<p><b>Agricultural Growth in India in India. (Book)</b></p>		
	19	<p><b>Microenterprise &amp; Rural Development in India</b></p>	<b>ISBN</b>	<b>ISBN</b>

<p>6)</p> <p><b>Dr. Sampa Patra</b></p> <p>No. Of Pub : 07</p>	<b>Zoology</b>	<p>1. Making aquatic weeds useful VI : Nechamandra alternifolia and Nymphoides critatum as fed for the Indian major carp Labeo rohita (Hamilton). <b>S. Patra</b>, J. Debnath, P. Bondhopadhaya, J. Maity, A. Tewary, B. K. Chanda, B. C. Patra. <b>Indian Journal of anim. Health (MS), commucating, 2010</b></p> <p>2. Studies on Biodiversity and abundance of Fishes in Floodplains Beels of Bangadesh. J. K. Saha, M. R, Hasan, M. M. Ali, M. A. B. Habib, M. R. I. Sardar, <b>S. Patra</b>, R. Das, B. C. Patra. <b>International J. Of Biodiversity and Conservation, vol 5, 2011.</b></p> <p>3. Hydrodynamic s of Hooghly river system at different salinity regimes. D. Palui, <b>S. Patra</b>, N. C. Datta, B. C. Patra.</p> <p>4. <b>J. of biological sciences, vol 10, 2011.</b></p> <p>Locally Endangered fish species of Paschim Medinipur District, West Bengal, India. R. das, B. Mandal, S. Pratihar, J. K. Kundu, <b>Sampa Patra</b>, B. C. Patra.</p> <p>5. <b>Wesleyan J. Of research, vol 4(1): 44-49, 2011.</b></p> <p>Effect of Muecuric hloride on the Gonad and Gonadal Development of Catfish, Clarias batachus (Linnaeus). N. Bhattacharjya, R. C. Das, <b>S. Patra</b>, B. Mandal , B. C. Patra. <b>Weslean J. Of Research, vol 2, 2010.</b></p> <p>6. Aquaculture possibility and economic viability in the pits China clay mines of West Bengal, B. Mondal, P. Bondhopadhya, B. Mondal, A. Tewary, <b>S. Patra</b>, J. Maity, B. C. Patra India : <b>A Breakthrough, AFSIB &amp; IFA,19-33, 2009.</b></p>		
		<p>7. Effect of treatment with nitrifying and denditrifying bacterial suspension and production of Indian major carp Labeo rohita (HAM), K. Maity, J. Maity, <b>Sampa Patra</b>, B. C. Patra. Bull. Biotech. 4(1), 21-33, 2006.</p>		

<p>7) Smt. Sunita Mitra</p> <p>No. Of Pub : 02</p>	<p>Political Science</p>	<p>1. 2.</p>	<p><b>Rabindranath Samabay Bhabna</b> Amar samay, 2011. Ha.</p> <p>Nagarik Samay o Han Bulletin of Poly. Sci., 2010,</p>		
<p>8) Mr. S. Chandra</p> <p>No. Of Pub : 02</p>	<p>physics</p>		<p>Electro-osmotic flow of a viscoelastic fluid in a channel: applications to physiological fluid mechanics, J. C. Misra, G. C. Shit, <u>S. Chandra</u>, P. K. Kundu</p> <p>Applied Mathematics and Computation (Elsevier) 2011; 217:7932-7939.</p>	<p><b>0.79</b></p>	
			<p><b>AC Electro-osmosis of a micropolar fluid through an oscillatory porous channel- applications to physiological systems,</b> J. C. Misra, <u>S. Chandra</u>, G. C. Shit</p> <p>Journal of Fluid Mechanics (Cambridge Univ. Press) 01/2011;</p>	<p><b>1.53</b></p>	
<p>9) Dr J. L. Bera</p> <p>BOOK</p> <p>No. Of Pub : 02</p>	<p>Bengali</p>	<p>1. 2.</p>	<p><b>Bharatia Dharma Sanskriti samanwaya Bhabna o Rabindranath</b> ISBN 978-81-89827-40-3 Bakul Phul ISBN 81-86186-17-1</p>	<p>ISBN</p> <p>ISBN</p>	
<p>10. Dr. Jhumu Manna</p>	<p>Physiology</p>	<p>01</p>	<p>1. Conversion of Malassezia furfur and its' pathogenic significance, Jhumu Manna et al, <b>J. Mycopathol. Res.</b> 49(1), 2011, 123-126</p>		



# Annexure III

## ➤ Budget and Auditor's Report

2009-2010

2010-2011

2011-2012

2012-2013

## ➤ Grants



## **Annexure IV**

- 1. Notice and resolution of Governing Body meeting**
- 2. Notice and resolution of Academic sub-committee**
- 3. Notice and resolution of Building and Development sub-committee**
- 4. Notice and resolution of UGC & Research sub-committee**
- 5. Notice and resolution of Library sub-committee**
- 6. Notice and resolution of Laboratory sub-committee**
- 7. Notice and resolution of Finance sub-committee**
- 8. Notice and resolution of Teachers' Council**
- 9. Notice and resolution of Hostel Sub-committee**





**College Entrance**



**Administrative Building**





**College Main Building**



**UGC Building**