

SELF STUDY REPORT
For
RE-ACCREDITATION (CYCLE 2)
Of
TUFANGANJ MAHAVIDYALAYA

Tufanganj Mahavidyalaya
P.O. Tufanganj New Town
Dist. Cooch Behar
West Bengal
PIN 736 160

Phone & Fax- 03582-244263

Website- www.tufanganjmahavidyalaya.in

Submitted to

**NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC)
BANGALORE – 560072**

November, 2015

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Tufanganj Mahavidyalaya

P.O. Tufanganj Newtown :: Dist. Cooch Behar.

Pin Code : 736 160

Established – 1971

Memo No: 186/56/2015-16

Dated: 05-10-2015

CERTIFICATE OF COMPLIANCE & DECLARATION (Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that *Tufanganj Mahavidyalaya*, affiliated to North Bengal University (to Cooch Behar Panchanan Barma University from 30-07-2015), fulfils all norms

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

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

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

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the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn.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

It is also certified that the data included in the Self-study Report are true to the best of my knowledge. This SSR has been prepared by the institution after internal discussions, and no part thereof has been outsourced. I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

D. Chatterjee
Dr. D. Chatterjee
Principal
05/10/2015
P. M. D. D.
Tufanganj Mahavidyalaya



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PART: A

SWOC ANALYSIS

STRENGTH

- ☞ This institution was the lone college in the entire Tufanganj Sub-division during 1971-1999. Though another college has recently come up, it is still in nascent stage (with only 5 permanent faculties). Thus, this institution remains virtually the torch bearer of higher education in the Sub-division (with 4.35 lakh population of which 49.5 % is SC: Census Report 2011).

Arguably the most striking facet is that overwhelming proportion of the enrolled students hail from SC, ST and Minority communities (out of total enrolment, 52% is from SC alone and 64% from SC, ST and Muslim). As social marginalisation is more often coterminous with educational backwardness, it devolves on the institution the responsibility of catering, serving and equipping the students coming, as it does, from lower social strata.

- ☞ Administrative process is decentralised, representative and responsive. Several Committees - both statutory and non-statutory - take policy decisions, devise strategic plans and these are accomplished earnestly. Decision making powers are not definitely concentrated in any single or few hands.
- ☞ Ten new Subjects have been introduced since NAAC assessment in 2007.
- ☞ Nearly all the recommendations of NAAC peer team in 2007 have been complied with.
- ☞ The faculty as well as office staff are committed and dedicated to the causes of the institution and they extend helping hands in its day-to-day activities and its flourish.
- ☞ Faculties are in interactive mode with the learners for promoting the cause of the learner-centric teaching approach
- ☞ Enrolment of students is increasing over the years.
- ☞ 38 percent of total faculties have PhD and 19 percent possess M. Phil degree. They, almost habitually, participate in international / national level seminars, publish research papers in reputed journals and embark on research projects funded by external agencies.
- ☞ Compulsory seminar presentation, assignment writings, Test Examination for Honours students and assignment and Test Examination for General course students have been introduced for arousing interest and enhancing capability of the learners.
- ☞ Progressive measures in teaching and learning process - increasing use of technology like power-point presentation and audio-visual mode of teaching - are being employed.
- ☞ Internet connectivity and access to e-resources to teachers and students have been made available. One Computer Lab with 7 computers is available for faculty as well as students.
- ☞ INFLIBNET (NLIST) subscription for last 4 years

- ☞ Supportive, cordial and reinforcing is the relations between teachers and students (competitive cricket and football matches between them is one such testament)
- ☞ Participation of students in games and sports (Inter-College Cricket Tournament Champions in 2010-11, 2011-12, 2013-14 and Runners-up in 2012-13], Youth Parliament & Quiz competition (runner-up in 2014) is laudable.
- ☞ Track records of extension activities (undertaken by NSS, NCC, Forum for Women's Studies and Community Welfare Committee) are arguably enviable.
- ☞ Installation of CC TVs around the campus for maintenance of campus discipline and Bio-metric attendance for all staff members.
- ☞ In adherent to the motto of 'clean campus', concerted efforts are being made to keep the campus clean, green and beautiful.
- ☞ Have five Endowment Funds from which scholarships to the meritorious students are awarded annually.
- ☞ Active Alumni Association which is involved with and is contributing to the causes of the institution (setting up garden and renovation of the playground as by earth-filling).

WEAKNESS

- ✦ Considerable number of vacant positions (teaching 30%, non-teaching 15%)
- ✦ No skill and career oriented courses but only conventional courses available
- ✦ Low enrolment in few subjects due mainly to lack of feeder institutions
- ✦ Insufficient classrooms and office space
- ✦ Computer access and facilities are yet to be made available to all the learners
- ✦ High gross enrolment and non-viable enrolment in general courses
- ✦ Inconsiderable number of ICT enabled classrooms
- ✦ Common-room with sitting provisions and recreational amenities and more substantially, the toilet facilities for so large number of students especially for girls' are inadequate
- ✦ No skill development programmes for office staff
- ✦ Not much modern library (in terms of infrastructure, stocks and services)
- ✦ No collaboration, consultancy and linkage with professional institutions
- ✦ Academic audit is yet to be institutionalised
- ✦ No auditorium and conference room
- ✦ Policy is yet to be initiated for internal audit of the Cash & Accounts section of the institution

OPPORTUNITY

- ◆ Cordial and cooperative relations among all the stakeholders (teachers, non-teaching and students)

- ◆ Sizeable land areas for potential resource mobilisation and expansion of infrastructure
- ◆ Sincerity and commitment of the faculties to improve the academic aptitude and employability of the learners
- ◆ Introduction of new subjects over the years for ushering in academic flexibility
- ◆ Encouraging trends in undertaking research projects and the frequency of publication and seminar participation by the faculty
- ◆ Prominent participation of students in
 - i) Games & sports, cultural events, extra-curricular activities,
 - ii) debates, quiz competition
 - iii) and in extension activities and social responsibilities motivates the students to pursue higher studies, equips them to successfully face the competitive world around and leads to enlightened citizenry
- ◆ Role of IQAC in academic expansion, efficient utilisation of funds and quality sustenance in academic and other aspects

CHALLENGE

- Filling up of considerable number of vacant positions (both teaching and non-teaching)
- Inability to makeup the loss of teaching and working-days due to governmental programmes (i.e. elections, competitive exams. etc.) and long span of university examinations
- Universal observance of on-campus discipline for ensuring peaceful and efficient ambience
- Arresting high absenteeism particularly in general course classes
- To evolve policy for overcoming students' absenteeism
- To mete out quality education and build up competence, confidence and instil zeal among the learners to meet the challenge of the competitive world
- Improving academic performance of the learners
- Introduction of innovative teaching-learning methods due to the preordained syllabus and traditional examination pattern prescribed by the affiliating University
- To enrich the Library with more books & journals and to motivate the learners to be more pro-library
- Programmes for enhancement of skill (i.e. computer competency) of office staff
- Organising international and national level seminar more frequently and with participation of cross-section of academics and activists.
- Opening of career oriented courses due to lack of available resource persons
- Securing still higher grade in NAAC assessment and accreditation

FUTURE PLAN

- ❖ Resource mobilisation from external sources for infrastructural expansion. For this purpose frequent approach to the elected representatives, government authorities will be made
- ❖ More and more ICT enabled classrooms
- ❖ One central library with sufficient space, computerised services and networking
- ❖ Introduction of
 - i) value added course (communicative English),
 - ii) self financing course (computer, coaching for competitive examinations),
 - iii) Post-Graduate courses in some subjects and study centre for open university like Nataji Subhas University and Rabindra Bharati University
- ❖ Progressive reforms in teaching and learning process i.e. frequent seminar, quiz competitions, project works, debates, excursions, scholarship from endowment funds (as incentive)
- ❖ To evolve this institution as one of the best and most sought after colleges in the district and region
- ❖ To make arrangement for annual audit for the Cash & Accounts section by the external auditor appointed by the government of West Bengal
- ❖ To construct an indoor stadium.

The institution, by taking the weaknesses and challenges in its stride, is committed to a better and illuminating future and is destined to ushering in new as well as equitable vistas for the students.

PART: B**PROFILE OF THE AFFILIATED INSTITUTION**

1. Name and address of the college: Tufanganj Mahavidhalaya

2. Address for communication:

The Principal
Tufanganj Mahavidhalaya
P.O. Tufanganj New Town
Dist. Cooch Behar
West Bengal
PIN 736160
Phone & Fax- 03582-244263
Principal- 9434366990
Website- www.tufanganjmahavidhalaya.in
E-mail- debasis_tfj@rediffmail.com

3. Status of the Institution:

Affiliated College ; **Affiliated**
Constituent College ; **NA**
Any other (specify) ; **NA**

4. Type of Institution:

a. By Gender ; **Co-Education**
b. By Shift ; **Regular**

5. Is it a recognized minority institution? **NO**

6. Source of funding:

Government ; **Government.**
Grant-in-aid ; **NA**
Self-financing ; **NA**
Any other ; **NA**

7. a. Date of establishment of the college: **23-12-1971**

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

University of North Bengal (to Cooch Behar Panchanan Barma University from 30th July, 2015 vide Government notification No 746.Edn(U)/IU(CB)-02/15 dated 30-07-2015 and the copy is enclosed in Annexure I)

c. Details of UGC recognition:

UGC 2(f), affiliation; dated 13-01-1977:

UGC 12 (B) affiliation (extended much later but with effect from 13-01-1977)

8. Does the affiliating University Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? **NO**

9. Is the college recognized







a. by UGC as a College with Potential for Excellence (CPE) ? **NO**

b. for its performance by any other governmental agency ? **NO**

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

Location	Campus area in sq. mts.
(Partly)-Urban	3.38 acre (147232.8 sq. mts.) [excluding Staff Quarters & Girls' Hostel] Total land area of college 18.68 acre (813700.8 sq. mts.)

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

 Auditorium/ Seminar complex with infrastructural facilities;	An Open-air Stage visible from the floors of the college.
 Sports facilities ;	Two Play Grounds [One Ground outside of Main Campus area measures 1.68 acre]
 Swimming pool;	NO
 Gymnasium;	Not available at present (Proposal submitted to UGC under XII Plan)
 Hostel;	One for Girls'[presently used by Jawar Novodaya Vidyalaya]
 Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise);	4 Quarters for Teachers ;

2 Quarters for Non-Teaching staff	
+ Health Centre;	NO
+ Facilities like banking, post office, book shops ;	NO
+ Transport facilities to cater to the needs of students and staff ;	NO
+ Animal house- ;	NO
+ Biological waste disposal ;	NO
+ Generator or other facility for management/ regulation of electricity and voltage; One 25 KVA capacity diesel Generator. All offices & Lab Computers are supported by UPS backup	
+ Solid waste management facility;	Yes
+ Waste water management ;	NO
+ Water harvesting ;	NO

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

Name of the Programme		Sanctioned Student Strength (2013-14)	Students Admitted (No) Part-I (2013-14)
Programme Level – Under Graduate			
Botany	General	120*	120
	Honours	20	16
Chemistry	General	180	180
	Honours	NA**	NA
Mathematics	General	30	30
	Honours	NA	NA
Zoology	General	100	100
	Honours	32	32
Bengali	General	620	620
	Honours	120	119
Economics	General	90	90
	Honours	40	00
English	General	100	100
	Honours	92	87
Geography	General	50	50
	Honours	40	39
History	General	1825	1825
	Honours	120	50
Philosophy	General	675	675
	Honours	48	20

Political Science	General	300	300
	Honours	120	12
Physics	General	13	13
Sanskrit	General	1200	1200
	Honours	53	53
Sociology	General	1700	1700
	Honours	120	39
Commerce	General	13	13

* Except for BSc (General) and Geography (General) there is no specified intake capacity in General Courses. The actual intake varies as per demand and choice of the students - depending on pass percentage of HS Examinations and consequent local pressure.

** NA- not applicable

Duration of All Courses is 3 years.

Entry Qualification for Honours course is Higher Secondary (HS) or equivalent pass with either i) 55% marks in aggregate or ii) 50% in subject concerned and 60% marks in aggregate. For General course the qualification is pass in HS or equivalent Examination.

Medium of instruction is Vernacular (Bengali) in General and Bengali / English in Honours Courses

13. Does the college offer self-financed Programmes?

NO

[But efforts are on to tie-up with Rabindra Bharati (University) and Netaji Subhas Open University]

If yes how many;

NA

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

<i>Programme</i>	<i>Year of Introduction</i>
Geography (Honours)	2009-10
Mathematics (General)	2012-13
Physics (General)	2013-14
Economics (Honours)	2013-14
Education (General)	2015-16

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

<i>Programme</i>	<i>Departments</i>	<i>UG</i>	
		<i>Honours</i>	<i>General</i>
	Botany	√	√

B.Sc	Chemistry		√
	Mathematics		√
	Zoology	√	√
	Physics		√
B.A	Bengali	√	√
	Economics	√	√
	English	√	√
	Geography	√	√
	History	√	√
	Philosophy	√	√
	Political Science	√	√
	Sanskrit	√	√
	Sociology	√	√
B.Com			√

16. Number of Programmes offered under

<i>a) Annual system ;</i>	<i>b) Semester system ;</i>	<i>c) Trimester system ;</i>
All Three Programmes	Nil	Nil

17. Number of Programmes with

<i>a.) Choice Based Credit System</i>	<i>b.) Inter/Multidisciplinary Approach;</i>	<i>c) Any Other;</i>
Nil	Nil	Nil

18. Does the college offer UG and/or PG programmes in Teacher Education? ; NO**19. Does the college offer UG or PG programme in Physical Education? ; NO****20. Number of teaching and non-teaching positions in the Institution:**

The present (2014-15) teaching and non-teaching positions are as under:

Teaching			Non- Teaching		
	<i>In Position</i>	<i>Sanctioned</i>		<i>In Position</i>	<i>Sanctioned</i>
Permanent	21	30	Permanent	22	26
PTT*	16	16	Casual/	12	12
CWTT **	01	01	Contractual*****		
Guest ***	20	20	Total	34	38
Total	58	67			

- * Government approved Part Time Teachers
- ** Government approved Contractual Teachers
- *** Guest Teachers engaged and remunerated by the College
- **** Staff engaged and remunerated by the College

21. Qualifications of the teaching staff:

<i>Highest qualification</i>	<i>Professor †</i>		<i>Associate Professor ‡</i>		<i>Assistant Professor</i>		<i>Total</i>
	M *	F**	M	F	M	F	
Permanent							
PhD	0	0	5 (including Principal)	1	1	1	8
M Phil	0	0	1	0	1	2	4
PG	0	0	0	0	5	4	9 [21]
PTT & CWTT (Govt. Approved) ‡							
PhD	0	0	0	0			
M Phil	0	0	0	0	1	0	1
PG	0	0	0	0	9	7	16 [17]
Guest ‹							
PhD	0	0	0	0	1		1
M Phil	0	0	0	0	1		1
PG	0	0	0	0	14	4	18 [20]

† At college level in West Bengal there is no sanctioned post of Professor

‡ Associate Professor's Posts are not sanctioned but elevated through career advancement scheme (CAS) from the sanctioned post of Assistant Professor

* M- Male; ** F- Female

‡ Approved & Funded by Govt. of West Bengal.

‹ Approved & Funded by the Institution.

22. Number of Visiting Faculty /Guest Faculty engaged with the College.**Nil****23. Furnish the number of the students admitted to the college during the last four academic years.**

<i>Year</i>	<i>Admitted</i>	<i>Transferred etc.</i>	<i>Actual</i>
2010-11*	3108	49	3059
2011-12*	3529	79	3450
2012-13*	3801	67	3734
2013-14*	4530	94	4436

* Total figures pertain to BA [H] [G], BSc [H] [G] and B.Com [G]) programmes

24. Details on students' enrolment in the college during the current academic year:*Categories & Types of Students enrolled in 2013-14*

Category/ Types	Total Number	Grand Total
Boys	2455	4436
Girls	1981	
SC	2290	4436
ST	111	
OBC	419	
PH	12	
General	1604	
From same state (West Bengal)	4424	4436
From other state (i.e. Assam)	12	

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

Programme		Part III Enrolled	Appeared in Part III exam.	Drop Out Rate (%)
UG	Batch I (2012-13)	B.A. - 1015	879	13
		B.Sc. - 28	28	NIL
		B.Com - 01	01	NIL
	Batch II (2013-14)	B.A. - 1127	984	13
		B.Sc. - 24	18	25

26. Unit Cost of Education

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

a) Including the salary component	Rs. 8736
b) Excluding the salary component	Rs. 2307

27. Does the college offer any programme/s in distance education mode (DEP)? ; NO**28. Provide Teacher-student ratio for each of the programme/course**

Programme	Course		Student Teacher Ratio		
			Part I	Part II	Part III
B.Sc	Botany Teacher (T*-4)	Honours	25	15	05
		General	120	62	25
	Chemistry (T-3)	Honours	NA**	NA	NA
		General	180	70	40

	Mathematics (T-1)	Honours	NA	NA	NA
		General	30	NA	NA
	Physics (T-1)	General	13		
	Zoology (T-5)	Honours	50	32	10
		General	100	42	25
B.A	Bengali (T-4)	Honours	10	100	75
		General	620	475	340
	Economics (T-2)	Honours	0	0	0
		General	90	50	18
	English (T-5)	Honours	100	68	70
		General	100	110	75
	Geography (T-4)	Honours	50	35	28
		General	50	40	25
	History (T-5)	Honours	100	45	75
		General	1825	1400	1050
	Philosophy (T-5)	Honours	25	20	25
		General	675	500	250
	Political Science (T-4)	Honours	20	25	28
		General	300	270	100
	Sanskrit (T-5)	Honours	65	40	30
		General	1200	900	500
B.Com	Sociology (T-4)	Honours	45	60	55
		General	1700	1290	600
B.Com (T- 3)		General	13	04	01

* T -denotes total no of teachers; **NA- not Applicable

29. Is the college applying for Accreditation: YES (received B+ Grade with Score of 75.2)

30. Date of accreditation; 31st March 2007

31. Number of working days during last academic year; 238 days

32. Number of teaching days during last academic year; 151 days

(17 days lost due to Panchayats Elections)

33. Date of establishment of IQAC; 2nd April, 2013

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

No AQAR has so far been submitted to NAAC. However, the report for 2014-15 has been prepared and may be submitted, if required or asked for.

35. Any other relevant data (not covered above) the college would like to include;

The college had started in 1972-73 Session with BA Programme with Courses on English, Bengali, Economics, Political Science, History, Sanskrit and Philosophy.

The following programmes and Courses have subsequently been introduced;

<i>Programme/Course</i>	<i>Year of Introduction</i>
Bachelor of Commerce (B.Com)	1981-82
Political Science (Honours)	1981-82
Sociology (General)	1988-89
Botany (General)	1994-95
Zoology (General)	1994-95
Chemistry (General)	1994-95
Sociology (Honours)	1995-96
Bengali (Honours)	1995-96
History (Honours)	1996-97
English (Honours)	2005-06
Sanskrit (Honours)	2007-08
Zoology (Honours)	2007-08
Geography (General)	2007-08
Philosophy (Honours)	2008-09
Botany (Honours)	2008-09
Geography (Honours)	2009-10
Mathematics (General)	2012-13
Physics(Gen)	2013-14
Economics (Honours)	2013-14
Education (Gen)	2015-16

PART- C

CRITERION – I : CURRICULAR ASPECTS

SUMMARY

Despite the (ingrained!) constraint of setting, supplementing or modifying the course curriculum, the institution offers diverse courses with flexibility permissible under the affiliating university. The institution has devised well-thought out Vision, Mission and Objectives. It seeks to influence the University curriculum through the active participation of its faculties who are members of (university) Board-of-Studies. The institution is determined to improve teaching practices by adopting academic calendar, teaching plan, use of audio-visual teaching aids, pro-student evaluation system and emphasis on value added education. However, the institution is yet to introduce self-financed courses and forge network with industries etc.

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.

Following are the Vision, Mission and Objectives of the institution as adopted in IQAC meeting and approved by the Governing Body:

VISION

Tufanganj Mahavidyalaya aspires to be the beckon of light to the learners, especially to the laggard sections through committed instruction and through inculcating competence, confidence and capability and to promote and preserve values and culture of the local society.

MISSION

- To foster interactive teaching-learning ambience conducive to the quest and pursuit of higher studies
- To infuse zeal, curiosity and adaptability to the contemporary challenges
- To harness latent potentialities and to strive for holistic development of the young learners
- To sensitize learners about gender discrimination, human rights and environmental issues
- To impart moral, ethical and community oriented values and outlook
- To prepare the learners for the emerging employment opportunities
- To ensure optimal and effective use of available infrastructure and resources
- To set benchmarks in teaching, learning and governance

- To uphold transparency in teaching and administration

OBJECTIVE

- To provide equitable and fair opportunity to the learners
- To cater to the special needs of SC, ST, OBC, Minority and poor learners
- To facilitate the learners to be responsible citizenry
- To promote creativity and extra-curricular potentiality among learners
- To develop and maintain peaceful, cordial relations among all stakeholders
- To encourage cleanliness, friendship and cooperative efforts and orientation
- To sustain research culture among the faculties
- To establish linkage with civil society organisations and activists
- To generate resources from external sources
- To adapt to economic and technological changes and challenges
- To promote and preserve local culture through extension activities

The vision, mission and objectives of the institution are displayed at different places of the institution. They are regularly published in the institution's Prospectus and institutional portal (www.Tufanganjmahavidyalaya.in) for perusal of the students, teachers, staff and other stakeholders.

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).

It merits mention at the outset that the curriculum is prescribed by the University (that is University of North Bengal [NBU] and lately Cooch Behar Panchanan Barma University) in terms of the guidelines laid down by the University Grants Commission (UGC). As regards the policy of deployment of the curriculum, the Teachers' Council of the institution prepares Academic Calendar specifying therein the time-frame for completion of the syllabus. The faculties prepare lesson plans incorporating the topics to be taught and assignments to be offered considering the available span of time and deploy policies for delivering the learning materials specified in the lesson plan. The teachers of the Departments concerned offer the lesson plans to the students. A student, evidently, then, becomes aware as to when and which topic would be discussed and taught and by which teacher. If a teacher, for example, lags behind in completion of his / her assignment in due time, he/ she takes up special classes to round it off. In fine, deployment of specific plans and policies enables both the teachers and taught to complete the syllabus in the stipulated time frame.

- Moreover, students of Honours Programme are to write assignment papers and participate in departmental seminars with their papers

- Practical and demonstrative teaching is undertaken in laboratories and through excursions/ educational visits.
- The Department of Political Science has a tradition of participating in Inter-college Youth Parliament and Quiz Competition on regular basis and in winning few prizes.

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?

As per prescription of the University, the institution has a statutory body called “Teachers’ Council”. The Council prepares Academic Calendar every year and distributes it to the teachers. The Academic Calendar contains the time-table for completion of the respective assignments of the teachers. The Council also prepares schedule for holding class tests etc.

Moreover, the University issues circulars and orders regarding modification of the syllabi of different academic disciplines (as approved by Board-of-Studies of subjects concerned). The Principal, sometimes in the meeting of the Teachers’ Council, sometimes through the Library, hands over the modified syllabi to the concerned Departments. The Departments, thereafter, makes the learners aware of the modifications made upon the syllabi. The University keeps close contact with the institution authority in respect of procedural and practical support pertaining to improvement and modification of the Curriculum.

The institution also supplies various technological know-how & audio-visual aids, such as Overhead Projector, LCD, Laptops, to the faculties to make the programme of teaching effective and motivating to the students. Besides, the University also, off and on, conducts workshop for inspiring the faculty as how to make improvements upon the curriculum.

Faculties are also encouraged to participate in Orientation Programmes/Refresher Courses/ Faculty Development Programme, wherein they can improve upon their teaching acumen and skills.

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

The curriculum, as prescribed by the University, is placed in the meeting of the Teachers’ Council. After a threadbare discussion, the Teachers’ Council prepares Academic Calendar which is a comprehensive schedule considering the available span of time for completing the specific portion of the syllabus and Annual Tests and University Examinations. The curriculum is distributed along with the Academic Calendar to each faculty. The faculties, in their respective Departments, appraise the pros & cons of the curriculum and distribute Xerox copies of the same to the students. At the end of the academic session the Department monitors the progress of the curriculum, and the transactions on curriculum is noted in IQAC, which again, if it deems so, refers to the Governing Body which is the highest authority to make overall

supervision of the delivery of the curriculum and its effective transactions. In fine, for delivery of curriculum among the teachers and taught and its effective transactions, the institution evolves a mechanism of coordination, cooperation and close liaison with the faculty, Teachers' Council, IQAC and the Governing Body.

1.1.5 How does the Institution network and interact with beneficiaries such as industry etc. In operationalisation of the curriculum?

The institution has neither any network nor any interaction with beneficiaries specifically industries.

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

The institution itself cannot design the curriculum on its own. What the staff members can at best do for the development of curriculum is to devise some new policies in the teaching-learning programme, to introduce new evaluation system and to make use of audio-visual aids to attract the students in classes. The institution has already introduced interactive method of teaching and learning. As regards new evaluation system, it has introduced Departmental Seminar, Assignments, Class Tests and Annual Examination etc.

To make the curriculum more effective, those the staff members who are the members of the Board- of- Studies, constituted by the University, play active role in modifying the syllabi, or supplementing the curriculum so as to make it relevant and useful. The University also organises seminars and workshops with the faculty members to make overall transaction on the Curriculum. Moreover, the feedback from the alumni, students, guardians and other stakeholders is sought as a process to improve the curricula.

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.

The institution has not introduced any course(s) other than those under the purview of the affiliating University of North Bengal.

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

In terms of the Mission statement of the institution, the faculty members are well aware of the socio-economic-cultural backdrop of the learners. Indeed, most of the learners are first

generation learners, economically subdued and educationally backward, belonging mostly to Scheduled Caste, Scheduled Tribe and Minority section of the society. The institution, however, from its very inception leaves no stone unturned to mete out quality education to its learners by deploying different policies. The institution holds class tests at regular intervals, conducts Annual Test Examination to assess their annual performance. Moreover, each Department arranges seminars to make the students expressive, offers Assignments to augment their faculty of writing and introduces interactive method of teaching and learning. The learners who belong to the laggard section are advised to avail of the Remedial Coaching classes. The learners have also access to take free coaching offered by the Coaching Classes for Entry in Services and can thus get prepared to face the competitive world.

The institution develops the soft-skill of the learners by orienting computer learning. It also undertakes a number of extension activities through NSS & NCC and thus addresses to their social needs. This is how the prescribed curriculum is modulated to social commitments.

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.

Till date the institution offers no Certificate / Diploma / Skill development courses of its own. The Courses presently available are the followings:

COURSES OFFERED

UG Honours		UG (General)		Compulsory Subjects	
B.A	B.Sc	B.A	B.Sc	B.Com	BA; B.Sc: B.Com
Bengali	Botany	Bengali	Botany	T E N Subjects	Compulsory Bengali (Part I)
English	Zoology	Economics	Chemistry		
History		English	Mathematics		
Pol. Science		Geography	Zoology		Compulsory English (Part II)
Philosophy		History	Physics		
Geography		Philosophy			
Sociology		Political Science			Environmental Studies (Part III)
Sanskrit		Sanskrit			
Economics		Sociology			
		Education			

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

Concurrent upon the statute of the University of North Bengal, the institution does not have authority to offer programmes for pursuing dual / twinning degree simultaneously.

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.

The institution offers eleven courses in Honours subjects (Arts & Science), e.g. Bengali, English, History, Political Science, Sanskrit, Philosophy, Geography, Sociology, Economics Zoology and Botany. The learners in General and Honours Degree Courses (Arts, Science & Commerce) have to compulsorily opt for Bengali in Part-I, English in Part-II and Environmental Studies in Part-III. In terms of the University ordinance, the students of BA (General) course must opt for one language: Elective Bengali, Elective English and Sanskrit and two others from the following: Political Science, History, Sociology, Philosophy and Economics.

For General Degree Course in Science the learners may opt for three subjects from the following: Zoology, Botany, Chemistry, Physics, and Mathematics.

For the students of General Course in Commerce the following subjects are available: Business Communication & Secretarial Practice, Economic Principles & Problems, Business Regulatory Framework, Company Law, Information Technology and its Applications, Fundamentals of Entrepreneurship, Financial Accounting, Corporate Accounting, Business Mathematics & statistics.

The diversity of courses offered – as mentioned above – enables different levels of students to choose subjects that suit their academic aptitude. The academic flexibility that a student may avail of is that if he/she fails in one subject and passes other subjects, in Part-I Examinations is qualified for Part-II Examination and the same is true for Part-III, provided that he/she must clear the ‘Back’ subject in the next Examination.

A few more examples of academic flexibilities may be cited. A student shall have maximum three consecutive chances to clear each Part and if all three chances are exhausted, he/she may apply for fresh admission to Part I Degree Course(s). Flexibility is available for the students of all Honours Courses. In case a student of Part III Honours course fails to qualify, he/ she may surrender the Honours Courses to the University and obtain certificate as a passed- out graduate in General Course, only if he/she secures two hundred forty (240) marks and seventeen (17) in Environmental Studies in Part-III.

Regarding skill-development, mobility and progression to higher studies, the students, apart from being taught on the prescribed syllabi, are provided with audio-visual aids in the programme of teaching and learning. Departmental Seminars are organized, Assignment system

has been introduced and class tests are conducted to monitor the academic progress of the students. Moreover, the marginalised section of students may avail of classes conducted by Remedial Coaching Classes and Entry in Service Cell to overcome their academic debility and thus step in the path to progression for higher studies.

In fact, the diversity of courses, academic flexibility and mobility in teaching & learning that the institution offers serve students of different backgrounds and abilities and thus address to the needs of the society, as envisaged in the Vision statement of the institution.

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.

The institution till date is yet to introduce any self-financed programmes.

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

As sponsored by the UGC, the institution has introduced coaching classes conducted by Entry in Service Cell which imparts free coaching classes to prepare different levels of learners for different competitive examinations and personality development to face interviews. Moreover, Career Counselling Cell, also sponsored by UGC, organises off and on different workshops for career orientation of the learners.

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?

In terms of the Statute of the University of North Bengal relating to curriculum, there is no provision for combining regular and distance mode of education to enlighten the learners about different avenues to success in the job-oriented market.

1.3 CURRICULA ENRICHMENT

1.3.1 Describe the efforts made by the institution to supplement the university curricula to ensure that the academic programmes and institutional goals and objectives are integrated

The institution follows the Curriculum as prescribed by the University of North Bengal. The institution authority has no scope or opportunity to overhaul or supplement it. However, the faculties who are on Boards of Studies (of the subject concerned) often modify and re-model, by curtailing from or bobtailing to some topics or issues to the prevalent curriculum in the light of the institution's goals and objectives with a view to ensuring better citizenry of the learners. Moreover, the interactive method of teaching, organization of Departmental Seminars,

Assignments, field-works conducted by the Departments of Sociology, Geography, Zoology and Botany make the curriculum down-to-earth and enable the students to face the challenges of the competitive world.

The mode of teaching through audio-visual aids, use of the Computer Laboratory with Internet facilities, Remedial Coaching classes are contributive to transact the prevalent curriculum. Moreover, the NSS and NCC Units and Forum for Woman's Studies make the learners aware about the community issues in and around the locality and thus address to the needs of the society and make the curriculum relevant to the regional and national needs.

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?

As mentioned earlier, the institution is not entitled to modify the curriculum on its own, as is it the prerogative of the University of North Bengal. However, the faculties who are on the Boards- of-Studies look to it that the curriculum is innovative and fruitful to face the challenges of the competitive world. The practical classes in Zoology, Botany, Chemistry, Geography and the field-studies in those subjects enable the learners to gain experiential knowledge and expose them to the challenge of the work-a-day world. Apart from this, the Coaching Classes for Entry in Services offer free coaching classes to train the students for appearing at different competitive examinations. Information Technology in Commerce and ICT in Business Studies foster adaptability to the Management Marketing including entrepreneurship and make the curriculum, to a great extent, contributive to the needs of dynamic employability so far as job-oriented market is concerned.

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

The institution, as per recommendation of IQAC, has constituted Women's Cell (later renamed as Forum for Woman's Studies or Forum in short) which is preoccupied with sensitizing issues relating to the women including their fundamental rights in the society. This Forum organizes Seminars, Workshops and conducts interactive session to make the learners- both boys and girls- how women are victimized in different forms in the patriarchal society and to grapple with social issues in terms of the institution's mission and goals.

The Environmental Studies which is compulsory for the students of Part-III deal with different environmental issues, both biotic & a-biotic and the concerned faculties make the learners aware of how the environment is getting polluted and contaminated in every chiming of the clock, the human health and hygiene and adversely affecting the ecological balance. Moreover, the faculties of Political Science and Sociology impart knowledge about the fundamental rights and by way of discussion touch upon the sensitive socio-political issues across the globe. Effective

instructions are meted out to them, both boys and girls, about their rights to different issues as laid down in the Constitution.

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

The two units of NCC (Boys & Girls) and NSS Unit together with the Department of Sociology offer trainings which inculcate among the students value-oriented education. Both NCC & NSS, apart from regular classes, organize periodic camps, Special Winter Camp, Seminars and Workshop on the issues of national and historical importance. Participation of NSS & NCC volunteers in the Republic Day parade, celebration of National Independence Day etc. offer value-based education that boosts up holistic development of the learners.

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

The institution obtains feedback on curriculum from different stakeholders through the following manner;

Students: Students' Assembly is organized and interactive session is conducted to obtain responses and reflections of the students on the prevalent curriculum.

Alumni: The institution has an Alumni Association which meets frequently and discusses about different issues of the institution. The guardians are called to discuss different matters, inter alia academic advancement, performance of the students etc. Their interactive discussion on the curriculum might be more effective and motivating to the learners, but the scope is minimal to reflect on the curriculum, which is why, their reactions in the enrichment of the curriculum is not as it ought to have been. However, the institution authority has a future plan to assemble both the Alumni and the guardians to make threadbare discussion on the pros and cons of the curriculum.

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

Apart from the feedback obtained from different stakeholders, the Teachers' Council and IQAC of the institution make survey of the students' performance. Their observations under the supervision of the Principal are some of the efforts that enrich the quality of the students. Moreover, the faculties of different Departments monitor quality enrichment of the learners.

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?

Not the institution itself, but some faculties who are on the Boards of Studies formed by the University contribute to the modification and development of the curriculum by reflecting and reacting on different learning materials in 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?

There is no formal mechanism in true sense of the term to obtain feedback from all stakeholders. It is in the general meetings convened by the Principal with students, Alumni and guardians that feedback is obtained and documented. The faculties who are on the Boards of Studies communicate the feedback to the Boards of Studies for necessary modification in the curriculum which are, thereafter, formalized in the meeting of the Executive Council of the University.

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?

<i>New Programmes/ Courses</i>	<i>Year of Introduction</i>
Economics (Hons.) & Mathematics (Gen)	2013-14
Physics(Gen)	2013-14
Education	2015-16

The reasons behind the introduction of Economics (Hons.), Physics (Gen) & Mathematics (Gen) are cogent enough. In Tufanganj Sub-Division there is not a single institution where Economics (Hons.), Physics and Mathematics are taught. Bio-Science has already been introduced in the institution, but extension of affiliation to Pure Science was a far cry over the years. During the past years there were demands from the students and public for introduction of Pure Science. Indeed, the introduction of Pure Science completes the full circle of Science Stream and raises the institution to a full –fledged Degree Institution. However, the scarcity of permanent teachers in the Science Stream impedes our efforts to mete out quality education to the learners. The institution authority is moving the appropriate authority for appointment of teachers on substantive basis.

CRITERION – II

TEACHING-LEARNING AND EVALUATION

SUMMARY

Admission process is merit based, transparent and does adhere to reservation rules as laid down by the state government. While students' profile is occasionally reviewed, flexibility in choice of courses as well as the special needs of the advanced and laggard sections is attempted and allowed to the extent possible. Academic calendar and teaching plans are prepared and audio-visual mode of learning is increasingly being used. Overall quality of faculties and their skill up-gradation instances are worth noting. There is elaborate mechanism for redressing grievances/discrimination, if any. University results reveal relatively satisfactory level of performance of students.

The institution suffers from staff shortage and it does not, as yet, embrace evaluation of the performance of faculties by external peers/agencies. Abnormally high demand ratio in some courses seems misleading as applicants apply for almost all and eventually opts only for one. No faculties have received external awards worth mentioning. And there is need for and scope to amplify the performance of students in university examinations.

2.1 STUDENT ENROLMENT AND PROFILE

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

❖ **Publicity:**

Till 2014-15 public notice was being displayed on the College website as well as on the college notice board soon after the publication of the result of the H. S. Examinations of West Bengal Council of Higher Secondary Education, mentioning the admission rules, eligibility criteria, intake capacity, reservation policy (according to government rules), dates of submission of application forms and other relevant information about the admission process.

Admission procedure and rules were also published in the College Prospectus, available from the college office at nominal price. The institution ensured wide publicity to the admission process through printed prospectus, distributed to the applicants during the time of admission. The college Prospectus described the salient features of the institution, academic disciplines, the courses offered, as well as subject combinations, intake capacity and available faculty members.

From 2015-16 academic session E-counselling has been introduced following stipulation from the University. And everything, from publicity, generation of merit list and entire process of admission are being conducted through online portal and admission fee payment in bank.

❖ Transparency:

The Admission Committee of the college comprising the Principal, the Convener, Secretary of Teachers' Council, General Secretary of Students' Union, senior teachers and members of the non-teaching staff, plays an important role in framing out the admission criteria based on the guidelines of the University of North Bengal and the Government of West Bengal.

The admission process is computerized (exclusive computer software for the purpose) and it is done through counselling. Admission is done strictly on the basis of merit. There is no management or other form of quota other than those as reserved by the state government.

The merit lists are uploaded on the college website and are also displayed on the college notice board. The admission process- particularly of Honours courses- is evaluated from time to time in order to take note of the number of students admitted, number of students transferred to other colleges and the number of vacant seats. Steps are then taken to fill up the vacant seats from the waiting lists. Thus, transparency is ensured from the stage of notification till the completion of admission process.

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.

- a) Merit lists are prepared following the norms laid down by the University of North Bengal for entry in the Honours courses and during admission the students are counselled by the faculty members of the Departments. For admission in general courses, first come first serve policy is taken.
- b) No admission tests or entrance Exams are mandatory in the institution.
- c) Neither there is any combination of merit and entrance test nor merit, and interview.
- d) The reservation of seats for OBC, SC, ST and physically handicapped is maintained as per Government of West Bengal rules.

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 and maximum percentage of marks (as per Merit List*) for admission in UG Honours courses in Tufanganj Mahavidyalaya (TFG) and University B.T & Evening College** (BT & Evening), Cooch Behar in the session 2015-16 are as follows:

Programme	College	Max.	Min.
B.A. Honours			
Bengali	TFG	87.8	62.2
	BT & Evening	88.2	61.2
English	TFG	90.7	68.8
	BT & Evening	91.0	67.8
Economics	TFG	NA	NA
	BT & Evening	NA	NA
Geography	TFG	91.3	48.0
	BT & Evening	90.5	55.9
Philosophy	TFG	89.0	46.0
	BT & Evening	86.0	47.1
Sanskrit	TFG	87.8	67.7
	BT & Evening	90.3	65.5
History	TFG	79.7	46.7
	BT & Evening	85.2	45.8
Political Science	TFG	87.7	48.3
	BT & Evening	76.3	47.8
Sociology	TFG	74.8	49.5
	BT & Evening	NA	NA
B.Sc Honours			
Botany	TFG	82.5	66.8
Zoology	TFG	86.3	66.3
General Courses			
BA		82.0	30.0
B.COM		53.5	47.5
B.SC (Pure)		79.0	54.5
B.SC (Bio)		79.0	49.5

* As per circular of NBU dated 29-05-2015, the formula for computation of merit marks for Honours course is as follows:

Merit = $\frac{2S+T}{6}$ T= Marks obtained in English + marks obtained in subject opted for Honours + best marks of other two subjects excluding EVS. S= marks obtained in subject opted for Honours

For the candidates not having specified subject opted for honours in school leaving examinations the formula will be like: $T_1/4$ where T_1 = marks in English + best of other three subjects excluding EVS.

The formula for Honours courses will also be applicable for general courses

** University B.T & Evening College does not offer B.Sc. Programmes and Honours programme in Sociology or pure Science and it is the single college in the district Cooch Behar that has undergone second cycle of NAAC accreditation securing B Grade.

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, there is a mechanism to review the admission process and students' profiles annually. Every year, a meeting of the Admission Committee is held prior to the beginning of the admission process. During the ongoing admission process there are regular meetings of the Admission Committee to review the progress of the admission process. Suggestions of the Committee members are implemented, if required. The Committee also takes into consideration the profile of the students and ensures the maintenance of diversity and inclusion. Students' profiles are maintained and reviewed through collection of biographic information through the admission forms.

Seen overall, enrolment in some general subjects (History, English, Geography) seems massive. It may be incumbent in future to preordain choice of subject combinations, thus balancing the enrolment

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)

The institution follows the reservation policy for SC (22%), ST (6%), OBC (OBC-A 10% & OBC-B 7%) students according to the rules laid down by the Government of West Bengal and the University of North Bengal. There is also a quota for the differently-abled students (3% in each category of General, SC, ST and OBC). Although there is no specific reservation for women, economically weaker sections and the minority community (excluding 7% for OBC- B), the college encourages the students belonging to these sections to study the subjects of their choice and provides them with other incentives like full/half-free studentships, scholarships, Kanyashree Scholarship or Merit-cum-Means scholarship, Sitaram Jindal scholarship, Rashtriya Sanskrit Sansthan, Chief Minister's Uchhasiksha scholarship etc.

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 UG Honours	Year	No of Applications	Students Admitted (No)	Demand Ratio
Bengali (Intake 120)*	2011-12	1223	83	1: 14.7
	2012-13	607	91	1: 6.7
	2013-14	669	119	1: 5.6
	2015-16	1329	120	1: 11.0
English	2011-12	770	67	1: 11.5

(Intake 88)	2012-13	314	70	1: 4.5
	2013-14	271	87	1: 3.1
	2015-16	823	88	1: 9.4
Economics (Intake 40)	2013-14	11	00	--
	2015-16	21	00	--
Geography (Intake 40)	2011-12	834	25	1: 33.4
	2012-13	307	24	1: 12.8
	2013-14	373	40	1: 9.3
	2015-16	481	37	1: 13
Philosophy (Intake 48)	2011-12	589	15	1: 39.3
	2012-13	65	16	1: 4.1
	2013-14	76	20	1: 3.8
	2015-16	569	38	1: 14.9
Sanskrit (Intake 53)	2011-12	381	25	1: 15.2
	2012-13	216	25	1: 8.6
	2013-14	250	36	1: 6.9
	2015-16	1055	52	1: 20.2
History (Intake 120)	2011-12	564	63	1: 8.9
	2012-13	175	49	1: 3.6
	2013-14	150	50	1: 3
	2015-16	290	88	1: 3.3
Pol. Science (Intake 120)	2011-12	244	83	1: 2.9
	2012-13	93	91	1: 1.0
	2013-14	129	120	1: 1.1
	2015-16	199	60	1: 3.3
Sociology (Intake 120)	2011-12	217	50	1: 4.3
	2012-13	154	54	1: 2.9
	2013-14	121	39	1: 4.3
	2015-16	233	53	1: 4.4
Zoology (Intake 32)	2011-12	368	22	1: 16.7
	2012-13	268	24	1: 9.7
	2013-14	313	32	1: 8.3
	2015-16	316	32	1: 9.8
Botany (Intake 20)	2011-12	364	12	1: 30.3
	2012-13	114	12	1: 9.5
	2013-14	133	16	1: 8.3
	2015-16	284	20	1: 14.2

* Intake figures pertain to 2015-16 session only.

Demand for certain courses (say Bengali, Geography) is quite high. However, the demand ratio seems misleading. Applicants, not being confident about their chance, apply for more than one course. Considering the position in the Merit List they are admitted to one of the preferred courses and bunk the others. This is reflected in the trend where only a few take admission in some courses despite considerable number of applications.

2.2 CATERING TO STUDENT DIVERSITY

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

The college strictly follows the reservation policy for differently-abled students in all Honours courses (3% in each category of General, SC, ST and OBC). They are offered all kinds of assistance from the institution so that they do not face any problems in pursuing college education.

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.

During counselling session and also in Induction Meeting, students are apprised of the choice of subject combination which will be available and will be helpful in their future studies. On the first day of the academic session the students are also introduced to the curriculum and other aspects of the programme they will pursue in days ahead.

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

The institution identifies weaker and advanced learners on the basis of classroom interaction, tutor-ward interaction, assignment writings, class tests, and test examinations. The institution adopts strategies like academic counselling, remedial classes and tutorial classes for facilitating slow learners.

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

No form of discrimination on the basis of caste, religion, ethnicity, language or status etc. is indulged or adhered or allowed in the institution.

Students and staff are sensitized on issues of gender through holding of seminars / invited lectures on gender-related topics especially organised by the Forum for Women's Studies.

The NSS and NCC wings of the college organise several programmes with invitees from other institutions to augment awareness on environmental and other social issues.

The college has a Grievance Redressal Cell where students can lodge complaint about any form of harassment in the campus.

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

Advanced learners are identified through results of class tests and day-to-day interaction. Teachers try their level best to help such learners by providing reference books and notes and sometimes they are given special coaching to nurture their learning needs and to boost up their thinking. They are also encouraged to participate in seminars, debates, competitive exams etc. and pursue higher education.

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

Due to huge number of students (especially in General courses) it is not always possible to keep track of the students who drop out in the middle of the academic session. Regarding the students of Honours Courses the faculty members always keep track of such students and take extra care to help them. But problems are faced with some students who remain absent from the classes without any information and they gradually drop out in spite of honest efforts to communicate with them or their guardians. As for the slow learners, remedial coaching classes are arranged for them. Students' Aid fund and Welfare Fund are other incentives to fasten them around the courses.

2.3 TEACHING-LEARNING PROCESS**2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)**

At the beginning of each academic session the Teachers' Council and faculty members prepare Academic Calendar and Teaching Plans respectively. Evaluation is done through class tests, assignments, seminars and pre-final test examination. Final evaluation of the students is made on the basis of the University Examinations held at the end of each academic session.

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

The IQAC functions as an advisory body operating constantly for the betterment of the teaching-learning process. Inputs from various stakeholders are seriously considered for developmental planning by the IQAC. However, to improve the quality of teaching-learning process, the IQAC considers students' feedback, their performance in internal assessment, use of library resources, effective use of existing infrastructural facilities and additional requirements, if any. The IQAC meetings often result in the emergence of new ideas which help invigorating teaching methods.

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

To make the learning student-centric the teachers make sincere efforts to present the prescribed curriculum in ways that suit the average aptitude of each batch of students. All the Honours departments arrange students' seminar where students are to deliver lectures on what they are taught. Field trips and excursions are carried out by the Botany, Zoology, Geography and Sociology departments to make education more down-to-earth and interesting. Teachers also use maps, overhead projectors and power-point presentation to make learning student-friendly. Students are given assignments on topics taught in the class, which they have to do independently from the references provided by the teachers.

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?

There is ample scope for the students to nurture their critical thinking, creativity and scientific temper. They are encouraged to participate in debates, quiz competitions, co-curricular activities, poem recitations etc. They contribute writings for the college magazine and wall magazine. The college organises several awareness programmes to enhance the scientific temper of the students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g.: 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.

Teachers have access to internet and INFLIBNET through which they can gather vast amount of information from a number of e-journals and effectively update themselves with current knowledge which is then passed on to the students.

The college library offers internet connection to students as well. Besides, the library has few E-resources (mainly back volumes of many journals) which are open for the use of the advanced learners

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

The college organises seminars at regular intervals which exposes the students and teachers to the latest ideas and innovations cropping up in various fields of education. Teachers are encouraged to attend seminars and workshops to enhance their knowledge. They also attend Orientation and Refresher Programmes to update them.

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

Faculty members of all the departments regularly extend psychological, academic and personal support to the students. They often help the students financially. Career Counselling Cell provides students information and options regarding their future course of studies and career. The Entry into Services Cell organises classes to prepare students for various examinations held by the Public Service Commission and School Service Commission etc. Many students have benefitted from these classes and are now well established in their careers.

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

The institution always encourages teachers to keep themselves abreast with the latest developments in their respective fields. They are encouraged to use computers, internet and library resources to enrich their teaching. The faculty members of different departments, especially the science faculties, use overhead projector, power-point presentation as the teaching aid.

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

The library of the college is somewhat well stocked with textbooks, reference books, latest social science journals, newspapers, University Exam. question papers etc. Both students and teachers are encouraged to utilise these resources to make the teaching-learning process more enriching and rewarding. The library reading rooms- for teachers and students- remain open from 11 to 5 in the evening on all working days.

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

Usually the faculty members do not face any problem in completing the curriculum within the stipulated time as the college has the practice of covering the syllabi as per lesson plans submitted at the beginning of every academic session. However, if some classes are hampered due to unavoidable circumstances, extra classes are taken to compensate the shortfall.

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

The primary objective of the IQAC is to monitor and evaluate the quality of teaching-learning programme. In addition, the quality of teaching is also monitored by getting feedback from the students every year after the results are declared. Faculty members are also advised by the

Teachers' Council to improve teaching strategies based on the result analysis of the concerned papers.

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

Highest Qualification	Professor †		Associate Professor ‡		Assistant Professor		Total
	M *	F**	M	F	M	F	
Permanent/Substantive							
PhD	0	0	5 (including Principal)	1	1	1	8
MPhil	0	0	1	0	1	2	4
PG	0	0	0	0	5	4	9 [21]

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	M *	F**	M	F	M	F	
PTT & CWTT (Govt Approved) ‡							
PhD	0	0	0	0	0	0	
MPhil	0	0	0	0	1	0	1
PG	0	0	0	0	9	7	16 [17]

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	M *	F**	M	F	M	F	
Guest ‹							
Ph.D	0	0	0	0	0	0	
MPhil	0	0	0	0	1	0	1
PG	0	0	0	0	15	4	19 [20]

† At college level there is no sanctioned post of Professor

‡ Associate Professor's Posts are not sanctioned but elevated through Career Advancement Scheme (CAS) from the sanctioned post of Assistant Professor

* M- Male: ** F- Female

‡ Approved & Funded by Govt. of West Bengal.

‹ Approved & Funded by the Institution.

It may be noted that the institution cannot take policy decision on recruitment on permanent or substantive positions. It can submit proposal, duly approved by the Governing Body, to the Director of public instruction for creation of post(s). And the College Service Commission selects and recommends the candidates. The institution can at best facilitate their commitment and competency. It is only for Part-time and Guest teachers that the institution selects candidates following recommendation of selection panel as per the prescription of the affiliating University.

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.

The college has recently started pure science subjects like Mathematics and Physics. As no full-time teaching posts are immediately sanctioned by the state government after the introduction of a new course, the college authority itself has recruited some guest teachers

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

Name of Programme	Name of Faculty with Department	Year
Refresher Course	Ankita Mukherjee, Dept. of Bengali	2010
	Dr Debashis Das, Dept of Zoology	2010
	Abhisek Saha, Dept. of Chemistry	2012
	Sanghamitra Choudhury, Dept. of Political Science	2013
	Sanchari Ray, Dept. of History	2014
	Dr. Ram Prasad Mukhopadhyaya, Dept. of Botany	2008
	Sushna Subba, Dept. of History	2015
	Tuhin Sanyal, Department of English	2015
	Sumit Roy, Department of English	2010
	Dr. Sidhartha Sankar Laha, Dept of Economics	2014
Orientation Course	Ankita Mukherjee, Dept. of Bengali	2011
	Tuhin Sanyal, Dept. of English	2013
	Sanghamitra Choudhury, Dept. Political Science	2011
	Abhisek Saha, Dept. of Chemistry	2011
	Sushna Subba, Dept. of History	2012
	Sanchari Ray, Dept. of History	2013
	Swapna Ghosh, Dept. of Sociology	2012
	Sushna Subba, Dept. of History	2012
	Sumit Roy, Department of English	2010
	Dr. Sidhartha Sankar Laha, Dept. of Economics	2011

Development programme for office staff is yet to be organised.

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

No Faculty Training programme has so far been organised.

c) Percentage of faculty

- *invited as resource persons in Workshops/ Seminars/ Conferences organized by external professional agencies:*

24% (mainly in universities, colleges and Department of Forest, Govt. of West Bengal) (e.g. D.Das, T.Sanyal, B.Som, A.Mandal, S.Roy)

** participated in external Workshops/ Seminars/ Conferences recognized by national/ international/ professional bodies:*

More than 90% (mainly in universities, colleges)

** presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies*

More than 75% (mainly in universities, colleges) (for details pl. see Item No.7.3 post)

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

Teachers are encouraged to apply for research projects from UGC and other funding agencies. Teachers are granted study leave and are provided with all possible infrastructural facilities to carry on their research work. The college facilitates research activities and encourages teachers to attend and present papers in seminars and conferences by granting them Duty Leave.

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.

No national level award or recognition has so far been received.

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?

No evaluation by external peers is in place. A modicum of evaluation is attempted while collecting feedback from the outgoing Part III students. Moreover, Teachers' Council, in its meetings, sometimes takes stock of the performance of the faculties.

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?

All the stakeholders of the institution are apprised of the evaluation processes well in advance before the university examinations. The previous university examination question papers and model questions are made available to the students in the library. Students are also informed of the schemes of evaluation, updates on curriculum revision, alterations in the question patterns and do's and don'ts during university examinations.

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 University of North Bengal introduced the 1+1+1 System in 2004, and this institution being an affiliated college has adopted the system immediately. Apart from this, the answer scripts for Test Examination conducted annually for every course and programme are evaluated following the general pattern of instructions given for evaluating university examination answer scripts.

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

The college strictly adheres to the rules and regulations of the university evaluation system. The internal evaluation system of the college is changed from time to time keeping the university exams in mind. Thus, Annual Test, class test and evaluation of assignments are the existing patterns. All such tests are conducted not at the direction of the university but in adherent to the decision adopted by the institution for the interests of the student community.

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

As part of the formative assessment approach, the college has introduced class tests, assignments and students' seminar. The students' academic progress is monitored regularly through the formative methods. Before the scheduled university exams the college holds its own Test examination for all the students. All these steps ensure that the students are well prepared for the final university exams.

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

The college observes strict discipline in the internal assessment system. It is mandatory for all the students to appear for the class tests, seminars and Test Examination. After evaluation of the answer-scripts, the teachers of the respective departments point out the mistakes and weaknesses of the individual students. However, there is no system in place where weightages are assigned for the overall development of students.

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

To the understanding of the institution, crucial attributes of graduates are basic knowledge of the subjects taught, motivation to excel in life and society, self-confidence for pursuing higher studies, communication skill and determination to succeed in career life. The institution seeks to impart and improve these qualities through teaching, extra-curricular activities and community development programmes

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

The University has a system of Reassessment and Scrutiny of answer-scripts after the results are published. The students have to apply for re-assessment within a stipulated time. If a student is not satisfied even after that, he/she may use the Right to Information Act to personally view his/her answer script.

For college level examinations, examinees are absolutely free to lodge complaint to the Principal and to see the answer scripts, if there is an iota of doubt about the marks awarded.

2.6. STUDENT PERFORMANCE AND LEARNING OUTCOMES

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

The main objective of the college is to motivate the students, the future citizens of India, towards acquisition of knowledge and skill and social commitment. The curriculum prepared by the University and followed by the institution definitely fulfils this objective. It constantly monitors the teaching learning process through different mechanisms. The students and staff are made aware of these learning outcomes from the beginning of the session itself through the college Prospectus, Induction Meeting with the first year students, Fresher's Welcome and other cultural programmes, classroom interaction etc.

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

The college monitors the progress and performance of students by its own internal evaluation system which consists of class tests, assignments, seminars and test examination. The results are communicated to them through the notice board and/or in the classroom.

Programme- wise PART III Results (2011 – 15)

<i>Programmes UG (Honours)</i>	<i>Year</i>	<i>Appeared (No)</i>	<i>Passed (No)</i>	<i>Pass %</i>
Bengali	2011-12	44	38	86.4
	2012-13	68	57	83.8
	2013-14	62	46	74.2
	2014-15	67	54	80.6
English	2011-12	48	34	70.8
	2012-13	28	23	82.1
	2013-14	18	14	77.8
	2014-15	59	50	84.7
Economics	NA	NA	NA	NA
	NA	NA	NA	NA
Geography	2011-12	0	0	
	2012-13	14	14	100
	2013-14	6	5	83.3
	2014-15	19	19	100.0
Philosophy	2011-12	11	9	81.8
	2012-13	15	11	73.3
	2013-14	08	7	87.5
	2014-15	13	08	61.5
Sanskrit	2011-12	22	19	86.4
	2012-13	20	16	80.0
	2013-14	35	20	57.1
	2014-15	17	17	100.0
History	2011-12	30	16	53.3
	2012-13	53	24	45.3
	2013-14	51	34	66.7
	2014-15	74	49	66.2
Pol. Science	2011-12	05	03	60.0
	2012-13	13	08	61.5
	2013-14	13	10	76.9
	2014-15	10	08	80.0
	2011-12	13	10	76.9
	2012-13	32	23	71.9

Sociology	2013-14	26	20	76.9
	2014-15	42	27	64.3
Zoology	2011-12	1	0	--
	2012-13	12	9	75
	2013-14	4	1	25
	2014-15	14	14	100
Botany	2011-12	3	2	66.7
	2012-13	4	2	50
	2013-14	2	0	00
	2014-15	00	00	00
Total /Average		976	721	73.9

<i>Programmes (UG- General)</i>	<i>Year</i>	<i>Appeared (No)</i>	<i>Passed (No)</i>	<i>Pass %</i>
BA	2014-15	1065	329	30.9
B Sc	2014-15	19	19	100
B.Com	2014-15	1	1	100

* Results of General Courses of other years can be found in page 97

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

The institutional goal is to impart liberal education to produce intellectually developed, morally upright, socially conscious and spirited young people who can serve themselves and the society. The institution provides special coaching facilities like Remedial classes and Coaching for Entry into Services for the UG students. Students are also encouraged to take part in extra-curricular and sporting activities for their overall development.

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

Being an affiliated college of the University of North Bengal, the institution does not enjoy autonomy of framing its own courses. However, the students are told about the social and economic relevance of the conventional courses that they are studying. The college has a Career Counselling Cell and Coaching for Entry into Services Cell which guide the students and offer opportunities for them to get employed in different sectors.

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

The faculty members of each department collect data on student learning outcomes from their performances in class tests, assignments, seminars, test examinations and university examinations. The collected database is used to identify the academically weak students and remedial classes are arranged for them.

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

This is a collaborative endeavour in which the Governing Body, Teachers' Council and the IQAC are involved. All these (academic) bodies monitor the quality of learning outcomes and suggest changes wherever necessary, thus ensuring the betterment of the learning outcomes.

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

Each Department prepares a result sheet of the Test Examination for Honours students. Individual performance of the students is taken into account by the respective departments, and adequate measures are taken for conveying suggestions for improvement to the students, if necessary.

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

Nil

CRITERION – III

RESEARCH, CONSULTANCY AND EXTENSION

SUMMARY

The institution endeavours to buttress as well as entrench research activities and culture with the cognitive impetus and infrastructural support at its command. The number of publications (books and articles in journal) that the faculties have to their credit is really considerable. So also the number of research projects undertaken. Commendable is the role of Research and Publication Committee that has brought out one multi-disciplinary Journal with ISSN number. Moreover, holding of seven national level seminars is yet another testament to the commitment to research etc. Whereas the funding for research projects has come from three distinct governmental sources, the research facilities available in the institution include laboratory, computer lab, internet connectivity, central library, reprography, computer, laptop etc, Also notable is the extensive extension activities undertaken by NSS, NCC (both Boys and Girls unit), Forum for Women's Studies and Community Welfare Committee etc.

However, the institution is fumbling in establishing interface with industries, harnessing collaborative networking with professional institutions, offering consultancy services and in funding research projects on its own. Given the nature of general degree college and the conditions of economic hinterland, significant headways on these fronts seem challenging in the near future.

3.1 PROMOTION OF RESEARCH

3.1.1 Does the Institution have recognized research centre/s of the affiliating University or any other agency/organization?

No. The institution does not have any research centre recognised by either the affiliating university or other organisation.

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

The institution has two specific research committees: one framed as per UGC regulations and the other formed with the initiative of IQAC.

i) One Research Body has been constituted as per the guidelines of UGC and it is presently composed of Dr. D.Chatterjee, Dr. A. Mandal, Dr. B. Som, Dr. D.Das and Dr. S.S.Laha.

Research Body addresses and monitors research activity of the faculty members. Besides encouraging the faculty members to apply and equip themselves about the available opportunity, the Body evaluates the research projects and approves those as per the merit and then takes initiative to submit to the UGC for consideration.

ii) The Research & Publication Committee, constituted with the initiative of IQAC, consists of
 Dr. Debashis Chatterjee
 Dr. Amal Mandal,
 Dr. Bijoy Behar Som
 Dr. Debhasis Das and
 Dr. Sidhartha Sankar Laha

The Research & Publication Committee holds meetings and devises plan of action, then meets with teachers, appraises them about the plan of action decided and motivates faculty members to enhance their academic advancement, thus excellence of the Institution.

Few recommendations of the Research & Publication Committee are:

To provide necessary help to interested faculty to apply for research grants from various sponsoring agencies
To conduct socio-economic survey and thereby collate data bank concerning the adjacent areas of the institution.
To take up extension activity with social understanding that will encourage the faculty to carry out specific research works in due course.
To select few areas of research on priority basis: already few areas have been selected for intensive study: such as self-help group, cottage industry, self employment venture, community health, environment and pollution.
To set up one cell for documenting and undertaking agency role relating to the girls students of the institution in particular and community women in general.
To publish one research journal with ISSN number covering the rural society as one platform for academics and activists.
To establish effective linkage with local level NGOs and government institutions including panchayats.
To motivate faculty members to apply for seminar proposals to the UGC/other agencies so that understanding of one issue can be achieved through the confluence to researchers and thereby achieving some sort of networking.

Impact

Application for Forum for Women's Studies has already been submitted to UGC (Delhi office) for necessary approval and fund.
Even before getting UGC approval, the Forum has already undertaken few sensitization programmes with outside help such as Advocates of Tufanganj Bar Association, village level awareness camps.
Four seminar proposals had been submitted to UGC for necessary grants in 2014. And it is gratifying that all the proposals have been accepted, fund sanctioned and the seminars are to be held shortly.
One multi-disciplinary journal with ISSN number- <i>The Journal of Rural and Community Affairs</i> - has been published containing total 10 papers written by cross sections of academics from different parts.
Few research projects have been submitted: one to UGC and another to ICSSR, Delhi.
The Governing Body of the institution has been supportive enough to approve most of the proposals routed through UGC Body and Research & Publication Committee.

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 authority ; ❖ any other

❖ The institution delegates autonomy to researcher/Principal Investigators, as the case may be, to carry out research projects as per the guidelines/stipulation of the sponsoring agencies.
❖ For smooth progress of the projects the institution ensures timely availability of the resources/grants to the researchers/Principal Investigators whenever it is received.
❖ The institution does provide space, electricity, internet connectivity, INFLIBNET (NLIST) access to researchers/Principal Investigators. And the administrative staffs extend support in the form of release of grant and other paper works.
❖ The institution is aware that reduced work load or special leave may help researcher/Principal Investigators to get more involved in their project works. Yet, it is also important that almost all departments suffer from faculty crunch. From the standpoint of students' causes, any leave or reduced work load will have negative effect/impact. However, worth mentioning it is that so far no researchers/Principal Investigator has sought for reduction of work load or leave. In a sense, such gesture attests the commitment of the faculty members to the cause of the students.
❖ Ten internet connection (since 5 years) and subscription of INFLIBNET (NLIST (since 4 years), computer Lab with printers, cameras, reprographic machines,

document cameras, subscription of books/Journals as prescribed by the faculty members are few instances indicating the supportive efforts of the institution towards smooth progress and completion of research projects.
❖ The institution offers to the researcher/Principal Investigator help relating to paper works. However, perhaps as the testimony of autonomy, they are to prepare and submit their audited accounts and Utilisation Certificate. The institution preserves copies of those documents and forwards those to the sponsoring agencies concerned

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

As a general degree college, it is not possible to promote research culture/aptitude among the students. However, the institution seeks to support research aptitude among students by conducting national/regional/Institution level seminar on important contemporary/inter-disciplinary issues. Students are encouraged to attend the seminars. Moreover, the students of Sociology, Geography, Botany and Zoology undertake field survey/studies and they prepare survey/project reports. Such field survey and project study familiarises the students with research methodology and equips them how to write survey/project reports. At the same time, the seminar of all Departments having Honours course is yet another encouraging effort to imbibe research culture among the students. All these skills are expected to help them if they pursue research works after completion of post-graduation.

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.

During 2007-2015 financial year (for details of projects please see the Departmental Profile) following Research projects have been undertaken by the faculties.

(The information is furnished in the format of i) Name of Investigator, ii) Department, iii) Title of Project, iv) Sponsoring Agency, v) Year, vi) amount and vi) status.)

Abhisek Saha, Department of Chemistry

1. "Application of Platinum Group Metal Complex To Achieve C-H Activation," sponsored by UGC (ERO). 2010-2012. Rs. 1.54 lakh. Completed.

Dr. Amal Mandal, Department of Political Science

1. *Electoral Endurance in West Bengal (1977 –2006): Untangling the Enigma*'. sponsored by Indian Council of Social Science Research, New Delhi: 2012-14. Rs. 5.40 lakh. Completed.
2. *Grassroots Development and Democracy: A Study of Gram Sabha in West Bengal*, sponsored by Indian Council of Social Science Research, New Delhi: 2007-09. Rs. 3.40 lakh. Completed.
3. *Participatory Democracy in Practice: Operation of Gram Sabha in Kerala and West Bengal*" sponsored by UGC (ERO). 2014-15. Rs. 1.8 lakh. Completed.

Dr. Bijoy Behari Som, Department of Sociology

Impact of MGNREGA on Women Agriculture Labour: a case Study of two district in North Bengal, sponsored by UGC (ERO) : 2014. 15 Rs. 1.67 lakh.. Completed.

Dr Debashis Das, Department of Zoology

1. Rearing performance, cocoon characters and larval haemolymph metabolites of muga silkworm, *Antheraea assama* Ww (Lepidoptera: Saturniidae) in the registered farmers field of newly introduced non-traditional area, Cooch Behar district of West Bengal, UGC (ERO), 2007 – 2009. Rs 1,00,000/- Completed
2. Baseline data Collection on Rasikbeel, Directorate of Forests, Coochbehar Division, 2008- 2009, Rs. 10,000/- Completed
3. Pathogenicity of the bacteriosis afflicted muga silkworm, *Antheraea assama* UGC (ERO), 2009 – 2011, Rs. 1,25,000/-, Completed
4. Water quality monitoring, Zooplankton, Phytoplankton & aquatic flora survey in Kulik Bird Sanctuary, Raiganj, WBDFO, Directorate of Forests, Raiganj Division 2010 – 2011, **Completed**
5. Census of Bird, Water quality monitoring, Habitat improvement & evaluation works undertaken under CSS- Raiganj Wildlife Sanctuary, DFO, Directorate of Forests, Raiganj Division, 2011 – 2012. Expertise service to the W.B. Govt. Completed
6. Documentation of Diversity of Fresh Water Fishes of West Bengal (Cooch Behar District) West Bengal Biodiversity Board, Rs. Rs. 1,95,000/-, On going
7. Diversity of Ichthyofauna and fishing practices correlated with plankton distribution and water quality of major wetlands present in sub-Himayan Terai region of North Bengal, UGC (ERO), 2014. Rs. 2,90,000/- 2014, On going.

Dr. Sidhartha Sankar Laha, Department of Economics

1. Ageing Situation, Problems in Rural North Bengal and Future Options” sponsored by UGC (ERO) ; 2013-14., Rs. 1.15 lakh. Completed.

Kashi Kanta Barman, Department of Economics

1. Economic Significance and Social Prospect of Watermelon Cultivation on The Barren River Beds of Terrain Region of West Bengal, India, UGC (ERO). 2013-14. Rs. 1.49 lakh. Ongoing

Dr. Ram Prasad Mukhopadhyay, Department of Botany

1. "Isolation and screening of Feather Degrading Actinomycete(S) and Standardization of Conditions For Feather Degradation by the Selected Actinomycete(s). UGC (ERO). 2013-14. Rs. 1.85 lakh, . Ongoing

Dr. Sulekha Pandit, Department of Bengali

1. *Koch Rajye Bangala Sahitya*. UGC (ERO): 2013. Rs.1.48 lakh Ongoing-

Sanghamitra Chowdhury. Department of Political Science

1. “Unforgotten History: The Strike of Indian Railways Workers in 1974: its Impact In Eastern and North-East Frontier Railway Zones.” UGC (ERO). 2014-15. Rs. 2.6 Lakh. Ongoing

Guided Ph. D scholar

<i>Name of Guide</i>	<i>Department</i>	<i>(affiliated) University</i>	<i>No of Scholar</i>	<i>Year</i>
Amal Mandal	Political Science	North Bengal University	Two	2013-15
Dr. Sidhartha Sankar Laha,	Economics	North Bengal University	One	2014-15

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 imbining research culture among the staff and students.

Sensitization/awareness programmes on issues relating to health, environment and gender are frequently organised by NSS, NCC, Forum for Women's Studies etc. Even if indirectly, these programmes boost the capacity building in terms of research and research inclination among the faculty members and students.

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

Prioritised Research Areas	
For Arts Departments	Rural Development, Agrarian Relations, Women's Issues, Linguistic, Ageing, Community Health
For Science Departments	Bio-diversity, Environment, Birds, Microbiology, Fish etc.

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

The institution/Department organises seminars in order to rope in researchers to visit and interact with faculty members and students. Publication of seminar papers in the form of Books and Journal establishes some sort of networking with researchers across the states.

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

The Sabbatical leave for research projects has neither been applied for by any faculty member nor has it been sanctioned so far by the institution.

However, the institution releases faculty members who have received Faculty Improvement Programme (FIP) (one availed it during 2007-09) and Faculty Development Programme (FDP) (one faculty is availing it during 2013-15 for the purpose of pursuing her Ph. D).

At the same time, the institution provides on-duty leave (as prescribed by UGC) to faculty members for attending seminar/workshop, refresher course and orientation programme as and when they seek it.

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

The institution sanctions on-duty leave to faculty members for presenting their research papers in different international/national /regional level seminar/workshops.

The institution encourages publication of research papers in various outlets such as seminar proceedings, journals, books etc.

The exploration of social and scientific issues enriches the scholarship. And one specific instance of descending knowledge from Lab to Land is the contribution of Dr Debashis Das (Department of Zoology) who delivered lectures on Bird Watching to NAS Group members and had undertaken awareness programme on wetland (in association with Forest Department, Govt. of West Bengal) among people of Rasik Bil

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.

As mentioned earlier, having as a general degree college, it is beyond the purview of the institution to allocate on its own any sort of grant for undertaking research. The researchers themselves seek and receive grants from the sponsoring agencies. The institution provides necessary support required/permitted within the rules/regulations of those sanctioned projects. Other requirements like internet connection, library books/journal/reprography etc. are made available to the researchers.

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

The institution does not provide any seed money to the faculty for research works. The institution may consider any genuine proposal, if any faculty seeks such help in future.

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

Technically, the institution does not support or sponsor any research projects of the undergraduate students. Indirectly, the institution provides seed money to the Department of Sociology, Zoology, Botany and Geography to undertake their survey works or field study.

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

In conformity with the present socio-economic-scientific trends, almost all research projects undertaken by the faculty members are of inter-disciplinary nature. The very nature of such criss-cross can be comprehended from the very title, thus focus and thrust of the research projects and seminars undertaken/organised by the faculties.

<i>Title of the Inter-Disciplinary Research</i>
1. 'Socio-Economic Survey of Backward Villages' (Cooch Behar) sponsored by District Magistrate, Cooch Behar (2008) 2. 'Base Line Data Collection in Rashik Bil' (in association with Forest Department, Govt. of West Bengal), 2008 3. 'Evaluation of Centrally Sponsored Scheme in Kulik Bird Sanctuary' (in association with Forest Department, Govt. of West Bengal), 2010.
<i>Title of the Seminar (only National Level)</i>
1. Transformation of Rural Society 2. Twixt Pillar and Post; Diaspora Identity and 'in between-ness' in English Literature (2012) 3. Dynamics of Development and Discontent (2013) 4. Subaltern History of North Bengal Since Independence (to be held shortly) 5. Bio-diversity- Threats and Prospect (to be held shortly) 6. Employment Guarantee and Rural Regeneration; An Appraisal (3-4 December, 2015) 7. Self-hood for Women: Challenge and Prospect (2-3 December, 2015) * (Many other seminars held at college)

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

Latest instruments and equipments are purchased (through tender), as and when funds are available. And these are made available to students under the supervision of the faculty and attending staff.

Regarding laboratory equipments, students are divided into small groups for effective learning of technical skills as required for operating various sophisticated equipments.

The facilities for experimentation are not enough in the science departments. Yet, those available equipments are shared by faculty members and students of Zoology, Botany, Physics, Geography and Chemistry. Moreover, faculty of humanities use photographic, reprographic, voice recording equipments.

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 funding from industry has ever been received. And given the nature of department and expertise available, it is unlikely that funding from industry can easily be forthcoming.

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

The support to faculty members has, in general, come from four sources:

- i) ICSSR [Delhi]: total **2**
- ii) UGC [Kolkata] : total **8**
- iii) West Bengal Biodiversity Board: total **1**
- iv) and Forest Directorate, West Bengal

For details of the projects and funds please see Item no **3.1.5**

3.3 RESEARCH FACILITIES

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

The institution does not extend research facility to the students and research scholars. The supports are exclusively available for the faculty members.

Following are the salient facilities:

i. Laboratory: for Zoology, Botany, Physics, Geography and Chemistry Department.
ii. Computer laboratory: for all faculty members and students.
iii. Computers, printers, reprography, voice recorders, projectors, projection screen for all faculty members.
iv. Internet connection (total No 10), INFLIBNET (NLIST) connectivity: for all faculty members
v. Central Library with internet connections: for all faculty members and students.

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

The institution has constituted a Planning Committee, following UGC guidelines, to plan overall infrastructural expansion of the institution. Thus, a spacious and scientifically arranged Central Library is on the anvil.

Research & Publication Committee keeps trace of research projects, appraises the faculty members on the available schemes, fellowship and seminar throughout Indian states and encourages the faculty members to avail of those to the utmost extent possible.

Research & Publication Committee also monitors the available infrastructure such as books/journals necessary or imperative for carrying out research projects.

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?

The institution has not per se received special grants/finance from industry or other beneficiary agencies for developing research facilities. It has received grants/assistance from governmental agencies like ICSSR, UGC, Directorate of Forests, West Bengal Biodiversity Board and Govt. of West Bengal. The available research facilities have been created by the grants from governmental agencies obtained by faculty members and the UGC grants for Books/ Journals/ Equipment.

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

Outside scholars do not in general visit/use the available research facilities. The research assistants for ICSSR projects and Ph.D scholars working under a few faculty members use the facilities of other university/institutions. However, few researchers particularly engaged in research on history of Cooch Behar have explored the Rare Books section of the college Library. And few outside scholars have informally consulted the faculty members.

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

Facilities available for the researchers in the institution include the followings:

i. Internet connection (Total No.10: NME from BSNL) (also Net services from local Cable Operator)
ii. INFLIBNET (NLIST) access to e-resources, Journals and Books
iii. Computers, Printer, Computer Laboratory, Document Camera, Voice Recorders and reprographic machine.
iv. Procurement of journal and books as per preference of the faculty members
v. Central Library with internet connections
vi. Holding of seminars/workshops

vii. Encouragement to participation in seminar elsewhere.
viii. Laboratory for Zoology, Botany, Physics, Geography and Chemistry researchers

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.

Till date the institution has no collaboration with any research institution. Few faculty members have carried research works in other reputed Laboratory like Bose Institute (Kolkata), Centre For Women's Study (North Bengal University). Moreover, the institution has, over a decade, taken institutional membership of National Institute of Rural Development (Hyderabad)

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): **NIL**

Original research contributing to product improvement: **NIL**

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

1. Dr. Amal Mandal, has conducted survey on MGNREGA, Gram Sabha, Self-help Groups etc.
2. Dr. Bijoy Behar Som has conducted survey works on MGNREGA and Land Reforms.
3. Dr. Debashis Das has conducted survey on: Annual Waterfowl Census at Rasikbeel Wetlands in 2009, 2010, 2011, 2012, 2013 and 2014 (in association with Divisional Forest Officer (DFO), Cooch Behar Division, Government of West Bengal and Zoological Survey of India).
4. Dr. Sidhartha Sankar Laha has conducted survey on the elderly people in Dinajpur and Cooch Behar districts.

Research inputs contributing to new initiatives and social development : Not overtly manifested

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

The Research & Publication Committee has published one E-Journal (titled: *Journal of Rural and Community Affairs*) with ISSN no:

The composition of its Editorial Board is as follows:

Dr. Mozammel Huq , Professor of Economics, Strathclyde University, Scotland
Dr. Anil Bhumali, Professor of Economics, University of North Bengal
Dr. Sibransan Misra, (former) Professor of Economics, Viswa Bharati
Dr. Md. Yasin, Professor of Political Science, University of North Bengal

Dr. Ananda Mukhopadhyay, Professor, Department of Zoology, University of North Bengal
Bijoy Behar Som, Associate Professor of Sociology, Tufanganj Mahavidyalaya
Dr. Debashis Das, Associate Professor of Zoology, Tufanganj Mahavidyalaya
Dr. Amal Mandal, Associate Professor of political Science (Chief Editor)
Dr. Sidhartha Sankar Laha, Assistant Professor of Economics, Tufanganj Mahavidyalaya (Assistant Editor)

3.4.3 Give details of publications by the faculty and students:

The followings are the publications of the faculty members pertaining to the period 2007-2015. (For detailed publications of the faculties please see Departmental profile of the faculty concerned).

BOOKS

(Given in the format of: i) Name of Faculty: ii) Title of Book: iii) Year of Publication: iv) Publisher and v) ISBN no.)

And all the information relates to publication after the 1st cycle of NAAC Accreditation (i.e 2007).

Dr. Amal Mandal, Department of Political Science

1. (ed.) *Dynamics of Development and Discontent*. 2014: Delhi: Bookwell: 978-93-80574-65-3
2. *Grassroots Governance: Gram Sabha in West Bengal*: 2012: Jaipur: Rawat Pub. 978-81-316-0492-2
3. *Organising For Poverty Exit: Dynamics of Self-Help Groups*. 2011: Germany, LAP Publisher, 978-3-8443-0085-7

Dr. Debashis Das, Department of Zoology

1. *Birds of Cooch Behar*: 2007: Tufanganj Mahavidyalaya:

Dr. Sidhartha Sankar Laha, Department of Economics

1. (ed.) *Dynamics of Development and Discontent*. 2014: Delhi: Bookwell: 978-93-80574-65-3

Dr. Sulekha Pandit Department of Bengali

1. *Pratiswik, A Book of Poetry*, 2012: Abhinava Printers, Alipuirduar:

Tuhin Sanyal, Department of English

1. *Phoenix On A Female Body And Other Poems* (A collection of 51 poems) : 2009: Writers

Workshop, Kolkata: 978-81-8157

In ANTHOLOGY (Article in Edited Book)

(Given in the format of: i) Name of faculty: ii) Editor(s), iii) Name of book, i) Year of Publication and i) ISBN no)

Dr. Amal Mandal, Department of Political Science

1. Ghosh & Ghosh (eds.) forthcoming. *Social Problems in India*. Concept Pub. ('Corruption In India: Can The Hydra Headed Monster Be Chopped!')
2. Ghosh, M. & Jana, A.K., (eds.), 2010, *Development and Disorder: The Crises of Governance in the North East and East of India*. New Delhi: South Asian Publishers. 81-7003-326-8
3. Pal, Manoranajn, Bharati, Ghosh & Vasulu (eds.),. 2009. *Gender and Discrimination*, New Delhi: Oxford University Press. 0-19-806029-7
4. Debnath & Bhattacharjee (eds.),. 2008. *Economy and Society of North Bengal*. Kolkata: Progressive Publisher. 81-8064-142-2
5. Mukherjee et al (eds.), 2013, *Jungle Muhal: Continuity and Change*. Kolkata: Pragatishil Prokashak 978-81-89846-46-6
6. Bhuimali Anil (ed.) 2015. *Primary Education in India: Getting the Basics Right*

Ankita Mukherjee, Department of Bengali

1. Saha & Jash (eds.), 2013. *Samay Prebake Bangala Chotogalpa*, 'Phasil; Abashaita Mulyabodher Bhashy', S Banerjee: Kolkata, ISBN 978-81-922468-5-7

Dr. Debasis Das, Department of Zoology

1. Khewa S., Das, D., et al, (eds.), 2011, *Changing Scenario of Bird Richness in Central Bhutan*. New Delhi, Orion Press International, 81-88094-02-9
2. Sen, A. and Das, D, (eds.), 2011, *Biodiversity at Raiganj Wildlife Sanctuary with emphasis on Asian Openbill*. In Loss of Biodiversity and its Ethical Implication. Kolkata, Sadesh. - 81-8282-179-7
3. Das, D. and Sen, A. (eds.), 2011, *Avian Biodiversity at Rasik Beel Wetland Complex: An Analytical view on Threats and Management*. Kolkata. Sadesh, 81-8282-179-7
4. Das, D., Mitra, P., Sen, A. and Jha, P. (eds.), 2011, *Faunal Diversity in the Rasik Beel Wetland Complex*, Delhi. Daya Pub. House, 978-81-7035-752-0
5. Das, D., Sen, A. and Mitra, P., (eds.), 2012, *Biodiversity of Rasik Beel Wetland Complex*, Nepal, Conservation and Sustainable use of Wetlands in Nepal (CSUWN) 9973-2-5938-5
6. Das, D., Jha, P. and Sen, A., (eds.), 2013, *Changing Habitat Considerations for Conservation of the Asian Openbill (Anastomus oscitans) in the Raiganj (Kulik) Bird Sanctuary*, Delhi. Daya Pub. House: 978-81-7035-830-5
7. Das, D., Sen, A. and Mitra, P. (eds.), 2013., *Major Fauna of Rasik Beel (West Bengal)*. Kolkata. Zoological Survey of India :978-81-8171-355-1

Dr. Sulekha Pandit, Department of Bengali

1. Khokan Kumar Bag(ed.), 1416 BS, Rabindra Samakalin O Rabindra-Uttar Kabi O Kabita, 'Nagna Nirjan Hat: Nirjanatar Manaswita', S Banerjee & Co., Kolkata,
2. Arnab Sen & Pramod Nath(eds.), 1418 BS, Rabindra Charcha, Chitrkar Rabindranath'published by Rabindra Charch Kendra, Alipurduar.
3. Adyapak Dipak Saha & Adyapak Subodh Kumar Jash eds.),2013, *Samay Prabahe Bangla Chhota Galpo*, Adarini, S. Banerjee & Co. , Kolkata, 978-81-922468-5-7

Dr. Sidhartha Sankar Laha, Department of Economics

1. Bhuimali, A & Mukhopadhyay, C.K., (eds.), 2007. *SAARC Perspectives*, Serials Publications, New Delhi. 978-81-8387-168-6
2. Bhuimali, A & Mukhopadhyay, C.K., (eds.),2008. *Economic Issues in SAARC Context*, Abhijit Publications, New Delhi.978-81-89886-69-1
3. Mukherjee, S., et al (eds.), 2013. *Jungle Mahal: Continuity and Change* , Pragatishil Prokashak, Kolkata-81-89846-46-9.

Sushna Subba, Department of History

1. *Darjeeling: A Multi-disciplinary Perusal*, 2011 'Catholic Nuns and their Socio-Educational Contribution in the Darjeeling Hills – The History Revisited'. Kalpa Griha (pp. 29-39). 978-81-909642-2-7
2. *Darjeeling Saga: A Sequel*, 2013 'The Belief System, Dance and Music of the Limbu Tribe, Kalpa Griha (pp. 41-47), 978-81-909642-3-4.
3. *Modern Trends of Basic and Social Sciences*, 2015 'Regional History and Reconstruction of the Limbu Identity in Darjeeling' .KolkataTandrita Bhaduri for Readers Service pp.692-699, ISBN 978-93-82623-51-9, 2015

Tuhin Sanyal, Department of English

1. Edward the Second: Text and Criticism; Books Way, Kolkata; pp. 283-291; Edward's Abdication: Contexts and Correlation; ISBN 978-93-81672-07-05; 2012
2. History in Literature— Literature as History: The Issue Revisited; Levant Books, Kolkata & Sarat Book Distributors, Kolkata; pp. 160-166; "Literature in History: History as Literature"— Transacting The Contact Zone ; ISBN 978-93-80663-50-0; 2012
3. 'Literature and Religion': An Interface between Imagination and Belief- by Kabitika, Rangamati, Paschim Medinipur; pp. 76-88; (S)Crypts of Subjugation ; ISBN 978-93-81554-38-8; Dec. 2012
4. 'In Time of Breaking the Boundaries': Swami Vivekananda in the 21st Century Global Village; Kabitika, Rangamati, Paschim Medinipur; pp. 50-60; 'Logos' and Swami Vivekananda;ISBN 978-93-81554-37-1; Dec. 2012
5. English Education, Missionaries and Jungle Mahal. In *Jungle Muhal: Continuity and Change*. Progressive Publishers (Progotishil Prokashak), Kolkata; pp.196-203; ISBN 978-81-89846-46-9; 1 ; May, 2013

ARTICLES IN JOURNAL

(The following information follows the format of i) Name of Faculty ii) Name of Journal, Year & Vol. iii) Title of Paper iv) and ISSN no.)

Abhisek Saha, Department of Chemistry

1. Acta Cryst. 2007, E63, Chlorido{1-[2-(ethylsulfonyl)phenyldiazenyl]-4-methoxy-2-naphthyl- κ^3C,N,O }palladium (II) sesquihydrate. ISSN No 1600-5368.
2. Acta Cryst. 2007,E63, (E)-4- {[2-(Methylsulfonyl)phenyl]-diazenyl}phenol. ISSN No 1600-5368.
3. Discovery, 2013, 4, Alfred Werner, initiator of modern inorganic stereo-chemistry-A tribute in the occasion of 100th year of receiving the noble prize by the great chemist. ISSN NO- 2278-5469.
4. International Journal of Advanced Research. 2013,1 Alfred Werner, Pathfinder of modern inorganic stereo chemistry. ISSN NO 2320-5407.
5. International Journal of Pharmaceutics and Drug Analysis. 2014,2, Physico-chemical properties in relation to water quality at different locations along the shutanga river, life-line of Mathabhanga subdivision town of coochbehar district, west bengal, india. ISSN NO 2348-8948.
6. Annals of Pharma Research, 2014,2(02), A Study of Environmental Awareness and knowledge of Occupational hazard of Fishermen in a remote district of India. ISSN NO 2347-1956.

Dr. Amal Mandal, Department of Political Science

1. *Indian Journal of Public Administration*, Vol. LXI (2), April-June, 2015, 'Governance at Grassroots: Operation of Gram Sabha in Kerala and West Bengal', 0019-5561
2. *Journal of Rural and Community Affairs*, Vol. I (I), 2015. 'From De-Jure to De Facto Panchayats: Critical Appraisal of the Expert Committee Report, 2013.'
3. *Dialogue*, 2009, April-June. 'Employment Guarantee: Long Road Ahead'. 0973-0095
4. *Indian Journal of Gender Studies*: 2010, Vol. 17 (1). Perpetually Toiling for Others: Women in Brick Factory Works. 0971-5215
5. *Indian Journal of Public Administration*: 2011, Vol. LV11, No 2. 'Gram Sabha- A Conceptual Exploration'. 0019-5561
6. *South Asian Journal of Socio-Political Studies*: 2008, Vol. 9 (1). 'Achieving Basic Education For All In India: Progress and Pitfall of Sarva Shiksha Abhiyan'. 0972- 4613
7. *The Grassroots Governance Journal*: 2011, Vol. 1X, no. 2, "Gram Sabha and People Centric Development: An Institutional Overview". 0973-0257
8. *The Grassroots Governance Journal*: 2013, Vol. XI (1), Gram Sabha in Kerala and West Bengal: Beyond Rhetoric of Grassroots Democracy'. 0973-0257.
9. *Women's Link*. 2012, Vol. 17, No. 3: On Mamata Banerjee's Class and Course'.

Ankita Mukherjee, Department of Bengali

1. *Purva Bhatata*, 2014.Vol. 3(1) 'Paran Sakha Bandhu He Amar', ISSN 2319-8591

Babli Roy, Department of Chemistry

1. et. al: *Beilstein J. Org. Chem.* 2014. Vol. 10, pp.26–33. Silica: An efficient catalyst for one-pot regioselective synthesis of dithioethers. 1860-5397
2. et. al: *Tetrahedron Letters*, 55.2014. vol. 55 pp. 6596–6600. Grap oxide (GO)-catalyzed chemoselective thioacetalization of aldehydes under solvent-free conditions. 0040-4039.

Biman Karmakar, Department of Philosophy (Part Time)

1. *Indian Journal of Social and Natural Science*, 2013, Volume-2 (2), Ethical Principles and Ethical issues in Public Health', ,ISSN-22776117

Dr. Bijoy Behar Som, Department of Sociology

1. Journal of the Indian Anthropological Society. Aftermath of Operation Barga: A case study of two Northern Districts in West Bengal: 2013, Vol. 48 no 2. 0019-4387
2. Journal of the Indian Anthropological Society: Land Migration, Governance & Social Movements in North Bengal. 2008, Vol. 43 No 1. 0019-4387

Dr. Debashis Chatterjee, Principal/ (Department of English)

- 1.2008. Student Support and Progression, Tufanganj Mahavidyalaya. *Report and Reflections* (Special Supplement). Pub. Quality Assurance Cell (NAAC), West Bengal State Council of Higher Education in collaboration with National Assessment and Accreditation Council, Bangalore. June, 2008. Pp 38-41.
- 2.2005. Grotesque Realism: A Study of Rushdie's Texts in Bakhtinian Terms. *Symposium* : A Forum for literary dialogue. E-43 NBU Campus. Vol. 4 (2). Pp 3-4.

Dr. Debashis Das, Department of Zoology

1. (et al), *NBU J. Anim. Sc.* (2007) Vol. 1. Comparative study of free amino acid content in the haemolymph of healthy and diseased *Antheraea assama* Ww (Lepidoptera : Saturniidae) larvae.
2. (et al) *NBU J. Anim. Sc.* (2008) Vol. 2(1). Haemolymph protein profiles of healthy and bacteriosis affected larvae of *Antheraea assama* Ww (Lepidoptera:Saturniidae).
3. (et al) *Bull. Ind. Acad. Seri* (2008) Vol. 12(1). Free amino acid contents in the haemolymph of healthy and diseased *Antheraea assama* Ww (Lepidoptera : Saturniidae) larvae. 0972-1657.
4. (et al). *Indian J. Soc. Nat. Sci.* (2013) Vol. 2(1). Diversity and distribution of bird species in Cooch Behar District of West Bengal. 2277-6117.
5. (et al). *Alekhyia* (2014) Vol. 9. Prospect of Watermelon Cultivation and Securing

Livelihoods: A Case Study at Lower Stream of Jaldhaka River. 2277-8403.

Dwijendra Nath Singha, Department of Bengali,

1. *Lok-Utsya* (Indian Folklore Research Journal), Vol-1, January-2013, "Tufanganjer Kathya Bhasar Sarbonam Baichitrya" ISSN 2321-7340,

Gauranga Das, Department of Philosophy (Part-time)

1. *Foundation of Social Science Researcher*, November, 2012. 'Righteousness; Ethical Dimension In The Present Day Scenario,' ISSN2319-6181
2. *Foundation of Social Science Researcher*, December, 2012. 'Philosophy and Science; The Common Stage And Complementary to Each Other'. ISSN2319-6181
3. *Foundation of Social Science Researcher*, January, 2013. 'Problem and Probable Solution of Social Justice with Special Reference to Dr BR Ambedkar'. ISSN2319-6181
4. *International journal of Multi-Disciplinary Educational Research*, Vol. 1(6), 2012. 'Moral Dilemma and Its Probable Solution', ISSN 2277-7881
5. *International Journal of Multi-Disciplinary Educational Research*, Vol. 2(2), , 2013. The Concept of Purusarth and Reasons for Accepting Dharma as the First Puruantha, ISSN 2277-7881
6. *International Journal of Research in Social Science*, Vol. 3(2), May, 2013. 'Philosophy and Meaning of Life; From the Viewpoint of Biology and Humanistic Approach', ISSN 2249-2496

Kashi Kanta Barman, Department of Economics

1. (et al). *Alekhyia*, Vol 9. , 2014. 'Prospect of Watermelon Cultivation and Securing Livelihood; A Case Study at Lower Stream of Jaldhaka River'. (pp. 38-50). 2277-8403

Dr. Ram Prasad Mukhopadhyay, Department of Botany

1. *Journal of Mycopathological Research*, 46, 85-88, 2008 A keratinolytic actinomycete. (pp.85-88).
2. *Journal of Mycopathological Research*, 46, 85-88, 2009 A streptomycete collagenase. 0971-3719 : Impact factor-4.4(NAAS)

Sanchari Roy, Department of History

1. *Itihas Anusandahan*, Vol. .23, 2009. Banglar Biplabi Meyera (1905-34), p.784-85
2. *Itihas Anusandahan*, Vol. 24, 2010. Unish Sotoke Bangladesher Deshiyo sikshar ekti Porjalochana, (pp. 669-674),
3. *Itihas Anusandahan*, Vol. 27, Netaji O Rani Jhansi Bahini , (pp. 1073-74): 978-81-910874-37

Sanghamitra Chowdhury, Department of Political Science

- 1) *East Indian Journal of Social Science*, Vol. 2, May 2014, 'Strengthening the Grassroots Democracy- Reflection from Locality'.

Dr. Sangita Raha, Department of Philosophy

- 1) 'On the Buddhist Definition of Prama', Philosophical Papers(Journal),NBU, Department of Philosophy, Volume-5, March-2008
- 2) History Heritage and Culture(Book): Values Embedded in Indian Culture(Topic), ISBN-13:978-81-927509-8-9
- 3) Rethinking The Diversities(Book): Woman in Indian Culture(Topic), ISBN:978-93-84671-06-8

Dr. Sidhartha Sankar Laha, Department of Economics

1. *Journal of Regional Economic Studies*, 2007, March, vol.1. 'India's Trade Pattern in Pre-and Post- Liberalisation Era: A Quantitative Analysis'. Department of Economics, University of North Bengal .
2. *South Asian Journal of Human Rights*, 2009, Vol.4, No:1-2, 2009 (Winter Issue). 'Work Participation Rate among Disabled Population of India', 0973-2489.
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4. *East- Indian Journal of Social Sciences* , 2012, Vol.1, No.1, March. 2012. 'Geo-Economic Paradigm Influencing the Development of North East India: With Special Reference to Tripura', 2277-4483.
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Sulekha Pandit, Department of Bengali

1. *Sharadiya Janamat*, 1412 BS, 'Abanidranather Shilpatattwa O Soundanrja Bhabna'
2. *Sharadiya Janamat*, 1411 BS, 'Adhunik Bangla Sahitye Paschatya Chitra-Paribhasha'.
3. *East-Indian Journal of Social Sciences*, Vol-1, No. 1. March- 2012, ;Bengali Art Literature with Special Reference to Paintings;. 2277-4483,
4. *Purva-Bharat*, Vol-1, No. 1, Dec.2012, 'Jalpaiguri: Itihaser Pathe-Upanyaser Patay'.

Sumit Roy, Department of English

1. *Palette* (Journal of the Department of English, North Bengal University), Volume 1 Number 1, 2007. 'Identity-warp in Rohinton Mistry's *Tales from Firozsha Baag*: A Reading'

Sushna Subba, Department of History

1. *East India Journal of Social Sciences*, The Socio-Educational Contributions of Roman Catholic Missionaries in the Darjeeling Hills, Vol. 1/No. 2, 2013. (pp 200-205) ISSN 2277-4483

Tuhin Sanayal, Department of English

1. *Salesian Journal of Humanities and Social Sciences*; Vol.-III, No. 1; pp. 91-96; Translation: The Base and Superstructure; ISSN. 0976-1861; May, 2012.

2. *Victorian Journal of Arts: Special Issue*; by A.B.N. Seal College Printing and Publication Cell; Vol-V, No.-I; pp-89-96; The Problem of Equivalence in Translating from Bengali to English and Vice-Versa; ISSN 0975-5632; August, 2012

3.4.4 Provide details (if any) of Research awards received by the faculty: **NIL**

Recognition received by the faculty from reputed professional bodies and agencies, nationally and international:

Abhisek Saha, Asst. Professor of Chemistry, received BOLT award from Air India

3.5 CONSULTANCY

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

Given the lack of industries worth of name in the adjoining areas and the nature of general degree college, the institution-industry interface is unlikely to come into fruition, even in future.

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

The institution is committed to the fact that the skill/expertise of the faculty members is utilised or is made use of by other educational institutions and public agencies (like BDO, SDO, Municipality, Panchayats) and NGOs. Such commitment to social advancement will of course be without any pecuniary benefits.

The institution does not publicise the expertise available. All has been done at the individual level. However, the profile of faculty members as uploaded in college website may hopefully be seen or tapped by other institutions/agencies.

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

The institution offers full support to the faculty members to undertake consultancy service, if any, by means of accommodation and access to the institutional space and infrastructure (i.e. Laboratory).

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

No revenue has been generated

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?

As no revenue is available, question of sharing does not arise.

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

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

The institution-neighbourhood-community network and students' engagement are achieved through the following ways:

NSS unit adopts one village, makes household survey on specific aspect like sanitation and child education, initiates awareness campaign, invites and involves village people in the workshop and submits the survey reports to the Gram Panchayats, BDO Office for necessary follow up actions.

Students, mainly NSS and NCC volunteers and cadets, take proactive role in various college level as well as block level governmental programmes like AIDS awareness, sanitation, nutrition, road safety and other on socio-economic issues.

Students also take part, along with the Coordinator concerned, in social forestry programme in other schools and locality.

The Forum for Women's Studies and Community Welfare Committee of the institution undertake awareness/capacity building campaign etc. in village.

The staff and students are committed to the social works and social development as their selfless duty and are convinced that through their humble and sincere efforts the well-being of the community people will come by and this will be their one noble contribution.

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

Students' involvement in various social movements / activities is tracked through the following units/fora:

- i. NSS
- ii. NCC
- iii. Forum for Women's Studies
- iv. Community Welfare Committee

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

The institution gathers perception of different categories of stakeholders through the following means:

Students' perception about the quality and performance of the institution is sought to be gauged through structured feedback of 3rd year outgoing students (BA, BSc & B.Com).

Department-wise parents-teacher meeting is held after the Annual Test Examination.

Meeting with the Alumni Association of the institution seeks to gather their perception and critical appraisal about the institution.

Students' Union is encouraged to vent its perception/grievance and to offer suggestion to the Principal and Governing Body through their deputation and representation

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

The institution organises its extension and outreach programmes mainly through NSS, NCC, Forum for Woman's Studies and Community Service Committee. Following is the synoptic profile of them.

Tufanganj Mahavidyalaya has one NSS unit comprising 100 volunteers per year. It is proactive and its major activities during 2012-15 are the following:

Three volunteers attended national level Pre-RD camp at Gauhati (Assam) on October 18-27, 2012
Shri Sanjiv Saha, one volunteer, participated as the sole representative of West Bengal at the Republic Day Parade on 26 th January 2013.
Smt. Shova Ghosh, one volunteer, participated as the sole representative of West Bengal at the Republic Day Parade on 26 th January 2014.
NSS Programme Coordinator, Prof. Swapan Dey was bestowed “NSS University Award” on 28 March, 2014 (by the NSS Eastern Regional Head, Govt. of India).
Four volunteers of NSS participated in the state level Pre-RD Camp on 23-30 October, 2013 at Kolkata.
Two volunteers of NSS participated in national level Mega Camp at Tejpur (Assam) held on 13-24 December, 2013.
One volunteer of NSS participated in East Zone Pre-RD Camp held on 8-19 October, 2014.
Two volunteers of NSS participated in national level Mega Camp at Rajasthan held on 6-18 September 2014.
Four volunteers of NSS participated in Pre-RD Camp held on 5 th September, 2014 at Kharagpur College.
Two volunteer of NSS participated in national level celebration on “National Youth Festival” held on 10-21 January at Jalandhar (Punjab).
Shri Sontosh Shil, one volunteer, participated as the sole representative of West Bengal at the Republic Day Parade on 26 th January 2015.
Two volunteers of NSS participated in the celebration on “National Youth Festival” held on 7-13 January, 2015 at Guahati (Assam).
Nine NSS volunteers and the Programme Coordinator participated in the state level celebration on “national Integration” held on 23 rd January, 2015 at Presidency University.

NCC (BOYS)

Tufanganj Mahavidyalaya has the 5/13 Bengal Unit of NCC that has 50 cadets per year/batch. And its major activities are as follows:

Prominent Activities of NCC during (2010 -2014) include:

	<i>Year</i>	<i>Place</i>	<i>Type of Activity</i>	<i>No of Participant</i>
1.	2010	Tufanganj College	Blood Donation Camp	35
2.	2010	Tufanganj	AIDS Awareness Camp	47
3.	2010	Tufanganj	Republic Day Pared (with District Administration)	30
4.	2011	Tufanganj	Anti Tobacco Day (with	60

			District Administration)	
5.	2011	Tufanganj	Republic Day Pared (with District Administration)	30
6.	2011	Tufanganj College	Celebration of NCC Day	80
7.	2012	Tufanganj College	Safai Abhijan at Tufanganj Sub –Division Hospital	45
8.	2012	Tufanganj	Anti Tobacco Day (with District Administration)	56
9.	2013	Tufanganj College	National Voters' Day Celebration	76
10.	2013	Tufanganj	AIDS Awareness Camp	64
11.	2013	Tufanganj College	Safai Abhijan (Cleaning) Camp	65
12.	2014	Tufanganj College	Celebration of NCC Day	79
13.	2014	Tufanganj College	National Voters Day Celebration	80
14.	2014	Tufanganj College	Tree Plantation Programme	54
15.	2014	Tufanganj College	Disaster Management Training with B.D.O Office	40
16.	2014	Deochari	Celebration Kananshree Dibas	30

NCC cadets have attended Camps like the following:

Camps/Year	2010	2011	2012	2013	2014
C A T C	12	4	8	9	4
National Integration Camp			06 (Kerala)	01 (Port Blair)	
All India Tracking	01		10 (Bihar)		
All India W W R		18 (Sikkim)			
Army Attachment Camp	15	25	19	14	10

Few NCC cadets joined in different Govt. Services during (2010-2014)

	2010	2011	2012	2013	2014
BSF	06	04	07	04	02
Indian Army	05		02	03	-
Kolkata Police	-	02	-	01	-
W B Police	02	07	-	-	-
Others	07	08	12	12	02

NCC (GIRLS')

Under the Command of 7 Bengal Girls Bn. NCC., NCC Girls' Unit is running since 1991. And its notable activities and performance are furnished below.

Performance of Cadets (2011 to 2015)				
<i>Year</i>	<i>Date</i>		<i>Name of the Camp</i>	<i>No of Participants</i>
	<i>From</i>	<i>To</i>		
2011	7-7-2011	16-7-2011	CATC (Combined Annual Training) at Sukna (Siliguri)	10 cadets
	23-8-2011	2-9-2011	CATC, Cooch Behar, Pundibari	10 cadets
	10-10-2011	19-12-2011	All India Sikkim Trek	5 cadets
	15-12-2011	24-12-2011	Hospital Attachment	8 cadets
2012	22-7-12	31-7-12	CATC, Sukna	10 cadets
	2-8-12	11-8-12	CATC, Kamakshaguri	7 cadets
	11-11-12	20-11-12	Hospital Attachment, Bengdubi	5 cadets
	12-22-12	21-22-12	Water Rafting, Sikkim	6 cadets
2013	16-9-2013	25-9-2013	CATC, Jalpaiguri	4 cadets
	22-10-2013	1-11-2013	CATC, Siliguri	5 cadets
	21-12-2013	30-12-2013	CATC, Kamakshaguri	5 cadets
	20-12-2013	31-12-2013	NIC (national Integation Camp), Sukna	5 cadets
	25-12-2013	30-1-2014	Water Rafting, Sikkim	6 cadets
2014	5-8-2014	14-8-2014	CATC, Sonapur (Siliguri)	10 cadets
	6-10-20	15-10-2014	Pre-Republic Day Camp, Dewanhat, Cooch Behar	6 cadets
	17-10-2014	26-10-201	PRDC, Jalpaiguri	5 cadets
	16-12-2014	25-12-2014	NIC, Dimapur	2 cadets
	25-12-2014	30-1-2015	CATC, Hatighisha	5 cadets

FORUM FOR WOMEN'S STUDIES

The Forum for Women's Studies has, with the initiative of IQAC, been established in 2014. And efforts are being made to get the approval and support from UGC.

Few activities of the Forum are as follows:

<i>Programme</i>	<i>Date</i>	<i>Place</i>	<i>Funded by</i>	<i>Collaboration with</i>
Awareness Programme on Legal Aid for Girl Students	11.09.2014	Tufanganj Mahavidyalaya	Tufanganj Mahavidyalaya	Bar Association, Tufanganj
Village Level Sensitisation Camp On Women's Issues	13.02.2015	Chattrampu, Dhalpal -II	Tufanganj Mahavidyalaya	Society for Participatory Action and Reflection (SPAR)

Awareness Camp On Legal Safeguards for Women	11.03.2015	Tufanganj Mahavidyalaya	Tufanganj Mahavidyalaya	District Legal Services Authority(DLSA) & CHILD LINE, Cooch Behar
Self-defence Course for Girls Students	28-9-2015 to 6-10-2015	Tufanganj Mahavidyalaya	Tufanganj Mahavidyalaya	Cooch Behar District YUSHU Association & NSS Unit, Tufanganj Mahavidyalaya

COMMUNITY WELFARE COMMITTEE

Few activities of the Community Welfare Committee are as follows:

<i>Programme</i>	<i>Date</i>	<i>Place</i>	<i>Activity</i>
Area Cleaning	03-12-2014	Tufanganj	Cleaning of Tufanganj Municipal primary school and campus of Tufanganj College
Women's Awareness	13-02-2015	Chatarampur Gram Panchayat	Awareness workshop

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

The institution actively encourages faculty members and students to participate in extension activities. The Teachers' Council elects the Coordinator of the NSS and NCC units. Soon after admission to first year degree course vigorous campaign is organised to enthuse and motivate students to join NCC and NSS units. The short listed candidates undergo rigorous test and training and finally they are selected as per the sanctioned strength of each unit of NSS and NCC, It is noteworthy that the application received in each year is more than double of the intake capacity of each unit.

The institution extends helping hand in the form of institutional infrastructure and (occasional) refreshment and transportation cost to the participating students. The major works and awards/laurels received/won by the students are uploaded in the college website which not only disseminates the information but also stimulates others to emulate the feat.

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

The institution does not undertake any survey works per se. However, some faculty members undertake survey works that have specific impacts on the social justice and empowerment of women in particular. Few instances are as under:

1. Dr. Amal Mandal, Associate Professor of Political Science, has embarked on survey based research works on the conditions of brick factory women workers, so also his survey on self-help group women members and women's participation in the panchayats institutions.
2. Dr. Bijoy Som, Associate Professor of Sociology has undertaken extensive survey works for his research projects covering recipients of vested lands (under Land Reforms Programme).
3. Dr. Sidhrtha Sankar Laha, Assistant Professor of Economics has similarly taken up the case of aged/elderly people's lives and problems

Moreover, NSS Unit carries out village survey in its special winter camps among the villagers in its adopted village. And the survey works involve issues like sanitation, education, health, hygiene, garbage cleaning etc.

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

The institution envisions extension works as one important means to instil among students the social orientation/commitment and to make them responsible as well as responsive social citizenry.

Some outcome already manifested of such extension activities are the following:

Blood donation and health check-up camps (often with free medicine) and free EYE Check-up Camp help the marginal sections in raising the community health.
Environmental awareness programmes embolden the resolve among student community about the impending climatic catastrophe, thus reducing the threat even in a bit.
Awareness campaigning like road safety, AIDS, atrocities on women help in internalising the rules/regulation and bringing out latent strength among girls students.
Karate course equips girl students in averting physical threat to them, if any.
The survey works undertaken by Sociology and Geography students develop methodological approach in their academic pursuit.

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

The institution endeavours to involve the community people including social activists and more importantly to take part in community works. As in AIDS awareness, Blood Donation, Health

Check-up, Road Safety, Voters' Awareness, Cycle Rallies on different social issues, the students and faculty members invite social activist, NGOs, panchayat members. And those community people reciprocate as and when they organise similar events. There is cooperative rapport among Tufanganj Municipality, Gram Panchayat, BDO, SDO office staff, local level NGO workers etc.

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.

UGC sponsored seminars are organised in collaboration with neighbouring colleges and NGOs. Many government officials attend NSS camps. Blood Donation camps are organised with the active assistance of government hospitals and NGOs. Former students of neighbouring schools are allowed to participate in the classes conducted by Entry in Services Cell that impart coaching as how to face the challenges of the job oriented world. Many faculty members also volunteer to act as resource persons in the fledging Panchanan Barma University. Many departmental faculty members have good relationship with the corresponding departments of the University of North Bengal.

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.

NSS, for instance, has won many laurels and some instances are as follows:

- ◆ Successfully completed Special NIC Camp at Port Blair (Andaman), 2013
- ◆ Best Cadet at Pre IGC Camp at Sonapur (Siliguri),
- ◆ Awarded 2nd Prize on Drill Competition at Siliguri (CATC Camp)
- ◆ Awarded 1st Prize in Debate Competition at Siliguri (CATC Camp)
- ◆ Awarded 2nd Prize in Shooting Competition at Dweonhat High School (CATC Camp).

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.

Though faculty members often tie up or collaborate with other research institution/ Lab, no formal collaborative efforts have so far been achieved. .

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.

No formal or worth mentioning MoU has been signed with any institution

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.

Industry- community interaction is generally held on a few occasions like Silver Jubilee celebration of the institution. Another is through the Alumni Association and fund received from Zilla Parishad etc.

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.

No institutional effort has so far been attempted and no internationally renowned personality has visited the institution.

However, the institution has so far organised seven national level seminars with participants from Assam, Meghalaya and Sikkim. In the last such national seminar in 2013 total 43 paper were received from different corners of India. Worth mentioning is the participation of one scholar from Denmark (in 2013).

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.

None till date.

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

Till date no such effort has been made. Nor will it be easy for the general degree colleges like this one.

CRITERION – IV : INFRASTRUCTURE AND LEARNING RESOURCES

SUMMARY

The institution has 20 classrooms (3 ICT enabled), seven laboratories, two big playgrounds, one computer laboratory, one medicinal plant garden, 33 desktop computers, CC TV coverage in the campus. The library (with 1425 sq ft carpet area) has two reading rooms and it provides support and services to students and staff on daily basis. Three storied composite building is nearing completion. Electricity with back-up generator supply and safe drinking water supply are available to all concerned. Emphasis is also on extension activities and skill development programmes. However, health-care provisions are yet to be made available

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?

Keeping in view the current dynamics of effective teaching and learning and to meet the demands of new courses, the Governing Body formulates policy in consultation with Building Committee and Finance Committee to create and enhance new infrastructure and renovate the existing infrastructure. The IQAC also offers suggestions. It is the policy of the Governing Body to seek professional/technical consultation from the competent persons on matters pertaining to the landscaping, building, library, computer installation, flooring etc. New infrastructure is created and existing ones are upgraded to enhance academic standards and increase efficiency. Constant and proper monitoring of infrastructure (by the Development & Maintenance Committee) has helped the optimal utilisation of the existing 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.

The institution has 12585 sq. ft. (20 rooms) of class room, 2980 sq. ft. (7 rooms) of laboratory, 5911 sq. ft. (19 rooms) of General section including Administrative section, 9273 sq. ft. of Varandha (balcony) space and 586 sq. ft. Toilet (8 no.). Additional 3530 sq. ft. (8 class rooms and 2 toilets) has been assigned to the Jawar Novodaya Vidyalaya, Tufanganj on temporary basis. The institution has one deep pond of 78' X 55' behind its Science Building and it is used for the purpose of fishery (on lease basis).

Classrooms:

The College has 20 well-furnished class rooms, with good ventilation, proper light arrangement and with dais. Some departments have own classrooms and there are some common classrooms. The specifications of the class rooms are presented below.

Sl.	Denomination of Class Room	Size in ft.	Area in sq. ft.	Total area
1.	Room No. 1	17'X15'	255	12585 sq. ft.
2.	Room No. 2	17'X15'	255	
3.	Room No. 3	17'X15'	255	
4.	Room No. 4	17'X15'	255	
5.	Room No. 5	17'X15'	255	
6.	Room No. 6	17'X15'	255	
7.	Room No. 7 (BCR)	30'X17'	510	
8.	Room No. 8 (SJM-G)	52'X20'	1040	
9.	Room No. 9	33'X20'	660	
10.	Room No. 10	33'X20'	660	
11.	Room No. 11	33'X20'	660	
12.	Room No. 12 (OSR)	33'X17'	561	
13.	Room No. 13	50'X20'	1000	
14.	Room No. 14	50'X20'	1000	
15.	Room No. 15 (SJM-2)	40'X20'	800	
16.	Room No. 17 (Sc-1)	25'X20'	500	
17.	Room No. 18 (Sc-2)	20'X20'	400	
18.	Room No. 19 (Sc-3)	40'X20'	800	
19.	Room No. 20 (NB-1)	49'X28'	1372	
20.	Room No. 21 (NB-2)	39'X28'	1092	

In addition to the above, the institution has another 8 Class Rooms with 2 toilets in its Science Building which are being used by Jawar Novodaya Vidyalaya, Tufanganj on temporary basis for few years (district administration requested the college authority to use space without which the Jawar Novodaya Vidyalaya could not have been established in Tufanganj) Their specifications are given below.

Sl.	Denomination of Class Room	Size in ft.	Area in sq. ft.	Total area
1.	Room No. 1	30'X20'	600	3530 sq. ft.
2.	Room No. 2	30'X20'	600	
3.	Room No. 3	16'X20'	320	
4.	Room No. 4	14'X15'	280	
5.	Room No. 5	15'X15'	225	
6.	Room No. 6	15'X15'	225	
7.	Room No. 7	29'X20'	580	
8.	Room No. 8	29'X20'	580	
9.	Teachers' Toilet	10'X6'	60	
10.	Students' Toilet	10'X6'	60	

Specification of General Section including Administrative section:

Sl.	Denomination of General Section	Size in ft.	Area in sq. ft.	Total area
1.	Principal Chamber	17'X15'	255	5911 sq. ft.
2.	Office-1(General section)	30'X17'	510	
3.	Office-2 (Accounts-1)	26'X15'	390	
4.	Office-3 (Accounts-2)	15'X15'	225	
5.	Office Computer Room	8'X15'	120	
6.	Bursar Room	7'X15'	105	
7.	UGC Cell	30'X17'	340	
8.	IQAC Office	17'X17'	289	
9.	Forum for Women's Study	20'X16''	320	
10.	NSS Room	13'X8'	104	
11.	Girls' NCC Room	20'X16'	320	
12.	Boys' NCC Room	20'X16'	320	
13.	Girls' Common Room	20'X17'	340	
14.	Boys' Common Room	15'X17'	255	
15.	Teachers' Common Room	52'X20'	1040	
16.	Non-teaching Recreation Room	12'X15'	180	
17.	Students' Union Room	15'X17'	255	
18.	General Store Room	17'X15'	255	
19.	College Canteen	24'X12'	288	

Technology enabled learning spaces:

The institution has a Computer Laboratory with seven advanced Computer with Internet facilities; all are connected with LAN network. There are three class rooms equipped with LCD Projector and Screen, of which one is in Science Building.

Seminar Halls:

One Seminar cum Conference hall is under construction in the 2nd floor of new 'Composite Building'. At present one LCD Screen is installed in the Teaching Staff Room and a temporary arrangement of installation of LCD Projector with removable screen is in hand for the purpose of Seminar.

Tutorial spaces:

Out of 20 class rooms, Room No. 1, 2, 3, 4, 5, 6, 9, 10 and 11 are used for the purpose of special /tutorial classes.

Laboratories:

Sl.	Denomination of Laboratory	Size in ft.	Area in sq. ft.	Total area
1.	Chemistry Laboratory-1	30'X20'	600	2980 sq. ft.
2.	Chemistry Laboratory-2	20'X15'	300	
3.	Botany Laboratory	30'X20'	600	

4.	Zoology Laboratory-1	14'X20'	280	
5.	Zoology Laboratory-2	16'X20'	320	
6.	Geography Laboratory	17'X20'	340	
7.	Physics Laboratory	18' X 30'	540	

Botanical Garden:

The institution does not have any Botanical garden, but trees in abundance are found hither and thither inside the campus. All trees are labelled with their scientific names by the Botany department of the institution. Moreover, the institution has one large and two small gardens planted with seasonal and perennial flowering plants. The institution has very good collections of local medicinal plants in its 'Medicinal Plant Garden'. Recently, it has been shifted to the front side of the 'Composite (New) Building'.

Animal house:

As there is a ban on the practical/dissection of live animal species by the UGC, the College does not have any Animal house. But few aquarium for cultured fish species and cages for white rat (genetically allowed sp.) are available in the department of Zoology. College has a good collection of preserved species in its Museum as per syllabus of the University of North Bengal.

Specialized facilities and equipment for teaching, learning and research:

The science laboratories are well equipped to cater to the students and research scholars. The Zoology, Botany and Computer Laboratory are in demand and these cater to the special needs of the student and scholars. Institution has Paper and Thin Layer Chromatography system, Electrophoresis equipment, Laminar Air Flow for the advance study in Science and High definition Computer, Digital Video and SLR Camera, Voice Recorder for advance study in Humanities. Chemistry department has a 150 sq. Ft. Gas Plant Room (10'X15') for taking practical classes. Zoology department has binocular light and inverted Microscope for advance study. Many departments have highly advanced equipment which is used both for teaching-learning and research projects. Teachers' Staff Room, Library, Zoology, Botany and Chemistry Departments are equipped with BSNL Broadband facilities.

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

Sports:

There are two large playgrounds for outdoor games like football and cricket, The grounds are also available for sports events. Moreover, there are courts for badminton and volley ball.

Outdoor and indoor games:

The facilities available for outdoor games are: football ground, cricket ground, volleyball, badminton & athletics court and indoor games like chess and carom boards etc. are located in the students' Common Room.

Gymnasium: Nil

Auditorium: One open space auditorium is in the main building. A large Conference hall cum Auditorium is under construction in the 2nd floor of 'Composite Building'.

NSS:

Tufanganj Mahavidyalaya has one NSS unit comprising 50 volunteers. A well-furnished office with necessary facilities like office furniture, Computer, notice board, board for wall magazine etc. are available for NSS volunteers.

The track record of NSS is possibly the best among colleges under University of North Bengal. The NSS unit takes up one adopted village and directs its focus on the village people concerned. Social works such as free cataract eye operation camp, environmental programme, community awareness programme, health and hygiene programme and blood donation camp are few examples of its commitment to serve the community. Reflective of the commitment, the institution has been declared as the only 'AIDS Aware Institution' by the North Bengal University. The details of NSS activities can be seen in Item No 3.6.4

NCC

Tufanganj Mahavidyalaya has the 5/13 Bengal Unit of NCC (Boys) and 7/13 NCC (Girls) Units. The details of NSS activities have been enlisted in 3.6.4

Cultural activities: Students and Staff of the institution often perform cultural activities in its 2800 sq. ft. Open air theatre as well as in its large adjacent play ground.

Public speaking: There is an open air theatre (2800sq. ft.) like quarter of a circular shaped known as 'Mukta Mancha' attached to the main institution building along with a open ground of about 1 acre for public speaking and cultural programmes of miniature scale.

Communication skills development: Institution authority has started students' seminar in all Honours departments from 2013 –14 to develop the communication skill of the students.

To develop the career related skill of the students, the authority is very enthusiastic and has organized a crash-course of 15 days (from 7th to 21st Feb, 2015) 'Employability Training Programme' in association with the TCS (Tata Consultancy Services).

‘Financial Education for Young Investors’ was conducted on 15/09/2014 by the Eastern Regional office of the Securities and Exchange Board of India (SEBI).

Yoga: Nil.

Health and hygiene etc.:

The institution does not have any Doctor attached to it. However, if any serious health problem arises during working hours, the authority takes the help of Tufanganj Sub-divisional Hospital which is one and half km away from the campus.

The institution has constant supply of hygienic drinking water for students, teaching and non-teaching staff. In addition to safe drinking water supply from Tufanganj Municipality, the authority has installed 10 Aquaguard (water filter) at different locations of the institution for students and staff.

The institution has a whole time permanent sweeper who maintains the hygienic condition of the toilets and drinking water by using proper chemicals / materials.

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 institution has augmented the infrastructure to keep pace with academic advancement and growth. Apart from constructing new class rooms and laboratories, it has upgraded the existing laboratories by adding additional instruments and computers software and regular spending on repair and maintenance of the existing rooms, furniture, computer, equipments as well as for the generator.

The institution has engaged one professional agency for preparing Master Plan and the final Plan is expected shortly.

Example of the facilities developed during the last four years:

The authority of the institution has spent the following amount out of various UGC schemes, State Government fund and from its own fund to develop the infrastructure and learning facilities during last four financial years:

<i>During 2010-11</i>
The authority spent Rs. 5,07,984/- to purchase Books & Journals and Equipment out of UGC grants for general development.
Rs. 3,40,000/- was spent for building construction out of UGC building grants.
Rs. 3,88,050/- was spent for construction of Science building out of MPLADS grants.
Rs. 1,00,000/- was spent to purchase 'Personal Computer' & Network development out of UGC NRC grant.

<i>During 2011-12</i> the institution spent:
Rs. 1,58,048/- to purchase equipment for bio science laboratory
Rs. 1,15,147/- to purchase equipment for geography laboratory
Rs. 4,79,865/- to purchase 'Personal Computer'
Rs. 61,464/- to purchase PC with Network accessories out of UGC-NRC
Rs. 5,32,012/- to purchase High speed RISO copier and a digital Xerox machine
Rs. 24,270/- to purchase Aquaguard (water filter)
Rs. 87,364/- to purchase Books for Library
Rs. 1,81,400/- to purchase furniture

<i>During 2012-13</i> the institution spent
To construct ground floor of the 'Composite Building' the authority spent Rs. 31,13,978/- from UGC XI Plan Building grants,
Rs. 53,700/- to purchase equipment for chemistry laboratory
Rs. 1,31,343/- to purchase equipment for bio science laboratory
Rs. 76,357/- to purchase equipment for geography laboratory
Rs. 6,89,416/- to purchase 'Laptop Computer'
Rs. 70,000/- to purchase Institution Automation System (Software)
Rs. 11,500/- and 7600/- to purchase other equipments & furniture for institution
Rs. 4,800/- to purchase Aquaguard
Rs. 31,780/- to purchase fire extinguisher
Rs. 23,560/- to purchase Books for Library

<i>During 2013-14</i> the institution spent
To construct 1 st floor of 'Composite Building' authority spent Rs. 15,85,853/- from UGC XI Plan Building grants,
Rs. 2,58,766/- from college fund to construct tin shaded NCC Boys' & Girls' room and 'Women Cell'.
For Electric installation in 'Composite Building' and in tin shaded building institution spent Rs. 1,10,413/-.
For Computer Laboratory construction the institution spent Rs. 50,000/-.
'Smart board' was installed at all of its class room by spending Rs. 2,21,160/-.
Rs. 7,84,380/- to purchase equipment for physics laboratory

Rs. 3,06,351/-to purchase 'Personal Computer'
Rs. 50,900/- to purchase admission package (Software)
Rs.2,16,050/-to purchase other equipments for institution
Rs. 1,04,575/-to purchase Books for Library
Rs. 4,73,575/-to purchase furniture

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

The requirements of the physically disabled students are attended by their fellow students, NSS volunteers and faculty members. There are at least two classrooms in each building on the ground floor and the authority ensures that the infrastructure facilities meet the requirement of the students with physical disabilities by accommodating their classes & examinations on the ground floor, providing comfortable furniture and attendant facility.

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

- **Hostel Facility/ Accommodation:** There are two buildings in the institution's Hostel complex, one two storied building 90' X 28' having 3 large rooms at ground floor and 2 large rooms at its 1st floor and another L pattern 2 storied building (56' X 26' + 86' X 26') with 8 rooms at its ground floor and 6 rooms at 1st floor. The complex is well protected and surrounded by high brick wall. At present the complex is allowed to be used by the Tufanganj Jawar Novodaya Vidyalaya on temporary basis.
- **Recreational facilities, gymnasium, Yoga Center etc.:** There is one relatively big and well furnished staff common room for the teaching staff and this room is being used also for holding meeting and for recreational purposes. There is one recreational room for non-teaching staff, one for Boys' and another for Girls'. All are equipped with well maintained Toilets, Aquaguard, carom board etc. Students' common rooms are equipped with indoor games facilities and Teaching common rooms are equipped with computer with internet, TV etc.
- **Computer facility including access to internet in hostel:** Nil
- **Facilities for medical emergencies:** Nil
- **Library facility in the hostels:** Nil
- **Internet and Wi-Fi facility:** At present internet facilities are available in 10 PC distributed to the Office-1 (General Section), Office-2 (Accounts Section), Office-3, Library, Teachers' Common Room, Computer Lab, UGC Cell and 2 connections in Science building.
- **Available residential facility for the staff and occupancy:** There are three quarters for teaching staff adjacent to campus presently in use by the Tufanganj Jawar Novodaya

Vidyalaya on lease basis and two non-teaching staff quarters are attached to institution's campus.

- **Constant supply of safe drinking water:** There are two water connections from Tufanganj Municipality inside the campus. Moreover authority has installed 10 Aquaguard units in different places for students and staff.
- **Security:** Institution has three permanent guards (for 24 hours of duty). And two guards have been recruited on contract basis to maintain law and order during working hours.

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?

There is no provision for health care facility within campus of the institution. However, the institution has first-aid facilities available to the staff as well as to the students within the campus. In case of emergency, the students and staff are taken to the Tufanganj Sub-divisional Hospital which is one and half kilometres away from institution campus.

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: Following UGC norms, the institution has formed IQAC which is performing its function as specified in the guide lines. The authority has provided the Cell with a well furnished office (289 sq ft) along with office furniture and materials including computer with internet connection.

Names of the IQAC member are given below-

Dr. D Chatterjee	Principal & Chairperson
Dr. Amal Mandal	Associate Professor in Political Science & Coordinator
Prof. Sultan Lal Rahaman	Bursar (Administrative Officer)
Shri. Ananta Barma (President, GB)	Management Member
Shri .Jiten Chandra Saha	Member of the Local Society
Dr. B B Som	Associate Professor in Sociology
Dr. Debasish Das	Assistant Professor in Zoology
Prof. Kashi Kanta Barman	Assistant Professor in Economics
Prof. Abhisek Saha	Assistant Professor in Chemistry
Prof. Dwijendra Nath Singha	Assistant Professor in Bengali
Dr. Sidhartha Sankar Laha	Assistant Professor in Economics
Prof. Swapna Ghosh	Assistant Professor in Sociology.
Mr. Subham Sarkar	General Secretary, Students' Union
Dr. Biswajit Bhowmik	Alumni Reprehensive

Grievance Redressal unit: A complaint box denoting “Put your Grievances” is placed in front of Office-1 (General Section) adjacent to the Principal’s chamber. Any stake holder can put his/her grievances into the box. From time to time Principal checks the box along with senior Teacher and GB members of the institution and takes appropriate remedial against the grievances.

Counselling and Career Guidance/ Placement Cell: As per UGC Grants (for Career & Counselling), the institution has a UGC Cell which takes care of the career guidance and placement matter of the students.

Safe drinking water facility: ‘Aquaguards’ (water purifier) are installed in prominent places of institution buildings as well as in all recreational common rooms to provide filtered water to the students and staff of the institution.

Auditorium, etc. – At present there is no auditorium, but soon a well facilitated auditorium will be constructed at the 2nd floor of the new ‘Composite Building’ and a central library is under construction at the 1st floor of the same building.

4.2 LIBRARY AS A LEARNING RESOURCE

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

Yes, the institution has a Library Development Committee. The Composition of Library Development Committee is as follows:

1) Principal – Chairman
2) Librarian – Convener
3) Secretary, Teachers’ Council (ex-officio)
4) Dr. Amal Mandal
5) Dr. Bijay Bihari Som
6) Prof. Sanghamitra Chowdhury
7) Prof. Abhisek Saha
8) Dr Sidhartha Sankar Laha
9) Shri Ganesh Chandra Barma
10) General Secretary, Students’ Union (ex-officio)

The responsibilities of the Library Development Committee extend, inter alia, to discuss and decide on;

- i.) Augmentation of infrastructure and other facilities,

- ii.) Allocation of fund for purchase of books and journals,
- iii.) Installation of computer software.

Few initiatives of Library Development Committee include:

i) Installation of customized automation in the library services (yet to be completed)
ii) Procurement of (5) computers for making Library as the information centre
iii) Collection of E Resources and E-formatting of rare books
iv) Extension of Xerox services to students and staff
v) Installation of Aquaguard
vi) Purchase of Almirahs

4.2.2 Provide details of the following:

Total area of the library: 1425 sq. ft.

Total seating capacity [in number]:

- i) for Staff: 08
- ii) for Student (reading room): 25
- iii) Layout of the Library: **Layout with specification is available with the Library.**

Working hours:

On working days:	10.30 AM to 5 PM
During examination days:	Closed
During recess:	10.30 AM to 5 PM

There are three stack rooms for books/ journals / periodicals. Altogether there are 31 open stack almirah and 29 door system almirah in these three rooms. One reading room for students and one for staff are available inside the library. Library is equipped with two computers with internet facilities for students, one computer to book issuing desk and one computer with internet connection for the Librarian. One printer is present at issue section and one Xerox cum printer is present at the stack room-2. Students are provided paid Xerox service by this machine. One fire extinguisher and one Aquaguard are available at the issue section near to student reading section.

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.

Soon after receipt of UGC/State Govt. Grant for books/journals, the Library Development Committee in its meeting allocates the available fund to the Departments according to their requirement including special needs (like that of the newly opened ones; Mathematics, Physics/Education.) Then the Librarian seeks List of books from each department. After receipt of book lists, Librarian places supply order to the vendor/seller. However, the Departments themselves are free to procure books as per their required list of books.

For the e-journals, few departments have submitted the name, web-address of journals and requested Library staff to download and keep their soft copy in separate folder for easy access for everyone interested. Many departments have collected e-resources and have handed those over to the library for reference services.

Any faculty member can suggest the titles of book and journals needed for study and teaching. This is forwarded to the senior most Teacher of the Department. The library procures these after cross checking the availability of these in the library. In case copies are available but are not sufficient or not of the latest edition, procurement is done in consultation with the Library Committee.

Amount spent during last four years:

	20010 – 11	2011 –12	2012 –13	2013 –14
Text Books (No)	1000	180	70	350
Reference Books	344	30	25	24
Journals/Periodicals	114(5)	148(10)	213(12)	187(9)
E-resources (No)	00	158	210	288
Total Books (No)	14343	14553	14648	15023
Cumulative Amount Spent (Rs.)	262805/-	87364/-	23560/-	104575/- [Total; 478304/-]

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

Though computerisation of in books details and automation of lending services are the standard norm now-a-days, the institution is somewhat lagging in this front. Only recently one Library Software has been installed and entry/uploading of books/journals is in progress. However, this is also due to the reason that one separate, spacious and exclusive Library Floor is under construction. Once it is completed, all renovations like sitting arrangement, reading room, modern stacks will be arranged. Few measures like purchase of CC TV, computers have already been done in advance. The plan is to embellish the library as modern one with all possible technological gadgets and installation.

4.2.5 Provide details on the following items:

	2010 –11	2011 –12	2012– 13	2013-14
Average number of walk-ins	> 8000*	>8500*	>8500*	>8500*
Average number of books including department libraries	12,999	14,648	14,553	NA

<i>Ratio of library books to students enrolled</i>	4:1	4:2	3:9	NA
<i>Average number of login to e-resources</i>	>50 **	>50 **	>50 **	>50 **
<i>Average number of books added during last three Years</i>	1344	210	95	NA
<i>Average number of e-resources downloaded/printed</i>	NA	>10***	>15***	>15***

* The figure is tentative as no such record is steadfastly maintained in the Library

** Though many students access the Internet connection made available in the Library on daily basis, separate log has not so far been maintained.

*** Average figure implies per teaching day.

4.2.6 Give details of the specialized services provided by the library

Manuscript; the Library has few rare books primarily relating the history of Cooch Behar (Princely State). Few outside scholars have come over and the Library is more than ready to offer its services to such serious scholars.

Reprography; the Library has one Printer and anybody- faculty, students, outsider- can get photocopy of the books/journals (of course within copyright rules) with a bare minimum price.

ILL (Inter Library Loan Service); No such service is at present available.

Information deployment; The new arrivals are displayed in the two Notice Boards hanging in the Library wall.

Download; From the Internet connections, e-resources can be accessed by the faculty and students and they can get soft copy of those.

Printing; Anybody can get print copy of library resources with the rate of Rs 1/- per page.

Bibliography; Though no such specialised service is generally available, there is some effort to compile bibliography in special cases as in the case of writing project reports by the students of Geography and Sociology.

In-house; The access to e-resource is available only within Library, not from elsewhere.

User orientation; Awareness about Library resources and access is not exclusively attempted or undertaken. However, during Induction Meeting just after Part I admission, some light is thrown on the resources and utility of the Library.

Assistance; Data base is available only for e-resources/journals and this can be used by faculty and students.

Inflibnet; the institution has subscription to NLIST for consecutive four years and any staff can get access to permissible resources either from Library connection or elsewhere.

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

The teachers can have access to and can collect books anytime during working hour. For the students there are some specific days of the week for book lending;

<i>Day</i>	<i>Class/Students</i>	<i>Lending Hour</i>
Monday	Part I (G) & Hons.	11.00—4.00
Tuesday	Part I (G) & Hons.	11.00—4.00
Wednesday	Part II (G) & Hons.	11.00—4.00
Thursday	Part III (G) & Hons.	11.00—4.00
Friday	Question Papers & Syllabus	11.00—4.00
Saturday	Question Papers & Syllabus	11.00—1.30

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

Firstly, there is no special service for those challenged persons. Secondly, there are only 12 physically challenged students, as per the official document. Had the number been considerable, special measure might have been inevitable.

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?)

There is no structured mechanism for collecting and analysing the feedback from the students about the library services. However, the Library Development Committee, comprising representatives from teachers and students, has emerged as the forum where demands of the students are vented and addressed. In the Committee meetings corrective/improvement measures are decided or recommended.

4.3 IT INFRASTRUCTURE

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

Number of computers available with their configuration & location:

Sl.	Location	Specification	No	Total No
1.	UGC Cell	Intel Core 2 Duo @2.93 G Hz, 2GB RAM, 500 GB HDD, LCD, UPS, Quick Heal Total Security	3	33
2.	Office-1 (General Section)	Intel Core i3 32 Bit, 2GB RAM, 500 GB HDD, LCD, UPS, Quick Heal Total Security	2	
3.	Principal Chamber	Intel Core i3 32 Bit, 2GB RAM, 500 GB HDD, LCD, UPS, Quick Heal Total Security	1	
4.	Office-2 (Accounts Section)	Intel Dual-core, 1GB RAM, 500GB HDD, Monitor, UPS	1	
		Intel Core i3 32 Bit, 4GB RAM, 500GB HDD, LCD, UPS	1	
5.	Office (Head Clerk)	Intel Dual-core E5800, 1GB RAM, 500GB HDD, Monitor, UPS, Norton	1	
6.	Library Section	Intel Core i3 32 Bit, 2GB RAM, 500 GB HDD, LCD, UPS, Quick Heal Total Security	1	
		Intel P4, 1GB RAM, 200GB HDD, Monitor, UPS	1	
7.	Teachers' Common Room	AMD Athlon, 1GB RAM, 300GB HDD, Monitor, UPS, Quick Heal Total Security	1	
8.	NSS Unit Office	Intel Dual-core, 1GB RAM, 500GB HDD, LCD, UPS	1	
9.	Computer Laboratory	Intel Core i3 2100, 2GB RAM, 500GB HDD, LCD, UPS	17	
10.	Science Building	Intel Dual-core, 1GB RAM, 500 GB HDD, LCD, UPS	3	
11.	In Stock, for use as & when necessary	Intel Dual-core, 1GB RAM, 500 GB HDD, LCD, UPS	10	

Number of other IT dependable Equipments with their specification& location is as follows:

Sl	Location	Item	Specification	No
1.	UGC Cell	Laptop	Aspire 5745G, Intel Core (i5), 4 GB RAM, 500 GB HDD, Quick Heal Total Security	3
		Printer	HP Laser-jet 1566	3
		LCD Projector	EPSON H435C	2
			SONY VPL-EX 130	2
		Scanner	HP Scan-jet G240	3
		Modem	BSNL	2
		Xerox	RISO KZ 30	1

		Colour Photocopier	Cannon C2020H	1
2.	Office-1 (General section)	Printer	Epson Desk-jet M100	1
			HP Laser-jet P1107 & P1108	2
		TP Switch	TP Link	1
		Modem	BSNL	1
3.	Principal Chamber	Laptop	Intel Core i3-3110M 32 Bit, 2 GB RAM, 500 GB HDD	1
		Printer	HP Laser-jet 1018	1
		FAX	Canon-L140	1
4.	Office-2 (Accounts section)	Laptop	Acer	1
		Printer	Epson M-100	1
			TVS Dot Matrix MSP 345	1
			HP Laser-jet P1108	1
		Xerox	Canon iR 318L	1
5.	Head Clerk Office	Printer	HP P1007	1
			TVS Dot Matrix MSP 345	1
		Scanner	HP Scan-jet 2400	1
6.	Library Section	Printer	Samsung Laser Printer 1640	1
			Epson M100	1
		Xerox	Canon 2420L	1
7.	Teachers' Common Room	Modem	BSNL	1
		LCD Display	Sony Bravia EX41	1
8.	Computer Laboratory	Printer	HP P1007	1
			Samsung ML1640	1
		TP Switch	TP Link	1
		Modem	BSNL	1
9.	Science Building	Printer	HP Laser-jet P1108	3
		Modem	BSNL	2
		OHP		2

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

Total 33 Computers are available in different locations of the institution premises for use of all faculty members, non teaching staff and students. Out of these, 10 computers are connected with the internet (BSNL broad band). For the use of students together with computer laboratory, 3 PCs are placed at the Library with net connection and one is placed at NSS unit.

20 laptops have been distributed to the then (2013) substantive faculty members of the institution for their campus/ off campus use.

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

As installation of CC TVs covering entire institution campus including Library and Bio-Matrix attendance is already complete, the next plan is to extend ICT facilities in more classrooms and Wifi connection in the entire campus

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

2010-11: Rs. 1,00,000/-was spent to purchase Computer* & Network development out of UGC NRC grant.
2011-12: Rs. 4,79,865/- was spent to purchase Computer'
2012-13: Rs. 6,89,416/-was spent to purchase 'Laptop '
2013-14: Rs. 3,06,351/-was spent to purchase Computer'

* Computer indicates Desktop (unless otherwise specified)

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?

From time to time the authority organized ICT based programmes at its premises for the students and the institution supplies all ICT enabled accessories to those programmes for the benefit of the students like printer, scanner, multimedia output etc. Moreover, this institution has digital documentation camera, voice recorder, videography facility.

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.

For extensive use of ICT resources and to facilitate the computer-aided teaching/ learning materials, the institution has prepared three ICT class rooms with permanently placed LCD projector along with computer (Ceiling Mounting). In addition, one advance Computer Lab for staff and student, two internet facilitated personal computers are placed at the reading section of the library for use of the students free of cost.

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?

Authority has installed the N-LIST data base system (National Library and Information System, a Digital Library Consortium under UGC-INFONET) in the institution IT system and five

passwords are available to the faculty members of the institution for upgrading their knowledge for the purpose of their service to the institution.

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)?

Following are the amounts (in Rs.) year-wise spent by the institution on repair and maintenance of equipments etc.

2010-11

Building repair & maintenance = 178574/-
equipment maintenance = 74814/-
Furniture maintenance = 5060/-
Plumbing Works = 6097/-
Generator maintenance = 22166/-
Library maintenance = 13020/-

2011-12

Building repair & maintenance = 2,13,189/-
Equipment maintenance = 44700/-
Furniture maintenance = 19303/-
Plumbing Works = 1,123/-
Generator maintenance = 35,728/-
Library maintenance = 19,166/-

2012-13

Building repair & maintenance = 133240/-
Equipment maintenance = 44700/-
Furniture maintenance = 16903/-
Plumbing Works = 145817/-
Generator maintenance = 26583/-
Library maintenance = 19,080/-

2013-14

Building repair & maintenance = 56,396/-
Equipment maintenance = 1134
Girl's Common Room = 199485/-
Plumbing Works = 18018/-

Generator maintenance = 13092/-.
Library maintenance = 12816/-

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

On the basis of the plans for development in consultation with the respective sub-committees - mainly Development & Maintenance Committee-, the Principal submits the proposals for expansion of infrastructure to the concerned authorities like UGC, Higher Education Department of State Government, Minority Department and to the local MLA, MP etc. After being approved, the subcommittee concerned utilizes the fund as per proposal and also monitors the progress of the work. The development fund of the institution is utilized for maintenance and minor repairs of building, furniture, computer and equipments. The Building Committee prepares the proposal and monitors the new construction projects. The Library Committee looks after the purchase of books and journals. The Governing Body approves and allocates necessary funds.

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

Wherever there is a need, the department concerned places the note sheet stating the nature of repair/ maintenance work required. Principal after consulting the concerned committee and with the financial approval of GB takes the necessary action.

The institution has a 'Development & Maintenance Committee' to look after day-to-day maintenance work, and the work is carried out by the existing staff or through the PWD or by local vendor / contractor as per need. The laboratory equipments are maintained through institution's Development Fund and equipment grants received from the UGC and State Government. The computers and electronic devices and equipments are repaired and maintained by the authorized service centre or by the vendor who supplied those. There are also some Annual Maintenance Contract (AMC) with the supplier/company.

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

The institution has regular power supply connection from West Bengal State Electricity Board. Voltage Stabilizers have been installed for the safety of sensitive equipment present in the science laboratory. All computers are attached with individual UPS.

Maintenance of sensitive equipments (aquaguards/laptops/desktops etc) is done through the Annual Maintenance Contract with the authorized service centre, while minor repair works are carried out by the local electrician of the institution and local plumbers etc.

4.4 5 Any other relevant information regarding Infrastructure and Learning Resources which the institution would like to include.

Nil

CRITERION – V : STUDENT SUPPORT AND PROGRESSION

SUMMARY

While the pass percentage of students hovers above 82 on average, the institution offers financial assistances as through different scholarship (especially 5 Endowment Funds), caters to the special requirements of laggard and vulnerable section of students and extends active encouragement and support services to games, sports, cultural events and community services. Democratically elected Students' Union promotes and protects the causes and interests of the student community. Worth noting is the considerable number of alumni in different types of service.

However, the role of the institution in entrenching steady progression of students to higher studies and employment is yet to be instrumental as it does not, till date, offer post-graduation and career oriented courses or coaching classes for professional courses/ jobs.

5.1 STUDENT MENTORING AND SUPPORT

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

Yes, the institution publishes College Prospectus every year at the time of admission of Part I students. The prospectus provides, inter-alia, the information like: eligibility criteria for admission, available courses, faculty profiles, fee structure, academic calendar, internal evaluation system, available infrastructure etc. The institution recently furnishes all the information in the institution's website as on- line admission process has been introduced from the session 2015-2016.

The institute tries to ensure the commitment by adhering to the rules and regulations of the affiliating university and the state government by following the academic calendar, by holding classes and examinations as per university scheduled. It offers welfare facilities to the student by granting financial assistance to the students. The Governing Body forms different sub-committees for smooth functioning of the institution.

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

Different types of scholarship and free studentship are available to the students. The institution has four (in fact five) endowment funds, three of which are donated by one retired professor in Sanskrit (Dr. Nibha Sen), one by faculty of History (Sanchari Roy); and the other by the Silver Jubilee Celebration Committee. The interest accrued to the endowment fund is used for awarding scholarships to promote academic excellence among the students. Available is other scholarships funded by the central and state govt. The details of the scholarship are mentioned below.

i) *Merit Scholarship* (out of endowment fund).

<i>Name of Scholarship</i>	<i>Year</i>	<i>No of Student Benefited</i>	<i>Amount (Rs.) Disbursed</i>
Jadhunath Sen	2010-11	01	1000.00
	2011-12	01	1000.00
	2012-13	01	1000.00
	2013-14	01	1000.00
Sunity Bala Sen	2010-11	01	1000.00
	2011-12	01	1000.00
	2012-13	01	1000.00
	2013-14	01	1000.00
Maya Bhowmik	2010-11	01	1000.00
	2011-12	01	1000.00
	2012-13	01	1000.00
	2013-14	01	1000.00
Silver Jubilee	2010-11	01	1000.00
	2011-12	01	1000.00
	2012-13	01	1000.00
	2013-14	01	1000.00
Rita Roy Smriti	To be commenced from 2015-16		

ii) *Merit- Cum- Means Scholarship* funded by the Govt. of West Bengal based on Higher Secondary Marks.

<i>Year</i>	<i>No of Student Benefited</i>	<i>Amount (Rs) @ 9000/- per students</i>
2010-11	06	54000/-
2011-12	01	9000/-
2012-13	28	252000/-
2013-14	23	110600/-
2014-15	07	63000/-

iii). *Bidi Stipend* (Funded by Central Govt.)

In 2011-12 total 172 students received Rs. 516000/- (@ 3000/- per student). From them onwards, the applications are being received and stipends disbursed by the district welfare department. Thus, no subsequent information is available with the institution

iv). *Post Matric Scholarship* for Minority Student:

<i>Year</i>	<i>No of Student Benefited</i>	<i>Amount (Rs)</i>
2010-11	72	386000/-
2011-12	125	700800
2012-13	197	953700
2013-14	423	2010900
2014-15	322	1545600

v). *Free studentship* (Funded by the Institution)

<i>Year</i>	<i>No of Students Benefited</i>	<i>Amount (Rs)</i>
2011-2012	576	183550.00
2012-2013	643	2,15,300.00
2013-2014	706	2,42,750.00
2014-2015	778	272325.00

(e). *Students' Aid Fund* (Funded by the Institution)

<i>Year</i>	<i>No of Students Benefited</i>	<i>Amount (Rs)</i>
2011-12	206	35950
2012-13	189	38410
2013-14	451	97300
2014-15	468	111000

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

Below are the details of financial assistance offered to students during the last four years:

Total 298 girl students received assistance from Kannya Shree Prakalpa (Govt. of West Bengal) during 2013-14.

Other assistances like Merit- Cum- Means Scholarship, Bidi Stipend, Post Matric Scholarship Free studentship and Students' Aid Fund have been mentioned in the preceding paragraphs.

Moreover, for enrolled students belonging to SC and ST there is post-matric scholarship for which the applications are sought and fund disbursed by the government department directly to the eligible students. And for this reason number of beneficiary is not available with the institution. But as the SC, ST community students constitute overwhelming proportion of the total enrolled, it is obvious that a substantial portion of SC/ ST students receive such scholarship.

However, computation of percentage of beneficiaries is very difficult in the face of lack of exact number of applicants for all categories of assistance.

5.1.4 What are the specific support services/facilities available for Students from SC/ST, OBC and economically weaker sections?

❖ **Students from SC/ST, OBC and economically weaker sections**

The overwhelming proportion of students of the institution belong SC/ST/OBC groups (52% alone from SC and 64% from SC, ST and OBC together) and UGC has sanctioned Remedial Coaching and Coaching for Entry in Services for the SC/ST/OBC and economically backward Students.

❖ **Students with physically disability**

Two ramps have been constructed in the premise of the institution for the easy movement of 'differently- abled' students. For them the facility at the time of admission as per Govt. Rules is offered, but no financial assistance has so far been granted. Scribe facility has been made available to them during examinations of the institution and university.

❖ **Overseas Students**

No overseas student has ever enrolled in the institution

❖ **Students to participate in various competitions; National and International:**

Cadets and volunteers of NCC and NSS Units have participated in many National level camps (pl. see item 3.6.4).

❖ **Medical assistance to students (health centre, health insurance etc.):**

No medical provision- except first-aid-facility- is available within the campus; wherever required the student/staff is referred to Tufanganj Sub-divisional Hospital which is 1.5 K.M. away from the institution.

❖ **Organising coaching classes for SC, ST, and Minority for various competitive Exams (National and State level)**

Entry in Services Cell has so far conducted the following coaching classes for competitive Exams.:

	SC	ST	OBC	Minority	Total Beneficiary
Clerkship Exam	60	01	25	23	109
SSC Exam. for Assistance Teacher	126	04	52	23	205
SSC Personality Test	12	00	04	02	18
Krishi Projukti Sahayak	2	00	05	02	28
Clerkship Exam.	50	02	01	01	54
SSC Exam. for Assistance Teacher	130	01	50	17	198
TET for School Teachers.	25	00	10	03	38
Total	405	8	147	71	650

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

Skill development programme on “Computer Hardware” and “Security Guard” undertaken by the Cooch Behar Polytechnic under the central government programme of Community Development Through Polytechnic (CDTP) is going on in the institution

Moreover, there is a computer laboratory in the institution which students can attend during their off- periods to develop their computer-related skills.

❖ **Support for “slow learners”**

Each department of the institution takes initiative to provide additional coaching classes. These are conducted by the departments during the off-periods of the teachers and students. Moreover, the Remedial Coaching Classes in the institution help the slow-learners a great deal and its activity details are as follows:

Category of Students	Beneficiary No 2010-2011	Beneficiary No 2011-2012	Beneficiary No 2012-2013
SC	668	714	708
ST	33	36	41
OBC(A+B)	228	317	334
Others Category	212	278	252
Total	1111	1345	1335

*Fund for Remedial Coaching Classes (also Entry in Services Cell) was not available from UGC during 2013-14

❖ **Exposures of students to other institutions of higher learning/ corporate/business house etc.**

Students have the opportunity and they are encouraged to attend and participate in the programmes conducted by other educational institutions. As for corporate exposure, recently large number of Part III students participated in the Employability Training Programme conducted by Tata Consultancy Services (TCS).

❖ Publication of student magazines

The Students' Union publishes in each academic year the college magazine titled *Pratibhas*. The editorial board includes the Editor, student and staff representatives. This annual publication provides opportunity to the students to express and hone their idea and creativity.

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

Given the nature of Courses/Programmes available in the institution, it is not always possible to focus on enhancing entrepreneurial skill/capacity. However, the computer hardware course being conducted by Cooch Behar Polytechnic is likely to equip the learners to go for self-employment venture(s).

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

The institution promotes the active participation of the students in various co-curricular activities like the following:

Sports & Games: Institution has its own playgrounds with football and cricket field and volley ball court. By utilizing these facilities students successfully compete at district, university and state level competitions.

Arts & Cultural activities: Annual cultural programme conducted by the Students' Union offers scope for various competitions related to dance, music, drama and other popular cultural activities. The students of Botany department regularly publish their Wall Magazine titled *Cheeraharit*.

Debate and Quiz competitions: Cultural competitions (including debate and extempore) conducted by the institution facilitate students to express their views and ideas. The academic seminar and workshops also offer a platform for debates and discussions.

Some **Sports materials** (cricket gears, football, volleyball, athletic gears) are supplied to the students to develop their performance in different sports events. Fare, food and lodging are

provided to the students by the institution when students and teams participate in competitions and sports.

Inter department Exhibition model competition: The institution is taking the initiative to organise inter department model exhibition competition (during the annual cultural programme) in the coming year (as resolved in IQAC meeting).

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

Career counselling is attempted by the Career Counselling Cell whose thrust has been on dissemination of information relating to employment opportunity available and selection of career option that is likely to better suite as per the aptitude and inclination of the students and to display job related advertisements in the designated notice board.

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

Some notable instances of counselling efforts are:

- ➔ Coaching classes for various competitive examinations conducted by the Entry in Services Cell,
- ➔ Employability training programme conducted by TCS
- ➔ Financial Education for Young Investors on 15/09/2014 conducted by Eastern Regional office of the Securities and Exchange Board of India (SEBI).
- ➔ Workshop on Mental Health and Mental Care was held on 18 March, 2015 where Dr. Kaushik Rej appraised the students how to tackle mental tension and face their University examinations calmly and successfully.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If “yes”, details 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).

Career placement is neither available nor is it easy for one general degree college. Nevertheless, the institution has successfully roped in TCS and total six students have grabbed jobs in the TCS

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.

One Grievance Redressal Cell has been functioning in the institution. The cell includes the Principal, selected staff members and student representative. Anyone can submit complain

anonymously and there is established procedure to handle/resolve such complaints. No serious grievances have formally been reported in recent years. Usually minor cases involving affairs of students are mitigated by the Principal with the assistance from faculties and General Secretary of Students' Union.

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

No such cell exists till date in the institution. Occasion for such cell has, however, not arisen within the campus.

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?

An Anti-Ragging Cell has been constituted in the institution with the Principal, selected staff members and Students union representative. The details of the Cell are displayed on the notice board. The cell functions regularly and no ragging case has so far been reported.

5.1.13 Enumerate the welfare schemes made available to students by the institution. Freeship granted to the poor students, Hostel facility at low lodging charges, Free browsing facility

- Kanyashree Prakalpa is one important welfare scheme which is available to the girl students. Details of the same have been provided in **5.1.3**
- Free Student-ship and scholarship related details have been furnished earlier in **5.1.3**.
- Though the institution has one Girls' Hostel, it is not available for the girl students as it is in the possession of Jawar Novodaya Kendriya Vidyalaya.
- Free internet browsing facility is available to the students in the Library and computer laboratory.

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?

The institution has one active Alumni Association (with 77 members), but it is yet to be registered. However, the alumni association has initiated the beautification drive and has sponsored garden and playground renovation.

5.2 STUDENT PROGRESSION

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

The institution does not till date have authentic database relating to the progression of students to higher studies or grabbing employment. Informal relations and discussion with the departmental faculties gives the impression that almost all the Honours graduates apply for PG

courses in different universities (North Bengal University, Assam University, Gour Banga University, Rabindra Bharati University, Cooch Behar Panachanan Barma University). Some of those who do not get chance in formal mode tend to opt for PG course through distance form (Kanpur University, Bardhaman University). Seen overall, that at least 80 percent of honours graduates progress to PG courses can be one valid assumption.

The honours and consequent Post Graduate students generally sit for NET/SET examinations, some get admitted in M. Phil courses and many obtain B Ed degree as well.

Many alumni have been recruited as Assistant Professor (in govt. and govt. aided colleges—especially from Political Science and Sociology department). Most of the Part-time faculties of the institution happen to be former students of the same institution. Many honours graduates have secured teaching posts in schools.

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

Program wise Results (2010-11 to 2014-15)

Year	Programme	Results of the Part III Examinations					
		Honours			General		
		Appeared	Passed	Pass %	Appeared	Passed	Pass %
2010-11	B.A	250	203	81	542	458	85
	B.Sc	05	05	100	03	03	100
	B.Com	NA			01	01	100
2011-12	B.A	177	144	81.4	666	419	63
	B.Sc	04	03	75	01	01	100
	B.Com	NA			00	00	
2012-13	B.A	235	170	72.3	643	498	77.4
	B.Sc .	16	13	76.8	12	10	83
	B.Com	NA			01	01	100
2013-14	B.A	239	189	79	740	627	84.7
	B.Sc	06	02	33	12	12	100
	B.Com	NA			01	01	100
2014-15	B.A	301	232	70	1065	329	30.9
	B.Sc .	14	14	100	19	19	100
	B.Com	NA			1	1	100

Program-wise Variation of Pass Percentage

Year	B.A		B. Sc		B. Com
	Honours	General	Honours	General	General
2010-11	--	--	--	--	--
2011-12	+0.5	-8.5	-40.0	-67.7	00
2012-13	-11.8	+18.9	+333.3	+900.0	00
2013-14	+9.3	+25.9	-84.6	+20.0	00
2014-15	+11.4	-47.5	+600.0	+58.3	00

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

The fact is that the institution does not have PG courses, or career oriented course or coaching classes for specialised examination like MBA. Thus, it is not feasible to facilitate the progression of students to higher studies etc.

What the institution can and does is to academically equip and extend cognitive encouragement to go for still higher level of education and to succeed in career life.

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

- * Remedial Coaching Classes for SC/ST/OBC and Minorities (UGC funded) have been instrumental in raising the academic performance of the students. Each department conducts special classes so as to arrest the problem of dropouts. Most of the faculties try to cater to the individual needs of the learners.
- * Distressed or disadvantaged students are encouraged to apply to fee waivers schemes like free-studentship, Students' Aid Fund etc.
- * Special care is taken for the students who are at risk of failure by providing them special tutorial facilities.
- * The institution offers re-admission facility in the same class for those facing the failure
- * Meetings with guardians are held to apprise the parents about their wards' performance.

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 programme calendar.**

Following is the list of sports, games, cultural and other extra curricular activities available to the students:

Sport Facilities		
Indoor	Boys	Carom, Chess
	Girls	Carom, Ludu
Outdoor	Boys	Football, Cricket, Volleyball, Badminton
	Girls	Badminton, Kabadi, Kung-fu

Cultural facilities: Facilities for singing and dancing, recitation, drama, debate, folksong etc. are available in the institution. Annual and also periodic programme on certain occasions are also held.

Others extra circular activities:

The institution has a long and rich tradition particularly of NSS activities. Students keenly participate in the various programmes of NSS and NCC activities throughout the year. To avoid repetition of extra-curricular activities undertaken by NSS, NCC, Forum for Women's Studies and Community Welfare Committee, reference can be made to the details as provided in *item 3.6.4*

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.

Games and Sports:

The cricket team of the institution has few outstanding laurels to its credit. In the inter-college cricket tournament (Kiran Chandra Memorial Tournament) the cricket team emerged Champion in 2010-11; 2011-12, 2013-14, and Runners-up in 2012-13

Three cricketers of the cricket team of the institution (e.g. Suman Biswas, Devdip Manna & Sudipta Basak) were selected in the North Bengal University cricket team and played in the i) Ajoy Ghosh Cricket Tournament organised by Cricket Association of Bengal, ii) East Zone 50 over cricket tournament organised by Board of Control of Cricket in India and iii) inter-university T20 tournament organised by Cricket Association of Bengal.

In 2012 inter-college Athletic Meet organised by North Bengal University, second position in putting the shot put was grabbed by Latika Barman, and Ujjal Gope stood second in 5000 meter Run.

5.3.3 How does the institution seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

Feedbacks from outgoing students of Part III (both General and Honours) are sought and collected by the Students' Feedback Committee. The findings are analyzed, discussed and corrective measure, if any, are taken at the level of Teachers' Council and Governing Body.

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

Usually, students are encouraged to publish their materials in the college magazine which is published annually.

However, one wall magazine entitled 'Suchetna' is being published by-annually where staff members contribute their articles/commentaries

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

Yes, the institution has an elected Students' Union whose members are elected by the enrolled students following the Constitution of the Students' Union, as prescribed by the NBU.

Selection of Members: Following the Statutes of NBU an Election Commission is formed every year consisting of prescribed number of members from both teaching and non-teaching members for conducting election to Students' Union. The Principal acts as the Returning officer of the Commission. Date of election and other prerequisites are fixed by the Commission. The returning officer publishes the Voters' Lists. Constituencies are earmarked class-wise, depending on the enrolled strength of each class. All enrolled students are voters and they cast their vote for selection of the fixed quota of class representatives. The General Secretary as well as office bearers of the Students' Union are elected from amongst the elected Class Representatives.

Activities: Generally, Students' Union keep close vigil over the institutional affairs, it draws the attention of the Principal on the issues and problems being encountered by the student community. Moreover, it conducts various programmes like Fresher's Welcome, Annual Sports and (annual) Cultural event etc.

Fund for the Students Union accrues from Students' Union Fee collected from the students at the time of admission.

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

General Secretary of the Students' Union is represented in different policy making body like the Governing, the Anti-ragging Cell, Students' Welfare Committee, Admission Committee, IQAC, Library Development Committee, Grievance Redressal Cell and others.

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

The members of Alumni Association attend the meetings of the association held in the campus. The alumni as well as former faculties are specially invited in the College Foundation Day Celebration day and in seminar(s) organized by the institution. Some former faculties are also invited as resource persons in the coaching classes for competitive examinations.

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

None for the moment.

CRITERION – VI : GOVERNANCE, LEADERSHIP & MANAGEMENT

SUMMARY

Aspiring to be the beckon of light to the student community, the governance structure (and process) of the institution is decentralised where many committees- statutory or non-statutory-entailing almost all stakeholders are actively involved in the decision making and implementation process where the Principal, the statutory head, plays the role of deus-ex-machina by engaging, uniting, leading and supervising all the constituent parts. Adhering to the democratic ethos, there is permissible autonomy to everyone concerned to ensure learner-centric teaching, continuous evaluation, promotion of efficient management and responsible administration. Similarly, IQAC, with the help of statutory bodies, is engrossed with and buttressing quality aspects of the institution.

Nonetheless, increasing enrolment is weighting down the existing infrastructure and it seems to be diluting quality considerations. Academic as well as internal audits are yet to be streamlined.

6.I. 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.?

Following the recommendation of IQAC and ratification by Governing Body of the institution, Tufanganj Mahavidyalaya has the following Vision and Mission;

VISION

Tufanganj Mahavidyalaya aspires to be the beckon of light to the learners, especially to the laggard sections through committed instruction and through inculcating competence, confidence and capability and to promote and preserve values and culture of the local society.

MISSION

- To foster interactive teaching-learning ambiance conducive to the quest and pursuit of higher studies
- To infuse zeal, curiosity and adaptability to the contemporary challenges

- To harness latent potentialities and to strive for holistic development of the young learners
- To sensitize learners about gender discrimination, human rights and environmental issues
- To impart moral, ethical and community oriented values and outlook
- To prepare the learners for the emerging employment opportunities
- To ensure optimal and effective use of available infrastructure and resources
- To set benchmarks in teaching, learning and governance and
- To uphold transparency in teaching and administration

The stated mission defines the distinctive features of the institution in terms of addressing the needs of the society, the students it seeks to serve and the vision of the future.

The essential modus operandi that the institution adopts to satisfy the needs of the students is to make the teaching– learning programme an interactive one and believes that teaching is not simply a lecture-centric activity and learning is mere listening. In fact, the interactive programme of teaching and learning creates an ambience conducive to equal participation of the teachers and taught in pursuit of higher education.

(i) The institution in course of its teaching-learning programme addresses the social needs through its different wings like NSS & NCC. The NCC (both Boys & Girls) and NSS organise, apart from their regular classes, different programmes to extend services to the local society.

(ii) The institution resorts to such mechanism which would urge upon the learners to face the contemporary challenges so that they become adapted with the changing scenario in the sphere of higher education.

(iii) Strategies are adopted to scout and nourish the latent potentialities within the learners through coaching and counselling. Efforts are on to instil zeal, curiosity and competence to make them adaptable in order to face the challenges of the job-oriented world.

(iv) The institution tries to implement policies which would obliterate gender stereotypes and sensitize the learners (both boys & girls) for betterment of the women cause. The Women Cell (in this institution known as Forum for Women's Studies), duly constituted by the Governing Body, periodically undertakes programmes with the objective of arousing awareness of the fundamental rights of women to higher education, organizes seminars on domestic violence and legal measures against such social offence. The Forum for Women's Studies in the college is pro-active in upholding the causes of women in terms of social and environmental issues around.

Besides attending regular classes, the participation of the learners in Games & Sports, Social & Cultural Programmes organized by the Students' Union, their involvement in NCC and NSS activities foster holistic development of the learners.

(v) The institution aims at inculcating moral, ethical and community –oriented values for better citizenry of the learners. The special classes of NCC and NSS, celebration of Independence Day and the Birth Day of great men of national importance instil moral and ethical values. The special camp of NCC & NSS, organization of different programmes in the locality prop up community oriented outlook among the learners.

(vi) As sponsored by the University Grants Commissions, the institution conducts three schemes--Coaching Classes for Entry in Services, Remedial Courses and Career Counselling Cell with a view to instilling among the learners curiosity, competence and adaptability to face the challenges of the competitive world. All three schemes develop the personality and enable the learners to successfully crack the competitive examinations.

(vii) The institution tries to make optimal use of its infrastructure which includes both the human power and material resources for smooth conduct of the teaching-learning programme and university examinations. The college makes use of its land resources as a means of strengthening the college economy.

(viii) Apart from regular class lectures, the learners are put to class test and annual examination, as a part of internal evaluation, to accelerate their progress. With regard to the faculty members it may be indicated that both Minor and Major Research Projects are encouraged, which enhance their academic advancement.

(x) The meetings of the Governing Bodies at a regular interval, its over-all supervision of the administrative works and of the functions of the statutory bodies at different times of the year adumbrate the creative and responsive governance of the institution.

(xi) The institution leaves no stone unturned to sensitize the matters of teaching and is cautious enough to maintain transparency in running its administration by means of participatory decision-making and collective efforts.

❖ Tradition

Tufanganj Mahavidyalaya would not have come into being but for the Cooch Behar Refugee Services (a wing of *Luthern World Society*) which constructed two two-storied buildings. Besides, the local organizations, educationists, employers, ex-students, well-wishers and business men of the locality come forward to collect subscriptions and donations to create assets for promotion of higher education in the locality. And since its inception in 1971 the college authority has kept on progressing in catering quality education and promoting excellence among its learners. The learners who prosecute their studies here hail mostly from Scheduled Caste (SC), Scheduled Tribe (ST), Minority, Other Backward Classes (OBC) etc. As the college is located at the border area, the learners are of heterogeneous types and are both indigenous and migrated. Evidently, then, the institution is characterized by heterogeneity of learners, diverse

cultural values etc. However, whatever may be the characteristic distinction of the college, it does not deviate from its essential motto which is envisaged in its logo “Charaibeti” a Sanskrit term which in English means “To keep on progressing” or “moving forward”. In fact, the institution is still “moving forward” on its own way to equip and adapt itself to the shifting directions in the pattern of higher education and does not run off the beaten track of its vision and mission statement.

❖ *Future Vision*

The future vision of the institution is to be the beckon of light to the learners, to open up new vistas and horizons for promoting quality education and achieving excellence in the sphere of higher education. It aspires to expand its infrastructure and to make an optimal use of it to accommodate growing number of students, to extend more library facilities with the latest technological know-how. The authority of the institution seeks to conduct interactive method of teaching with such technological equipments as Overhead Projectors, LCD, Laptops, Smart Boards and Computer Laboratory with internet connectivity. Apart from regular teaching and learning programme, the institution desires to preserve social values and to extend those values to its local society as community services through its different wings like NCC, NSS, Forum for Women’s Studies etc.

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

The top management of the institution refers to the Governing Body which is the highest authority, consisting of two members nominated by the Directors of Public Instructions, two members by the University of North Bengal, four teacher members elected by the Teachers’ Council, two elected Non- teaching representatives, and General Secretary of the Students’ Union and the Principal as ex-officio Secretary. The President is elected in the first meeting of Governing Body convened by the Principal.

The role of the top management is the most vital one, so far as college administration, infrastructure and academic affairs are concerned. The Governing Body adopts resolutions pertaining to deployment of plans and policies for smooth conduct of administration, infrastructural development, supervision of teaching-learning programme, financial allocation/ allotment and overall monitoring and development of the faculty members, Non-teaching employees and last but not the least, the noble cause of the learners.

The Principal, who is the ex-officio Secretary to the Governing Body, is the head of the institution. He is entrusted with the responsibility of running the administration, supervising every affair, both academic and infrastructural, in a manner befitting the head of an institution. He convenes the meetings of the Governing Bodies, apprises the statutory bodies, constituted by the Governing Body, Teachers ‘Council, Non- teaching employees and the Students’ Union the

resolutions, plans and policies adopted therein for their implementation. The Principal, in fact, is the pivot of all constituents that comprise the basics of a higher educational institution.

The faculties of the institution, apart from delivering regular class lectures, act as members of the Governing Body, IQAC and different statutory bodies. They play significant role in designing and implementing policies for improvement of academic affairs, infrastructural expansion and through different extension activities contribute to the holistic development of the college. The participation of the faculties in the top management, statutory bodies, Teachers' Council and IQAC enable the Principal to translate the policies adopted in different statutory bodies into reality through exchange of views and hard works.

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*
- ❖ *Champions organizational change.*

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

The Principal, the Head of the institution, is involved in all affairs pertaining to the institution and plays a leading role in ensuring the policy statements and action plans for fulfilment of the stated mission. In fact, the Governing Body of the institution adopts the policy and action plans relating to administrative, infrastructural and academic matters in terms of Vision, Mission and Objectives of the institution. The Principal is entrusted with executing those policies and action plans. As the Chairman of the Teachers' Council and of all statutory bodies duly formed by the Governing Body, Principal apprises and discusses among the members of those statutory bodies about those policies and plans and draws amicable settlement through co-operation and co-ordination. He yokes together all discordant elements into a coherent whole by interacting, exchanging and accommodating views and opinions of all faculties, students, stakeholders, alumni and guardians. His involvement in making use of resources, both human and material power to the optimum and in devising plans for implementing institutional development with appropriate financial allocation for prioritized activities is rather critical. Indeed, effective leadership is exerted by the Principal in building organizational culture and setting values, coordinating academic and administrative affairs coalescing all constituents like teaching & Non-teaching staff, students, alumni and guardians and through participatory decision making implements the policies and action plans to achieve the mission rubric of the institution.

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

It is the Governing Body, the highest authority of the institution's management, which after making threadbare discussion, chalks out different action plans pertaining to infrastructural and

academic development. Relating to academic matters, the Governing Body often refers them to the Teachers' Council for appraisal, exchange of views among the faculties and resolutions are then adopted for implementation. The policies regarding infrastructural development and constructional works are placed in the meeting of the Development & Maintenance Committee and Building Committee. As regards Library and purchase of books and journals the Library Development Committee takes decision and the Librarian issues supply orders to the reputed publishers/book sellers for the procurement. The plans relating to students' scholarship (Full Free & Half Free) are referred to Students' Full Free & Half Free Committee for distribution of scholarship in order of merit-cum-means. Sometimes the Governing Body itself adopts resolution regarding financial matters for allocation of necessary fund for implementation of some plans & policies. Again, with regard to quality development in the teaching-learning programme the policies are adopted in IQAC and are implemented through different sub-Committees. In fine, the institutional strategic plan is to activate the statutory bodies, Teachers' Council, IQAC for formulation of the plans & policies for over-all development of the institution.

*** Interaction with stakeholders:**

An institution of higher education cannot run off the beaten track of the civil society in which it is located, nor from the teachers and taught either, who take part in regular teaching– learning programme. Again, the office staff who render valuable services to the students and the institution management for smooth conduct of administration are indispensable. Moreover, the alumni and the guardians play significant role as stakeholders, because their suggestions, views and feedback come in handy for general development of the institution. In fact, interaction with the stakeholders create ambience of cooperation and coordination for amicable resolution of different issues relating to the development of the institution.

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

The establishment of an academic institution treads on its path to improvement only when a full-fledged team work, consisting of teachers, taught, office staff, alumni and the guardians, discharge their functions. The Principal plays the role of *dues-ex-machina* uniting all constituents and supervising all Committees and statutory bodies in order to gain supports for implementation of the policies and goals. Besides, consultation with the stakeholders is no less an effective strategy for incorporation of plans and policies.

*** Reinforcing the culture of excellence:**

The excellence of an institution is fathered forth through innovations in the teaching- learning programme, frequent organization of seminars, workshops and conferences, motivation for research works and participation of the students in extra-curricular activities like Games & Sports, Cultural Programmes and NSS & NCC activities which foster ethical and value-added

education. The institution may boost up its culture of excellence through proper functioning of IQAC, faculty development and improvement of soft skill of the office staff.

*** Champions organizational change:**

The institution ushers in organizational change by introducing innovations in teaching-learning programme, by applying up-to-date teaching aids like Overhead Projector, LCD, Smart Board, Laptops and the students having been given access to computer and Internet facilities. It is to be noted that the institution has already introduced, inter alia, interactive method of teaching, departmental Seminars with a view to making the students expressive and assignments which would enhance the writing faculty of the learners on given topics.

i. Academic Changes:

Introduction of interactive method of teaching, departmental Seminars, Assignments, Annual Test Examinations and meetings with the guardians.

ii. Infrastructural Change:

A three- storied composite building is being constructed, of which ground floor, to be used for class rooms, has already been completed. The first floor meant for Library to be equipped with the latest technological know -how is at the fag end of its construction and the second floor for Auditorium-cum-Seminar hall is on process. Apart from this, three rooms with Tin shed construction have been made on the roof of the administrative building of which two rooms are now being used by NCC units and one by Examination cell (for preservation of old stocks). Moreover, the institution authority has taken decision to construct more Toilets for Boys, Cycle Stand and Students' Canteen. In fine, efforts are on to keep the infrastructure up-breast in order to upkeep the academy of the institution.

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?

To be honest, there are no formal procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time. However, it is the Governing Body of the institution which monitors and evaluates whether organizational plans and policies are implemented in earnest.

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

The Principal steers the organizational management. In terms of the statute of the University of North Bengal, he is the ex-officio Chairman of the Teachers' Council of the institution. He presides over the meetings of the Teachers' Council and apprises the faculties about different

academic issues relating to changes in the plans and policies adopted by the University and the Higher Education Department. The Principal convinces the faculties to take decision and enthuses them to implement the resolutions in the programme of teaching and learning. He interacts with the faculties of different Departments relating to the issues faced by the concerned Departments. He exhorts and energizes different Departments to organize Departmental Seminars, Field works and to carry out research works. He is responsive to the requirements of the Lab- based Departments with a view to making the Laboratories conducive to effective practical classes for the students to gain down-to-earth knowledge and core competence on the subjects concerned and thus become able to face new challenges.

6.1.6 How does the institution groom leadership at various levels?

Among different steps for augmentation of academic quality and promotion of organizational culture and values imperative is the exertion of leadership of the institution authority for grooming the faculties, office staff, and the students of the institution to achieve its vision. “Grooming leadership” implies how the institution management facilitates empowerment of different faculties, office staff and the statutory bodies to work on their own ways through cooperation and coordination. The Secretary of the Teachers’ Council, looks after academic matters, conducts Examinations, the Convener of the Admission Committee takes the responsibility of executing the process of admission. The Convener of the Forum for Women’s Studies grapples with the cause of the women, the Convener of Campus Discipline Committee is responsive to the disciplined and congenial ambience for teaching–learning programme .The Coordinator of IQAC is entrusted with the responsibility of quality improvement both in academic and infrastructural matters. The Development and Maintenance Committee is authorized to monitor infrastructural development and constructional work. Moreover, the Accountant, Cashier, Head Clerk and the Librarian have delegated authority and are encouraged to work on their own. In fact the institution management provides autonomy so that each one can discharge functions on his/her own way for the noble cause of development of the institution. In fact, the whole administrative system is decentralized with a democratic outlook to groom all stakeholders for good governance.

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

The authority grooms leadership by delegating autonomy to different Departments /Units. The faculties are at liberty to take decisions in respect of preparing lesson plans, class distribution in the class routine, organizing Departmental Seminars, holding class tests, counselling for admission etc. The Departments, in consultation with the Principal, makes arrangement for field work, study tour, and organize various curricular –based activities inside and outside the institution. In fact, in the event of Departmental activities pertaining to teaching –learning or curricular–based programmes the institution authority hardly makes intervention, rather, enthuses them to exercise autonomy for improvement.

Other units like NCC, NSS, Forum for Women's Studies, Culture and Recreation Cell, Campus Discipline Sub-Committee organise various programmes inside and outside the institution for upholding moral values, promoting women cause and upkeep the institution discipline for smooth conduct of teaching –learning programme. The institution believes in the system of decentralized governance and all the Departments /Units have the autonomy to work on their own discretion without facing frequent intervention by the management.

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

An institution of higher education has to have a well-structured and organized management for promotion of excellence through cultivation of participative management. The Governing Body chalks out plans and policies, financial allocation, infrastructural developments etc. The Governing Body, again, constitutes various statutory bodies which, through discussions among the members, adopt resolutions for implementation of the plans and policies originally adopted in the meeting of the Governing Body. The Teachers' Council, preoccupied as it is with academic matters, innovates different plans and parameters for teaching-learning and evaluation system. The IQAC adopts plans and policies for quality improvement in academy and its infrastructure. Moreover, the meetings of the Principal with the Alumni, guardians and other stakeholders devise innovative ideas, through exchange of views and vision, which are materialized for over-all development of the institution. In effect, it is through decentralization of power and delegation of authority to all stakeholders that the institution promotes participative management.

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?

Yes. The IQAC, duly formed by the Governing Body, formulates policies for quality improvement. But as IQAC does not have administrative authority, it refers all plans to the Governing Body for approval and implementation and institutional incorporation. The IQAC has constituted different Committees which work under the guidance of IQAC Coordinator and frequent meetings of those Committees are convened so that policies relating to quality development in respect of academic, infrastructure, promotion of cultural values, campus disciplines etc are developed, deployed and reviewed.

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

The institution has no perspective plan in strict sense of the term.

However, in the light of the vision and mission statement, the institutional authority projects some plans for development in days to come for the faculties, students and the needs of the civil society at large.

The institution accordingly aspires:

<i>i</i>	To increase number of class rooms.
<i>ii</i>	To introduce a fully computerized library with internet facilities.
<i>iii</i>	To use audio- visual teaching method more frequently.
<i>iv</i>	To encourage research activities and publications.
<i>v</i>	To introduce Distance Mode of Education for prosecuting Graduate and Post-Graduate courses.
<i>vi</i>	To encourage association of willing faculties with the Local Government institutions to foster consultancy service for survey works and on -going research projects.
<i>vii</i>	To inspire and exhort the NCC & NSS units to launch more programmes to increase number of extension activities to address social needs and to promote value-added education.
<i>viii</i>	To make the existing infrastructure more generative and to make optimal use of it to overcome infrastructural inadequacies.
<i>ix</i>	To purchase more books, particularly Text Books and Journals in the library for academic benefits of the teachers and taught.
<i>x</i>	To introduce more Honours courses and career or skill-oriented programmes.
<i>xi</i>	To install comprehensive computer package for the purpose of conducting admission, maintaining admission related accounts, Registration, etc.
<i>xii</i>	Last but not the least, to ensure nice ambience and a genial campus life for smooth conduct of teaching-learning programme.

6.2.3 Describe the internal organizational structure and decision making processes.

The institution develops a well structured and organized hierarchical system of management. Needless to mention, the Governing Body of the institution is at the zenith of the institutional organization, where developmental plans and policies are framed and important decisions are taken keeping in view of the goals and objectives of the institution. The Governing Body constitutes various statutory bodies like UGC Committee, Development and Maintenance Committee, Admission Committee Students' Full Free / Half Free Committee, Aid Fund Committee etc, comprising teachers, non-teaching staff and students' representative. The Principal convenes meetings of different Sub- Committees in the capacity of the Chairman. He apprises and discusses about the resolutions originally adopted in the meeting of the Governing Body for implementation of those plans & policies. The decisions taken in the Governing Body regarding educational matters are placed, discussed and resolved in the meetings of the Teachers' Council. The Teachers' Council also makes some innovations in the teaching-learning

programme and evolves new Evaluation System for academic improvement and promotion of excellence. The Departments of different subjects have delegated authority to take decision regarding teaching plan, organizing field works, Seminars and monitoring the progress of the learners. The Librarian and the office staff are part and parcel of the institution administration and they work with mutual understanding, cooperation and coordination. Finally, the students organize different programmes like Games & Sports, Cultural functions, Football & Cricket Tournament throughout the year. Indeed, the institution has a democratic outlook and a structured hierarchical system of management in which all stakeholders are given authority so that they can carry on their works in an ambience of amity, comity and unity.

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; Industry Interaction

The institution has adopted different mechanisms for quality improvement as mentioned below:

❖ **Teaching & Learning:**

The Teachers' Council, preoccupied with academic matters and with a view to making learner-centric education approach, has recommended for and the following strategies have been introduced:

- i) Lesson Plans and Academic Calendars are prepared every year and distributed among the learners.
- ii) In consultation with the Teachers' Council, the institution has introduced interactive method of teaching.
- iii) One Computer Laboratory has been constructed for fostering learner-centric teaching methodology.
- iv) Both the faculty and the learners have access to modern technological innovations like Audio-Visual aids, Laptops, Overhead Projector and Smart Boards in the class rooms. The ICT in Business Studies, use of computers and internet are believed to advance teaching-learning quality and equip the learners with the up-to-date technological know-how to be used in the process of learning.
- v) The Departments have delegated authority to organize Seminars, Survey Works, Field-works, practical classes, which enable the learners to gain pragmatic knowledge to meet the challenges of the outside world.
- vi) The Laboratories are considerably rich to cater to the needs of the students. A new Library is being constructed and this will have computerised services with internet facilities for an effective use of it by the teachers, taught, staff and research scholars.

❖ **Research & Development:**

The institution promotes and encourages the culture of research works/projects & publications which would foster academic enhancement of the faculty members and promote academic excellence of the institution. It may be noted in the passing that the faculties interested and involved in research works and publications receive props from the institution.

Seminars and Conferences are organized by the institution/Departments mostly at the National level and the authority makes no delay in releasing the resources for successful completion of these.

❖ Community Engagement:

In terms of the changing scenario in the sphere of higher education, the institution cannot stand alienated from the community to which it belongs. In fact, commitment to the community seems to be the acid test of how much it addresses to the needs of the local society. The institution has NSS and NCC Units (Boys & Girls) which organize special camp, launch different programmes in the surrounding villages and promote community engagement of the institution. Some faculties conduct Govt. and Non-Govt. Schemes like water testing, soil testing and bio-diversity projects in the locality.

Another important community engagement is exemplified by the Forum for Women's Studies of the institution, which holds different programmes relating to the issues confronting the community women who become victims of exploitation in the patriarchal society. The Forum is pro-active in organizing Seminars/Discussions on domestic violence, social tortures of the vulnerable section by the male counterparts. Apart from this, Blood Donation camp, Eye Check-up camp, environmental awareness and cultural and recreation activities promote community engagement of the institution.

❖ Human Resource Development:

The institution adopts some measures for faculty development such as by encouraging them to carry out research works, projects & workshop. They are encouraged to participate in Refresher Courses and Orientation Programmes for their Career Advancement Schemes. The faculties also avail of Faculty Development Project which augments their academic capability.

The Non-Teaching employees of the institution are provided with computers with internet facilities for their skill orientation. Though no professional training courses are sponsored either by the University or by the Government, staff are encouraged by the institution authority to develop competence and soft skill with the use of technological aids provided by the institution.

The recruitment of the faculties is conducted by the West Bengal College Service Commission and the recommendation is issued in terms of their academic performance and eligibility. In case of the Non- Teaching employees the recruitment procedure is conducted by the Governing Body

by constituting Selection Committee. The recruitment process by the Governing Body is merit-based, fair and transparent as the institution authority is prompted by the objective of promoting human resources for improvement of quality and resource development. The institution authority always keeps vigil on day to day works of teaching and non-teaching staff so that smooth and efficient functioning goes on.

❖ Industry Interaction:

As the institution is located in agrarian belt, there is hardly any scope for industry-institution interaction. However, the Career Counselling Cell of the institution organizes few programmes which enable the learners to get acquainted with the career world, either in Private or Government sectors.

One extraordinary instance is the 15 days ‘Employability Training’ programme conducted by TCS (TATA Consultancy Services) in which about 280 students participated and 49 came out successfully in the screening test and six students have already been absorbed by TCS

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

The management is a comprehensive, coherent and structured organization and for smooth conduct of the management the involvement of the faculties, office staff, students and alumni need be actively integrated and involved. With this end in view, the management cannot help encouraging the staff, faculty members and those who are the members of the statutory bodies to energize themselves for conducting different institutional programmes like admission, examination, games & sports, cultural activities etc. The Head of the institution instils zeal and zest among the members and staff who represent different Committees with a view to promoting efficiency and competence. Moreover, the faculties, staff and representatives of different Committees are allowed to feel free to give their suggestions, opinions and views which are taken into considerations. This feeling of freedom and involvement of all employees help improving the effectiveness and efficiency of the institution management.

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

1. “In terms of G O no 1326-EDN (cs)/ 10M-53/11 dated 6-9-2011, CC TV Camera along with LAN connectivity be installed at the main gate, different offices and different important places. The expenditure in respect of the installation of CCTV along with LAN connectivity would be borne out of 2nd instalment of second phase UGC additional grant”. (GB Resolution No 6; dated 18-02-2015)

Status; CC TVs have been installed in different locations of the premise

2. “ Different Committees be constituted for smooth conduct of the institution management” (GB Resolution No 7; dated 18-02-2015)

Status; *The following Committees have been constituted;*

Full/Half free-studentship Committee, Students’ aid fund Committee, students’ welfare Fund Committee, Development & maintenance Committee, Library Development Committee, Finance Committee, UGC Planning Board for supervising different proposals/schemes, Building Committee,

3. In terms of G O no 908-EDN(cs)/ 10M-95/14 dated 11-11-2014, Online Admission process to under graduate courses be introduced in Tufangan Mahavidyalaya with effect from the academic session 2015-16, (GB Resolution No 4(a); dated 18-02-2015)

Status; *Web-based Online Admission has been introduced from the session 2015-16*

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 (to our knowledge).

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

The institution has constituted a “Grievance Redressal Cell”, which at a particular interval of time attends to the grievances and complaints that may be lodged by the teachers, staff and taught. The aforesaid Cell has devised mechanism to receive complaints, resolve/address those. It may please be noted that anyone can lodge complaints in prescribed format- either in the grievance Box or through institutional portal.

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?

There is no incidence of court case during the last four years against the institution.

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?

There is a mechanism of the (out-going Part III) student’s feedback on the institutional performances. The feedback reports are analysed and reviewed and sometimes placed in the meeting of the Governing Body for taking necessary action. In fact, the teachers and taught are

always in interactive mode to ensure a congenial ethos for effective teaching- learning programme which ultimately promotes quality of the institution.

6.3 FACULTY EMPOWERMENT STRATEGIES

6.3.1 What are the efforts made by the Institution to enhance the professional development of its teaching and non teaching staff?

The professional development of the faculties is promoted in various ways. They are encouraged and allowed to participate in Refresher Courses/Orientation Programmes conducted by the Academic Staff Colleges. They take part in short time courses and avail of Faculty Development Project which, on the one hand, ensure their professional upliftment and on the other, augment their academic excellence. Moreover, the faculties are at liberty to carry out their research works, publish articles in reputed journals and make use of technological resources in the learner- centric approach. Most of the Non- teaching staff of the institution including the Librarian are provided with computers with internet facilities, by dint of which they can develop their professional efficiency. Moreover, during the process of introducing COSA (Computerization of Salary Accounting) some office staffs have availed training programmes. Besides, inter-disciplinary lectures delivered by the faculties of different Departments, participation of the faculties in the seminars of other Departments develop the professional faculty of the teachers and promote sharing of knowledge. The institution authority does not hesitate to release allotted Grants to the faculties for Minor/Major and other research projects and makes necessary budgetary allocation for upliftment of the laboratories, installation of Smart Board and purchase of equipments/ specimens for Humanities and Science streams, as and when required.

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 institution, with a democratic outlook, promotes the strategy of empowerment of faculties to make learner- centric teaching approach and supervises the progress of the students' academic performances. The representatives of different statutory bodies are free to be in interactive mode and are motivated to discuss and adopt resolutions for smooth conduct of the institution management. Evidently, the institution empowers all faculties to avail of all sorts of academic trainings for promotion of organizational culture and set values for the society at large.

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.

Each and every faculty has to submit Self-appraisal report for CAS (Career Advancement Scheme) to the Principal. The Principal and members of IQAC peruse the Self-appraisal report and convey to other faculties for making better performance and more effective self appraisal. The institution collects and captures information from the students, faculties, office staff and all

stakeholders for further improvement of the academic performance and infrastructural development.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The Screening Committee, consisting of the Principal, DPI's nominee & Vice-Chancellor's nominee, interviews the incumbent, goes through the Self-appraisal report, points out the lacunae, if any and advises for more improved Self-appraisal. It is, thereafter, placed in the meeting of IQAC for analysis/scrutiny of the teacher's performance.

The Principal and IQAC Coordinator then refer the self-appraisal report of the faculties to the appropriate authority, i.e., the Governing Body, for taking final decision and approval to ensure placement/ promotion of the faculties.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The institution authority ensures monthly salary on the 1st day of every month (if it is not Sunday / Holiday). It makes no delay in sanctioning PF Loan or Non-Refundable PF Loan to the eligible employees who have been serving consecutively for twenty years in this institution, duly approved by the Governing Body. Moreover, the institution authority has introduced LIC, Group Insurance (GSLI) for the benefit of the staff. Nearly all the staffs avail of these schemes. The institution has also one Cooperative Credit Society which uses thrift and sanctions loan for different purposes duly recommended by the Board of Directors for a period of five years and to be repaid in (maximum)72 instalments. Many staff members avail of this scheme.

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

The institution has not yet made any effort to attract eminent faculty for teaching-learning programme, except in national Level Seminars or Conferences.

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?

As there is no Finance Committee, it is the Governing Body which is the sole authority to make financial allocations for procurements or meeting up all expenses incurred for different purposes. Indeed, the financial management is run by the Governing Body.

The Development & Maintenance Committee, duly constituted by the Governing Body, is primarily preoccupied with monitoring and supervising the use of available infrastructure. This Committee is responsible for monitoring mobilization of infrastructure, constructional works, procurement of furniture and finally to purchase new item(s) by publishing advertisement in the institution website. Newspapers or obtaining spot-Quotation and prepares comparative charts out of the quotations submitted by the vendors for determining the rates (preferably lowest one) and refers to the Governing Body for necessary approval and monetary allotment.

Moreover, The UGC Committee or recently called Planning Board, formed by the Governing Body, makes discussion regarding different General Development Schemes, Building Construction, initiative for capacity building and other schemes like Equipment Grants, Schemes for the students belonging to SC / ST / Minority / OBC as approved by the University Grants Commission under its plan periods. As regards procurement of Books & Journals the UGC Committee earmarks funds sanctioned by UGC, and refers to Library Development Committee which issues notices to the different Departments for preparing and submitting lists of Books & Journals and the Librarian submits supply order for procuring those.

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

The institution has no mechanism for internal audit.

However, the external audit is carried out by a Chartered Accountant or his team duly appointed by the Director of Public Instructions, Govt. of West Bengal. Besides, utilizations relating to Minor / Major Research Projects, Students' Enrolment Fees, Library Deposits, Equipments, Bills & Vouchers relating to Coaching classes for Entry in Service Scheme or Remedial Coaching Classes Scheme are audited by a local Chartered Accountant on negotiation/contact basis. The Bursar of the institution regularly supervises the Bill Register comprising payments and contingencies. Moreover, the financial statement of Cooperative Credit Society is annually audited by the approved Auditor.

The external audit has been done up to 2012-13 F/Y and audit for 2013-14 F/Y is towards completion. It may please be noted that no serious objection pertaining to Audit and Accounts of the institution has yet been lodged, nor any objection regarding irregularity, inconsistency and misappropriation of the institution fund has been referred to in the Audit Report till date.

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

The major sources of receipts / funding are Tuition Fees, Development Fees, Electricity Fees, Aid Fund, Examination Fees etc. However, the major source of funding is the University Grants Commission. Major deficits are placed in the Governing Body meetings and after approval,

those are placed to the Higher Education Department seeking matching grants. The Higher Education Department allots necessary funds out of non-plan budget provided that utilization of the previous Grants duly audited by the competent authority is submitted to the appropriate authority.

<i>Nature of Grant</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
State Govt. Grant for Building	00	15,00000.00	00	15,00,000.00
State Govt. Grant for Furniture	00	00	00	10,57300.00
UGC Grant for Minor Research Project	173357.00	152600.00	272125	
UGC Grant for General Development	507984.00	00	00	103125 + 103125 (book+ Journal+ equipment)
UGC Grant for M/SCH-R/R/B/H/Tribal Areas (xi plan)	20000.00	70000.00	00	00
UGC Grant for M/SCH/SC/ST/OBC/Minority (xi plan)stipend to Students	50000.00	125000.00	00	00
UGC Grant for M/SCH/Institutions in Backward Area (xi plan)	300000.00	00	00	00
UGC Grant for M/SCH-Establishment of UGC NRC (xi plan)	100000.00	10000	00	00
UGC Grant for M/SCH/Remedial Coaching:	560000	210000.00	75000.00	125000.00
UGC Grant for Entry in services	560000.00	210000.00	75000.00	125000.00
UGC Grant for Career Counselling	220000.00	20000.00	00	00
UGC Grant for PTAC (xi plan)	6670.00	00	00	00
MPLADS Grant for Sc. Building	388050.00	00	00	00
ICSSR Grant for MRP	50400.00	22000.00	00	178500.00
National Scholarship	1800.00	00	00	00
Central Govt. Grant Bidi Workers	1005000.00	549500.00	00	00
State Govt. Grant for Minority Scholarship	27500.00	398050.00	00	00
State Govt. Grant for Performance Incentive	300000.00	00	00	00
UGC Grant for M/SCH(I/C Furniture) (xi-plan)	00	100000.00	00	00
UGC Building Grant(General Development-(xi plan)	00	412500.00	00	00
UGC Building Grant(M/Scheme-I/C) (xi plan)	00	200000.00	00	00
UGC Building Grant(M/Scheme-B/A) (xi plan)	00	450000.00	00	00
UGC Grant for Girls Toilet(M/Scheme/ (xi plan)	00	100000.00	00	00

UGC Grant for Seminar	00	82500.00	112500.00	00
UGC Addl. Grant for Equipment (xiplan)	00	2250000.00	1250000.00	00

*Figures are in Rs.

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

The members of the Governing Body and some faculties take active initiative to urge upon the local political leaders, MLAs, MPs and different Govt. authorities for obtaining additional funding. Moreover, the institution land & pond are leased out to the highest bidders for a period of two years as a means of fund generation. Efforts are, however, being made to pursue different people's Representatives, Govt. authorities, political leaders for obtaining additional funds for renovating and constructional works.

6.5.1 INTERNAL QUALITY ASSURANCE CELL (IQAC)

a. Has the Institution established an Internal Quality Assurance Cell (IQAC)? If „yes“, what is the Institutional policy with regard to quality assurance and how has it contributed in Institutionalizing the quality assurance processes?

Yes. IQAC has been constituted by the Governing body in the year 2013. As per the UGC guidelines IQAC is not only mandatory but is likely to play pivotal roles in the coming years particularly in matters of quality education. And the institution is well aware of the imperatives. As IQAC consists of representatives of Governing Body, Teachers' Council, Students' Union and Alumni Association, it is more likely that the initiatives of IQAC will have unanimous support and approval from all the decision making fora.

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

Till date all the major decisions taken in IQAC meetings have been approved by the authority concerned and almost all have also been implemented.

For instance IQAC in its plenary meeting constituted many Sub-committees to look after different aspects of the institution; the Sub-committees inter alia are; Museum, Sports and Games, Campus Discipline, Wall Magazine and Debate Club, Community Service, Women Cell (later on Forum for Women's Studies), Website, Research & Publication, Gardening and Beautification. The constitution and membership of those 21 Sub-committees have been approved in Governing Body meetings. Later on three more Committees have been formed to accommodate all the permanent faculties. The Sub-committees are actively engaged in shouldering their respective responsibilities and the necessary fund and other supports have generously been provided by the authority.

The Mission, Vision and Objective of the institution have been reformulated by IQAC, keeping in view the changing facets of the higher education and the potential of the catchment areas. Those have been approved by the Governing Body as well.

IQAC has also considered the Career Advancement Scheme (CAS) applications as submitted by Dr Debashis Das and its recommendation has been approved by the Governing Body.

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

IQAC has two external members; one from civil/ Local Society and the other from Alumni Association; e.g. Shri Jitendra Saha (Advocate), member of the local society and Dr. Biswajit Bhowmick, representative of Alumni Association

They have attended majority of the meetings of IQAC and the member from Alumni Association has, in particular, contributed significantly as by supplying the inputs from the Alumni and converging the activities of IQAC and Alumni Association.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The General Secretary of Students' Union (ex officio) and one representative of Alumni Association are members of IQAC. Their views and demands, if any, are taken into consideration in the deliberation of IQAC. Being member, it also devolves on them to support and implement the decisions of IQAC

e. How does the IQAC communicate and engage staff from different constituents of the Institution?

The decisions/resolutions of IQAC are well circulated in the general notice board and office files. Moreover the concerned section(s) is verbally communicated about the decisions etc. The necessary staff support is sought by the Principal and it merits mention that their full cooperation is forthcoming. IQAC is in the process of engaging one staff for its day-to-day clerical works.

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.

In formal sense there is no integrated framework for quality assurance of the academic and administrative activities. Most of the activities are accomplished through informal/customary manner and it is perhaps one exclusive feature of this institution.

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.

Not really. Neither is it possible to impart training to the staff members considering the inherent constraints of human as well as financial resources at command

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?

No external review of academic performance has so far been undertaken. From internal standpoint, Teachers' Council acts as the auditor in informal sense as by reviewing the academic performance of the students and the future improvement measures.

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

Not really, in strict sense. Such an effort may be contemplated in future.

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?

Two specific mechanisms are worth mentioning.

One is the role of Teachers' Council which for years is appraising the performance of the students both in internal examinations and external (University) examinations and recommending to itself and Governing Body what steps are contingent. Such decisions are almost binding on the teachers themselves.

Other is the emerging role of IQAC which is increasingly meeting with Teachers' Council and urging upon them to initiate yet another set of initiatives for improving the teaching-learning standard. For example; IQAC has insisted on still more audio-visual use in the class teaching.

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6.5.7 How does the Institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The policies of the IQAC, Governing Body etc. are communicated to the internal stakeholders through occasional meetings with the general students as well as Students' Union members. Meetings with the guardians of the existing students and Alumni Association are other avenues through which institutional decisions are communicated to and inputs are received from.

6.5.8 Any other relevant information regarding Governance, Leadership and Management which the institution would like to include.

Against the backdrop of changing facets of educational delivery across the globe and adaptability to the core values in the context of higher education some relevant information relating to efficiency and limitations or strengths and weaknesses during post-accreditation period (2007) may be mentioned in terms of the institutional vision and mission statement :

i	Over the past few years a number of Honours Courses have been introduced.
ii	Pure Science with Mathematics & Physics as General Courses has been introduced.
iii	Education as one separate optional subject in BA (General) course has been introduced w.e.f. 2015-16 session.
iv	A three– storied composite building is being constructed, of which two class rooms have been made use-worthy and the Library in first floor is fast approaching completion. Three rooms with Tin-shed have been made available to NCC (Boys & Girls) and preservation of confidential papers.
v	IQAC has been formed in 2013. The IQAC has formed many Sub-committees to enhance and ensure quality in the teaching-learning process, to promote cultural ethos in the institution, to beautify the campus through gardening and plantation, to uphold the cause of the women, to ensure well disciplined campus life etc.
vi	New internal evaluation system has been made effective from 2013-14 session with the introduction of departmental Seminars, Assignments, Class Test etc.
vii	Toilets for Girls have been constructed and the construction of more Toilets for Boys is on the anvil. Decision has been taken for a new Students' Canteen and one more cycle stand.
viii	The Coaching Classes for Entry in Services and Remedial Coaching Classes have been introduced to train and equip the learners to face challenges of the career competition and to ensure academic improvement of the students' belonging to the laggard sections.

▶	Nevertheless, the institution is yet to have a perspective plan and the comprehensive mechanism to monitor the governance, leadership and management.
▶	The mechanism is yet to be devised to make academic audit.
▶	Rapid increase of enrolment poses concern to the authority of the institution for catering quality education. Resultantly, there prevails a dichotomy between quality and quantity, although the set target is to improve quality.
▶	Students' absenteeism, in spite of Induction Meeting and repeated notification, is worrisome.
▶	The number of teaching days sometimes wanes due to different forms of Elections when the institution is requisitioned for a number of days.
▶	The agrarian background of the learners poses challenges to promotion of excellence and catering quality education. The fact is that a number of students drop out and go to other states for manual work so as to earn livelihood.

In summing up, it may be pointed out that the recommendations of the NAAC Peer Team during their visit in 2007 have by and large been complied with. Nevertheless, the institution is aware that the development is all-embracing and endless process and it is imperative to initiate still more measures and efforts collectively and concertedly.

CRITERION – VII : INNOVATIONS AND BEST PRACTICES

7.1 ENVIRONMENT CONSCIOUSNESS

7.1 Environment Consciousness:

The environmental consciousness is self-evident from the location of the institution; the founders of the institution were careful about the location of the institution. They had selected the site in such location of the fledging town which is most peaceful, serene and abound in greenery. They established the institution in one corner of the town which is green and relatively free from environmental hazards. Though the growing urbanization has recently eaten into the placidity of the ambience a bit, the campus is still free from major environmental perils.

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

No such audit has so far been conducted in the campus. However, the institution is offering a compulsory course titled “Environmental Studies” for Part III (Part I from 2015-16 session) that enhances the awareness about different environmental issues among the students. The institution has two play grounds, one pond and acres of cultivable land. The institution had planted trees around the pond and also around the main building. However, some of the trees had to be fallen down due to extension of building and also for construction of new (composite) building. The available woods after sawing the trees have been used for making furniture, doors and windows of the buildings. Recently additional trees have been planted.

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

The institution has both NCC and NSS units; the cadets/volunteers of NCC and NSS workers habitually plant trees in and around the campus. They also clean the campus by sweeping and clearing the hedges around the campus in a periodic way.

The institution has not disturbed the pond considering the importance of eco-system; it has leased it out to local bidders who cultivate fish. Similarly the cultivable land is also leased out to the local peasants for cultivation purpose and the lease monet is used for developmental purposes.

Moreover, the institution has taken new initiatives by seeking the professional help of an expert from Uttarbanga Krishi Viswa Vidyalaya, Pundibari Campus, Cooch Behar for plantation and gardening in the Campus. The programme is being implemented with the help of Tufanganj

Panchayat Samiti I, Cooch Behar. Thus, the institute has initiated few programmes to make the campus eco-friendly.

7.2 INNOVATIONS

The prime objective of the institution is forward-march as it is envisaged in the logo “Charaibeti” that was adopted by the founders of the institution; the institution undoubtedly has the innovative character as it is evident from the development of the institution over the years. The institution is striving to find out the programmes which are essentials for the benefit of the students of this backward region. The following may be referred to as innovative practices of the institution during 2007-2015.

FOR STUDENTS

Teaching & Learning

❖ *Assignment-Writings :*

Though the University has annual examination system, the institution has adopted assignment writing system with the expectations of developing better writing skills among the students. Each and every student of honours and general course has to write two and one assignment(s) respectively in the session. They are to write assignments and submit the same to the respective departmental teacher for examination and the teacher would return the same to the student with necessary observation(s) on the scripts for further development.

❖ *Seminar for students:*

Each student of Honours course has to prepare and present paper of their own choice from the University Syllabus in the seminar to be organized by the Honours Department. Such seminar has been introduced for fine-tuning comprehension power as well as presentation skill of the students.

❖ *Remedial Coaching Classes:*

The remedial coaching classes started during the 11th plan period with the financial assistance from UGC. The weaker section of the students (SC, ST, OBC) are coached and prepared for university examinations. Students are also supplied with notes prepared by the faculties in the coaching classes.

Professional Skill Development

* *Career Counsel Cell;*

During the 11th plan the institution introduced a Career Counselling Cell with the funding of the UGC; The Cell conducted seminars relating to job opportunity in the market as well as the appropriate future career plan of the students.

* *Entry in Service Cell:*

This Cell had also started during the 11th plan to provide coaching for different competitive examinations with the funding of UGC. It conducted coaching classes for preparing students for written examinations of different types like School Service Commission, Public Service Commission, Staff Selection Commission etc. Total 650 students participated in its coaching classes. Many students have grabbed jobs in different organizations by attending the coaching classes (pl. see 5.1.4). This Cell had also trained students for facing personality tests of the competitive examinations.

Soft Skill Development

i) A programme for development of knowledge of computer has recently been initiated with the establishment of a computer lab where students will get the opportunity to learn the basics of computer.

ii) 15 days 'Employability Training' programme has been conducted by TATA Consultancy Services (TCS) and total six trainees has grabbed job in TCS

iii) Skill development programme on Computer Hardware and Security Guards undertaken by the Cooch Behar Polytechnic under the central government programme of Community Development through Polytechnic (CDTP) is going on in the institution (see 5.1.4).

Others

i) A Forum for Women Studies has recently been formed in the institution with the objectives of delving into the issues and problems relating to the girls' students and community women around the locality. Two seminars/awareness camps have so far been organized with a panel of Lawyers of Bar Council of Tufanganj focusing on the issues of domestic violence. The response was very good (details in Item no 3.6.4).

ii) Besides the statutory welfare scheme like government scholarships for SC, ST, OBC & Minority and girls' students, the institution is also providing five annual scholarships (highest scorer) out of the Endowment Fund.

iii) Flexibility in selecting the courses: The students get enough choice of their own for selection of courses as they are admitted through counselling session, and there is wide range of options for selection of their elective courses.

iv) Induction Meeting: After completion of admission in Part I, one induction meeting is conducted in every session where the Principal and faculties appraise the students about the rules & regulations of the institution, the facilities available and the roadmap for them.

FOR FACULTY MEMBERS

a) Teaching Aid:

i) The institution has replaced all the traditional Black-Boards with Smart Board for smooth writing and clear visibility in the classrooms;

ii) All permanent faculty members have been supplied with a laptop computer for use as teaching aid as well as for research purposes.

b) **Seminar:** Since dissemination of knowledge is one of the objectives, the institution organises Seminars. During the last four years the institution has organized six national level seminars sponsored by the UGC. Also many local level seminars – as on birthday of national figures, language day, college foundation day observation- are regularly held involving faculties and students. Moreover, teachers are encouraged to participate and present papers in seminars and they are granted leave for such participation.

c) **Research Work:** The institution encourages the teachers to conduct research works and extends logistical supports, internet connectivity and library facilities.

d) **Work Diary:** Every teacher has to maintain work-diary in a standard and prescribed format to keep records of his/her work activities throughout the year. This work diary is being maintained since the first cycle of NAAC assessment in 2007.

e) **Mode of Salary payment:** Initially, the mode of payment of salary to both teachers and non-teaching staff were made by cash; after that it was by cheque. Now the salary is being operationalised through COSA (Computerization of Salary Accounting) and fund is transferred to each teacher's Bank accounts which save time and minimize withdrawal hazards. The institution is heading towards *E- Bantan* in coming months.

f) **Retirement Benefit:** The institution now provides all PF Group Insurance dues with interest at the time of retirement of an employee - both teaching and non-teaching. Earlier the institution could not provide up- to- date PF interest at the time of retirement of an employee.

FOR NON-TEACHING STAFF

i) Office work is being computerized; internet connections are also provided to the office staff.

ii) Necessary software has been installed for admission related works like generating merit list, collection of fees etc. Moreover, registration work is at present done Online.

iii) Cooperative Credit Society: One registered (staff) Cooperative Credit Society has been established in 29-10-1990 for extending financial assistance in the form of loan (with 11% interest rate per annum) to its 36 members. This society covers both non-teaching and teaching staff and its accumulated capital stands at Rs 12.13771, as on September, 2015.

7.3 BEST PRACTICES

7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the institution.

BEST PRACTICES : I

Title of the Practice: Campus Cleanliness

The Context

“Better keep yourself clean and bright; you are the window through which you must see the world”: George Bernard Shaw

“Let everyone sweep in front of his [/her] own door, and the whole world will be clean.”
: Johann Wolfgang von Goethe.

It is essential to cultivate good habits such as cleanliness. Wherever we work and eke out professional life, the space and environment should be kept clean and healthy. Educational institutions should spread knowledge on importance of cleanliness by involving students and staff in cleaning activities and it would be good way to arouse awareness about cleanliness.

Goal

IQAC, with the active support of Campus Discipline Committee and Students’ Union, resolved that ‘clean and green campuses would be one concerted policy of the institution. The vision statement would be: “clean institutional campus with continuous efforts and constant improvement in and preservation of the practices over a longer period”.

The Practice

The disaggregated strategy involves the following:

❖	Regular cleaning of floors, classrooms and office premises
❖	Not to deface the room/floor/office by any wilful act
❖	Disposal of waste items in designated places
❖	Table/chair/computer and furniture to be kept in order and free of dirt;
❖	Proper maintenance, regular cleaning of outer surface of all types of equipment be ensured.
❖	Documents and files etc. should be properly placed so as to ensure easy location
❖	Safe drinking water facilities should be provided to all stakeholders and the water reservoir be cleaned frequently.
❖	Toilet facility must be provided to the all concerned and the hygienic conditions of toilet must be upheld.
❖	The ground around main building should be cleaned occasionally and plantation in the open field be attempted and protected

Evidence of Success

For actualization of the vision few measures have already been taken.

❖	Few dustbins have been set up
❖	Monthly cleaning drive has been initiated with the participation of students, volunteers of NSS & NCC, administrative staff and teaching faculties
❖	Brooms, vacuum cleaner etc. have been purchased.
❖	Awareness campaigns have been conducted propagating the necessity and desirability of cleanliness
❖	Notice boards have been installed displaying the code of conduct within the institution campus
❖	CC TVs have been installed and these are accelerating the drive, with follow-up steps against deviations, if any.

Constraints & Limitations:

Policy implementation is always a challenge. And few shortcomings at the operational front have been observed.

❖	Involvement of all students and staff could not be achieved all the times
❖	The toilet facilities still remain scanty and their hygienic conditions could not always be ideal
❖	There had been occasional slip of the codes; spitting here and there, writings in class walls during examinations could not be totally prevented
❖	During vacation period and during university examinations [spanning two months] the cleaning drive remain virtually abandoned
❖	It requires time and constant efforts to internalize the practices, more so when new batches of students join in each year

BEST PRACTICES : II

Title of the Practice: Promotion of Research and Publications

Context and Goal

The institution strives to promote research activities and research culture among the faculties by providing logistics, grant of leave and cognitive propping etc. The region, where the institution is located, is inhabited by multi ethnic communities and its economy is basically agriculture.

The region suffers from varied problems including the upsurge of several (ethnic) movements. The institution aims to understand and examine such problems. The faculties of social science are encouraged to take up the region specific issues and science faculties are encouraged to study, inter alia, the environmental issues including flora and fauna of the region. Faculties are encouraged to apply for and avail research project funds from different sources and to publish their research papers in reputed journals and books.

The institution also encourages dissemination of knowledge by organising national and regional level seminar and allows the faculties to participate in the seminars organized by other institutes by granting leave as well as by reimbursing the travel expenses from UGC funds.

The Context

One of the objectives of the institution is to 'sustain research culture among faculties' and the objective has assumed more eminence in the globalised world where knowledge is power and where creation and dissemination of knowledge is imperative. The institution aims to adhere to the objective through promotion of research, seminars/ conference, participation in the seminars and by publishing (thus sharing) the research findings. However, since the institution is a general degree institution and has some limitations, it encounters some problems in promoting research culture among the faculty members.

The Practice

The institution encourages the researchers by forwarding research projects to the funding institutions, allowing the teacher to avail Fellowship and by granting leave, as and when required. The institution subscribes journals (including e-resources) that are required by faculties for pursuing research works and so on. Recently, one Research and Publication Committee has been formed to entrench the research culture among the faculties by providing information relating to research projects, logistic support and platform for publishing their research papers.

Evidence of Success

Success is evident from the number of project works undertaken, publication of research papers and Seminar/ conference organised. A glimpse is furnished below.

i) During 2007-2015 the Departments of Bengali, Political Science, Sociology, Economics, Zoology, Botany and Chemistry (46% of total departments) have been actively involved in research projects. Seen otherwise, out of total substantive faculties, nine or 43% have consistently remained engaged in research works (*see 3.1.5 for details*).

ii) Similarly, the number of Research Projects and the project funds are also worth-noting:

<i>Year</i>	<i>No of Project</i>	<i>Sources</i>	<i>Total Amount</i>
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2007-2015	16	ICSSR, UGC(ER), Govt. of WB.	Rs. 28.86 Lakh
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iii) **Ph D Works:**

- ❖ Smt. Babli Roy, Department of Chemistry, is presently availing of Faculty Development Programme in the North Bengal University.
- ❖ Three teachers are engaged in PhD Works.
- ❖ Two faculties are acting as PhD guide

iv) **Publications:**

Publications (during 2007-2015) of faculties are as follows:

<i>Faculty having Publications (No)</i>	<i>Total Publications (No)</i>	<i>Average Publications per Faculty</i>
19	96	5.05

(see 3.4.3 for details)

That the institution as well as the faculties are really committed to academic excellence is evinced from the incidence of organization of seminars and participation of faculties in the seminars (as furnished below):

- ❖ Seminars/Conferences/Workshops etc. organised by the institution

<i>Year</i>	<i>Nature</i>	<i>Theme</i>	<i>Funding by</i>
2012	National	<i>Twixt Pillar & Post; Diaspora Identity & in between-ness in Eng Literature</i>	UGC
2013	National	<i>Dynamics of Development & Discontent</i>	UGC
2015	National	<i>1. Employment Guarantee and Rural Regeneration; An Appraisal.</i>	UGC
		<i>2. Self-hood for Women: Challenge and Prospect</i>	UGC
		<i>3. Subaltern History of North Bengal Since Independence</i>	UGC
		<i>4. Bio-diversity: Threats and Prospect- Present Scenario</i>	UGC

- ❖ Participation of Faculties in Seminar

<i>Year</i>	<i>Nature of Seminar</i>	<i>No of Faculties Attended</i>	<i>Total No of Seminar Attended</i>	<i>Attendance rate Per Faculty</i>
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2007-- 2015	International	13 (61.9%)	20	1.53
	National	15 (71.4%)	90	6.00

Constraints & Limitations

i) Faculties are generally overloaded as student- teacher ratio is somewhat lopsided; faculties remain pre-occupied during April- June each year with University examinations and also in examining massive number of answer scripts of University examinations. Thus, availability of spare time is one important constraint.

ii) Lack of proper laboratory facility particularly for science faculties is another hurdle.

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Name of the Institution:	Tufanganj Mahavidhalaya
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PART: D**EVALUATIVE REPORT OF THE DEPARTMENTS****EVALUATIVE REPORT : DEPARTMENT OF BENGALI**

1. Name of the department: **Dept. of Bengali**
2. Year of Establishment: **General Course in 1971; Honours in 1995**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG, Both Hons. And General**
4. Names of Interdisciplinary courses and the departments/ units involved: **Nil**
5. Annual/ semester/ choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **No**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/ programmes discontinued (if any) with reasons: **No**

9. Number of teaching posts

	Sanctioned	Filled
Professor	0	0
Associate Professor	01	01
Assistant Professor	02	02

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation;	Specialization	Experience in years	No. of Ph.D. Students guided for the last 4 years
1. Dr. Sulekha Pandit	M.A., B.Ed., Ph. D.	Associate Professor	(In B.A. Hons.- Novelist and Essayist Bankumchandra); in M.A. - Bengali Short Story, Novel and Bengali Art Literature	26	Nil
2. Prof. Ankita Mukherjee	M.A. Net Qualified	Assistant Professor	(In B.A. Hons.- Poet and Dramatist Madhusudan); In	9	Nil

			M.A. – Bengali Short Story & Novel		
3. Prof. Dwijendra Nath Singha	M.A., B.Ed. Net Qualified	Assistant Professor	(in B.A. Hons.- Poet and Dramatist Madhusudan); In M.A. – Bengali Short Story & Novel	7	Nil
4. Sasanka Shekhar Ganguly	M.A., B.Ed.	Permanent Part Time Teacher	(in B.A. Hons.- Poet and Dramatist Madhusudan); In M.A. – Bengali Short Story & Novel	10	Nil

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

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

13. Student Teacher Ratio (programme wise): (For Honours, general & Compulsory Bengali 2014-15

Honours	General Bengali:	Compulsory Bengali :
B.A. Hons.- 280/4		2272/4

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **Nil**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: **Ph.D.-1; P.G. – 3**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

a) National = 1 (one); (UGC, ERO approved one project (PHW-111/12-13 (ERO), Feb. 05, 2013) in the name of Dr. Sulekha Pandit and the project was completed in time.

b) International= **Nil**

17. Departmental projects funded by DST= **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

Publication per faculty :

Dr. Sulekha Pandit, Dept. of Bengali,

Books Authored
Pratiswik, A Book of Poetry, Abhinava Printers, Alipuirduar, 2012
Books Edited

Tufanganj Mahavidyalaya Rajat Jayanti Varsha Swarak Patrika, Maa Printing Press, Tufanganj, 1996

Duarser Bodhivriksha, (Bengali Literary Magazine) , Alipurduar, 1420 BS

Duarser Bodhivriksha, (Bengali Literary Magazine), Alipurduar, 1421 BS

Journal Edited

Purva-Bharat, ISSN- 2319-8591, Vol-1, No.-1, 2012, East-Indian Society for the Studies of Social Sciences, Alipurduar.

Purva-Bharat, ISSN- 2319-8591, Vol-1, No.-2, 2014, East-Indian Society for the Studies of Social Sciences, Alipurduar.

Articles in Books

‘Nagna Nirjan Hat: Nirjanatar Manaswita’, in Dr. Khokan Kumar Bag edited, Rabindra Samakalin O Rabindra-Uttar Kabi O Kabita, S Banerjee & Co., Kolkata, 1416 BS

Jivanananda O Timir Hanaer Gan, in Subrata Roy Choudhury Edited, Prasnga Jivanananda, One Touch Publishers, Kolkata, 1996

Chitrkar Rabindranath’, in Prof. Arnab Sen & Pramod Nath Edited, Rabindra Charcha, Published by Rabindra Charch Kendra, 1418 BS, Alipurduar.

Adarini, in Adyapak Dipak Saha & Adyapak Subodh Kumar Jash edited, Samay Prabahe Bangla Chhota Galpo, ISBN. 978-81-922468-5-7, S. Banerjee & Co. , Kolkata, June 2013,

Articles in Journals

‘Adhunik Bangla Sahitye Paschatya Chitra-Paribhasha’ in Mukulesh Sanyal edited, Sharadiya Janamat, 1411 BS, Jalpaiguri.

‘Abanidranather Shilpatattwa O Soundanra Bhabna’ in Mukulesh Sanyal edited, ‘Sharadiya Janamat’, 1412 BS, Jalpaiguri.

Human Rights in the Context of Caste and Poverty in India, in Prof. Tarun Banerjee edited, Awareness and Education of Human Rights, Proceedings of the UGC Sponsored Seminar, 2001, , Jalpaiguri AC College of Commerce

Bengali Art Literature with Special Reference to Paintings, in East-Indian Journal of Social Sciences ISSN- 2277-4483, Vol-1, No. 1. March- 2012, East-Indian society for the Studies of Social Sciences, Alipurduar.

Jalpaiguri: Itihaser Pathe-Upanyaser Patay, in Purva-Bharat, ISSN-2319-8591, East-Indian society for the Studies of Social Sciences, Vol-1, No. 1, Dec. 2012

Koch-Rajye Bangla Sahitya, in Purva-Bharat, ISSN-2319-8591, Vol-1, No. 2, East-Indian Society for the Studies of Social Sceinces, Alipurduar.

Articles in Magazine

Shatabdir Tire in Arobindo Kar Edited, Kiratbhumi, Jalpaiguri, 1400 BS
 Durgatinashini, in Abhijan, Bakshirhat, Cooch Behar, 1400 BS
 Gram Bangla O Nagarer Kavi Jibananda, in Uttarer Haoya, 1407, Jalpaiguri.
 Bangla Kabye Itihas, Sanjay Mukhopadhyay edited, Chetana, Anyaman, 2000, Tufanganj.
 Shatavarshe Sharadindu, Rameswar Roy edited Janajivan, Alipurduar, 1999
 Juvaman, in Ajachi, Bakshirhat, 1993,
 Mikhail Bakhtiner Viswabiksha, in Abahaman, Paschimanga Ganatantric Lekhak Shilipi Sangha, Alipurduar
 Akash-Mati-Surya-Tara, in Stuti, Alipurduar, 2014
 Swapner Varanda, Uttar Sammilani, Nikhil Bharat Banga Sahitya Sammelan, Alipurduar Branch, Sharad Sankha, 2014

Ankita Mukherjee, Department of Bengali

Article in Books:
Saha & Jash (eds.), 2013. <i>Samay Prebake Bangala Chotogalpa</i> , 'Phasil; Abashaita Mulyabodher Bhashy', S Banerjee: Kolkata, ISBN 978-81-922468-5-7
Articles in Journals
<i>Purva Bhatata</i> , 2014. Vol. 3(1) 'Paran Sakha Bandhu He Amar', ISSN 2319-8591

Dwijendra Nath Singha, Dept. of Bengali,

Articles in Journal:
1."Tufanganjer Kathya Bhasar Sarbonam Baichitrya"* Lok-Utsya* Indian Folklore Research Journal, ISSN 2321-7340, Vol-1, January-2013
2."Janobinnyas O Shilpo, Shikshya-Sanskriti Bisayok Akti Samikshyar Aloke Mathabhanga (No-2 Panchayat Samity)" *MANSAL* Saraswata Utsab Prakashan Bivag, Mathabhanga, Cooch Behar, 1st Edition-2008.
3."Jalpaiguri Jelar Lokokrira" *KIRAT BHUMI*(Reg. No-5324/88) Jalpaiguri Jela Sankolan(2nd Vol), Editor-Aurobindo Kar, Published by Sri Pradip Kr. Chakroborty, Sanskriti para, Jalpaiguri.

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in

a) National committees: Sulekha Pandit as a member of Nikhil Bharat Banga Sahitya Sammelan

b) International Committees: **Nil**

c) Editorial Boards: Sulekha Pandit, Chief Editor, Purva-Bharat,

22. Student projects

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

b) Percentage of students placed for projects in organizations outside the Institution i.e. in Research laboratories / Industry / other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding

a) National: Co-organiser of UGC sponsored National Seminar with the Dept. of Bengali, Vivekananda College, Alipurduar in 2011.

b) International: **Nil**

26. (a) Student profile programme/ course wise (2014-15):

Name of the course	Year	Number of students			Demand Ratio
		Applied	Intake	Admitted	
BNGH	2011	632	75	71	1:8.42
BNGH	2012	1223	83	83	1:14.73
BNGH	2013	607	91	91	1:6.67
BNGH	2014	669	120	119	1:2.24

(b) University Result for the last 4 years (3rd Year students).

Name of the Course	Year	Number of Students			Success Rate %
		Appeared	1st class	2ndclass	
BNGH	2011	68	00	54	79.41
BNGH	2012	44	00	38	86.36
BNGH	2013	68	00	57	83.82
BNGH	2014	62	00	46	74.19

27. Diversity of Students ;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? About 10

29. Student progression Student progression Against % enrolled : **UG to PG = 60%**

30. Details of Infrastructural facilities

a) Library:

b) Internet facilities for Staff & Students: Library & Internet facilities

c) Class rooms with ICT facility: About to start

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, Government or other agencies:

SC, ST, OBC and Minority scholarships, Kanyashree, Full and Half-free studentship.

32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: Seminar and assignments

34. *Participation in Institutional Social Responsibility (ISR) and Extension activities:* Through NCC and NSS

35. *SWOC analysis of the department and Future plans:*

1. Strength:

Experienced and qualified teachers. Most of the teachers are interested and experienced in co-curricular activities such as music, dance, recitation, drama and playing musical instrument like Tabla.

2. Weakness:

High teacher-student ratio and irregularity of some students in attending classes.

3. Opportunity:

The scope of opening Language Hub, initiation of inter-face programs for knowing the diversity of local dialects as are prevalent in the area and the scope of knowing micro-level cultures or folk cultures.

4. Challenge:

Controlling the irregularity of students in attending classes

Future Plans:

Opening of Language Hub and organising workshop on folk literature and culture.

EVALUATIVE REPORT : DEPARTMENT OF BOTANY

“Trees are the Earth’s endless effort to speak to the listening heaven” -- Rabindranath Tagore.

- | | |
|--|---|
| 1. Name of the department | Botany |
| 2. Year of Establishment | 1994-95. |
| 3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D. etc.) | UG |
| 4. Names of Interdisciplinary courses and the departments/units involved | Nil |
| 5. Annual/semester/choice based credit system (programme wise) | Annual |
| 6. Participation of the department in the courses offered by other departments | Practical classes of the Zoology (Honours), Environmental Studies. |
| 7. Courses in collaboration with other universities, industry, foreign institutions, etc. | Nil |
| 8. Details of courses/programmes discontinued (if any) with reasons | Nil |

9. Number of teaching posts

	<i>Sanctioned</i>	<i>Filled</i>
Professor	00	00
Associate Professor	01	01
Assistant Professor	00	00
Part time Regular Teacher	02	01
Guest Teacher	00	02

10. Faculty profile with name, qualification, designation, specialization

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>	<i>No. of Ph. D. Students guided</i>
1 Dr. Ram Prasad Mukhopadhyaya	M.Sc, Ph.D.	Associate Professor in Botany.	Mycology and Plant Pathology.	15	Nil
2 Sri Prasanta Pal	M.Sc.	Part time Regular Teacher	Mycology and Plant Pathology	07	Nil
3 Sri Jahanur Hossain*	M. Sc	Guest Teacher	Plant Taxonomy and Systematics of Angiosperms	0	Nil
4 Ishita Roy*	M.Sc	Guest Teacher	Microbiology	0	Nil

*Ex- students of the Department.

11. List of senior visiting faculty **At least 10 teachers from various colleges under NBU have visited during last 5 years.**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty **Honours—16% and General- 28%.**
13. Student Teacher Ratio (Programme wise funding agencies) : **Honours- 5:1; General-14:1**
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled **01**
15. Qualifications of teaching faculty with D. Sc/ D. Litt/ Ph.D/ M. Phil/ PG. **Ph. D- 01; PG-03**
16. Number of faculty with ongoing projects from **National- 01**
 a) National b) International funding agencies and grants received : **International- Nil**

Projects completed and ongoing (investigator-Dr. R. P. Mukhopadhyay)

Sl. No.	Title of the project	Sanctioning agency	Amount of Grant(Rs.)	Status
1.	Production of protease by an actinomycete(TMA-13) and application of the enzyme in the hydrolysis of waste protein.	UGC	93,000.00	Complete
2.	Isolation and screening of feather degrading actinomycetes and standardization of conditions of feather degradation by the selected actinomycete(s).	UGC	1,85,000.00	Ongoing

17. Departmental projects funded by DST **NIL**
18. Research centre/ facility recognized by the University **NIL**

19. Publications:

Publication per faculty:

Dr. R. P. Mukhopadhyay

In peer reviewed journal :

- i. Mukhopadhyay, R.P. (2008) A keratinolytic actinomycete. J. Mycopathol. Res. 46, 85-88.
 - ii. Mukhopadhyay, R.P. (2009) A streptomycete collagenase . J. Mycopathol. Res. 47(2) 137-143.
- (Journal of Mycopathological research- ISSN- 0971-3719 ; Impact factor-4.4(NAAS)

Abstracts Published in proceedings :

- i. R. P. Mukhopadhyay (2009) A keratin degrading actinomycete : UGC sponsored National Seminar on “ Trends in Microbiology”, December 20-21, 2009. ABN Seal College, Coochbehar.
- ii. R. P. Mukhopadhyay (2013) Effect of carbon source, pH and temperature on the production of Keratinolytic protease by an actinomycete. 100th session of Indian Science Congress. Jan.3-7, 2013. Kolkata.

iii. R. P. Mukhopadhyay(2013) Medicinal plant, rural health and development. National Seminar on “Dynamics of Development and Discontent”, 27-28 September 2013, Tufanganj Mahavidyalaya.

20. Areas of consultancy and income generated :

Nil

21. Faculty as members in a) National committees b) International committees c) Editorial Boards

Dr. R. P. Mukhopadhyay- 1. Life member of “Mycological Society of India”.

2. Life member of “ Botanical Society of Bengal

22. Student projects

a) Percentage of students who have done in house projects including interdepartmental/ programme **100% students have done**

b) Percentage of students placed for projects in organizations outside the institution i. e. in research laboratories/ Industry/ Other agencies **Nil**

23. Awards/ Recognitions received by faculty and students **Nil**

24. List of eminent academicians and scientists/ visitors to the department **Nil**

25. Seminars/ Conferences/ Workshops organized & source of funding

a) **National**—One national level seminar, sponsored by the UGC will be held in February 2016.

b) **International- Nil**

26. Student profile programme / course wise :

Name of course	Applications received	Selected/ Admitted	Enrolled		Pass : Percentage
			M	F	
B.Sc(Honours) in Botany	Year-2011--- 298	07	6	4	0
	Year-2012--- 364	12	10	2	100
	Year-2013--- 114	12	9	3	50
	Year-2014--- 133	16	9	7	00*

*Students, though passed in the Honours, could not pass the general subject (Chemistry) 3 times successively.

27. Diversity of Students :

Name of course	% of students from the same state	% of students from other state	% of students from Abroad
B. Sc Honors)	100	0	0
B. Sc (General)	100	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
WBSSC-5

29. Student progression: Student progression Against % enrolled UG to PG **16% in 2012**

30. Details of Infrastructural facilities

a) Library b) Internet facilities for Staff & Students c) Class rooms with more than 40 books
ICT facility d) Laboratories

b) Available.

c) Nil

d) One

31. Number of students receiving financial assistance from college, university, government or other Agencies :

Many students get Half-freeship from the college, SC/ST stipend, BIDI Sramik Stipend etc

32. Details of student enrichment programmes(special lectures/ workshops/ seminar) with external Expert :

Nil

33. Teaching methods adopted to improve student learning :

- ▶ Chalk –Board and chart method.
- ▶ Audio-visual method using projector.
- ▶ Intensive practical classes.
- ▶ Assignments given to the students.
- ▶ Seminar by the students using power point presentations.
- ▶ Seminar by the teachers on important topics.
- ▶ Class test and evaluation at regular intervals.
- ▶ Field tours in adjacent and distant localities and study of vegetations *in situ*

Details of excursions conducted

Year	Local excursion at	Distant excursion at	Batch	Importance
2009	Rasikbeel & Cooch behar.	Ganktok, Sikkim.	B. Sc.(Hons.) 1 st and 2 nd year Students.	Difference in plant species noted & collected.
2010	Pundibari, & Tufanganj.	Kurseong & NBU campus, Siligri.	Do	Do
2011	Rasikbeel & Boxirhat.	Kalimpong & Lava	Do	Do
2012	Fanskhawa& Alipurduar.	Kurseong &Siliguri forest.	Do	Do
2013	Tufanganj & Maruganj.	Chalsa & Bauxa forest	Do	Do
2014	Rasikbeel & Salbari	Ganktok, Sikkim.	Do	Do
2015	Alipurduar & Baneswar	Mirik and Siliguri.	Do	Do

** 3rd year (Honours) students visit agriculture farms, records various plant diseases, Collect specimens every year as per the syllabus of the NBU.



Students collecting specimens from the 'Sumendu' lake, Mirik.



Special lecture delivered by Jahanur Hossain, ex-student and guest-teacher of this department.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NSS

Publication of Departmental and institutional wall magazines.

Teachers of the Department take classes on the 'Environmental Studies.'

Dr. R. P. Mukhopadhyay conducts practical classes of 3rd year Zoology (Honours) students.

Dr. R. P. Mukhopadhyay and Jahanur Hossain Carried out a survey on the dependence of the rural and urban people of Tufanganj Block-I on medicinal plants to ameliorate various health problems.

Dr. R. P. Mukhopadhyay, Jahanur Hossain and Ishita Roy have carried out a survey on the presence of wild leafy vegetables in four Sub-divisions of The Cooch Behar District. The objective is to find out their nutritional qualities, antimicrobial and Antioxidant properties of those leafy vegetables, if any.

35. SWOC analysis of the Department and Future plans :

Strength

* Regular contact of the students with teacher.

- * Rural environment.
- * Abundant plant resource.
- * Interest of the local people on the subject.

Weakness

- * Poor student quality.
- * Majority of them are first generation learners.
- * Insufficient no. of Teachers, supporting staff, class room and laboratory.

Opportunity

- * After the completion of course students get jobs as teachers in primary, secondary and higher secondary schools; many of them get jobs as medical representatives and few moves to higher education.

Challenges

- * Medium of teaching.
- * Economic condition of the students.
- * Distance of the residence of the students from the college.

Future plan

- * At least one more laboratory and one class room are to be built.
- * Improvement of university examination results.
- * Installation of more instruments for better research activities.
- * Repairing of the computer and installation of internet connection

EVALUATIVE REPORT : DEPARTMENT OF CHEMISTRY

1. *Name of the department:* **Chemistry**
2. *Year of Establishment:* **1995**
3. *Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters ; Integrated Ph.D., etc.) :* **UG (B.Sc.)**
4. *Names of Interdisciplinary courses and the departments/ units involved:*
 - * Department of Zoology for B. Sc (Bio pass) students
 - * Department of Botany for B. Sc (Bio pass) students.
 - * Department of Physics for B. Sc (Pure pass) students.
 - * Department of Mathematics for B. Sc (Pure pass) students.
5. *Annual/ semester/ choice based credit system (programme wise):*
 - Annual Test examination.
 - Internal Theory exams.
 - Assignments/ Internal MCQ examination
6. *Participation of the department in the courses offered by other departments:*

The faculty member Mr. Abhisek Saha guides the students of B.Sc. (Bio-pass) and Zoology (Hons) students for Bio-Chemistry related Problem if necessity demands.

The faculty member Mr. Abhisek Saha guides the students of B.Sc. (Bio-pass) and Botany (Hons) students for Bio-Chemistry related

The faculty member Mr. Abhisek Saha and Ms. Babli Roy are appointed by the University of North Bengal to act as an external examiner at different Practical examination centre other than home centre.
7. *Courses in collaboration with other universities, industry, foreign institutions, etc.* **Nil**
8. *Details of courses/ programmes discontinued (if any) with reasons:* **Nil**
9. *Number of Teaching Posts*

	<i>Sanctioned</i>	<i>Filled</i>
<i>Professor</i>	0	0
<i>Associate Professor</i>	0	0
<i>Assistant Professor</i>	02	02
<i>Part –time teacher</i>	01	01

10. *Faculty Profile With Name, Qualification, Designation, Specialization, (D.Sc./ D.Litt. /Ph.D./ M. Phil. etc.):*

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>	<i>Specialization</i>	<i>Years of Experience</i>	<i>No. of Ph.D. Students guided for the last 4 years</i>
1. Abhisek Saha	M.Sc.	Assistant Professor Of Chemistry	Inorganic Chemistry	Six	Nil
2. Babli Roy	M.Sc	Assistant Professor Of Chemistry	Organic Chemistry	Three	Nil

3.S.S.Bhattacharya	M.Sc	Part time teacher(Approved)	Physical Chemistry	Eight	Nil
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11. List of senior visiting faculty/ Guest: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : **Theoretical- 20%**
Practical - 0%

13. Student Teacher Ratio (programme wise) : (For Honours), (For general)

Honours	General
NA	47:1 (2013-2014)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :
One skilled laboratory attendant
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: **PG**
16. Number of faculty with ongoing projects from a) National b) International Funding agencies and grants received: **Nil**
17. Departmental projects funded by DST: **Nil**
18. Research Centre /facility recognized by the University: **Nil**

19. Publications: (Publication per faculty):

Name of Faculty	National	International
Abhisek Saha	0	6
Babli Roy	0	2
S.S.Bhattacharya	0	0

20. Areas of consultancy and income generated: **NIL**
21. Faculty as members in a) National Committees b) International Committees C) Editorial Boards

Faculty member	National Committees	International Committees	Editorial Boards
Abhisek Saha	1.Life member of Chemical Research Society Of India(LM1447) 2.Life member of Indian Science Congress Association(L16749) 3.Life Member of Indian Association of Chemistry Teachers(LM848) 4.Life member of Indian Crystallographic Association(LM420) 5. Life member of Red cross society	1 .Life Member of International Association of Hydrological Sciences. (14198)	
Babli Roy	Nil	Nil	Nil
S.S.Bhattacharya	Nil	Nil	Nil

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/ programme: **100%** (For UG students)
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students:

BOLT award received from Air India by Abhisek Saha, Asstt. Professor of Chemistry

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding:-

- a) National : **Nil**
- b) International: **Nil**

26. Student profile programme/ course wise:- (2009-2010)

Name of the Course/program	Applications Received	Selected	Enrolled		Pass Percentage
			*M	*F	
B.Sc. I st Year	54	54	35	19	-----
B.Sc. II nd Year	20	20	17	03	70.00
B.Sc. III rd Year	12	12	12	00	66.66

Student profile programme/ course wise:- (2010-2011)

Name of the Course/program	Applications Received	Selected	Enrolled		Pass Percentage
			*M	*F	
B.Sc. I st Year	DNA	53	DNA	DNA	DNA
B.Sc. II nd Year	19	19	14	5	DNA
B.Sc. III rd Year	03	03	DNA	DNA	100

Student profile programme/ course wise:- (2011-2012)

Name of the Course/program	Applications Received	Selected	Enrolled		Pass Percentage
			*M	*F	
B.Sc. I st Year	DNA	82	DNA	DNA	DNA
B.Sc. II nd Year	44	13	DNA	DNA	DNA
B.Sc. III rd Year	01	01	DNA	DNA	100.00

Student profile programme/ course wise:- (2012-2013)

Name of the Course/program	Applications Received	Selected	Enrolled		Pass Percentage
			*M	*F	
B.Sc. I st Year	DNA	87	DNA	DNA	DNA
B.Sc. II nd Year	43	43	26	17	DNA
B.Sc. III rd Year	12	10	DNA	DNA	83.33

Student profile programme/ course wise:- (2013-2014)

Name of the Course/program	Applications Received	Selected	Enrolled		Pass Percentage
			*M	*F	
B.Sc. I st Year	DNA	58	DNA	DNA	25.36
B.Sc. II nd Year	DNA	24	DNA	DNA	39.39
B.Sc. III rd Year	DNA	12	DNA	DNA	100

*M=Male F=Female

DNA = Data not available

27. Diversity of Students

Name of course	% of students from same state	% of students from other states	% of students from abroad
B.Sc. Ist Year	100	00	00
B.Sc. II nd Year	100	00	00
B.Sc. III rd Year	100	00	00

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

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	Data not available
PG to M.Phil.	Data not available
PG to Ph.D.	Data not available
Ph.D. to Post-Doctoral	--
<input type="checkbox"/> Employed	Nil
<input type="checkbox"/> Campus selection	
<input type="checkbox"/> Other than campus recruitment	
<input type="checkbox"/> Entrepreneurship/ Self-employment	Data not available

30. Details of Infrastructural facilities

a) Library:- Books and Journals/ Periodicals:- 01

b) Internet facilities for Staff & Students:- Available

c) Class rooms with ICT facility:- Nil

d) Laboratories:- 02

31. Number of students receiving financial assistance from college, university, government or other agencies:

Financial assistance is provided for the poor students by the college authority. SC/ST student community also provides financial assistance from State Government.

32. Details on student enrichment programs (special lectures / workshops / seminar) with external experts:-

Remedial coaching given to weaker students by the faculty members.

33. *Teaching methods adopted to improve student learning:-*

The department follows interactive sessions, group discussion etc. All staff members use computer skill to manage power point presentation in teaching/learning. Apart from the normal lecture deliver method, students are asked to prepare for a lecture on a specified topic and asked to deliver the same in a couple of day.

34. *Participation in Institutional Social Responsibility (ISR) and Extension activities:-*

Participating Social Responsibility (ISR) and Extension through NSS cell of the college.

35. *SWOC analysis of the department and Future plans:-*

1. **Strength:**

Large number of students admitted in reputed Universities & Institutes for PG courses.
Large number of candidates got the jobs in various Industrial sectors & through competitive Examinations.
UG students complete projects in our laboratories.
Department helps to many other colleges for their developments
The faculty member of the department is actively engaged in the research, presented research papers in different national/state level seminars & conferences
Demand ratio of students for chemistry is very high.
Overall result is satisfactory.

2. **Weakness:-**

Department is unable to provide Basic Practical Instruments like UV-Visible spectrophotometer, Rotary evaporator etc.
Not providing any budget to arrange guest lecturer in Industrial chemistry.
Department unable to provide all facilities for project work & Practical for students.
Department has lack of Infrastructure, (limited class room and small area of laboratories as compare to student ratio).
Department has no freedom for financial activities.
Not separate seating & study arrangement for chemistry faculties and staffs.

□

3. **Opportunities:-**

Increasing the interest of students in Research through projects
To develop research centre.
Good opportunities in the Industrial sector.

4. **Challenges:-**

Increasing awareness amongst the students about computer education to solve the Chemistry

related problems.

Provide Industrial training for students.

Arrange Industrial Campus Interview.

Future plans:-

To start the Honours course in Chemistry.

To start the Research centre in Chemistry department.

To take the various projects in Chemistry for the students and teachers.

To publish the research papers in international journals by the faculty members with the student.

To take the National and International conference in chemistry.

Improvement in laboratory safety.

Organize National /International Seminars/workshops.

Develop a strong network & MOU with other institutions.

Undertaking minor/major research projects.

Organize guest lectures and seminars

EVALUATIVE REPORT : DEPARTMENT OF COMMERCE

- 1 Name of the department : **Commerce**
- 2 Year of Establishment : **1981**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/ units involved : **Nil**
5. Annual/ semester/ choice based credit system (programme wise) : **Nil**
6. Participation of the department in the courses offered by other departments : **Nil**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons : **NA**

9. Number of Teaching posts

	Sanctioned	Filled
Professor	NIL	NIL
Associate Professor	NIL	NIL
Assistant Professor	2	1

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designatio;	Specialization	Years of Experience	No. of Ph.D. Students guided
1. Chiranjib Saha	M.Phil,M.Com	Assistant Professor	Accounting & Finance	1 year	N.A.
2	N.A.	N.A.	N.A.	N.A.	N.A.

11. List of senior visiting faculty :

Name	Qualification	Specialization	Years of Experience
1.Dr. Harigopal Mallick	Ph.D., M.Phi, M.Com	Management	33
2. Subhash Chandra Saha	M.COM		32

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

24 Classes out of 67 Classes i.e. 36%

13. Student Teacher Ratio (programme wise) : (For Honours),

Honours	General
N.A.	

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

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ M.Phil/ PG. :

Qualification	DSc	D.Litt	Ph.D	M.Phil/	PG.
1.Dr. Harigopal Mallick	N.A.	N.A.	Yes	Yes	Yes
2. Subhash Chandra Saha	N.A	N.A	N.A	N.A	Yes
3. Chiranjib Saha	N.A	N.A	N.A	Yes	Yes

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : Nil

a) National

b) International

17. Departmental projects funded by DST: **N.A.**

18. Research Centre / facility recognized by the University : **Nil**

19. Publications:

Publication per faculty :

Dr. Harigopal Mallick - “India’s Trade and Economic Relation With South Asean Countries”

20. Areas of consultancy and income generated : **Nil**

21. Faculty as members in

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

22. Student projects

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

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies : **Nil**

23. Awards/ Recognitions received by faculty and students:

24. List of eminent academicians and scientists/ visitors to the department : **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding

a) National : **Nil**

b) International : **Nil**

26. Student profile programme/ course wise:

Name of course	Year	Applications received	Selected/Admitted	Enrolled		Pass ; percentage
B.COM				M	F	
	2010-11	1	1	1	0	100%
	2011-12	1	1	1	0	N.A.
	2012-13	2	2	2	0	100%
	2013-14	4	4	4	0	100%

Name of course	Year	Appeared	Passed	Pass percentage
B.COM	2010-11	1	1	100%
	2011-12	0	0	N.A.
	2012-13	1	1	100%
	2013-14	1	1	100%

27. Diversity of Students ;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
B.COM	100%	Nil	Nil

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

29. Student progression Student progression Against % enrolled

UG to PG : **N.A.**

30. Details of Infrastructural facilities

- a) Library :
- b) Internet facilities for Staff & Students : Centrally
- c) Class rooms with ICT facility : Centrally
- d) Laboratories : **N.A.**

31. Number of students receiving financial assistance from college, university, government or other agencies :

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

33. Teaching methods adopted to improve student learning : Lecture system with board work

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

35. SWOC analysis of the department and Future plans :

1. Strength ;

Lower number of students to teacher ratio make it possible to guide each student personally.

2. Weakness ;

Poor financial conditions of most of the students.

3. Opportunity :

There is scope for increase in number of students

4. Challenge :

Commerce is not so popular as subject in the local scenario.

Future Plans :

To motivate the potential students for this course and increase number of students with opening Honours course.

EVALUATIVE REPORT : DEPARTMENT OF ECONOMICS

1. Name of the department: **Economics**
2. Year of Establishment: **1971**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters ; **UG Course**
Integrated Ph.D., etc.):
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **B.Com & Sociology**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**

9. Number of Teaching Posts

	Sanctioned(02)	Filled(02)
Professor	0	0
Associate Professor	0	0
Assistant Professor	2	2

10. Faculty Profile With Name, Qualification, Designation, Specialization, (D.Sc./ D.Litt. / Ph.D./ M. Phil. etc.):

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided
Kashi Kanta Barman	MA, M. Phil, NET	Assistant Professor	International Economics, Econometrics	9 Years	NIL
Dr. Sidhartha Sankar Laha	M.A, PhD NET, SLET	Assistant Professor	International Economics, Econometrics, Rural Economics	5 Years	01 (Ongoing)

11. List of senior visiting faculty/ Guest: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : **Nil**

13. Student Teacher Ratio (programme wise) : (For Honours), (For general)

Honours (2013-14 Session)	General (2013-14 Session)
1:0 in Hons	1:44 in General

14. Number of academic support staff (technical) and administrative staff; sanctioned **Nil**

and filled :

- | | | |
|-----|--|--|
| 15. | <i>Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.:</i> | Ph.D --- One
M.Phil ---- One |
| 16. | <i>Number of faculty with ongoing projects from a) National b) International Funding agencies and grants received:</i> | One ongoing UGC Research Project by Kashi Kanta Barman |
| 17. | <i>Departmental projects funded by DST:</i> | NIL |
| 18. | <i>Research Centre /facility recognized by the University:</i> | NIL |

19. Publications: (Publication per faculty):

Kashi Kanta Barman

Prospect of Watermelon Cultivation and Securing Livelihood: A Case Study at Lower Stream of Jaldhaka River, Alekhya, Vol.9, 2014, ISSN: 2277-8403

Sidhartha Sankar Laha

Book Published:

Amal Mandal & Sidhartha Sankar Laha edited book on "Dynamics of Development and Discontent" 2014, Bookwell, Delhi, ISBN: 978-93-80574-65-3

Articles in Book and Journal

1. 'Genesis of Scheduled Castes and Constitutional Safeguards for Them', *Indian Development Review (An International Journal of Development Economics)*, vol.3, no.2, December 2005. ISSN: 0972-9437
2. 'Examining Indo-Bangladesh Bilateral Trade Patterns', published chapter in A.Bhuimali & C.K.Mukhopadhyay (eds): *SAARC Perspectives*, Serials Publications, New Delhi, 2008, ISBN 978-81-8387-168-6
3. 'Bangladesh Jute Mills and Trade Unions in Reformed Regime' published chapter in A.Bhuimali & C.K.Mukhopadhyay (eds): *SAARC Perspectives*, Serials Publications, New Delhi, 2008, ISBN 978-81-8387-168-6
4. 'India's Trade Pattern in Pre- and Post-Liberalisation Era: A Quantitative Analysis', *Journal of Regional Economic Studies*, vol.1, March 2007, Department of Economics, University of North Bengal
5. 'India's Changing Trade Pattern : A Time Series Analysis', published chapter in A.Bhuimali & C.K.Mukhopadhyay (eds): *Economic Issues in SAARC Context*, Abhijeet Publications, Delhi, 2008, ISBN 978-81-89886-69-1
6. 'Expansion of Indo-US Trade: A Quantitative Analysis' published chapter in A.Bhuimali & C.K.Mukhopadhyay (eds): *Economic Issues in SAARC Context*, Abhijeet Publications, Delhi, 2008, ISBN 978-81-89886-69-1
7. 'Work Participation Rate among Disabled Population of India', *South Asian Journal of Human Rights*, vol.4, nos:1-2, 2009 (Winter Issue) ISSN : 0973-2489
8. 'Gender Disparity in Universalization of Elementary Education in West Bengal- Expanding Access with Equity' paper published at International Journal in *South Asian Journal of Socio- Political Studies (SAJOSPS)* , Vol.11, No.1, July-December 2010. ISSN 0972-4613
9. 'Geo-Economic Paradigm Influencing the Development of North East India: With Special Reference to Tripura ' paper published *East- Indian Journal of Social Sciences* , Vol.1, No.1, March 2012. ISSN: 2277-4483

10. 'The challenge of ageing in tomorrow's India' paper published *East- Indian Journal of Social Sciences*, Vol.I, No.II, 2013. ISSN: 2277-4483
11. The challenge of ageing in tomorrow's India' paper published *East- Indian Journal of Social Sciences*, Vol.II, No.I, May 2014. ISSN: 2277-4483
12. 'Lalgarh Movement- A Developmental Perspective' published chapter in sanjoy Mukherjee (eds): *Jungle Mahal: Continuity and Change*, Pragatishil Prokashak, Kolkata-73, May 2013, ISBN 81-89846-46-9
13. Impact of Janani Suraksha Yojana on Rural Women: A Multi – Dimentional Study' paper published *East- Indian Journal of Social Sciences*, Vol.I, No.II, 2013. ISSN: 2277-448

Project Experience :

- Data collection for Project on *An Independent Evaluation of DPEP and Sarva Siksha Abhiyan in Jalpaiguri District*, Department of Economics, University of North Bengal, 2006-2007
 - Project Consultancy for Project on *Sarva Siksha Mission and Response of Girl Children to School Education: A Study in Siliguri Educational District*, sponsored by Sarva Shiksha Mission and implemented by DACEEFO, University of North Bengal, 2008-2009
 - Project Consultancy for the West Bengal Civil Society Programme [WBCSSP], implemented by PRIA in partnership with the Department of Panchayats & Rural Development, Government of West Bengal and DFID: *Project Baseline Report for CSOs in Uttar Dinajpur and Dakshin Dinajpur Districts*, May 2009
 - Consultancy done for Participatory Research in Asia (PRIA), in West Bengal Civil Society Programme - prepared a project report on *Janani Suraksha Yojana: A Study of the Implementation Status in Selected Blocks and Gram Panchayat of dakshin Dinajpur District of West Bengal*, 2009-10
 - Acted as a consultant in the project entitled *Status Report of Girl Child Education in Uttar Dinajpur District* sponsored by Participatory Research in Asia (PRIA), in West Bengal Civil Society Programme(WBSSP) , 2009-10
 - Acted as a consultant in the project entitled *Status Report of Girl Child Education in Uttar Dinajpur District* sponsored by Participatory Research in Asia (PRIA), in West Bengal Civil Society Programme(WBSSP) , 2009-10
 - Completed minor research Project on *Ageing Situation, Problems in Rural North Bengal and Future Options'* funded by UGC, 2014
20. Areas of consultancy and income generated: Nil
 21. Faculty as members in
 - a) National committees Nil
 - b) International Committees Nil
 - c) Editorial Boards.... Nil
 22. Student projects
 - a) Percentage of students who have done in house projects including inter departmental/programme : Nil
 - b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies : Nil
 23. Awards/ Recognitions received by faculty and students: Nil
 24. List of eminent academicians and scientists/ visitors to the department :
Dr. Anil Bhumali, Professor, University of North Bengal, 2012
 25. Seminars/ Conferences/ Workshops organized & the source of funding

a) National : **Nil**

b) International : **Nil**

26. Student profile programme/ course wise :

Name of course	Applications received (No)	Selected/Admitted (No)	Enrolled (No)		Pass percentage
			M	F	
BA(Honours) PART I (Session 2013-14)	12	00	00	00	
BA(General) PART I (Session 2013-14)	Not known	87	43	44	Last year pass percentage had about eighty percent.

27. Diversity of Students ;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
BA (Honours & general)[Session 2013-14]	Nil	Nil	Nil

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

NIL [basically students opt Economics as a Elective Subject]

29. Student progression Student progression against % enrolled; **Nil**

30. Details of Infrastructural facilities:

- Library: No Departmental Library. [900 (Aprox.) Books in Central Library) and Journals including EPW, YOJANA, KURUKSHETRA, Labour Economics etc are available at Central Library.
- Internet facilities for Staff & Students: **Available centrally.**
- Central Class rooms with ICT facility: **Available**
- Laboratories: **N/A**

31. Number of students receiving financial assistance from college, university, Government or other agencies:

Students receive financial assistance from the following sources:

- College Aid Fund
- Bidi stipend
- Minority , SC& ST stipend
- Kanya Shree Prakalpa (For Girl Students)
- Jindal stipend

32. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts:

Teaching is basically based on the following methods/ programmes

- * Lecture Method
- * Participatory/Interactive method
- * Extensive board works
- * Power Point Presentation
- * Class seminar and Interactive methods

33. *Teaching methods adopted to improve student learning:*

Teaching methods are student centric lecture method is supplemented with ICT enabled teaching.

34. *Participation in Institutional Social Responsibility (ISR) and Extension activities:*

Teachers and Students of the Economics Department have participated in -Voters Sensitization Programme, different types of Awareness Programme, Tree Plantation.

Faculty members are actively engaged in college administration and one of them is a member of Governing Body of Cooch Behar College as a University nominee.

One of the faculty is acted as a Care Taker Officer of NCC, 5/13 Bn. NCC, Tufanganj Mahavidyalaya.

35. *SWOC analysis of the department and Future plans :***1. Strength :**

- ❖ The student- teacher relationship has been cordial and it is based on feel- to- free approach.
- ❖ Good co-ordination among the faculty.
- ❖ Encouraging the students to write answers on their own on the basis of class lectures and books referred and correcting them.

2. Weakness:

- * Difficulty in training the students from rural setup and first generation learners.
- * Less enrolment
- * Lack of linkage and collaboration with reputed institutions
- * Lack of research collaboration with other institutions.
- * Locational constraints.

3. Opportunity :

- ✓ Economics is a subject which has opportunities in diversified fields.

4. Challenge:

- ❖ To teach Economics which is a dynamic subject.
- ❖ To increase enrolment
- ❖ To improve result
- ❖ To explore funding access.
- ❖ Preparing students to face the stiff competition in the job market

5. Future Plans:

- 📅 To organize National Level seminar, State Level Seminar
- 📅 To increase the number of students in the Department
- 📅 Arranging interaction session in the class
- 📅 Counselling outside the class
- 📅 To enhance Research activities
- 📅 To invite/ engage eminent teachers from other institutions to deliver lectures.

EVALUATIVE REPORT : DEPARTMENT OF ENGLISH

- 1 Name of the department : **English**
- 2 Year of Establishment : **1971, (Honours from 2005)**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/ units involved : **Nil**
5. Annual/ semester/ choice based credit system (programme wise) : **Annual**
6. Participation of the department in the courses offered by other departments : **NA**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons : **Nil**
9. Number of Teaching posts

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	03	02

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation;	Specialization	Years of Experience	No. of Ph.D. Students guided
Sumit Ray	MA	Assistant Professor	Post Colonial Literature	10 years	Nil
Tuhin Sanyal	MA, M.Phil.	Assistant Professor	Indian Writing in English & T. S. Eliot	04 years	Nil
Ashok Sarkar	MA, B.Ed.	Part-time Teacher	American Literature	11 years	Nil
Nirmal Dewry	MA, B.Ed.	Part-time Teacher		05 years	Nil

11. List of senior visiting faculty : **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : **Nil**
13. Student Teacher Ratio (programme wise) :

Honours	General
20:01	35:01

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **Nil**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG. :

- M. Phil. – **01**
- PG - **04**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

- a) National: **Nil**
b) International: **Nil**

17. Departmental projects funded by DST: **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

Publication per faculty:

SUMIT RAY

1. 'Identity-warp in Rohinton Mistry's *Tales from Firozsha Baag*: A Reading' in *Palette*, Journal of the Department of English, North Bengal University, Volume 1 Number 1 (March 2007)

TUHIN SANYAL

1. White, Blue And Other Poems (A collection of 51 poems), Writers Workshop Kolkata, 2004
2. Phoenix on a Female Body and Other Poems (A collection of 51 poems), Writers Workshop Kolkata, 2009
3. 'Translation: *The Base and Superstructure*' in *Salesian Journal of Humanities and Social Sciences; Vol-III, No. 1*; pp.91-96 in May, 2012
4. 'Edward's Abdication: *Contexts and Correlation*' in *Edward the Second: Text and Criticism*; pp. 283-291; Books Way, College Street, Kolkata, 2012
5. 'Literature in History: History as Literature - *Transacting The Contact Zone*' in *History in Literature— Literature as History: The Issue Revisited*; pp. 160-166; Levant Books, Kolkata, 2012
6. 'The Problem of Equivalence in Translating from Bengali to English and Vice-Versa' in *Victorian Journal of Arts: Special Issue; Vol-V, No.-I*; pp-89-96 published by the Printing and Publication Cell, A.B.N. Seal Govt. College, Cooch-Bihar, 2012
7. '(S)Crypts of Subjugation' in *Literature and Religion: An Interface between Imagination and Belief*; pp. 76-88; Kabitika, Rangamati, Paschim Medinipur, 2012

20. Areas of consultancy and income generated : **Nil**

21. Faculty as members in

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

22. Student projects

- a) Percentage of students who have done in house projects including inter - departmental/programme : **Nil**
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies : **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**24. List of eminent academicians and scientists/ visitors to the department : **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding

- a) National: **01, UGC**
- b) International:

26. Student profile programme/ course wise:

B.A.(Hons) 1st Year

Year	Applied	Admitted	Male	Female
2011	742	52	28	24
2012	770	67	31	36
2013	314	70	32	38
2014	271	87	42	45

B.A.(Hons) 3rd Year

Session	Appeared	Passed	Pass Percentage
2010-11	43	41	95.35
2011-12	48	34	70.83
2012-13	28	23	82.14
2013-14	18	14	77.78

27. Diversity of Students ;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
BA(Hons) in English	95%	05%	Nil

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

* NET- 01

* West Bengal School Service Commission - 28

29. Student progression Student progression against % enrolled :

UG to PG - **70%**

30. Details of Infrastructural facilities

- a) Library:
- b) Internet facilities for Staff & Students: **Available**
- c) Class rooms with ICT facility: **Nil**
- d) Laboratories: **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies : **45**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **Nil**
33. Teaching methods adopted to improve student learning:

Honours students have to present two seminars throughout the whole session. They are given assignments keeping in mind the university examinations.

Remedial classes are held for the academically weak students in which they are provided with model answers and study resources.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

The students and teachers of the department are actively involved in various social awareness programmes organized by the college and the NSS unit of the college.

35. SWOC analysis of the department and Future plans:

1. Strength:

- Regularity of classes with personal attention to students.
- Committed, devoted, united and well qualified faculty and staff members.
- Very good liaisoning between students and teachers.
- Staff members always support the needy and intelligent students.
- Good, consistent results.
- Optimum utilization of resources.

2. Weakness:

- Most students come from economically backward sections of the society.
- Many students come from the vernacular medium making it difficult for them to come to terms with a foreign language.
- Shortage of permanent faculty members.
- Limitation of opening job oriented and skill development courses for the students.
- Lack of campus recruitment facilities.

3. Opportunities:

- To provide quality education to students from backward sections of the society.
- To enable students in facing the demands of an ever-changing society.

4. Challenges:

- To boost the confidence level and improve communication and language skills of students from rural and under-privileged backgrounds.
- Preparing students for employability and placement.
- To constantly encourage and guide its students in their use of the library facilities.

5. Future Plans :

- * To organize National level seminar
- * To start ICT-enabled teaching

EVALUATIVE REPORT : DEPARTMENT OF GEOGRAPHY

1. Name of the department: **Geography**
2. Year of Establishment : **2007**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., and Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/ units involved: **Nil**
5. Annual/ semester/ choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments:
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/ programme discontinued (if any) with reasons: **Nil**
9. Number of teaching posts

	Sanctioned	Filled
Professor	0	0
Associate Professor	0	0
Assistant Professor	1	1

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided
1.Deshbandhu Barman	M.A. B.Ed.	Assistant professor	Regional development & planning	0.5 year	Nil
2.Shah Salim Rahaman	M.A. B.Ed.	Guest Teacher	Rural Development	0.5	Nil
3.Abul Kalam Azad	M.A. B.Ed. M.Ed. (NET)	Guest Teacher	Agricultural Geography	0.5	Nil
4. Dipak Barman	M.A. B.Ed.(NET)	Guest Teacher	Fluvial Geomorphology	0.5	Nil
5. Amardip Roy	M.A. B. ED	Guest Teacher	Agricultural Geography	0	Nil

11. List of senior visiting faculty: **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:
Honours = **100%**, General = **100%**

13. Student Teacher Ratio (programme wise): (For Honours/ for General)

Honours	General
22:1	33:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **One**

15. Qualifications of teaching faculty with DSC/ D.Litt/ PhD/ M Phil/PG.: **PG**

16. Number of faculty with ongoing projects from a) National b) International Funding agencies and grants received:

a) National **Nil**

b) International **Nil**

17. Departmental projects funded by DST: **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

Publication per faculty: **Nil**

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in

a) National committees **Nil**

b) International Committees **Nil**

c) Editorial Boards: **Nil**

22. Student projects

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

b) Percentage of students placed for projects in organizations outside the Institution i.e. in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students:

Two students were awarded the 'Best Parliamentarian Award' in the Inter College Youth Parliament Competition organized by the Department of Parliamentary Affairs', West Bengal, held in December, 2014

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding;

a) National : **Nil**

b) International : **Nil**

26. Student profile programme/ course wise:

Name of course	Applications received	Selected/Admitted	Enrolled		Pass percentage
			M	F	
GEO (Hons)	Year 2011 - 789	20	12	08	100%
	Year 2012 - 834	25	15	10	
	Year 2013 - 307	24	15	09	
	Year 2014 - 373	40	23	17	

27. Diversity of Students;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
GEO (Hons)	100	0	0

28. How many students have cleared national and state competitive examinations? Such as NET, SLET, GATE, Civil services, Defense services, etc.? : Information not available

29. Student progression Student progression against % enrolled

UG to PG: **Above 18**

30. Details of Infrastructural facilities

- a) Library: **Nil**
 b) Internet facilities for Staff **Nil**
 & Students:
 c) Class rooms with ICT facility: **Nil**
 d) Laboratories: **One**

31. Number of students receiving financial assistance from college, university, Government or other agencies:

Many students annually receive assistance from Aid Fund (College), BIDI Stipend, Minority, SC and ST Stipends (Govt.)

32. Details on student enrichment programme (special lectures / workshops / Seminar) with external experts: **Nil**

33. Teaching methods adopted to improve student learning: **Lecture cum Demonstration**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NSS**

35. SWOC analysis of the department and Future plans:

1. Strength :

Ambitious, enthusiastic, hard working and attentive students.

2. Weakness:

- i) Lack of permanent teacher(s),
- ii) Laboratory not well equipped,
- iii) Inadequate classroom.

3. Opportunity:

After doing Honours degree or General degree the students can appear in different Competitive Examinations. They can avail the opportunity to become Assistant Teachers in schools.

4. Challenge:

- i) A few students are not serious about attending classes on regular basis.
- ii) The Department has not enough teachers in substantive posts.

Future Plans:

- i) More class tests will be taken.
- ii) Remedial classes will be taken for the upliftment of the backward students.

EVALUATIVE REPORT : DEPARTMENT OF HISTORY

1. Name of the department: **History**
2. Year of Establishment: **1971**
3. Names of Programmes / Courses offered: **UG**
4. Names of Interdisciplinary courses and the departments/ units involved: **Nil**
5. Annual/semester/choice based credit system (programme wise): Annual Examination is held. Further, students' evaluation is done through Seminar and Assignments. **Nil**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industry, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**

9. Number of Teaching posts:

	Sanctioned	Filled
Professor	0	0
Associate Professor	0	0
Assistant Professor	2	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided
Sushna Subba	M.A., B.Ed, NET	Assistant Professor	History of Modern India	5years	N.A.
Sanchari Ray	M.A. M. Phil.	Assistant Professor	Economic History of India	5 years	N.A.
Madhu Mangal Shah	M.A.	Part time Teacher	European History	9 yrs 4 months	N.A.
Papiya Sen	M.A	Part time Teacher	Medieval India	9 yrs 4 months	N.A.
Swapan Dey	M.A., B.Ed	Part time Teacher	History of Modern India	7 yrs	N.A.

11. List of senior visiting faculty: **N.A.**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Honours	20%
General	15%

13. Student -Teacher Ratio (programme wise): (For Honours), (For 2013-14):

Honours	General
30:1	883:1

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

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.:

	DSc	D.Litt	Ph.D	MPhil	PG.
1.Sanchari Ray				Yes	Yes
2. Sushna Subba					Yes
3. Madhu Mangal Shah					Yes
4. Papiya Sen					Yes
5. Swapan Dey					Yes

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

a. National : **NA**

b. International: **NA**

17. Departmental projects funded by DST: **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

Publication per faculty:

i) **Sushna Subba**

In Anthology

Name of Book	Title	Year	Place of Publication	Publisher	Page No (pp)	ISBN/No.
Darjeeling: A Multi-Disciplinary Perusal	‘Catholic Nuns and their Socio-educational Contribution in the Darjeeling Hills – The History Revisited’	2011	Sonada, Darjeeling	Kalpa Griha	29-39	978-81-909642-2-7
Darjeeling Saga: A Sequel	‘The Belief System, Dance and Music of the Limbu Tribe’	2013	Sonada, Darjeeling	Kalpa Griha	41-47	978-81-909642-3-4
St. Theresa’s Parish Sonada: Golden Jubilee Souvenir	‘A Short History of St. Theresa’s Parish Sonada: Revisitation’	2015	Sonada, Darjeeling	St. Theresa’s Church Sonada	29-31	--
Modern Trends of Basic and Social Sciences	‘Regional History and Reconstruction of the Limbu Identity in Darjeeling’	2015	Kolkata	Tandrita Bhaduri for Readers Service	692-699	978-93-82623-51-9

Article in Journal:

<i>Editor's name</i>	<i>Title</i>	<i>Year</i>	<i>Name of Journal</i>	<i>Volume (No)</i>	<i>Place</i>	<i>Publisher</i>	<i>Page No</i>	<i>ISSN No.</i>
Sailen Debnath	'The Socio-Educational Contributions of Roman Catholic Missionaries in the Darjeeling Hills'	2013	East India Journal of Social Sciences	Vol. 1/No. 2	Alipurduar	East-Indian Society for the Studies of Social Sciences	200-205	2277-4483

ii) Sanchari Ray:**Article in Journal:**

<i>Author/s</i>	<i>Title</i>	<i>Year</i>	<i>Name of Journal</i>	<i>Volume (No)</i>	<i>Place</i>	<i>Publisher</i>	<i>Page No</i>	<i>ISSN no</i>
Sanchari Ray	Banglar Biplabi Meyera (1905-34)	2009	Itihas Anusan dhan	23	1, Woodburn Park, "Netaji Bhavan" Kolkata -20	Susnato Das	784	-
Sanchari Ray	Unish Sotoke Bangladesher Deshiyo sikshar ekti Porjalochana (In edited Journal)	2010	Itihas Anusan dhan	24	1, Woodburn Park, "Netaji Bhavan" Kolkata -20	Sabhyasashi Chatterjee	669-674	-
Sanchari Ray	Netaji O Rani Jhansi Bahini	2014	Itihas Anusan dhan	27	1, Woodburn Park, "Netaji Bhavan" Kolkata -20	Sabhyasashi Chatterjee	1073-1074	ISBN:978-81-910874-37
Sanchari Ray	Banglar Biranganara (1905-1934)	2015	Itihas Anusan dhan	--	1, Woodburn Park, "Netaji Bhavan" Kolkata -20			--

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in

a) National committees

b) International Committees

c) Editorial Boards.:

Nil

22. Student projects:

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

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies : **Nil**

23. Awards/ Recognitions received by faculty and students:

One of the faculty members, Swapan Dey has received 'N.S. S. Award' from University of North Bengal in 2014.

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding

a) National : **Nil**

b) International: **Nil**

26. Student profile programme/ course wise (2013-2014):

History Honours (Part I)	Application received	Intake	Admitted	Enrolled		Appeared in Part III	Passed	Pass %
				Male	Female			
2011	582	75	69	40	29	47	35	74.2%
2012	564	83	63	40	23	30	16	53.3%
2013	175	91	49	32	17	53	24	45.2%
2014	150	120	50	30	21	51	34	66.6%

27. Diversity of Students:

Name of course	% of from the same state	% from other States	% from Abroad
History (H)	100%	Nil	NA

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

Two students, namely Biplab Barman and Subroto Das have cleared SLET in the year 2014 and few students have joined as Assistant Teacher through SSC.

29. Student progression against % enrolled:

UG to PG: It varies from year to year, about 20% (approximately) to total passed out students are enrolled in PG courses in different Universities every year.

30. Details of Infrastructural Facilities:

a) Library: Central facility available.

b) Internet facilities for Staff & Students:

Internet facility is available for teachers in the Staff room as well in the library and office. Moreover, each permanent teacher has been provided with a Laptop for personal use. Internet facility of the library and computer Lab is available for students.

c) Class rooms with ICT facility: Common facility is available.

d) Laboratories: **N.A.**

31. Number of students receiving financial assistance from college, university, government or other agencies:

All eligible students belonging to SC, ST and Minority are receiving financial assistance from central and state governments. Female students are receiving the financial assistance under the scheme Kanyashree Prakalpa of the government of West Bengal. Following is the detail of the students receiving scholarships in the year 2013-14

Course	SC	ST	OBC
B.A. Part I Honours	39	5	3
B.A. Part II Honours	35	3	7
B.A. Part III Honours	17	-	4

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external expert:

So far not worth mentioning.

33. Teaching methods adopted to improve student learning:

The Lecture Method is normally followed. To impart in-depth knowledge of the subject and for the students' active participation participatory methods like Assignments, Seminars, Project Work and Historical tours are organized.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

The Faculty and the Students of the History Department actively participated in all the programmes organized in the College such as:

- i. Legal Aid Programme
- ii. Programmes organized by the Forum for Women Studies of the College
- iii. Independence Day observation programme
- iv. Social Service programme organized by College N.S.S.
- v. Voter's sensitization programme
- vi. Maintenance of College Museum etc.

35. SWOC analysis of the department and Future plans:

1. Strength:

- a. The Department of History is one of the vibrant departments of the College with considerable number of students particularly in general course. The Department is offering Honours course since the academic year 1996-1997.
- b. Teachers of the department are all the time accessible for personal guidance to the students. They encourage the students to excel themselves in academic performances.
- c. Remedial coaching classes are held as per the need of the students belonging to SC/ST and other minority communities.
- d. The Teachers of the Department are actively involved in Career Counselling and Entry in Services Cells. They provide their valuable suggestions and guidance to the students.

e. The students- teacher relationship in the department has been very cordial and students do feel free to approach the teachers any time of the day.

2. Weakness:

- a. Poor attendance of few students.
- b. The department lacks proper ICT facilities.
- c. The department does not have sufficient journals in the Library.
- d. Lack of exposure of faculty members to research activities.
- e. Dropping out of few students

3. Opportunity:

- a. Enhanced development of research culture by all faculty members through research projects and publications.
- b. To encourage the students from socially and economically backward sections of the society from surrounding rural and tribal areas to take up History as one of the subject, as History can be of great help since it is one of the major subjects in all the Civil Service and Competitive Examinations.
- c. Students can go for higher studies and can avail the opportunity to become Assistant Professors, Assistant Teachers etc.
- d. Establishing more inter departmental collaborations with neighbouring colleges.

4. Challenges:

- a. To facilitate regular attendance of the students
- b. To arrange for the requirement of the department (e.g. ICT facilities, departmental, etc.)
- c. Almost all the students are from Bengali medium and they could not follow the English medium books hence they are unable to compete at national level competitive exams for jobs.

5. Future Plans:

- i. Purchase of more journals, visual aids and ICT equipments.
- ii. Greater involvement of students in the teaching learning process.
- iii. Promotion of more inter-departmental collaboration with neighbouring colleges.
- iv. Organising National and International Seminars.
- vi. Faculty members may be encouraged to take-up research projects.
- vii. Publication of the research articles in refereed journal may be given priority.

EVALUATIVE REPORT : DEPARTMENT OF PHILOSOPHY

1. Name of the department : **Philosophy**
2. Year of Establishment : **1971**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/units involved : **Nil**
5. Annual/ semester/ choice based credit system (programme wise) : **Annual**
6. Participation of the department in the courses offered by other departments : **Nil**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons : **Nil**

9. Number of Teaching posts

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	02	01

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation;	Specialization	Years of Experience	No. of Ph.D. Students guided
1.Dr.SangitaRaha	M.A,M.Phil, Ph.D	Assistant Professor	Indian Philosophy	9 Years 8 months	Nil
2. Laxmi Bhattacharya	M.A	Part-time Lecturer	Nil	8 Years 6 months	Nil
3.Gauranga Das	M.A,Net Qualified Ph.D(Appear)	Guest Lecturer	Nil	3 Years	Nil
4.Biman Karmakar	M.A,B.ED,M.Phil, Ph.D(Appear)	Guest Lecturer	Nil	3Years	Nil
5.Susmita Kar	M.A	Guest Lecturer	Nil	3Years	Nil

11. List of senior visiting faculty : NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

20 % (Honours)**15% (General)**

13. Student Teacher Ratio (programme wise) : (For Honours), (For General)

Honours	General
11.2 : 5	295.6 : 5

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **Nil**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG. :

1.Dr.Sangita Raha (M.Phil, Ph.D)

2.Biman Karmakar (M.Phil)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : **Nil**

a) National :

b) International :

17. Departmental projects funded by DST: **Nil**

18. Research Centre /facility recognized by the University : **Nil**

19. Publications:

Publication per faculty :

1. Dr. Sangita Raha :

a) 'On the Buddhist Definition of Prama', Philosophical Papers(Journal),NBU, Department of Philosophy,Volume-5,March-2008

b)History Heritage and Culture(Book):Values Embedded in Indian Culture(Topic), ISBN-13:978-81-927509-8-9

c) Rethinking The Diversities(Book):Woman in Indian Culture(Topic),ISBN:978-93-84671-06-8

d) Prama (Departmental Magazine):Aparaksha Jnana

2. Biman Karmakar:

Ethical Principles and Ethical issues in Public Health', Indian Journal of Social and Natural Science,GBRS,Volume-2,ISSN-22776117

3.Gauranga Das:

a) The Concept of Purusarthas and reasons for accepting Dharma as the first Purusartha, International Journal of multidisciplinary education research,Volume-2,2013

b) Philosophy and meaning of life:From the view point of Biology and Humanistic approach, International Journal of research in social sciences,Volume-3,2013,ISSN-2249-2496

c) Moral dilemma and its probable solution,Volume-1,2012

20. Areas of consultancy and income generated : **Nil**

21. Faculty as members in

a) National committees

b) International Committees

c) Editorial Boards.... **Nil**

22. Student projects

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

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies : **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department : **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : **Nil**

b) International : **Nil**

26. Student profile programme/course wise :

Name of course	Applications received	Selected/Admitted	Enrolled		Pass Percentage
			M	F	
BA-Part-1 (PHIH) Session-2011	755	29	12	17	3 rd (H) Session-2010-11(50%)
Session-2012	589	15	05	10	2011-12 (82%)
Session-2013	65	16	05	11	2012-13 (75%)
Session-2014	76	20	16	06	2013-14 (88%)

27. Diversity of Students;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
PHIH	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc. ? : **Information not available.**

29. Student progression Student progression Against % enrolled : **UG to PG -- 15%**

30. Details of Infrastructural facilities

a) Library : **Centrally Available**

b) Internet facilities for Staff & Students : **Centrally Available**

c) Class rooms with ICT facility : **Centrally Available**

d) Laboratories : **Nil**

31. Number of students receiving financial assistance from college, university, government or other agencies :

Many students annually receive assistance from Aid Fund (BIDI Stipend, Minority, SC & ST Stipends)

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

i) Seminars & Assignment systems

ii) Lecture Method and Extensive Board Works

33. Teaching methods adopted to improve student learning :

Lecture Method & Participatory Method through organizing Seminar.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

Many students of the department usually participate in :

a) Legal Aid Programme

b) Literacy Programme

c) National Service Scheme(NSS) Programmes

35. SWOC analysis of the department and Future plans :

1. Strength ;

Department is offering honours course from 2008-09.

2. Weakness ;

The department has two sanctioned posts but yet to be filled up.

3. Opportunity :

After doing honours degree or general degree in philosophy the students can appear in different competitive examination. They can avail the opportunity to become Assistant Teachers in schools.

4. Challenge :

- i) Student are not always serious about attending classes on regular basis.
- ii) Department needs more text books for students .

Future Plans :

- i) More class Tests will be taken.
- ii) Remedial coaching classes will be taken for the upliftment of the backward students.

EVALUATIVE REPORT : DEPARTMENT OF POLITICAL SCIENCE

1. Name of the department: **Political Science**
2. Year of Establishment: **1971; Honours from 1981-82 session**
3. Names of Programmes / Courses offered (UG, PG, M. Phil., Ph.D., Integrated Masters ; Integrated Ph.D., etc.) : **UG Course**
4. Names of Interdisciplinary courses and the departments/ units involved: **Nil**
5. Annual/ semester/ choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Sociology**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/ programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching Posts

	Sanctioned	Filled
Professor	0	0
Associate Professor	2	2
Assistant Professor	2	1

10. Faculty Profile With Name, Qualification, Designation, Specialization,

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the last 4 years
i) Dr. Amal Mandal	MA, Ph. D	Associate Professor	Public Administration & International Relation	30 Years	Two
ii) Sultan Lal Rahaman	M.A, M. Phil	Associate Professor	Political Thought & International Relation	28 Years	-----
iii) Sanghamitra Chowdhury	M.A, M. Phil	Assistant Professor	Public Administration	5 Years	-----
iv) Shyamal Chandra Barman	M.A,	Part Time Teacher	Indian State & Politics	5 Years	-----

11. List of senior visiting faculty; **Nil**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

Shri Shyamal Chandra Barman, Part-time faculty, has delivered 20% Lecture in honours classes and 25% Lecture in General classes.

13. Student Teacher Ratio (programme wise) :

Honours (2013-14 Session)	General (2013-14 Session)
11:1	186: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **Nil**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.:

Ph.D --- **One**,

M.Phil ---- **Two**,

M.A ---- **One**

16. Number of faculty with ongoing projects from a) National b) International Funding agencies and grants received:

a) National ----- one ongoing UGC Research Project by Dr. Amal Mandal

b) International----- **Nil**

17. Departmental projects funded by DST: **Nil**

18. Research Centre /facility recognized by the University: **Nil**

19. Publications:

Publication per faculty

A) Dr. Amal Mandal

Books

1.	(ed.), 2014. <i>Dynamics of Development and Discontent</i> . Delhi; Bookwell, ISBN 978-93- 80574-65-3
2.	2012. <i>Grassroots Governance: Gram Sabha in West Bengal</i> , Jaipur; Rawat Publication. ISBN 978- 1- 316-0492-2
3.	2011. <i>Organising For Poverty Exit: Dynamics of Self-Help Groups</i> . LAP Publisher, Germany ISBN 978-3-8443-0085-7
4.	(ed.). 2005. <i>Rural Development in West Bengal</i> . New Delhi, Northern Book Centre. ISBN 81-7211- 186-6
5.	2004. <i>Women Workers in Brick Factory</i> . New Delhi, Northern Book Centre. ISBN 81-7211-177-9
6.	2003. <i>Women in Panchayati Raj Institutions</i> . New Delhi, Kanishka Pub. ISBN 81-7391-539-6

Articles in Anthology (ed. Books)

1	'Gram Sabha and Grassroots Governance –Concept and Contour', in Ghosh, M. & Jana, A.K., eds., 2010. <i>Development and Disorder: The Crises of Governance in the North East and East of India</i> . New Delhi: South Asian Publishers. pp. 275-290 ISBN 81-7003-326-8-
2	'Invisibility and Ordeal of Women Workers in India., in Pal, Manoranajn, Bharati, Ghosh & Vasulu eds. 2009. <i>Gender and Discrimination</i> , New Delhi: Oxford University Press. (pp. 98- 115) ISBN 0-19-806029-7
3	'Arresting Inadequacy and Achieving Basic Education by Commitment', In Debnath & Bhattacharjee (eds.). 2008. <i>Economy and Society of North Bengal</i> . Kolkata: Progressive Publisher. (pp. 201-2013)ISBN 81-8064-142-2
4	'Poverty Eradication in Rural India', in Verma SB, Singh RD & Jhoke SK (eds.) 2006. <i>Rural Poverty Alleviation and Employment</i> . Deep & Deep. New Delhi: (pp. 75-86) ISBN-10: 8176298824
5	'Lalgarh Movement- A Development Perspective', in Mukherjee et al (eds) 2013 <i>Jungle Muhal; Continuity and Change</i> . Kolkata; Pragatishil Prokashak. pp.99-127. ISBN 978-81-89846-46-6
6	'Panchayat, People and Rural Development', in Amal Mandal (ed.) 2005. <i>Rural Development in West Bengal</i> . New Delhi : Northern Book Centre. (pp. 78-126) ISBN 81-7211-186-6

7	'Empowerment of Women- Indian Experience and Extent', in Ghosh & Dey (eds.). 2004. <i>Empowerment of Women</i> . New Delhi: Mohit Pub. (pp. 48-69) ISBN 81-7445-269-9
Book Review	
1.	'Left Politics in Bengal'; <i>Journal of Political Studies</i> , Vol. 5, 2011. pp. 123-126. ISSN 2278-4030.
2.	'Political Empowerment of Women'. <i>Indian Journal of Gender Studies</i> . pp. 333-334. ISSN 0971-5215

Articles in Journal

1.	2015. 'Governance at Grassroots: Operation of Gram Sabha in Kerala and West Bengal', <i>Indian Journal of Public Administration</i> , Vol. LXI (2), April-June, 2015. pp. 303-308 ISSN 0019-5561
2.	2015. 'From De-Jure to De Facto Panchayats: Critical Appraisal of the Expert Committee Report, 2013.' <i>Journal of Rural and Community Affairs</i> , Vol. I (I), 2015.
3.	2013. 'Gram Sabha in Kerala and West Bengal; Beyond Rhetoric of Grassroots Democracy'. <i>The Grassroots Governance Journal</i> , Vol..xi (1), January-June ISSN 0973-0257
	2012. 'On Mamata Banerjee's Class and Course'. <i>Women's Link</i> [Vol. 17, No. 3] . (pp. 1-4)
4.	2011. "Gram Sabha and People Centric Development; An Institutional Overview". <i>The Grassroots Governance Journal</i> , Vol. 1X, no. 2, July- December, (pp 302-317) ISSN 0973-0257
5.	2011. 'Gram Sabha- A Conceptual Exploration', <i>Indian Journal of Public Administration</i> . Vol. LV11, No 2. April-June,. (pp. 209-222) ISSN 0019-5561
6.	2010. 'Perpetually Toiling for Others: Women in Brick Factory Works. <i>Indian Journal of Gender Studies</i> , Vol. 17 (1). (pp. 135-150) ISSN 0971-5215
7.	2009. 'Employment Guarantee: Long Road Ahead', <i>Dialogue</i> , April-June. (pp. 172-180) ISSN 0973-0095
8.	2008. 'Achieving Basic Education For All In India: Progress and Pitfall of Sarva Shiksha Abhiyan'. <i>South Asian Journal of Socio-Political Studies</i> . Vol. 9 (1). July-December. (pp. 14-17) ISSN 0972- 4613
9.	2003. 'Rural Poverty Eradication in India: Reflection on Methodology. <i>Kurukshetra</i> . August, (pp. 4-9)
10.	2005. 'Swarnajayanti Gram Swarozgar Yojana and Self-Help Group : An Assessment'. <i>Kurukshetra</i> . January, (pp. 4-9) ISSN 0021-5660
11.	1999. 'Self- Government Nomenclature for Panchayat'. <i>Indian Journal of Public Administration</i> . Vol. XLV No 2. April-June,. (pp. 224-230) ISSN 0019-5561
12.	1997. 'Women in Political Process: Beyond Rhetoric'. <i>Women's Link</i> . Vol. 5 No (2). April-June. (pp. 30-33)
13.	1997. 'Gender Bias in Panchayati Raj: Observation From a District'. <i>Kurukshetra</i> . June. (pp. 53-54) ISSN 0021-5660
14.	1996. Panchayatati Raj and Reservation for Women. <i>Panchayatati Raj</i> . March - April, (pp. 16-19)

Articles in Newspaper

1	'Panchayats Trivialised'	<i>The Statesman</i>	10 March 2015 (Editorial)
2	'Women in Governance'	<i>The Statesman</i>	5 August 2011 (Editorial)
3	'A Spurious Guarantee'.	<i>The Statesman</i> ,	6 November.2011 (Editorial)
4	'Wallowing in the Mire: The Backward Villages of Bengal'	<i>The Statesman</i>	1 February 2010 (Editorial)
5	'Politics of Rural Reconstruction'	<i>The Statesman</i>	9 February 2009 (Editorial)
5	'Guaranteed to Flop'	<i>The Statesman</i>	7 May 2008 (Editorial)
7	'Porous Border Poses Problems'	<i>The Statesman</i>	27 March 2008 (Perspective)
8	'Mid-day Meals...'	<i>The Statesman</i>	3 February 2006 (Editorial)
9	'Focusing on Rural Plight'	<i>The Statesman</i>	28 March 2008 (NB Plus)
10	'Improving Efficacy'	<i>The Statesman</i>	28 September 2007 (NB Plus)
11	'Novelty in Disguise'	<i>The Statesman</i>	21 September 2007 (NB Plus)
12	'Spell-O-Fun'	<i>The Statesman</i>	10 March 2006 (NB Plus)
13	'No Fair Deal'	<i>The Statesman</i>	14 April 2006 (NB Plus)
14	'Light of Education'	<i>The Statesman</i>	17 February 2006 (NB Plus)
15	'A Study in Chaos'	<i>The Statesman</i>	18 February 2000 (NB Plus)

B) Sultan Lal Rahaman ----- Nil**C) Sanghamitra Chowdhury****Articles in Journal**

1) 'Strengthening the Grassroots Democracy: Reflection from Locality', *East Indian Journal of Social Science*, Vol. 2, May 2014.

D) Shyamal Chandra Barman ----- Nil

20. Areas of consultancy and income generated: ----- Nil

21. Faculty as members in

a) National committees ----- Nil

b) International Committees ----- Nil

c) Editorial Boards ----- One

22. Student projects

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

b) Percentage of students placed for projects in organizations outside the Institution i.e. in Research laboratories/Industry/other agencies ; ----- Nil

23. Awards/ Recognitions received by faculty and students:

Many students have received Awards in the Inter College Youth Parliament Competition organized by the Department of Parliamentary Affairs', West Bengal

24. List of eminent academicians and scientists/ visitors to the department : Nil

25. Seminars/ Conferences/ Workshops organized & the source of funding:-

a) National :

National Seminars were organized by the institution with the active initiative and participation of the department of Political Science in 2003 and 2013. In fact the trend has been to organize seminar on behalf of the college rather than by the Department individually.

b) International ∴ ----- Nil

26. Student profile programme/ course wise :

Name of course	Applications received (No)	Selected/Admitted (No)	Enrolled (No)		Pass percentage
			M	F	
BA (Honours) Part I (Session 2013-14)	29	20	16	4	98 BA (Honours) Part III), (Session 2013-14)

268 students (in 2010-11) applied and 41 were enrolled. In next session 244 applied and 30 admitted and 93 applied and 07 were enrolled during 2012-13 session

Results of Political Science Honours Part III

Year	Appeared Part III	1 st Class	2 nd Class	Pass %
2010-11	28	0	22	78
2011-12	05	0	03	60
2012-13	13	0	08	61
2013-14	13	0	10	77

27. Diversity of Students ;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
Political Science (Honours) [Session 2013-14]	98	2 (from Assam)	Nil

28. How many students have cleared national and state competitive Examinations such as NET, SLET, GATE, Civil services, Defence services, etc.:

NET qualified ----- **02**

SET qualified ----- **04**

Civil service ----- not known

Defence ----- not known

School Service Commission (WB) ----- not less than total 40

29. Student progression Student progression against % enrolled;

UG to PG:- ----- **20%** (approx.)

30. Details of Infrastructural facilities

a) Library: ----- no Departmental Library but one Central Library

b) Internet facilities for Staff & Student: ----- Central Facility available

c) Class rooms with ICT facility: ----- Central Facility available

d) Laboratories: ----- **NA**

31. Number of students receiving financial assistance from college, university, Government or other agencies:

Many students annually receive financial assistance from Aid Fund (college), Bidi Stipend, Minority and SC & ST stipends (from state government) etc.

31. Details on student enrichment programmes (special lectures / workshops / Seminar) with external experts:

Teaching is basically based on lecture method. However, the teaching is often supplemented by:

- † Participatory/Interactive method
- † Extensive board works;
- † Power Point Presentation through the use of projector
- † And seminar and demonstration

33. Teaching methods adopted to improve student learning:

Introduction of two class assignment and two seminars by the each and every Honour students of Part I, II and III per year within the specified time schedules.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Many students of the Political Science Department have frequently participated in-

- i) Legal Aid Programme
- ii) Literacy Programme
- iii) Voters sensitization Programme
- iv) Environment related Programme
- v) Independence Observation Programme which had been organized either by NSS and NCC units or by the Institution itself.

35. SWOC analysis of the department and Future plans :

1. Strength;

- The Department is offering Honours course almost right from the inception of the institution or the Honours course is the oldest (since 1981-82).

- Naturally therefore, many former students of the department are now working as teacher in universities, colleges and schools across West Bengal and Assam.
- Out of the total four sanctioned posts, the Department has almost uniformly three permanent teaching staff, thus relatively well-staffed.
- Knowledge about Political Science is both essential and facilitative for those aspiring to crack competitive examinations of any sort.
- For the students and general people the subject Political Science has practical bearings in their daily lives.

2. Weakness :

- ◆ As school teaching has become almost an obsession of the college students and as Political Science is not generally taught at High or Higher Secondary Schools, many students of Political Science do not get opportunity to grab jobs through examinations conducted by Schools Service Commission.
- ◆ Presently, students of sound calibre are not opting Political Science in Honours course and most prefer those courses having better prospect in School Service Commission examinations.

3. Opportunity:

- ❖ As one distinct discipline Political Science is both appropriate and indispensable for competitive examinations like civil services. Especially Honours students of Political Science do have the opportunity to crack the competitive examination of various types. Moreover, those students can be appointed as teachers in Higher Secondary schools of West Bengal including in Jawar Novodaya Navoday Vidyalaya.
- ❖ After doing M.A in Political Science the students will have the opportunity to be appointed as Assistant Professor in the Colleges and Universities provided they qualify the NET/SET examinations. Indeed, a good number of students of Political Science are serving in different schools and colleges of West Bengal.
- ❖ The issues coming under the fold of Political Science are fit enough for holding regular/occasional seminar and workshop.
- ❖ Tying up with research institutions dealing with legal, constitutional and development concerns is both possible and desirable.

4. Challenge;

- Bright students are not opting for Political Science possibly considering its scarce opportunity in school level jobs.
- Students are not always serious about attending classes on regular basis.
- Political Science department does not have independent library etc.

5. Future Plans:

- ◀ More Seminar, Workshop etc. may be organized by/in the Department.
- ◀ Survey works relating to participation of the village people in the development process may be emphasized in future course events
- ◀ More Class tests will be arranged.
- ◀ Renowned teachers from other institutions will be invited to deliver lectures etc.
- ◀ Departmental Library may be thought of.

EVALUATIVE REPORT : DEPARTMENT OF SANSKRIT

- 1 Name of the department : **Sanskrit**
- 2 Year of Establishment : **1971**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/ units involved : **Nil**
5. Annual/ semester/ choice based credit system (programme wise) : **Annual**
6. Participation of the department in the courses offered by other departments : **Nil**
7. Courses in collaboration with other universities, industry, foreign institutions, etc. **Nil**
8. Details of courses/programmes discontinued (if any) with reasons : **Nil**

9. Number of Teaching posts

	Sanctioned	Filled
Professor	0	0
Associate Professor	0	0
Assistant Professor	2	0

10. Faculty profile with name, qualification, designation, specialization,

Name	Qualification	Designation;	Specialization	Years of Experience	No. of Ph.D. Students guided
1.Nivedita Chakraborty	M.A., B.Ed.	Part Time Teacher	Kavya	7	NIL
2.Sushmita Adhikari	M.A.,B.Ed.	Part Time Teacher	Kavya	5	NIL
3. Rajosree Barma	M.A.,B.Ed.	Part Time Teacher	Veda	5	NIL
4. Jharna Modak	M.A., B.Ed.	Guest Teacher	Veda	0.5	NIL
5. Ripon Ghosh	M.A. B.Ed.	Guest Teacher	Kavya	2	NIL

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

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

Nivedita Chakraborty has delivered 25% lectures,

Sushmita Adhikari has delivered 25% lectures

and Rajosree Barma has delivered 25% lectures.

The rest of the 25% lectures have been delivered by Jharna Modak and Ripon Ghosh.

13. Student Teacher Ratio (programme wise) : (For Honours), (For General)

Honours	General
25:1	250:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : **Nil**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG. : **All PG**

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

a) National **Nil**

b) International **Nil**

17. Departmental projects funded by DST : **NA**

18. Research Centre /facility recognized by the University : **Nil**

19. Publications:

Publication per faculty : **Nil**

20. Areas of consultancy and income generated : **Nil**

21. Faculty as members in

a) National committees: **Nil**

b) International Committees **Nil**

c) Editorial Boards : **NIL**

22. Student projects

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

Nil

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies : **Nil**

23. Awards/ Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists/ visitors to the department : **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding ; **Nil**

National : **Nil**

International: **Nil**

26. Student profile programme/ course wise :

Name of course	Applications received	Selected/Admitted	Enrolled		Pass ; percentage
			M	F	
BA/Part-1Hons	Year 2011-12 -381	25	10	15	Part III (Hons) Session 2013-14- 100%
	Year 2012-13 -216	25	12	13	
	Year 2013-14 -250	36	16	20	

27. Diversity of Students ;

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
BA/Hons.	100	0	0

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

1. NET/SET Qualified : Nil

2. Civil Service : Not Known

2. WBSSC : not less than 50

29. Student progression Student progression Against % enrolled

UG to PG : 10%

30. Details of Infrastructural facilities

- a) Library : No Departmental Library but One Central Library.
b) Internet facilities for Staff & Students : Central Facility available
c) Class rooms with ICT facility : Central Facility available
d) Laboratories : NA

31. Number of students receiving financial assistance from college, university, government or other agencies :

Many students annually receive assistance from Aid Fund (College), Bidi Stipend, Minority, SC and ST Stipends(Govt.)

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

- i) Teaching is basically based on lecture method.
ii) Seminar and Extensive Board Works.

33. Teaching methods adopted to improve student learning :

Lecture and participatory method.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

Many students of the Department usually participate in

- i) Legal Aid Programme
ii) Literacy Programme

35. SWOC analysis of the department and Future plans :

1. Strength :

- i) Department is offering Honours Course since eight years .
ii) Sanskrit as a discipline offers an opportunity to come in contact with Ancient Indian Language and tradition

2. Weakness :

The Department has two sanctioned posts but these are yet to be filled up.

3. Opportunity :

After doing Honours degree or General degree in Sanskrit the students can appear in different Competitive Examinations. They can avail the opportunity to become Assistant Teachers in schools.

4. Challenge :

- i) Students are not always serious about attending classes on regular basis.
- ii) The Department needs teachers in substantive posts.

5. Future Plan :

- i) More class tests will be taken.
- ii) Remedial classes will be taken for the upliftment of the backward students

EVALUATIVE REPORT : DEPARTMENT OF SOCIOLOGY

1. Name of the department : **Sociology**

2. Year of Establishment :

1988-89 with General course; and Honours course was introduced in 1996-97.

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D. etc.) :

UG (Both Hons & General)

4. Names of Interdisciplinary courses and the departments/ units involved :

Statistics in Research Methodology Course & Demography with the department of Economics & Commerce.

5. Annual/ semester/ choice based credit system (programme wise) :

Annual

6. Participation of the department in the courses offered by other departments :

Nil .

7. Courses in collaboration with other universities, industry, foreign institutions, etc.

Nil .

8. Details of courses/programmes discontinued (if any) with reasons :

Nil .

9. Number of Teaching posts

	<i>Sanctioned</i>	<i>Filled</i>
Professor	Nil	Nil
Associate Professor	01	01
Assistant Professor	01	01

10. Faculty profile with name, qualification, designation, specialization,

<i>Name</i>	<i>Qualification</i>	<i>Designation;</i>	<i>Specialization</i>	<i>Years of Experience</i>	<i>No. of Ph.D. Students guided for the last 4 years</i>
Dr. B B Som	MA, PhD, LLB, PGDPM(NIPM)	Associate Professor	Agrarian Studies	26 years	Nil
S Ghosh	MA(Gold Medalist)	Assistant Professor	Nil	04 years	Nil
S Saha	MA	Part-time Teacher	Nil	25 years	Nil
S Dey	MA	Part-time Teacher	Nil	9 years	Nil

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

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty (Weekly) :

i) *Theoretical Classes* (as per class routine 2014-15)

<i>Teachers</i>	<i>Programme</i>		
	<i>Hons</i>	<i>General</i>	<i>Total</i>
Full time	29 (81)	10 (44)	39 (66)
Part time	07 (19)	13 (56)	20 (34)
Total	36 (100)	23 (100)	59 (100)

ii) *For practical classes:*

For field work part time teachers are involved along with full time teachers but for guidance in preparing dissertation the full time teachers are mainly involved.

13. Student Teacher Ratio (programme wise):

(2013-14 Session)

Honours	General
39:1(156:4)	910:1(3639:4)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Nil- There is no such sanctioned post; but sometimes(as &when required) the office staff helped the department for academic activities.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG :

- a) Dr B B Som, Associate Professor, Ph D, LL B, PGDPM (NIPM).
- b) S Ghosh, Asstt. Professor, MA(Gold Madelist), Net Qualified, presently she is doing Ph D work;
- c) S Saha MA(part time professor);
- d) S Dey MA (part time professor)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

- a) National: One Minor Project sponsored by UGC in 2014, sanctioned amount is Rs 3lac.
- b) International : **Nil** .

17. Departmental projects funded by DST: **Nil** .

18. Research Centre /facility recognized by the University: **Nil** .

19. Publications:

Publication per faculty :

Publications of Dr B B Som:

Name of the article	Name of the Journal / Book & Year of Pub
i) Agrarian Structure Agrarian Legislation: Changing Aspects Of Tenancy Relations - A case study in Cooch Behar Dist.	<i>Social Transformation in Rural Sector</i> , 2000 (Ed book) by S D Mukhopadhaya & S Chowdhury, Viswa-Bharati University
ii) Agrarian Changes & Agricultural Labourers: a case study in Cooch Behar Dist	<i>Economic & Political Weekly</i> Vol. XL 2005 No 24 June 2005.
iii) Agrarian Changes & Rural Development: a case study in Cooch Behar Dist	<i>Perspectives of Rural Development- Problems & Prospects</i> (ed. book) by RK DAS & others; Indian Anthropological Society & Vidya Sagar University 2006 ISBN81-85525-05-6
iv) Aftermath of Operation Barga;a case study of two Northern Dists in WB	<i>Journal of the Indian Anthropological Society</i> , Vol. 43 No 1 March 2008
v) Land Migration, Governance & Social Movements in North Bengal	<i>Journal of Indian Anthropological Society</i> , Vol. 48 no2 July 2013
vi) Remembering Prof N C Chaudhury	<i>Journal of the Indian Anthropological Society</i> Vol. 49 No 2&3 July/Nov 2014

b) Publications in Daily leading News paper :

Title of the Article

Name of the Newspaper

- | | | |
|--|---|--|
| i) The Picture of Eco-Tourism: Rasikbill | : | The Statesman dated 24 th September 1999. |
| ii) A Collage of Problems | : | The Statesman 14 th October 2005 |
| iii) Our Daily Bread | : | The Statesman 17 th March 2006. |

20. Areas of consultancy and income generated :

Dr B B Som acted as one of the members of the Research Project team of the District Magistrate of Cooch Behar District on Backward Village Survey in the year 2008.

21. Faculty as members in:

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

Though there is no representation in those areas; but one faculty member (Dr B B Som), acted/being acted as i) member/ chairman in the UG Council in Board of Studies in Sociology in the North Bengal University; ii) President in the Governing Body of a undergraduate college in the Cooch Behar District iii) Member District Level Monitoring Committee Other Tobacco Products (COTPA 2003), iv) Counsellor in IGNOU in different Programme like MSO, BDP etc besides member/chairperson in the Board of Moderators not only in North Bengal University but also in other University(Gour Banga Viswa Vidyalaya). Other full time faculty(Ms S Ghosh also acted as member/chairman in the Board of Moderator.

22. Student projects:

a) Percentage of students who have done in house projects including inter departmental/programme : Every year all 3rd year students in Honours course are involved in research work for completion of their dissertation.

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies : about 15 students so far have been worked in different projects in ICSSR, Kolkata Centre and also Pratichi Trust, Viswa Bharati.

23. Awards/ Recognitions received by faculty and students:

One of the faculty members S Ghosh received Gold Medal award being topper in the Under Graduate as well as Post Graduate Degree.

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/ Workshops organized & the source of funding

- a) National : **Nil .**
 b) International : **Nil .**

26. Student profile programme/ course wise:

i) Students' Profile:

Name of the course	year	Applications received(Part I)	Selected/Admitted		Enrolled	
			Intake	Admitted	Male	Female
BA (Hons)	2010-11	254	75	66	40	26
	2011-12	217	83	50	26	24
	2012-13	154	91	54	35	19

	2013-14	121	120	39	20	19
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ii) Students' performance(BA Hons. part III)

Name of course	Year	Appeared	Passed	Pass ; percentage
B.A(Hons) Part III	2010-11	23	19	83%
	2011-12	13	10	77%
	2012-13	32	23	72%
	2013-14	26	20	77%

27. Diversity of Students ;

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

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

Though there is no mechanism to keep records about the students' placement. However, it is estimated that the number of students who cleared NET & SET is : NET : 02, SLET; 02; out of 4, 2 students are appointed as assistant professor through CSC & PSC, West Bengal; about 5 students are appointed as assistant school teacher; & about 30 students are working as a counsellor in different hospitals in North Bengal besides a good number of students are working in different NGOs.

29. Student progression Student progression Against % enrolled

UG to PG: though it varies from year to year, about 25 percent to total passed out students are enrolled in PG courses in different Universities every year.

30. Details of Infrastructural facilities

a) *Library:* The library of the college has a good collection of books and Journals in Sociology besides the library of Entry in Service Cell;

b) *Internet facilities for Staff & Students:* Internet facility is available for teachers in the staff room besides in the library and office. Moreover each permanent teacher is provided with a lap talk for personal use. Internet facility of the library is available for the student besides the internet facility of the Entry in service cell.

c) *Class rooms with ICT facility:* Nil, but each full time teacher is provided with Lap talk by the college to use for ICT for teaching as well as research purpose.

d) *Laboratories:* Does not apply for Sociology

31. Number of students receiving financial assistance from college, university, government or other agencies:

The Merit- Scholarship sponsored by one of our retired teachers goes to the students of sociology several years from the college; all eligible students belonging to SC, ST Minority besides Bidi shramik etc. are also receiving financial assistance from the central/state government. The girl students are also receiving the financial assistance under the scheme Kanyashree Prakalpa of the government of West Bengal.

32. *Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :* Different

Career Counselling programmes and coaching classes for different competitive exams are organized for students enrichment.

33. *Teaching methods adopted to improve student learning :*

- i) Departmental students Seminar was introduced from 2013;
- ii) Assignment writings for improvement of their writing skill;
- iii) For better perception of social issues, the provision of field work & writing Dissertation was introduced in the Honours Course.

34. *Participation in Institutional Social Responsibility (ISR) and Extension activities:*

Through participation in i) NSS & ii) NCC programmes besides observing some ceremonies/functions through which secular and social values are promoted.

35. *SWOC analysis of the department and Future plans :*

1. Strength;

- i) Experienced teachers,
- ii) Good collection of library books;
- iii) Teachers are helping the student beyond their class room;

2. Weakness ;

- i) Student teacher ratio is not favourable particularly in General course;
- ii) Students absenteeism is a great problem which makes impediment in the smooth teaching learning process;
- iii) Shortage of full time faculty
- iv) Lack of ICT equipped room,
- v) Delay in publishing result by the University

3. Opportunity:

Tufanganj Mahavidyalaya is the only college in the district where Sociology is being taught. So, students of this backward sub-division are getting the opportunity to study Sociology, a non traditional course. They are getting the opportunity of jobs in different NGOs besides government & semi government jobs that require Sociological knowledge.

4. Challenge :

Almost all students are from Bengali medium and they mostly belong to backward classes (SC ST OBC & Minority), they could not follow the English medium books. That is why they are unable to compete the national level competitive exams for jobs.

Future Plans :

- i) Use of ICT in the class rooms;
- ii) Curriculum redesign;
- iii) Involvement of students in the teaching learning process;
- iv) Introduction of quiz class on the subject.

EVALUATIVE REPORT : DEPARTMENT OF ZOOLOGY

1. Name of the department: **Zoology**

2. Year of Establishment:

B.Sc. General (Zoology as a subject) introduced from 1994 - 1995 Academic Session. B.Sc. Zoology Honours introduced from 2007 -2008 Academic Session

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

UG 3 years Honours : UG 3 years General

4. Names of Interdisciplinary courses and the departments/ units involved :

Yes, Teachers are involved in taking Compulsory Environmental Classes in Arts, Science and Commerce departments.

5. Annual/ semester/ choice based credit system (programme wise): Annual as per University norms.

6. Participation of the department in the courses offered by other departments : **Nil** .

7. Courses in collaboration with other universities, industry, foreign institutions, etc.: **Nil** .

8. Details of courses/programmes discontinued (if any) with reasons: **Nil** .

9. Number of Teaching posts:

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	01	01

10. Faculty profile with name, qualification, designation, specialization:

	Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the last 4 years
1	Dr. Debashis Das	M.Sc., Ph.D.	Assistant Professor in Zoology	Cell Biology and Immunology	15 years	Nil
2	Smt. Sudipta Bhowmik	M.Sc.	Contractual Teacher in Zoology	Ecology and Animal Behaviour	05 Years	Nil
3	Sri. Debasis K. Mitra	M.Sc.	Part-time Teacher in Zoology	Entomology	20 years	Nil
4	Sri. Milan Chandra Mistry	M.Sc., B.Ed.	Guest Teacher in Zoology	Parasitology and Immunology	02 years	Nil
5	Smt. Rinku Barman	M.Sc., B.Ed.	Guest Teacher in Zoology	Entomology	01 years	Nil

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

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Session	Honours		General	
	Theory	Practical	Theory	Practical
2010 – 2011	0	0	0	0
2011 – 2012	0	0	0	0
2012 – 2013	20	0	17	0
2013 - 2014	40	0	31	17

13. Student Teacher Ratio (programme wise):

Session	Honours	General
2010 – 2011	3.0	17.7
2011 – 2012	8.3	27.3
2012 – 2013	6.3	21.8
2013 - 2014	6.4	11.5

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Type of support staff	Sanctioned	Filled
Academic support staff (technical)	02	02
Administrative support staff	Nil	Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG:

Sl	Name	Qualification
1	Dr Debashis Das	M.Sc., Ph.D.
2	Smt. Sudipta Bhowmik	M.Sc., SET
3.	Sri Debasis K. Mitra	M.Sc.
4	Sri Milan Chandra Mistry	M.Sc.
5	Smt Rinku Barman	M.Sc.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

No. of faculty with ongoing projects	Name of the funding agencies	Grants received (in Rs.)	Year of Implementation
(Dr. Debashis Das)	1) UGC-ERO	1) Rs. 205000/- (1st instalment)	1) 2014
	2) West Bengal Biodiversity Board	2) Rs. 145750/- (2 - instalments)	2) 2013

17. Departmental projects funded by DST: **Nil**.

18. Research Centre /facility recognized by the University: **Nil**.

19. Publications:

a) Publication per faculty,, b) Number of papers published in peer reviewed journals (b1.national / b2.international) by faculty and students, c) Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database -International Social Sciences Directory, EBSCO host, etc.) , d) Monographs, e) Chapter in Books, f) Books Edited, g) Books with ISBN/ISSN numbers with details of publishers, h) Citation Index, i) SNIP, j) SJR k) Impact factor , l) h-index

Name of the faculty	A	b1	b2	C	D	E	f	g	h	i	j	k	l
Dr. Debashis Das	20	09				06	01	09					

20. Areas of consultancy and income generated: **Nil**

21. Faculty as members in

	Name of the faculty	National committees	International Committees	Editorial Boards
1	Dr. Debashis Das	Life member 'Kolkata Socio Cultural Research Institute' Life member 'The Zoological Society, Kolkata'	Nil	Nil

22. Student projects :

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

B.Sc. Honours students (Course curricular activity)- 100%

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: **Nil**

23. Awards/ Recognitions received by faculty and students:

Faculty- **Nil**

Students- **Nil**

24. List of eminent academicians and scientists/ visitors to the department: **Nil**

25. Seminars/ Conferences/ Workshops organized by the source of funding

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/ course wise:

Name of course	Applications received	Selected /Admitted	Pass percentage [Part III Hons]
Part-I Hons 2010-11	382	09	100
Part-I Hons 11-12	368	25	00
Part-I Hons 12-13	268	25	83
Part-I Hons 13-14	313	32	50

27. Diversity of Students:

Name of course	% of students from the same state	% of students from other States	% of students from Abroad
Part-I B.Sc. Honours (2013 – '14)	100	Nil	Nil
Part-II B.Sc. Honours (2013 – '14)	100	Nil	Nil
Part-III B.Sc. Hon. (2013 – '14)	100	Nil	Nil
Part-I B.Sc. General (2013 – '14)	100	Nil	Nil
Part-II B.Sc. General (2013 – '14)	100	Nil	Nil
Part-III B.Sc. General (2013 – '14)	100	Nil	Nil

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

Name of competitive examination	No. of students cleared
SSC	08
Primary TET	03
State Armed Police	01
Indian Railway Service	01

29. Student progression Student progression against % enrolled UG to PG

Session	3 rd year Honours Enrolled	% admitted to PG
2010 – 2011	04	75%
2011 – 2012	03	0%
2012 – 2013	04	25%
2013 – 2014	12	50%
2014 – 2015	04	50%

30. Details of Infrastructural facilities

- a) *Library*: Departmental Book Bank (No. of Books available to the students-37)
- b) *Internet facilities for Staff & Students*: One BSNL Broad Band facility to departmental Staff & Students.
- c) *Class rooms with ICT facility*: One Class Room with ICT facility.
- d) *Laboratories*: Two Laboratories for departmental students & staff for practical classes and to conduct research projects.

31. Number of students receiving financial assistance from college, university, government or other agencies:

The students belonging to SC/ST/OBC category and some students of minority community are receiving scholarships / half free studentship from the Government. The Girls under BPL category are receiving financial assistance under 'Kanyashree' project from the State Government. Meritorious students are receiving scholarships from the college.

However, department-wise disaggregate data are not available. For overall financial assistance please see 5.1.2 for details

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

Special lectures, Student Seminar, Additional Classes, Teacher's Day Celebration, Departmental Wall Magazine, Departmental Study Tour, Class Test, Written Assignment, Providing study materials and notes / information, Remedial coaching with special attention to the backward section of the students.

33. *Teaching methods adopted to improve student learning:*

Preparation of academic calendar

Chalk and Board Lecture method

Microsoft Power Point Presentation of lectures

Use of Audio-Visual Aids

Use of Models, Chart, Data Tables, etc

Practical experiments in laboratory

Project work assigned to students.

Educational trips & excursions to create interest among students.

Seminars by the students.

34. *Participation in Institutional Social Responsibility (ISR) and Extension activities:*

The students are actively involved in the Institutional Social Responsibility (ISR) and Extension activities organized by the Tufanganj Mahavidyalaya NCC and NSS units i.e. Blood Donation Camp, Health unit activity (Medical Camp), Environmental Awareness Programme, Celebration of the various National Days, Organizing the programmes of National Great Mans etc.

35. *SWOC analysis of the department and Future plans:*

1. Strength

ICT enabled teaching

Meritorious & hard working students

Well-equipped laboratory

A departmental book bank

Computer with internet facility

Good relationship between teachers and students

Research projects running by the departmental teachers

Supportive and friendly non-teaching staff.

2. Weakness

Lack of sufficient fulltime faculty

Lack of national level seminar

Insufficient reference books in library

Unavailability of space for conducting research work.

Museum specimens should be increased.

3. Opportunity

- To arrange more seminars
- To procure more books
- To recruit more fulltime teachers
- Effective project for the benefit of the society;
- Utilization of the laboratories for research & Social Responsibility

4. Challenge

- To ensure employability of students
- To launch a departmental journal

Future Plans

- More academic and infrastructure development in the department.
- To open P.G. Course after the development of proper infrastructure in the department.
- To carry out research work.
- To generate job opportunities for the students
- To organize UGC sponsored State/ National level seminar.

EVALUATIVE REPORT : DEPARTMENT OF MATHEMATICS

1. Name of the department: **Mathematics**
2. Year of Establishment: **2012-13**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :
UG 3 years General
4. Names of Interdisciplinary courses and the departments/ units involved: **Nil**
5. Annual/ semester/ choice based credit system (programme wise): **Annual as per University norms.**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industry, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts:

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	Nil	01
Guest	One	One

10. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Session	General	
	Theory	Practical
2012 – 2013	100	100
2013 – 2014	100	100

11. Student Teacher Ratio (programme wise):

Session	General
2012 – 2013	1:22
2013 – 2014	1:25

12. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
13. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization
Biplab De Sarkar	MSC, B.Ed	Guest teacher	Pure Mathematics

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG: **Nil**
15. Publication per faculty: **Nil**
16. SWOC analysis:

The department is in nascent stage offering only general course and without having sanctioned teaching post and with limited intake capacity.

EVALUATIVE REPORT : DEPARTMENT OF PHYSICS

1. Name of the department: **Physics**
2. Year of Establishment: **2013-14**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :
UG 3 years General
4. Names of Interdisciplinary courses and the departments/ units involved: **Nil**
5. Annual/ semester/ choice based credit system (programme wise): **Annual as per University norms.**
6. Participation of the department in the courses offered by other departments: **Nil**
7. Courses in collaboration with other universities, industry, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts:

	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor	Nil	Nil
Assistant Professor	Nil	01
Guest	Two	Two

10. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Session	General	
	Theory	Practical
2012 – 2013	100	100
2013 – 2014	100	100

11. Student Teacher Ratio (programme wise):

Session	General
2012 – 2013	1:11
2013 - 2014	1:13

12. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
13. Faculty profile with name, qualification, designation, specialization: **MSC, B.Ed**
14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG: **Nil**
15. Publication per faculty: **Nil**
16. SWOC analysis

The department is in embryonic stage offering only general course and without having sanctioned teaching post and with limited intake capacity. However the department has relatively modern Laboratory (with equipment worth over 7 Lakhs).

The functioning and outcome of the department will be apparent after it passes sprouting phase.

PART: E

ANNEXURE I


University affiliation certificate & All India Survey on Higher Education (2014-15) certificate

*To
K.P. for 11/10
with circulation
copy to Teaching &
Non-teaching Notice Book
Dr. Deb Kumar Mukherjee
6/2/15*

Cooch Behar Panchanan Barma University

Registrar

Notice No - _____ Date - 7/8/15



Central Farm
Uttar Banga Krishi Vishw
Pundibari, Co
Ph No. (035
E-mail :- cbpbuniversity@
Website :- www.c

Ref.- CBPB/164 Date:- 31-7

To
The Principal/Teacher-in-Charge
Tufanganj Mahavidyalaya
P.O. Tufanganj Dist. Cooch Behar
Cooch Behar

No. 76/2016-16
Date of Receipt 6/8/15
File No. _____
Office Assistant
Tufanganj Mahavi


Dear Sir,


It is a pleasure on my part to inform you that the Higher Education Department, Government of West Bengal vide its Notification No. 746-Edn(U)/11/02/15 dated 30th July 2015 appointed the 30th day of July, 2015 as the "Appointed date from which your College shall be deemed to have come under the affiliation of Cooch Behar Panchanan Barma University, and continue to remain so affiliated to the University otherwise directs.

Accordingly, you are requested to send all papers of registration to the undersigned for those students who got themselves admitted in first year of B.A./B.Sc./B.Ed. course in your College.

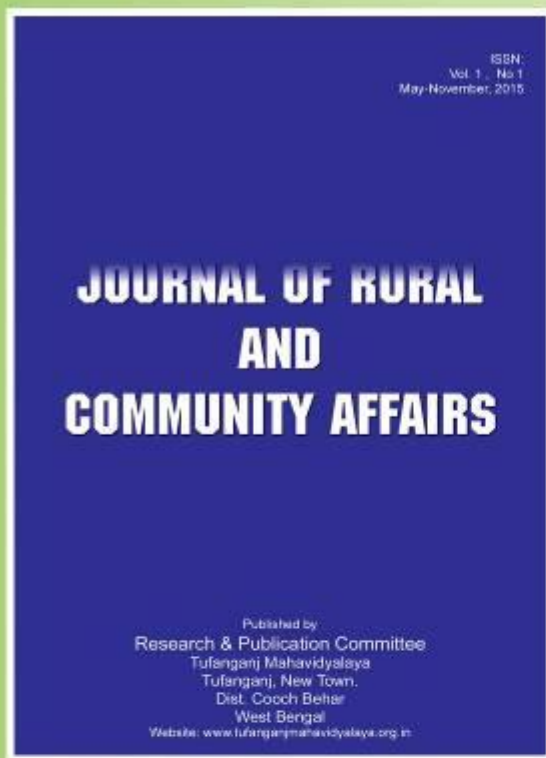
Separate letter regarding this matter will be sent soon giving details.

Thanking you

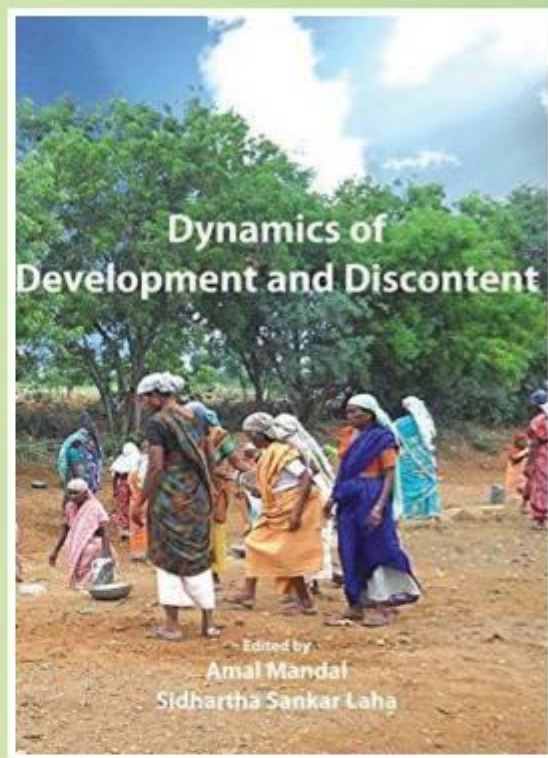
Yours Sincerely

(Dr. Deb Kumar Mukherjee)
Registrar
Cooch Behar Panchanan Barma University
Registrar
Cooch Behar Panchanan Barma University







Cover of Journal (by Research & Publication Committee)



(Cover of) Book coming out of the National Seminar, 2013



'Employability Training Programme' imparted by TATA Consultancy Services (TCS) (7-21 February, 2015)



Anti-ragging Awareness Programme (11 November, 2014)



UGC Sponsored National Seminar (1-2 March, 2012)



Sociology Department undertaking 'Field Work'



'Employability Training Programme' imparted by TCS



Inauguration of Coaching Classes for Entry into Services.....



Village level Awareness Camp at Chatarampur (11 February, 2015)



'Consumer Awareness Day' Celebration



Free Eye Check-up Camp at Dhalpal (organized by NSS Unit)



Few NSS Volunteers at the National Camp, 2015



Tree Plantation by NCC Cadets



NSS Programme Coordinator receiving 'NSS Award' from VC, NBU



Invited Talk on 'Legal Rights of Women' (12 September, 2014)



'On Poetry and Felicitation of Poets' (12 November, 2014)



Departmental Seminar (Political Science [Hons], 2014)



'Clean the Campus' drive (3rd November, 2014)



College Foundation Day celebration, (23 December, 2014)



Annual College Sports, 2015



International Women's Day celebration (11 March, 2015)



Awareness on 'Solar Energy Devices & Electric Energy Conservation' conducted by Polytechnic College, Cooch Behar, (13 March, 2015)



Interactive session on 'Mental Health & Mental Hygiene' (18 March, 2015)



Cricket Tournament, 2014 (organised by NSS Unit)



College Team for the Final match in Cricket Tournament, 2014



NSS Mega Camp, 30-31 March, 2015



SELF STUDY REPORT FOR RE-ACCREDITATION (CYCLE 2)

Tufanganj Mahavidyalaya

P.O. Tufanganj New Town

Dist. Cooch Behar

West Bengal

PIN 736 160

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