

**SELF STUDY REPORT**  
FOR  
INSTITUTIONAL ACCREDITATION  
BY  
**NAAC**



**Mankar College**  
(estd. 1987)

Affiliated to  
Burdwan University  
Burdwan, West Bengal

[www.mankarcollege.org](http://www.mankarcollege.org)

# PART I: INSTITUTIONAL DATA

## A) PROFILE OF THE COLLEGE

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

Name: <b>MANKAR COLLEGE</b>
Address: P.O. Mankar, Dt. Burdwan
City: Mankar      District: Burdwan      State: West Bengal
Pin code: 713144
Website: <a href="http://www.mankarcollege.org">www.mankarcollege.org</a>

### 2. For communication:

#### Office

Name	Area/ STD code	Tel. No.	Fax No.	E-mail
Principal: Dr. Dulal Chandra Gandhi	0343	2517269	03432517269	<a href="mailto:gandhi23in@indiatimes.com">gandhi23in@indiatimes.com</a>
Steering Committee Coordinator: Sri Kallol Sen	0343	2517269	03432517269	<a href="mailto:sen.kallol@gmail.com">sen.kallol@gmail.com</a>

#### Residence

Name	Area/ STD code	Tel. No.	Mobile No.
Principal: Dr. Dulal Chandra Gandhi	0343	2525956	9474364223
Steering Committee Coordinator : Sri Kallol Sen	0342	2568079	9434753850

3. Type of Institution:

- a. By management      i. Affiliated College      ☒  
                                 ii. Constituent College      ☐
- b. By funding      i. Government      ☐  
                                 ii. Grant-in-aid      ☒  
                                 iii. Self-financed      ☐  
                                 iv. Any other      ☐

(Specify the type)

- c. By Gender      i. For Men      ☐  
                                 ii. For Women      ☐  
                                 iii. Co-education      ☒

4. Is it a recognized minority institution?

Yes ☐      No ☒

If yes, specify the minority status (Religious/linguistic/ any other)

(Provide the necessary supporting documents)

5. a) Date of establishment of the college:

Date	Month	Year
26	SEPTEMBER	1987

b) University to which the college is affiliated

The University of  
Burdwan

(If it is an affiliated college)

or which governs the college (If it is an constituent college)

6. Date of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	13.02.1992	
ii. 12 (B)	13.02.1992	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act):  
Enclosed as Annexure 1

7. Does the University Act provide for autonomy of Affiliated/ Constituent Colleges?

Yes ☐ No ☒

If yes, has the college applied for autonomy?

Yes ☐ No ☐

8. Campus area in acres/sq.mts:

4.84 acres

9. Location of the college: (based on Govt. of India census)

Urban ☐

Semi-urban ☐

Rural ☒

Tribal ☐

Hilly area ☐

Any other (specify) ☐

**10. Details of programmes offered by the institution: Last year's data (2007-08)**

Sl. No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i).	Under-graduate	BA, BSc, & BCom 3 year Degree Course	3years	H.S.	Bengali & English	570+80+165 = 815	588 (2007-08)
ii).	Post-graduate	NIL	NIL	NIL	NIL	NIL	NIL
iii).	M.Phil	NIL	NIL	NIL	NIL	NIL	NIL
iv).	Ph. D.	NIL	NIL	NIL	NIL	NIL	NIL
v).	Certificate course	NIL	NIL	NIL	NIL	NIL	NIL
vi).	UG Diploma	NIL	NIL	NIL	NIL	NIL	NIL
vii.	PG Diploma	NIL	NIL	NIL	NIL	NIL	NIL
viii.	Any Other(specify)	NIL	NIL	NIL	NIL	NIL	NIL

*(Additional rows may be inserted as per requirement)*

11. List the departments:

<b>Science</b>
Departments: 1.Computer Science, 2.Mathematics, 3.Physics
<b>Arts</b> (Language and Social sciences included)
Departments: 1.Bengali, 2. Economics, 3. English, 4. Geography, 5.Hindi, 6.History, 7.Philosophy, 8.Political Science, 9.Sanskrit, 10.Santali.
<b>Commerce</b>
Departments: 1.Accountancy, 2.Commerce General
<b>Any Other (Specify)</b>
Departments: NONE

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

(a) including the salary component = Rs. 4911.16 as per 2006-07

(b) excluding the salary component = Rs.888.42 as per 2006-07

## B) CRITERION-WISE INPUTS

### Criterion I: Curricular Aspects

1. Does the College have a stated

Vision?

Yes	✓	No
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Mission?

Yes	✓	No
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Objectives?

Yes	✓	No
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2. Does the college offer self-financed Programmes? Yes ☐ No ☒

If yes, how many?

None

Fee charged for each programme  
(include Certificate , Diploma, Add-on courses etc.)

Sl.No.	Programme (B.Sc. B.Com.etc.)	Fee charged in Rs.
1.	None	Nil
2.	None	Nil
3.	None	Nil
4.	None	Nil

3. Number of Programmes offered under

a. annual system

14

b. semester system

Nil

c. trimester system

Nil

4. Programmes with

a. Choice based credit system

Yes		No	✓	Number	00
Yes	✓	No		Number	07
Yes		No	✓	Number	

b. Inter/multidisciplinary  
approach

c. Any other, specify

5. Are there Programmes where assessment of teachers by students is practiced?

Yes	✓	No		Number	15
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6. Are there Programmes taught only by visiting faculty?

Yes	X	No	✓	Number	NIL
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7. New programmes introduced during the last five years

UG	Yes	✓	No	X	Number	06
PG	Yes	X	No	X	Number	X
Others (specify)	Yes	X	No	X	Number	X

8. How long does it take for the institution to introduce a new programme within the existing system?

1 Year
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9. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	✓	No	
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10. Was there major syllabus revision during the last five years? If yes, indicate the number.

Yes	✓	No	X	Number	All 15 subjets
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11. Is there a provision for Project work etc. in the programme? If yes, indicate the number.

Yes	✓	No	X	Number	02
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- a. Academic Peers?
- b. Alumni?
- c. Students?

Yes	No
	✓
	✓
✓	

12. Is there any mechanism to obtain feedback on curricular aspects from :

d. Employers?

e. Any other?

	✓
	✓

## Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission to various courses? ☐
- a) Through an entrance test developed by the institution ☐
- b) Common entrance test conducted by the University/Government ☐
- c) Through interview ☐
- d) Entrance test and interview ☐
- e) Merit at the previous qualifying examination ☒
- f) Any other (specify) ☐

*(If more than one method is followed, kindly specify the weightages)*

2. Highest and Lowest percentage of marks at the qualifying examination considered

for admission during the previous academic year

2007-08

Programmes (UG and PG)	Open category		SC/ST category		Any other (specify)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
BA	78.6	30	70%	30		
B Com	71	37.5	0	0		
B Sc	71	49.4	66	66		

3. Number of working days during the last academic year

263 (2007-08)



4. Number of teaching days during the last academic year 

190 (2007-08)
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5. Number of positions sanctioned and filled

	Sanctioned	Filled
Principal	01	01
Teaching	29	10+2 (on lien)
Non-teaching	16	14
Technical	05	05

6. a. Number of regular and permanent teachers (gender-wise)

Professors	M	0	F	0
Readers	M	0	F	3
Selection. Grade Lecturers	M	2	F	1
Senior. Lecturers	M	1	F	0
Lecturers	M	2	F	1

b. Number of temporary teachers (gender-wise)

Lecturers – Full- time	M	X	F	X
Lecturers – Part- time	M	X	F	X
Lecturers (Management appointees) - Full time	M	X	F	X
Lecturers (Management appointees) -Part time	M	25	F	13
Lecturers Contractual	M	3	F	0
Total	M	28	F	13

c. Number of teachers

From the same State	All but 01
From other States	01

**\* The total number of faculty is determined by calculating the number of teaching days put in by all the Part-time teachers per week as to the same by a permanent teacher.**

7. a. Number of qualified/ permanent teachers and their percentage to the total number of faculty

Number	%
10	23.25

b. Teacher: student ratio	<b>43 : 1445</b>	1	33.6
c. Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength		5/43	11.62
d. Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength		4/43	9.3
e. Percentage of the teachers who have completed UGC, NET and SLET exams		5/43	11.62
f. Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years		2/43	4.65

g. Number of faculty development programmes availed by teachers (last five years)

	2008	07	06	05	04
UGC/ FIP programme	NIL	NIL	NIL	NIL	NIL
Refresher:	0	0	0	1	2
Orientation:	0	0	1	0	0
Any other (specify)	NIL	NIL	NIL	NIL	NIL

h. Number of faculty development programmes organized by the college during the last five years

	1	2	3	4	5
	2008	2007	2006	2005	2004
Seminars/ workshops/symposia on curricular development, teaching- learning, assessment, etc.	2	2	1	2	0
Research management	0	0	0	0	1
Invited/endowment lectures	NIL	NIL	NIL	NIL	NIL
Any other (specify)	NIL	NIL	NIL	NIL	NIL

Number	%
--------	---

8. Number and percentage of the courses where predominantly the lecture method is practiced

All 14/14	100
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9. Does the college have the tutor-ward system?

Yes ☐ No ☒

If yes, how many students are under the care of a teacher?

Not applicable

10. Are remedial programmes offered?

Yes	X	No	✓	Number	0
Yes	X	No	✓	Number	0
Yes	✓	No	X	Number	2

11. Are bridge courses offered? Yes No  
Number

12. Are there Courses with ICT-enabled teaching-learning processes?

13. Is there a mechanism for:

a. Self appraisal of faculty ?

Yes ☒ No ☐

b. Student assessment of faculty performance?

Yes ☒ No ☐

c. Expert /Peer assessment of faculty performance? Yes ☐ No ☒

14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week

Yes ☒ No ☐

**Note:** The time spent cannot be calculated. The faculty members always perform additional administrative work as and when required by the College.

### Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)	Number	% of total
	02	20

**Note:** 2 out of 10 full time or permanent teaching faculties

2. Research collaborations a) National If yes, how many?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
b) International If yes, how many?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
3. Is the faculty involved in consultancy work? If yes, consultancy earnings/ year (average of last two years may be given)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
4. a. Do the teachers have ongoing/ completed research projects? If yes, how many?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
On going	00	
Completed	01	

b. Provide the following details about the ongoing research projects

Major projects	Yes		No	<input checked="" type="checkbox"/>	Number		Agency		Amt.	
Minor projects	Yes		No	<input checked="" type="checkbox"/>	Number		Agency		Amt.	
College Projects	Yes		No	<input checked="" type="checkbox"/>	Number		Amt			
Industry sponsored	Yes		No	<input checked="" type="checkbox"/>	Number		Industry		Amt.	
Individual research by faculty		<input checked="" type="checkbox"/>			04		self			
No. of student research projects	Yes		No	<input checked="" type="checkbox"/>	Number		Amount sanctioned by college			

5. Research publications: (last five years 2003-08)

International journals	Yes	✓	No		Number	04
National journals – refereed papers	Yes	✓	No		Number	01
College journal	Yes	✓	No		Number	01
Books	Yes	✓	No		Number	03

Abstracts	Yes		No	✓	Number	
Any other (specify)	Yes		No	✓	Number	
Awards, recognition, patents etc. if any (specify)	Nil					

6. Has the faculty

a) Participated in Conferences? (2006-08)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	9
b) Presented research papers in Conferences?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Number	1

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years)					NIL	
8. Number of regular extension programmes organized by NSS and NCC (average of last two years)					NSS	NCC
					10	5
9. Number of NCC Cadets/units	M	115	F	25	Units	01
10. Number of NSS Volunteers/units	M	104	F	96	Units	02

## Criterion IV: Infrastructure and Learning Resources

1. (a) Campus area in acres	4.84 acres
(b) Built up area in Sq. Meters (*1 sq. ft. = 0.093 sq.mt)	1930 Sq. mts
2. Working hours of the Library : (a) On working days	10.00 to 4.00
(b) On holidays	closed
(c) On Examination days	10.00 to 4.00
3. Average number of faculty visiting the library/day (average for the last two years)	15
4. Average number of students visiting the library/day (average for the last two years)	200
5. Number of journals subscribed to the institution	03
6. Does the library have the open access system?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

### 7. Total collection (Number): 8392 books (12.12.08)

- a. Books
- b. Textbooks
- c. Reference books
- d. Magazines
- e. Current journals: Indian journals
- Foreign journals
- f. Peer- reviewed journals
- g. Back volumes of journals
- h. E-resources: CDs/ DVDs
- Databases
- Online journals
- Audio- Visual resources

Titles	Volumes
X	00
	03
	00
	00
	370
	011
	01
	00

### i. Special collections (numbers)

Repository(World Bank , OECD, UNESCO etc.)

Interlibrary borrowing facility

Materials acquired under special schemes(UGC, DST etc. )

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

Materials for Competitive examinations including Employment news, Yojana etc.

Book Bank

Braille materials

Manuscripts

Any other (specify)

	✓			02	
			✓		
			✓		
			✓		
			✓		

**Note:** The library does not yet have a proper catalogue. So the books cannot be shown in the classified manner as asked for.

### 8. Number of books/journals / periodicals added during the last two years and their total Cost

As there is no proper catalogue only the total number of books purchased and their total cost is shown.

	The year before last 2006-07		Last Year 2007-08	
	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)
Text books	644	68673	1136	150472
Reference Books				
Other books				
Journals/Periodicals	47	1225	60	1500
Encyclopedia				
Any other(specify)				

### 9. Mention the

Total carpet area of the Central Library (in sq. ft)	990 sq. ft
Number of departmental libraries	Nil
Average carpet area of the departmental libraries	Nil
Seating capacity of the Central Library ( Reading room)	50

**10. Status of Automation of the Library**

not initiated ☒  
 fully automated ☐  
 partially automated ☐

**11. Percentage of library budget in relation to the total budget**

5.57% in  
2007-08

**12. Services/facilities available in the library** (If yes, tick in the box)

Circulation  
 Clipping  
 Bibliographic compilation  
 Reference  
 Reprography  
 Computer and Printing  
 Internet  
 Inter-library loan  
 Power back up  
 Information display and notification  
 User orientation /information literacy  
 Any other (specify)

☒

☐

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**13. Average number of books issued/returned per day**

150

**14. Ratio of library books to the number of students enrolled**

8392:1445 = 5.8:1

**15. Computer Facilities**

Number of computers in the college

31

Number of Departments with computer facilities

02

Central computer facility ( Number of terminals )

00

Budget allocated for purchase of computers during the last  
academic year

Rs. 200,000/-

Amount spent on maintenance and upgrading of computer  
facilities during the last academic year

Rs.15000/-  
(approx)



Internet Facility, Connectivity

Dialup	Broadband	Others (Specify)
	✓	

16. Is there a Workshop /  
Instrumentation Centre?

Yes	X	No	✓	Available from the year	
Yes	X	No	✓	Available from the year	

17. Is there a Health Centre?

18. Is there Residential accommodation for  
Faculty ?

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

Non-teaching staff ?

19. Are there student Hostels?			Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
If yes, number of students residing in hostels			Not applicable			
Male	Yes		No		Number	
Female	Yes		No		Number	

20. Is there a provision for

- a) Sports fields
- b) Gymnasium
- c) Womens' rest rooms
- d) Transport
- e) Canteen/Cafeteria
- f) Students centre
- g) Vehicle parking facility

Yes	✓	No	X
Yes	X	No	✓
Yes	✓	No	X
Yes	X	No	✓
Yes	✓	No	X
Yes	✓	No	X
Yes	✓	No	X

## Criterion V: Student Support and Progression

### 1. a Student strength

(Provide information in the following format, for the past two years)

**2007-08**

Student Enrol-ment	UG			PG			M.Phil.			Ph.D.			Diploma/Certificate			Self-funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same state where the college is located	733	507	1240	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Number of students from other states	0	0	0	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Number of NRI students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Numver of foreign students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

**2006-07**

Student Enrol-ment	UG			PG			M.Phil.			Ph.D.			Diploma/Certificate			Self-funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same state where the college is located	801	461	1262	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Number of students from other	0	0	0	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

states																		
Number of NRI students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Numver of foreign students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

**M – Male, F- Female, T-Total**

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

(04 )365 – (07) 271 = 94= 25.75%

(05) 398 -- (08) 268 = 130 =32.66%

	Number	%
UG	224	29.20
PG	XX	XX

2. Financial support for students: (last Year) :

	Number	Amount (Rs.)
endowments:	nil	00
Freeships:	145	72,570
Scholarship (Government):	03	3,600
Scholarship (Institution):	nil	nil
Number of loan facilities:	nil	nil
Any other financial support: Students Welfare Fund:	15	3,200

3. Does the college obtain feedback from students on their campus experience?

Yes ☒ No ☐

4. Major cultural events (data for last year )

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		X		✓		
Inter- university		X			X	
National		X			X	
Any other (specify)		X			X	

5. Examination Results (data of past five years)

Results		UG: <b>BA</b>				
		2004	2005	2006	2007	2008
Pass Percentage	Honours	100	95.7	100	96.55	94.8
	General	93.4	98.8	100	80	97.4
Number of first classes		01	03	04	02	07
Number of distinctions						
Ranks (if any)						

Results		UG: <b>B Com</b>				
		2004	2005	2006	2007	2008
Pass Percentage	Honours	83.33	91.30	100	64.2	100
	General	95.45	100	100	83.33	66.66
Number of first classes		02	03	04	02	03
Number of distinctions						
Ranks (if any)						

Results		UG: <b>B Sc</b>				
		2004	2005	2006	2007	2008
Pass Percentage	Honours		100	**	100	100
	General		100	**	100	100
Number of first classes			10		10	05
Number of distinctions						
Ranks (if any)						

\*\* The first batch in B Sc Computer Science Honours appeared in the final examination in 2005 and in 2006 there was no candidate

6. Number of overseas programmes  
on campus and income earned:

Number	Amount	Agency
NIL		

7. Number of students who have passed the following examinations during the last five years

	08	07	06	05	04
NET	x	x	x	x	x
SLET	x	<b>01</b>	x	x	x
CAT	<b>01</b>	<b>01</b>	x	x	x
TOEFL	x	x	x	x	x
GRE	x	x	x	x	x
GMAT	x	x	x	x	x
Civil services (IAS / IPS/IFS)	x	x	x	x	x
Defence Entrance	x	x	x	x	x
Other services	x	x	x	x	x
Any other (specify)	x	x	x	x	x

- Quite a few students of the College have passed the West Bengal School Services or other Examinations but there is no record being maintained yet.

8. Is there a Student Counselling Centre?			Yes		No	✓
9. Is there a Grievance Redressal Cell?			Yes	✓	No	
10. Does the college have an Alumni Association?	Yes	✓	No		Formed in the year	2004
11. Does the college have a Parent-teachers Association?	Yes		No	✓	Formed in the year	

## Criterion VI: Governance and Leadership

<b>1. Has the institution appointed a permanent Principal?</b>	Yes	✓	No	
If Yes, denote the qualifications	PhD in Physics			
If No, for how long has the position been vacant?	not applicable			
<b>2. Number of professional development programmes held for the Non-teaching staff</b> (last two years)	01 (one)			

### 3. Financial resources of the college (approximate amount) – Last year's data

Grant-in-aid	5,747,675
Fee from aided courses	2,109,215
Donation	NIL
Fee from Self-funded courses	NIL
Any other (specify)	

### 4. Statement of Expenditure ( for last two years)

Item	Before last 06-07	last year 07-08
% spent on the salaries of faculty	62	65.47
% spent on the salaries of non-teaching employees including contractual workers	17.57	19.358
% spent on books and journals	1.218	1.888
% spent on Building development	11.409	4.25
% spent on hostels*, and other student amenities	Nil	0.877
% spent on maintenance - electricity, water, telephones, infrastructure	0.317	0.947
% spent on academic activities of departments - laboratories, green house, animal house, field trips etc.	0.044	0.137
% spent on research, seminars, etc.	0.082	0.037
% spent on stipends paid to students	2.227	1.04
% spent on miscellaneous expenditure		

\* The amount is spent on the proposed hostel in 2007-08.

<b>5. Dates of meetings of Academic and Administrative Bodies during the last two years:</b>	<b>Last year (2008)</b>	<b>Year before last (2007)</b>
Governing Body	05.04.08, 14.06.08, 21.06.08, 26.07.08, 09.08.08, 28.08.08, 10.09.08, 22.09.08, 13.11.08,	30.03.07, 18.05.07, 07.07.07, 08.09.07, 06.10.07, 12.10.07,
Internal Administrative Bodies		
i) Finance Committee	26.03.08, 06.05.08	08.03.07, 03.10.07, 13.12.07,
ii) Teachers' Council	11.01.08, 18.01.08, 19.02.08, 05.03.08, 19.03.08, 15.05.08, 09.07.08, 30.12.08	12.01.07, 21.02.07, 08.03.07, 09.03.07, 23.03.07, 03.05.07, 18.07.07, 20.12.07
iii) Building Sub-committee	17.01.08, 16.07.08, 04.08.08, 14.08.08, 10.09.08, 23.09.08, 12.11.08,	13.09.07, 01.10.07,
Any other (specify)		

**6. Are there Welfare Schemes for the academic community?**

Loans:	Yes		No	✓
Medical allowance	Yes	✓	No	
Any other : Employees' Credit Cooperative Society	Yes	✓	No	

**7. Are there ICT supported / Computerised units/processes/activities for the following?**

a) Administrative section/ Office	Yes	✓	No	
b) Finance Unit	Yes	✓	No	
c) Student Admissions	Yes	✓	No	
d) Placements	Yes	✓	No	
e) Aptitude Testing	Yes		No	✓
f) Examinations	Yes	✓	No	
g) Student Records	Yes	✓	No	

**Criterion VII: Innovative Practices**

<b>1. Has the institution established Internal Quality Assurance Mechanisms?</b>	Yes	✓	No	
<b>2. Do students participate in the Quality Enhancement initiatives of the Institution?</b>	Yes	✓	No	

**3. What is the percentage of the following student categories in the institution?**

Total number of students as on 10.01.2009 is 1445

a. SC	191	13.21%
b. ST	52	3.59%
c. OBC	88	6.08%
d. Women	598	41.38%
e. Differently-abled	9	0.06%
f. Rural	1200 approx	83%
h. Tribal	52	3.59%
i. Any other (specify)	Nil	Nil



**4. What is the percentage of the following category of staff?**

	Category	Teaching Staff total 10	%	Non-teaching Staff total 19	%
a	SC	01	10	03+1	21
b	ST	00	00	01	5
c	OBC	01	10	01	5
d	Women	05	50	02	10.5
e	Physically-challenged	00	00	00	0
f	General Category	08	80	11	57.8
g	Any other ( specify) Minority			01	5

**5. What is the percentage incremental academic growth of the following category of students for the last two batches?**

Category		At Admission		On completion of the course	
		Batch I	Batch II	Batch I	Batch II
a.	SC	7.03	10	4.3	11.1
b.	ST	0.62	2.69	0	4.34
c.	OBC	x	4.14	x	5.31
d.	Women	28.57	31.46	39.65	45.8
e.	Physically challenged	0.21	0.82	0.43	1.93
f.	General Category	71.87	68.1	87.5	81.6
g.	Any other ( specify)				

**Note:** Of 365 students admitted in Batch I in 2004-05, 232 completed the course in 2007.

Of 398 students admitted in Batch II in 2005-06, 233 completed the course in 2008.

### C. Profile of the Departments

<b>01</b>		<b>Responses</b>	
1.	Name of the Department	<b>BENGALI</b>	
2.	Year of Establishment	1987, 1996(H)	
3.	Number of Teachers sanctioned and present position	03	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	4& 106(H)+825(G)	
7.	Demand Ratio (No. of seats : No. of applications)	45: 132	
8.	Ratio of Teachers to Students	4:931= 1: 232.75	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? For Honours students)	100: 87.12	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	See annexure	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1	14 Seminars
17.	Number of National and International seminars organized (Last five years)	0	
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	
19.	Number of Ongoing projects and its total outlay	Nil	
20.	Research projects completed during last two years & its total outlay	Nil	
21.	Number of inventions and patents	Nil	
22.	Number of Ph. D theses guided during the last two years	Nil	

23.	Number of Books in the Departmental Library, if any	Nil
24.	Number of Journals/Periodicals	Nil
25.	Number of Computers	Nil
26.	Annual Budget	Nil

\*\* 3 Part-time Teachers together coming 16 days per week are taken as equivalent to 3 Full-time Teachers.

<b>02</b>		<b>Responses</b>	
1.	Name of the Department	<b>ECONOMICS</b>	
2.	Year of Establishment	1987	
3.	Number of Teachers sanctioned and present position	01	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	185(BA)+ 54 (B Com)	
7.	Demand Ratio (No. of seats : No. of applications)	1:1	
8.	Ratio of Teachers to Students	2.4:239 = 1:99.58	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	100: 76.02	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1+1	6+2 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil

19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* 2 Part-time Teachers together coming 7 days per week are taken as equivalent to 1.4 Full-time Teachers.

<b>03</b>		<b>Responses</b>	
1.	Name of the Department	<b>ENGLISH</b>	
2.	Year of Establishment	1987, 1998(H)	
3.	Number of Teachers sanctioned and present position	3	2
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	3.4 & 100(H) +117(G)	
7.	Demand Ratio (No. of seats : No. of applications)	45: 263	
8.	Ratio of Teachers to Students	3.4:217 = 1:63.8	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? For Honours students)	94 : 87.12	

13	University Distinction/ Ranks	One 1 <sup>st</sup> class	
14	Publications by faculty (last 5 years)	one	
15	Awards and recognition received by faculty (last five years)	Nil	
16	Faculty who have Attended National and International Seminars (last five years)	1	11 Seminars
17	Number of National and International seminars organized (Last five years)	Nil	Nil
18	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19	Number of Ongoing projects and its total outlay	Nil	Nil
20	Research projects completed during last two years & its total outlay	Nil	Nil
21	Number of inventions and patents	Nil	Nil
22	Number of Ph. D theses guided during the last two years	Nil	
23	Number of Books in the Departmental Library, if any	Nil	
24	Number of Journals/Periodicals	Nil	
25	Number of Computers	Nil	
26	Annual Budget	Nil	

\*\* 2 Part-time Teachers together coming 7 days per week are taken as equivalent to 1.4 Full-time Teachers.

<b>04</b>		<b>Responses</b>	
1.	Name of the Department	<b>HISTORY</b>	
2.	Year of Establishment	1987, 2003(H)	
3.	Number of Teachers sanctioned and present position	02	00
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	3.5 & 52 (H)+ 590 (G)	
7.	Demand Ratio (No. of seats : No. of applications) for Honours	20:66	
8.	Ratio of Teachers to Students	3.5: 642=1:183	

9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? For Honours students	93: 87.12	
13.	University Distinction/ Ranks	One 1 <sup>st</sup> class	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1	3 seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\* The only full time teacher of the Department left the College on lien on 31.03.2008

\*\*5 Part-time Teachers together coming 17 days per week are taken as equivalent to 3.5 Full-time Teachers.

<b>05</b>		<b>Responses</b>	
1.	Name of the Department	<b>POLITICAL SCIENCE</b>	
2.	Year of Establishment	1987, 2003(H)	
3.	Number of Teachers sanctioned and present position	02	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	5&49(H)+869(G)	
7.	Demand Ratio (No. of seats : No. of applications) for Honours	20:43	
8.	Ratio of Teachers to Students	5: 918 = 1:183.6	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? For Honours students)	100 : 87.12	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	01	10 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	

23.	Number of Books in the Departmental Library, if any	Nil
24.	Number of Journals/Periodicals	Nil
25.	Number of Computers	Nil
26.	Annual Budget	Nil

\*\*5 Part-time Teachers together coming 18 days per week are taken as equivalent to 4 Full-time Teachers.

<b>06</b>		<b>Responses</b>	
1.	Name of the Department	<b>PHILOSOPHY</b>	
2.	Year of Establishment	1987, 2008(H)	
3.	Number of Teachers sanctioned and present position	01	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	2.4 & 25(H)+471(G)	
7.	Demand Ratio (No. of seats : No. of applications)	25:92 (Hons)	
8.	Ratio of Teachers to Students	2.4:496=1:206.6	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006-07	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	98:76.02	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1	03 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil



19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* 2 Part-time Teachers together coming 7 days per week are taken as equivalent to 1.4 Full-time Teachers.

<b>07</b>		<b>Responses</b>	
1.	Name of the Department	<b>GEOGRAPHY</b>	
2.	Year of Establishment	1995, 2000(H)	
3.	Number of Teachers sanctioned and present position	03	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	02	
6.	Number of Teachers and Students	4 & 75(H)+100(G)	
7.	Demand Ratio (No. of seats : No. of applications)	33: 491	
8.	Ratio of Teachers to Students	4:175 =1:43.75	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? For Honours students)	100: 87.12	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	See annexure	

15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1+1	2+1 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* 5 Part-time Teachers together coming 13 days per week are taken as equivalent to 3 Full-time Teachers.

08		Responses	
1.	Name of the Department	HINDI	
2.	Year of Establishment	1994, 2005(H)	
3.	Number of Teachers sanctioned and present position	02	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	4&56(H)+41(G)	
7.	Demand Ratio (No. of seats : No. of applications)	20: 39 =1: 1.95	
8.	Ratio of Teachers to Students	4: 97=1:24.25	
9.	Number of research scholars who had their master's degree from other institutions	Nil	

10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? For Honours students)	100 : 87.12	
13.	University Distinction/ Ranks	Six 1 <sup>st</sup> class	
14.	Publications by faculty (last 5 years)	See annexure	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1	
17.	Number of National and International seminars organized (Last five years)	01	
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* 3 Part-time Teachers together coming 13 days per week are taken as equivalent to 3 Full-time Teachers.

09		Responses	
1.	Name of the Department	SANSKRIT	
2.	Year of Establishment	2004, 2007(H)	
3.	Number of Teachers sanctioned and present position	01	00

4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	3&41(H)+311(G)	
7.	Demand Ratio (No. of seats : No. of applications)	25 :240 = 1: 10	
8.	Ratio of Teachers to Students	3:352 = 1:117	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	100 : 76.02	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	Nil	Nil
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* 3 Part-time Teachers together coming 12 days per week are taken as equivalent to 2.4 Full-time Teachers.

<b>10</b>		<b>Responses</b>	
1.	Name of the Department	<b>SANTALI</b>	
2.	Year of Establishment	2005	
3.	Number of Teachers sanctioned and present position	01	00
4.	Number of Administrative Staff	0	
5.	Number of Technical Staff	0	
6.	Number of Teachers and Students	1:44	
7.	Demand Ratio (No. of seats : No. of applications)	1:1	
8.	Ratio of Teachers to Students	1:44	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last 2 years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	100: 76.02	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	1	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	01	05 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	

26.	Annual Budget	Nil
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\*\* 1 Part-time Teacher coming 6 days per week is taken as equivalent to 1 Full-time Teacher.

<b>11</b>		<b>Responses</b>	
1.	Name of the Department	<b>COMMERCE</b>	
2.	Year of Establishment	1995, 2001(H)	
3.	Number of Teachers sanctioned and present position	02	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	4.4 & 44(H)+31(G)	
7.	Demand Ratio (No. of seats : No. of applications)	35:20 = 1: 0.57	
8.	Ratio of Teachers to Students	4.4: 75=1:17	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average? ( For Honours students)	100 : 86.97	
13.	University Distinction/ Ranks	Two 1 <sup>st</sup> class	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	01	09 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil

20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\* One full time teacher has left the College on lien on 11.04.2008.

\*\* 4 Part-time Teachers together coming 17 days per week are taken as equivalent to 3.4 Full-time Teachers.

<b>12</b>		<b>Responses</b>	
1.	Name of the Department	<b>COMPUTER SCIENCE</b>	
2.	Year of Establishment	1997, 2002(H)	
3.	Number of Teachers sanctioned and present position	03	00
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	01	
6.	Number of Teachers and Students	3 & 69(H) +16(G)	
7.	Demand Ratio (No. of seats : No. of applications)	30: 48	
8.	Ratio of Teachers to Students	3: 85 or 1: 28.3	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2006	
11.	Number of students passed NET/SLET etc. (last two years)	01	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	63: 79.17	
13.	University Distinction/ Ranks	Five 1 <sup>st</sup> class	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five	Nil	

	years)		
16.	Faculty who have Attended National and International Seminars (last five years)	Nil	Nil
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* No full time teacher is appointed by the Govt. against the three sanctioned posts, 3 contractual teachers are appointed by the College and they come 14 days a week.

<b>13</b>		<b>Responses</b>	
1.	Name of the Department	<b>MATHEMATICS</b>	
2.	Year of Establishment	1996, 2006(H)	
3.	Number of Teachers sanctioned and present position	03	01
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	Nil	
6.	Number of Teachers and Students	3&19(H)+47(Sc)+36(Com)	
7.	Demand Ratio (No. of seats : No. of applications)	20:19 = 1:0.95	
8.	Ratio of Teachers to Students	3:102 = 1:34	
9.	Number of research scholars who had their master's degree from other institutions	Nil	



10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	44% in Part I Hons 62% : 83.42 % (Gen)	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	Nil	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	1	04 Seminars
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of Ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\*\* 3 Part-time Teachers together coming 10 days per week are taken as equivalent to 2 Full-time Teachers.

\*\*\* Batch I Hons. Students have appeared in Part I Exam in 2008.

14		Responses
1.	Name of the Department	<b>PHYSICS</b>
2.	Year of Establishment	2000

3.	Number of Teachers sanctioned and present position	01	00
4.	Number of Administrative Staff	Nil	
5.	Number of Technical Staff	01	
6.	Number of Teachers and Students	1 & 79	
7.	Demand Ratio (No. of seats : No. of applications)	1:1	
8.	Ratio of Teachers to Students	1:79	
9.	Number of research scholars who had their master's degree from other institutions	Nil	
10.	The year when the curriculum was revised last	2007	
11.	Number of students passed NET/SLET etc. (last two years)	Nil	
12.	Success Rate of students (What is the pass percentage as compared to the University average?)	100 : 79.17	
13.	University Distinction/ Ranks	Nil	
14.	Publications by faculty (last 5 years)	01	
15.	Awards and recognition received by faculty (last five years)	Nil	
16.	Faculty who have Attended National and International Seminars (last five years)	Nil	Nil
17.	Number of National and International seminars organized (Last five years)	Nil	Nil
18.	Number of teachers engaged in consultancy and the revenue generated	Nil	Nil
19.	Number of ongoing projects and its total outlay	Nil	Nil
20.	Research projects completed during last two years & its total outlay	Nil	Nil
21.	Number of inventions and patents	Nil	Nil
22.	Number of Ph. D theses guided during the last two years	Nil	
23.	Number of Books in the Departmental Library, if any	Nil	
24.	Number of Journals/Periodicals	Nil	
25.	Number of Computers	Nil	
26.	Annual Budget	Nil	

\* There is no Full-time teacher or Part-time teacher. The Principal (PhD in Physics) looks after the dept.

## **Part II: Evaluative Report**

### **A. EXECUTIVE SUMMARY**

The world is changing fast, bringing in new opportunities, and throwing up new challenges. It has, therefore, become imperative for every institution to upgrade itself constantly to keep pace with the changing world scenario and to maintain its relevance. The emerging opportunities are to be utilized judiciously to ascertain the enrichment of the institution and ensure a sustained growth. Mankar College, Mankar, Burdwan wants to establish itself as an institution that walks forward along with the world and always tries to meet the demands of the students and the society as well.

This rural college, only about two decades old, believes that accreditation by NAAC, an agency with international expertise in evaluation, will certainly encourage it to enhance its competence to serve the society effectively. The desire to get Mankar College evaluated and accredited by NAAC is therefore, in reality, a desire to know the self.

Mankar College, a Government sponsored and UGC recognized institution of learning, is committed to spread the light of higher education to socially and economically backward students, mostly first generation learners, of an expressly rural area. According to the 2001 Census Report, Mankar Gram Panchayet has a total population of 17653 (M 9050 F 8603). Of this SC count is 8309 (M 4285 F4081), ST count is 358 (M 168 F 192), and the number of literate section of the population is 10854 (M 6276 F4578). The statistics is pretty old but it still gives an idea about the demography of the locality.

Village Mankar was once noted for the pursuit of knowledge but in recent times lacked a seat of higher education. Mankar College tries to fill in this void. The College offers a total of 14 programmes, BA General & Honours in 8 Arts subjects, B Com General and Honours in Accountancy and also B Sc General and Honours in 2 Science subjects. It should be noted here that the College had successfully introduced the UGC sponsored Vocational Programme in Computer Application (Major) in 1997-98 which has ultimately made way for Computer Science Honours in 2002-03. The students are admitted strictly according to merit. The College has already earned recognition as one of the best performing colleges affiliated to the University of Burdwan.

The teachers of the college are appointed by the West Bengal College Service Commission. The recruitment of the non-teaching staff is made through impartial selection by interviewing the candidates whose names are forwarded by the State Employment Exchange. The Part-time faculty is recruited by a Selection Committee following the guidelines of the University.

The annual enrolment for the institution is over six hundred on an average; the catchment area covers a radius of roughly 40 kilometers. Students from remote villages flock to this college to receive the light of higher education. There are some drop outs in the period immediately after the admission. The reason behind in most cases is students getting the opportunity to study the subjects of their choice in some other college closer to the residence. Sometimes, they cross the

hurdle of the JEE or some other vocational examinations. Sometimes some students get employed. Some other times, a few girl students get married and give up studies. It must empathetically be said that the students do not drop out because of any inherent weakness peculiar to the institution.

The students come from the same state almost absolutely. They come not only from the home district but also from other districts of the state. The College never had any NRI or overseas students. But it remains a fact that a large section of the products of this rural college has become successfully established in life.

The unit cost of education excluding the salary component was Rs.830.426 in the year 2006-07, but the average annual collection from a student is very insignificant. Inevitably there is a huge gap between earnings and expenses. The College makes attempts to bridge the gap by soliciting assistance from the Government, individuals and other establishments.

Most of the support services are available in the college: spacious classrooms, library, photo-copying facility, common rooms for boys and girls, canteen, play ground et al. Apart from doing creditably well in the academic sphere, the students also participate in co-curricular activities with enthusiasm.

The College is proud of its atmosphere of good will and intimacy.

## **B. CRITERION-WISE EVALUATIVE REPORT**

### **CRITERION I**

#### **Curricular Aspects**

##### **1.1 Curriculum Design and Development**

###### **1.1.1 State the vision and mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders?**

The vision of Mankar College is to generate intellectual and social consciousness. The mission of the institution is to nourish the underprivileged and largely first generation learners of an economically and socially deprived area.

The goals and objectives of the College are included in the Prospectus of the College for the awareness of the students, teachers, staff and other stakeholders.

In addition to this the teachers and the non-teaching staff of the College consciously keep the students aware through notices and interactions, meetings and

lectures and seminars, also through the different functions and exhibitions in the College.

**1.1.2 How does the mission statement reflect 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 orientation?**

- EDUCATING THOSE WHO NEED MOST: FROM IGNORANCE TO ENLIGHTENMENT.
- FROM NEGLECT TO CARE: OPENING THE WORLD TO THE SUB-ALTERN.
- REPAYING THE DEBT TO THE SOCIETY.
- GENERATING THE SPIRIT OF HARMONY: GROWING OUT OF THE SELF AND LEARNING TO BE ACCOMMODATIVE.
- GROOMING A DISCIPLINED MEMBER OF THE SOCIETY.
- STRENGTHENING THE SPIRIT OF INDEBTEDNESS TO THE INSTITUTION THAT SHOWS THE LIGHT OF KNOWLEDGE.
- LEARNING TO RESPECT THE SELF AND THE OTHERS.

The mission statements obviously reflect 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 orientation. It is a time-honoured truth that educated members are essential for a healthy society.

The College strives to serve both the students and the society by producing accommodative and disciplined individuals. By virtue of its rural location and the presence of a fairly large number of scheduled caste, scheduled tribe and other

backward class people in the area, the College has the privilege to cater to the needs of these underprivileged people. In spite of the strictness about academic affairs and discipline, the period of time spent in the College is fondly remembered by the alumnae as the best thing that happened to them. Mankar College is proud of its students who can hold their heads high in whatever fields they are in now.

1. **Addressing the needs of the society:** The College provides the society with educated, responsible and disciplined members.
2. **Addressing the needs the students it seeks to serve:** The above mentioned qualities nurtured by the College helps the students to be better equipped to cope with the demands of an ever changing and complex world of grown up people.
3. **The tradition of the institution:** The College has a tradition of guiding the students with affection and strictness. Classes are held regularly. Attendance in the classes is treated very seriously. Examinations are conducted with earnestness and sincerity, undeserving students are not sent for the University Examinations.
4. **Value orientation:** The College tries to make its students sincere, disciplined, hardworking, accommodative but uncompromising in respect of basic values.

**1.1.3 Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs? (access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global and National demands and so on)**



The academic programmes of the Institution are perfectly in harmony with the Institution's goal and objectives. The conventional courses prepare a student from a general outlook, to become a good social being able to take up one of the numerous conventional jobs. Subjects like Computer Science Honours and Accountancy Honours naturally boost the scope of pursuing a professional career. The College ran the UGC sponsored Vocational Course in Computer Application for a number of years. The BCA course was introduced which unfortunately had to be withdrawn after a couple of years.

The curriculum is framed by the University of Burdwan, so the College has to implement it. However, the teachers always try to make it student friendly. Consequently, the student becomes equipped with the strength to carve out a living and at the same time be a responsible member of the society and through this the College contributes to the welfare of the country in the ultimate analysis. Physically handicapped students are treated at par with all others and helped to cope with the rigours of the world.

The National Service Scheme, teaches the students to develop the spirit of 'not me but you' to rise above selfish considerations. The NCC drills in a strong sense of discipline. Both NCC and NSS programmes address the needs of Equity, Self development, Community and National Development, Ecology and Environment and Value orientation. Programmes of great social relevance like participation in Blood Donation Camps, Literacy Campaign, and Pulse Polio Programme etc. are an integral part their activities.

#### **1.1.4 How does the curriculum cater to inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?**

Computer Science Honours Department obviously makes the most use of Information and Communication Technology. The Commerce students have some

taste of it as they have a paper on Computer Science. Other departments like English and Geography make use of the computer as a teaching aid.

The fact that many of the past students are well placed in the IT sector proves the ability of the students to compete successfully in the global employment market.

**1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)**

The curriculum design and development process is the prerogative of the affiliating University. No teacher and no department of any college have the authority as such to change the course or programmes. However, the teachers of the institution can offer feedbacks from different stakeholders to the proper authority. A few teachers of this college are active members of the BOS. Besides, all the teachers take part in the workshops held by Burdwan University, relating to changes in syllabus and patterns of courses and examinations and offer their suggestions.

## **1.2 Academic Flexibility**

### **1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?**

Mankar College offers its students the following Degree programmes of the University of Burdwan. In the sequence of their introduction they are:

a) Arts stream:

1. B.A. General
2. Bengali Honours
3. English Honours

4. Geography Honours
5. Hindi Honours
6. History Honours
7. Political Science Honours
8. Sanskrit Honours
9. Philosophy Honours

b) Commerce Stream

1. B.Com General
2. Accountancy Honours

c) Science Stream

1. B.Sc. General
2. Computer Science Honours
3. Mathematics Honours

The College wants to introduce Honours Courses in Economics and Santali as soon as possible and feasible.

The Governing Body of the college has resolved to re-launch a Computer Literacy Programme and offer a diploma course for inculcating computer awareness among the students in general. Other such certificate and diploma courses are also being considered.

**1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment:**

**a) Core options b) Elective options c) Add on courses d) Interdisciplinary courses e) Flexibility to the students to move from one discipline to another f) flexibility to pursue the programme with reference to the time frame (flexible time for completion)**

The required information is detailed below:

- a) Core options:** As per the norms of the affiliating university the students of all streams have to study Compulsory English for 50 marks in Part I of

the 3 year Degree Course. The students, however, have the option to choose between Compulsory Bengali and Compulsory Hindi for the second compulsory paper for 50 marks. The students of all streams have to study Environmental Studies for 50 marks for the Part III examination taken at the end of the third year.

- b) **Elective options:** Subject to fulfillment of the merit criteria set by the university the students of all the streams are at liberty to choose their Honours subjects. However, some restrictions have to be imposed so far as the combination papers are concerned because of the limited number of classrooms, difficulty in setting up the class routine and the non-availability of sufficient number of competent teachers. Even then the students have ample scope to choose and study the subjects of their preference.
- c) **Add on courses:** No add on course is offered at present in addition to the core and elective subjects.
- d) **Interdisciplinary courses:** The subjects English, Bengali and Hindi fall under the purview of the Arts discipline. But the students of the Commerce as well as the Science disciplines have to study these subjects in their first year. Again the Commerce students have to study Computer Science and Mathematics, both Science subjects, they are also taught by the teachers of the department of Economics from the Arts discipline. These days ENVIS or Environmental Studies has become another unique inter-disciplinary course. All the third year students, irrespective of the discipline they belong to have to study and pass this subject to graduate.
- e) **Flexibility to the students to move from one discipline to another:** The College offers limited flexibility to the students to move from one discipline to the other. After taking admission, a student can change his or her Honours or combination subjects after attending a few classes subject to the availability of seats in the desired subject. But this movement is allowed only to the first year students till their enrollment by the university.

**f) Flexibility to pursue the programme with reference to the time frame (flexible time for completion) :**

It is not possible for the Institution to provide flexibility to any student to pursue the programme with reference to the time-frame. The University rules and regulations do not permit it. Today, a student once admitted to a college in the three year Degree Course has to appear in a final examination conducted by the University at the end of every year. As per norms a student pursuing the three year Degree Course has to complete the programme successfully within a maximum period of five years.

**1.2.3 Give details of the programmes and other facilities available for international Students (if any)**

No international student has till now taken admission in Mankar College. An international student is always welcome, but at present, there is no specific programme designed for international students.

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

Subjects like Accountancy Honours, Computer Science Honours, Political Science Honours, History Honours, Sanskrit General and Santali General were introduced as self-financing courses. However at present there is no self-financing programme offered to the students.

**1.3 Feedback on Curriculum**

**1.3.1. How does the college obtain feedback on curriculum from**

**a) Students?**

**b) alumni?**

**c) Parents?**

**d) employers / industries?**

**e) academic peers?**

**f) community?**

The College tries to take feedbacks from the different stakeholders on a regular basis.

- a) **Students:** Every year the College takes feedbacks from the outgoing third year students who have had the longest exposure to the curriculum. This feedback is taken in the prescribed format of NAAC. Apart from this, informal feedback is received from the students of each year round the year. Feedback is also received from the Students' Union.
- b) **Alumni:** The alumni association of the College is very young and not very active. However, the College is ready to welcome any suggestions made by the alumni regarding the curriculum.
- c) **Parents:** The parents are encouraged to meet the authority or the individual teachers and their observations and suggestions are given due consideration.
- d) **Employers/industries:** It has to be admitted that this has remained an unexplored territory.
- e) **Academic peers:** Feedback is received from academic peers by the teachers on an individual basis.
- f) **Community:** Informal feedback is received from the community, specifically the guardians of the students, but not much.

The institution is conscious of the need of a monitoring system to receive feedbacks from all the stakeholders and utilize them for the improvement of the teaching learning process.

**1.3.2. How is the above feedback analyzed and the outcome / suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?**

The feedback is discussed by the teachers of the College in the light of their own experience of the problems encountered in the teaching learning process along with the performance of the students of the College in the examinations conducted by the University. The outcome finds expression in the College's representation in Academic Bodies of the University or in the relevant workshops arranged by the University. Changes have often been effected in the University curriculum in the light of these feedbacks.

#### **1.4 Curriculum update**

##### **1.4.1 What is the frequency and the basis for syllabus revision and what are the major revisions made during the last two years?**

Syllabus revision lies within the domain of the University. The Colleges can at best offer suggestions for it. The University revises the syllabus to make it more compatible to the changing demands of the time; generally no major change is brought within five years. However, extensive modifications have been done to the syllabi of almost all the subjects in 2005 with the introduction of the 1+1+1 pattern for the 3 year Degree Course. Minor changes have been effected in the following years.

##### **1.4.2 How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?**

As framing of the curriculum is the prerogative of the University the College cannot ensure that the curriculum bears a thrust on core values adopted by the NAAC.

##### **1.4.3 Does the institution use the guidelines of statutory bodies (UGC/ AICTE / State Councils of HE and other bodies) for developing and/or restructuring the curricula?**

Just as in syllabus framing the College has no autonomy, similarly it has no power to develop or restructure the curriculum.

#### **1.4.4 How are the existing courses modified to meet the emerging/ changing national and global trends?**

The College has no authority to modify the existing courses. The only thing the College can do is to seek permission of the University and the Government to introduce courses that can address the emerging/ changing national and global trends. The introduction of Honours Courses in Computer Sciences and other subjects certifies this attitude. In the past the College introduced Vocational course in Computer Application, BCA and a certificate course in Computer Literacy from this point of view, though unfortunately they could not be continued. However the Governing Body of the College has resolved to re-launch the certificate course in Computer Literacy.

### **1.5 Best Practices in Curricular Aspects**

#### **1.5.1 What are the quality sustenance and quality enhancement measures undertaken by institution during the last five years in curricular aspects?**

For quality sustenance and quality enhancement in curricular aspects the institution works in a couple of ways. The teachers, as the representatives of the Institution always offer suggestions to the academic bodies of the University. While introducing new subjects and courses of study utmost care is taken to concretize the curriculum in the teaching-learning process to ensure the benefit to the students. The teachers are careful to maintain the quality of the teaching-learning process and always try to upgrade themselves. The administration makes it a point to ensure that the classes are held properly and the students receive the best possible guidance.

#### **1.5.2 What best practices in ‘Curricular Aspects’ have been planned/ implemented by the institution?**



Within its limited scope, the Institution has always tried to contribute significantly in curricular aspects. The introduction of Honours Courses in different subjects is one of the most significant best practices implemented by the Institution. If the Honours Courses in Computer Science and Accountancy prepare a student for the professional life, the Honours graduates in English and other subjects also have many employment opportunities open in front of them. Introduction of Hindi as a General and later Honours subject caters to the needs of a large group of linguistic minorities. Introduction of Santali as a combination subject in the UG Course is a very novel way to help the students of this scheduled tribe to enter the arena of higher education and to establish themselves in the modern world of fierce competition.

Continuous interaction between the teachers and the students, evaluation of the achievement of the students throughout the session and extracting feedbacks from them help the curricular aspects become meaningful.

## **CRITERION II**

### **Teaching – Learning and Evaluation**

## **2.1 Admission Process and Student Profile.**

### **2.1.1 How does the institution ensure wide publicity to the admission process?**

#### **a. Prospectus**

#### **b. Institutional Website**

#### **c. Advertisement in Regional/ National Newspapers**

#### **d. Any other (specify)**

So that Mankar College can justify the reason for its existence, the admission process is treated with due seriousness and is given wide publicity through all the above mentioned methods as discussed below.

- a) **Prospectus:** The Prospectus is issued along with the admission form to all the students willing to take admission in the College. The Prospectus provides all the necessary information about the process of admission, the available courses and other facilities that the College offers. A student can form a comprehensive idea about the institution he is going to join from the Prospectus.
- b) **Institutional Website:** Information about admission is available from the college website [www.mankarcollege.org](http://www.mankarcollege.org)
- c) **Advertisement in Regional/ National Newspapers:** Occasionally information about admission is provided through advertisement in regional newspapers.
- d) **Any other (specify):** Obviously the college notice board carries all the up-to-date information about the admission process. Besides, the College makes use of the human resource at its disposal, that is, the teaching and the non-teaching staff, the Students' Union and the existing and the past students of the college, to spread the information about admission.

The measures seem to work well, for each year the demand for admission is growing and the College receives a healthy number of quality students as well as first generation learners.

**2.1.2 How are the students selected for admission to the following courses? Give the cut off percentage for admission at the entry level**

**a) General**

**b) Professional**

**c) Vocational**

The students are selected for admission strictly according to merit.

- a) **General:** Mankar College is a General Degree College offering three year Bachelors' Degree of The University of Burdwan, in both Honours and General Courses, in Arts, Commerce and Science.

Admission forms are issued to the students after the publication of the results of West Bengal Higher Secondary Examinations. The scheduled dates of admission to the different courses are announced. General students in Arts, Commerce and Science streams are admitted in a transparent manner till the intake capacity is full.

For the Honours students the minimum cut off percentage, as per the instruction of the University, is 45%.

For Arts students seeking admission in Honours courses the College offers two options. The students having the requisite percentage of marks as specifically mentioned in the Prospectus can take direct admission up to a declared date. Merit list of the eligible candidates is published for the remaining seats. The merit list is prepared by adding the total marks obtained in the Secondary Examination, the marks obtained in the best five subjects in the Higher Secondary Examination and twice the marks obtained in the desired Honours subject. In the case of any seat falling vacant after the close of the admission process, applications are invited from among the students who have already taken admission in the General Course, a merit list is prepared and the seat/ seats is/are filled up.

Merit lists are prepared for admission in Commerce and Science streams in the same manner.

- b) **Professional:** Mankar College does not offer any Professional Course.
- c) **Vocational:** Mankar College does not offer any Vocational Course.

### **2.1.3 How does the Institution ensure transparency in the Admission process?**

The whole admission process is absolutely transparent. The merit list is displayed on the notice board for all to see. The candidates can calculate their own grade points and verify their position in the list. There is therefore no scope for anyone to manipulate the list and indulge in malpractices. In case of any unintended error having crept in and pointed out by any candidate or anybody else, the authority deals with the matter with utmost seriousness and takes remedial measures immediately.

### **2.1.4 How do you promote access to ensure equity?**

- a) **Students from disadvantaged community**
- b) **Women**
- c) **Differently-abled**
- d) **Economically-weaker sections**
- e) **Sports personnel**
- f) **Any other (specify)**

Mankar College tries its best to promote access to ensure equity.

- a) Students from the disadvantaged community are admitted to the College according to the reservation policy of the Government of India.
- b) Female candidates are admitted according to the general merit list. The Institution does not have any special provision of seats for female candidates seeking admission. But, over the years, it has become successful to build up such a reputation that girl students even from far-

flung areas come to take admission here. Any quota is not at all needed, for girls outnumber boys in many Honours classes and they have a very pronounced representation in the General Courses as well.

- c) Physically handicapped or differently-abled students are admitted according to the guidelines of the Government of India.
- d) For students coming from the economically weaker section of the society the College tries to put forward the notion that money should not become an obstacle to the fulfillment of their dream of higher education. The College tries to help these students as much as it can by providing freeship or half-freeship considering their relative economic condition.
- e) The admission process does not have any quota for sportsmen or women. They have to be on the merit list to be selected for any Honours course. But after being admitted they are granted leave of absence and are personally helped by the teachers if they miss classes to represent the college, the university, the district or the state in any sports or games event.
- f) All the students are treated equally in the College irrespective of their caste and creed, the languages they speak, the economic and cultural background they come from and such other considerations. It is indeed like a big family. The ambience is unique and appreciated by any visitor.

## **2.2 Catering to Diverse Needs**

**2.2.1 Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.**

The admission to the different programmes are done as desired by the students subject to the marks obtained by them in the qualifying examinations. So, there is practically no scope to judge the students' knowledge and skill at this stage. When the programme commences the

respective teachers interact with the students extensively during the introductory classes. This process helps them to make a basic evaluation of the students. Suggestions are offered, study materials are prescribed and the situation is constantly monitored to make the students feel at ease with the programme to which they are enrolled.

**2.2.2 How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners**

The slow and advanced learners are identified through constant interaction with them, through their response in the class and also by their performance in the class tests. The slow learners are personally talked to by the teachers, their problems are identified and measures for improvement are suggested. The advanced learners are encouraged to improve themselves by making use of quality reference materials and by developing a clear conception of the subject.

**2.2.3 Does the institution have a provision for tutorials for the students? If yes, give details.**

A tutorial class may be looked at as a more formal way to help the students, but where the students attend the college from remote villages coping with very poor means of communication, the tutorial classes arranged before or after the normal schedule of classes, experience has taught us, often become ornamental. In Mankar College care is taken to hold all the classes as per the routine regularly throughout the session. The tutorial classes if needed are compensated by classes taken extensively by the teachers after the Selection Tests though formally classes are dissolved before the Tests.

**2.2.4 Is there a provision for mentoring of students or any similar process? If yes, give details.**

No

### **2.2.5 How does the institution cater to the needs of differently-abled students?**

The history of the differently-abled students in Mankar College reveals students with different degrees of physical handicap. On an average one or two such students come for admission in a session. Apart from this disadvantage they are just like any other normal student. The College deals with them with great care and attention and never allows them to feel different. They are encouraged to take active part in academic and extra-curricular affairs. They also enjoy some relaxation regarding their percentage of attendance in the college. Teachers take care of them with love, concern and understanding. There is a proposal sent to the UGC for funds from the 11<sup>th</sup> Plan to build ramps for the students unable to walk in a normal manner.

## **2.3 Teaching -Learning Process**

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

The College follows the academic calendar of The University of Burdwan. The syllabus now comes in modules and each department make its own plan and assigns topics to the different individual teachers under the leadership of the respective Head of Department. The teachers try to follow the plan and complete the tasks assigned to them in time. Class-tests are held to evaluate the progress of the students. The answer scripts are shown to the students and their strong and weak points are identified. The Selection Test is held at the end of the session, only the students who have requisite percentage of attendance in the classes are allowed to take the Selection Test, and the students who fail to score the eligibility marks set by the College in the Test Examinations are not allowed to sit in the Final Examinations.

**2.3.2 What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.**

In this rural college the Lecture Method or the ‘chalk and talk’ method of teaching is for the most part followed in the class rooms. However, it is not the only teaching-learning method applied.

The interactive method is extensively used. The students are encouraged not to remain passive listeners. Interaction between the teacher and the students or among the students themselves makes the classroom environment lively and productive. The students shun their inhibitions and try to overcome the problems related to conception and articulation. But it should be noted that the inter-active method of teaching can be more successively used in the Honours classes than in the large General classes. Interaction between the teachers and the students continue beyond the classrooms and here the General students also get their confusions cleared by approaching the teachers quite often.

Project based learning is partially applied in Computer Science Honours and Geography Honours classes.

Computer assisted learning is restricted to Computer Science Honours and Commerce classes. Apart from these, the departments of English and Geography occasionally take help of computer-assisted teaching and learning method.

Since Mankar College is not a technical institute, there is no great scope in general for experiential learning that includes practicals and work experience. However, experiential learning is a part of the curricula of Computer Science Honours, Geography Honours, Accountancy Honours and Physics General Courses. The College appreciates the need to develop the communicative skill of the students in English and so intends to introduce a course on Communicative English in future. To make all the



students familiar with the use of computers, there is a plan to introduce a diploma/certificate Course in Computer Literacy.

Student seminars are a common feature of the teaching learning process. The students take part in the seminars with great enthusiasm and gain a fair amount of confidence and maturity through them. The students also have the opportunity to enrich themselves by attending the seminars arranged by the College where learned resource persons are invited from different institutions.

Beyond the classrooms, the teaching – learning process continues in the library. The students are urged by the teachers to make use of the books available in the library for improving their knowledge and understanding.

**2.3.3 How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?**

The institution exists for the students and so it is imperative for the institution to make the learning student-centric. The methods referred to in 2.3.2 help to make learning student centric.

The induction of a strong sense of discipline and honesty and seriousness helps the young learners to acquire life-skills, knowledge management skills and develop a love for lifelong learning.

**2.3.4 How does the institution ensure that the students have effective learning experiences?**

**(Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL , Internet and other information /materials)**

The institution has limited scope for the use of modern teaching aids and tools like computers, audio-visuals, multi-media, ICT, Internet and other information /materials and again, as noted earlier, they are available only

to the Science and Commerce students. Other departments also attempt to make use of these aids and tools sometimes.

**2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?**

Any stagnancy in the continuous process of learning is suicidal. This is true both for the students and the teachers. The students are helped to keep pace with the recent developments in the various subjects through interaction with their teachers. Constant upgrading of the stock in the College library and arrangement of seminars attended by guest speakers help the students. The teachers try to keep abreast of the constantly changing academic scenario. The College provides them the scope to attend the UGC sponsored Orientation and Refresher Courses organized by the Academic Staff Colleges of different universities. The teachers also attend seminars arranged by other colleges and universities and sometimes act as resource persons and present seminar papers. In the future when the limited internet facility existing in the College is improved it will be of great help to the faculty.

**2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?**

There are no departmental libraries for the use of the faculty and the students. The central library of the College is fairly well stocked with more than 3,000 titles and this facility is used extensively by both the faculty and the students. The College cannot now afford individual libraries for the departments owing to financial constraints. If and when adequate grants are available departmental libraries will surely be opened in the interest of the institution itself.

**2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?**

The students happen to be the best judge of the performance of the teachers. So the institution has introduced the system of receiving feedbacks from the outgoing students of the third year. They are given the printed questionnaire in the format provided by NAAC and are given complete freedom to express their opinion about the performance of the teachers.

The collected feedback is transformed into grade points for individual teachers. The report is discussed thoroughly with an open mind by the Academic Sub-Committee under the Chairmanship of the Principal of the College. The weaknesses are pointed out, remedial measures are suggested and the concerned teachers are requested to improve themselves so that they can satisfy the students with their competence. Obviously the criticism of the students brings about an improvement in teaching and makes the process more student-centric.

## **2.4 Teacher Quality**

### **2.4.1 How are the members of the faculty selected? Does the college have the required number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?**

The members of the faculty are selected by the College Service Commission of the Government of West Bengal.

The College does not have the required number of qualified and competent teachers selected and recommended by the College Service Commission. Many sanctioned posts are lying vacant. In fact against the 29 sanctioned teaching posts the College has only 10 teachers. Again, as two teachers have left the College on lien two posts have become virtually blocked. As a result, there are many Departments, specially, the newly introduced ones, which do not have any full time teachers. The number of permanent teachers is therefore not sufficient to handle all the courses. To cope with the requirements, the College has to appoint part-time teachers

on a temporary basis. Apart from this, a few teachers are appointed on contractual basis for the Computer Science Department.

It should, however, be noted that the dedicated service rendered by all categories of teachers has enabled the College to maintain its outstanding performance in the University Examinations.

**2.4.2 How does the college appoint additional faculty to teach new programmes/modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?**

The additional faculty appointed by the College is appointed on a temporary basis as part-time teachers. The process starts with an advertisement in the newspaper for a walk-in interview. The interview board includes a nominee of the University, who also happens to be the subject expert, and other members of the College Selection Committee. Judging the performance of the candidate at the interview along with his/her academic qualifications as specified by the Controller of Examinations, Burdwan University, a panel of selected candidates is prepared from which the appointment is made strictly in order of merit.

During the last three years, 2005-08, thirty nine such appointments were made. It must be mentioned here that in many understaffed college like ours, the part-time teachers render invaluable service and shoulder great responsibility. It should also be mentioned that the part-time teachers generally do not continue to be in the service of the College for a long period of time and leave as and when they get a permanent job or a better offer someplace else.

**2.4.3 What efforts are made by the management for professional development of the faculty?**

**(eg: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)?**  
**How many faculty have availed these facilities during the last three years?**

The professional development of the faculty is imperative for any institution. The management always encourages teachers to improve their abilities in the interest of the college.

The College does not have the financial resources at its disposal to issue research grants on its own. No faculty of the College currently enjoys any research grants sanctioned by the UGC or any other body.

The management does not have any reservation to grant study leave to faculty members.

In spite of the inadequate number of faculty, the management allows faculty members to attend in-service training like the UGC sponsored Orientation Programmes and Refresher Courses conducted by the Academic Staff Colleges of different Universities. Teachers are allowed to attend and participate in national/ international seminars organized by other institutions.

The proposal for organizing a seminar from the teachers is readily granted and seminars are organized in the College from time to time.

All but one members of the permanent faculty have availed themselves of these facilities during the last three years. The one who is an exception has been recently appointed and so has not have a chance to attend such programmes.

**2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?**

The teachers of the College are a dedicated lot. Their competence deserves to be appreciated. But there is no provision for any teacher to be recognized for his dedication or excellence. The only recognition that comes in the way of a teacher is to be assigned academic tasks by the University. Quite a few teachers act as question setters, moderators or Chairmen/Conveners/Head Examiners in connection with university examinations or as contributors to the study materials or textbooks published by the University. All the permanent teachers as well as many part-time teachers are appointed as examiners by the University. There are a couple of members of the Board of Studies of different subjects.

**2.4.5 How often does the institution organize training programmes for the faculty in the use of?**

**a) Computers**

**b) Internet**

**c) Audio Visual Aids**

**d) Computer-Aided Packages**

**e) Material development for CAL, multi-media etc.**

The institution appreciates the fact that an attempt to progress today becomes severely handicapped without the faculty becoming conversant with the use of computers for academic purposes. So, in spite of being a rural college the institution is slowly trying to make headway in this field. The teachers in the department of Computer Science help the others to be familiar with the basic aspects of computer usage.

**a) Computers:** A few teachers are computer literates. But no formal training programme has been organized by the institution for this purpose.

- b) **Internet:** The College has a broadband internet facility. However it needs to be improved. Again no formal training programme has been organized by the institution to train the faculty for this purpose.
- c) **Audio-Visual Aids:** Apart from a good number of computers, the College has a paxiscope and an LCD projector as audio visual devices. But they are used in a very limited scale. It is hoped that when the teachers become more familiar with the use of computers, they can be trained to use these gadgets purposefully.
- d) **Computer Aided Packages:** No training programme has been arranged so far.
- e) **Material development for CAL, multi-media etc.:** Nothing has so far been done in this field also. The materials used are collected from outside sources.

## **2.5 Evaluation Process and Reforms**

### **2.5.1 How are the evaluation methods communicated to the students and other institutional members?**

The evaluation methods are communicated to the students at the beginning of the session by all the teachers in all the different classes. The pattern of evaluation, the pattern of questions to be answered, the timeframe - every such detail is intimated to the students. Any change brought about in the process of evaluation by the University is immediately intimated to the students. All these pieces of information are also displayed in the college notice-board.

### **2.5.2 How does the institution monitor the progress of the students and communicate it to the students and their parents?**

To monitor the academic progress of each and every student is, to be frank, an extremely difficult task, especially in the General classes where the huge number of the students is itself a stumbling block. The concerned teacher can do this job much better in the Honours classes where he or she has the chance to know every student personally. In such a class, the

teacher can monitor the academic progress through discussions in the classroom and also by asking questions to the students to judge their level of perception. The teacher can take class tests. He/She can thus become familiar with the strength and weaknesses of any particular student and suggest remedial measures.

The performance of the students is monitored in various ways. A student admitted into the first year class has to pass through a process of continuous assessment, the student has to face class tests and a selection test and then he or she can appear in the final examination which in the present 1+ 1+1 system is held at the end of each year.

The perception of the teacher is communicated to the students through regular inter-actions that continue throughout the year.

The College feels itself accountable to the parents of the students. When the progress of a student is found unsatisfactory, the parents or the guardians of the concerned student are invited to come to the college. The matter is explained thoroughly and the parents/guardians are requested to pay greater attention to the study of their wards at home.

#### **2.5.3 What is the mechanism for redressal of grievances regarding evaluation?**

The College has full faith in the fairness of the competent teachers and the students have free access to the examined answer scripts. A student is generally shown the script and the mistakes made by him/her are pointed out. If there is any grievance regarding evaluation, the answer scripts are rechecked, mistakes if any are rectified.

#### **2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?**



To set the norms for evaluation is the prerogative of the university. The University of Burdwan is following a gradual process of reforms. The 2+1 system for 3 year Degree Course has been replaced with the 1+1+1 system. 30% of the total marks for each paper has been kept aside for objective type questions. The distribution of marks for objective type questions has been changed from 2007-08. The object of these measures is to make the student conversant with the complete syllabus and not merely with a selected portion of it. The College follows the reforms made by the University faithfully.

## **2.6 Best Practices in Teaching -Learning Process**

### **2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution?**

Significant innovations introduced by the institution in teaching/learning/evaluation are the introduction of question banks, class tests, classroom seminars. The College plans to implement the process of continuous assessment of the student round the year by holding mid-term tests in addition to the existing Selection Test held at the end of the session to judge if the student has achieved the competence and earned the eligibility to appear in the final examinations conducted by the university.

## **CRITERION III**

### **Research, Consultancy and Extension**

#### **3.1 Promotion of Research**

**3.1.1 Is there a Research Committee to facilitate and monitor research activity? If yes, give details on its activities, major decisions taken (during last year) and composition of the Committee.**

Mankar College is a general Degree college and not a centre for research. The College does not have a research committee. However any faculty member willing to submit a research proposal to the University Grants Commission or any such body is encouraged. At present three members of the faculty are registered for PhD with different universities.

**3.1.2 How does the institution promote faculty participation in research? (providing seed money, research grants, leave , other facilities)**

The institution does not have any provision for providing seed money or research grants to any faculty member engaged in research. A teacher is entitled to utilize one day per week for pursuing research activities and to prepare for classroom teaching. He/She may be granted study leave if applied for. Such a member of the faculty is always given the scope to attend seminars and conferences held on the subject of his/her research. There are no other facilities to promote faculty participation in research available now.

**3.1.3. Does the institutional budget have a provision for research and development? If yes, give details.**

The institution does not have any provision as such for research and development in the budget. However arrangements can be made for the procurement of books if they are in some way related to the college curriculum.

**3.1.4 Does the institution promote participation of students in research activities? If yes, give details.**

There is no scope for under-graduate students to participate in research activities.

**3.1.5 What are the major research facilities developed on the campus?**

There is no worthwhile research facilities developed and available on the campus other than the limited internet service and the moderately-equipped library

**3.1.6 Give details of the initiatives taken by the institution for collaborative research ( with national/ foreign Universities/ Research/Scientific organisations / Industries / NGOs)**

No initiatives have been taken by the institution for collaborative research. The research activities whatever they may be are carried out on personal level at personal initiative.

Dr. Gopa Samanta of the department of Geography had been engaged in active research. She was working on the project '*Gender Mapping of Burdwan District, West Bengal*', sanctioned by University Grants Commission on 14.03.2005, when she left the College in November 2006 on appointment in the PG department of the University of Burdwan. She also had a project completed, namely, *Women's Self-help Groups, Poverty Alleviation and Women's Empowerment: A Case Study of Burdwan*, sponsored by UGC and sanctioned by Indian Council of Social Science Research, New Delhi on 09.03.2004.

At present Prof. Chhabi De from the department of Economics is registered for research at Uday Pratap Autonomous College, Varanasi, under Supervisor Dr. V K Singh, Reader Dept of Economics. The title of the research paper is *Regional Disparities in Vegetable Sector -- an Economic Analysis*.

Prof. Srabanti Ghosh, department of Geography is engaged in research for PhD under the supervision of Dr. A R Ghosh, Professor, Department of Geography, Calcutta University. The topic of her research paper is *Water resource of Kasai Basin and its impact on agriculture*.

Prof. Sanjyogita Verma, part-time lecturer in the department of Hindi has been granted PhD registration at Burdwan University under the supervision of Dr. Suresh Mandal, Reader, TDB College, Raniganj. The title of her research paper is *Hajari Prasad Dwivedi ke Upanyas*.

Prof. Kishun Murmu. Part-time lecturer in the department of Santali is registered with the University of Ranchi for research.

### **3.2 Research and Publication Output**

#### **3.2.1 Give details of the research guides and research students of the institution (Number of students registered for Ph.D. and M. Phil., fellowship/ scholarship, funding agency, Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.,)**

As already noted the College is not a centre for research and so cannot have research guides and research students of its own. It cannot award any degree like M Phil or Ph. D. However two teachers, Dr. Bithika Mandal from the department of Bengali and Dr. Kusum Rai from the department of Hindi have been appointed as research guides (supervisors) by the University of Burdwan. Both of them have registered scholars under their supervision.

### **3.2.2 Give details of the following:**

#### **a) Departments recognized as research centres**

No department of the college is recognized as a research centre.

#### **b) Faculty recognized as research guides**

Though no department of the College is recognized as research centre Dr. Bithika Mandal from the department of Bengali and Dr. Kusum Rai from the department of Hindi have been appointed as research guides (supervisors) by the University of Burdwan.

#### **c) Priority areas for research**

As no department of the college is recognized as a research centre the issue of priority areas of research does not arise.

#### **d) Ongoing Faculty Research Projects (minor and major projects ,funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International agencies)**

There is at present no ongoing Faculty Research Project. One proposal from the department of Geography is lying before the UGC.

#### **e) Ongoing Student Research Projects (title, duration, funding agency, total funding received for the project).**

There is no ongoing Student Research Project.

### **3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?**

Nothing can be cited as the achievement of the research activities of the institution. Speaking about individual efforts the following is a report on the teachers.

The Principal of the College is a Ph.D. in Physics. Three permanent members of the faculty have Ph D degrees, while two have M Phil. Two

part-time teachers have also been awarded Ph D degrees. Two permanent teachers are engaged in research for Ph D and are registered with Uday Pratap Autonomous College, Varanasi, and Calcutta University respectively. One part-time teacher is registered with Burdwan University, while another part-time teacher is registered with the University of Ranchi. Quite a few part-time teachers are currently registered as M Phil students.

The result of these individual research activities has indeed been beneficial to subject knowledge. As the College, it has already been mentioned, is a non-technical general degree college the research activities referred to above do not cater to industry needs or can earn a patent. The increased depth in the knowledge of the subject of a teacher always indirectly but strongly contributes to community development through the benefit derived by the students.

**3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.**

Dr. Gopa Samanta, has been a Senior Lecturer in the department of Geography but has left the College on 29<sup>th</sup> November 2006. Since the details for the last five years have been asked for, the publications of Dr. Samanta during her stay in Mankar College have been included here.

The following is a list of the Articles of Dr. Gopa Samanta published in international refereed Journals.

- i. 'Constructing Social Capital: Self-help Groups and Rural Women's Development in India', Jointly with Dr Kuntala Lahiri-Dutt, *Geographical Research*, Vol. 44, No. 3, September 2006 pp. 285-295, Australia.
- ii. 'Endangering Urban Environmental Management: Results from a Study of Women Councillors Running a Town in India', jointly with Kuntala Lahiri-

Dutt, Pallabi Sil and Chhanda Karfa in *Women and Environments International Magazine*, No. 70/71, Spring 2006, pp.42-46, Netherland.

- iii. 'Fleeting land, Fleeting people: Bangladeshi Women in a Charland Environment in Lower Bengal, India', Jointly with Dr Kuntala Lahiri-Dutt in *Asia Pacific Migration Journal*. Vol. 13, No. 4, 2004, pp. 475-495, Quezon City, Philippines.
- iv. 'Urban informal sector as a mirror of rural-urban interaction: Focus on the Rickshaw Pullers, Burdwan, India', Jointly with Dr Kuntala Lahiri-Dutt in *Oriental Geographer*, Vol. 48, No. 2, 2004, pp. 11-30, Geographical Society of Dhaka, Bangladesh.

### **3.2.5 Give list of publications of the faculty.**

#### **a. Books:**

Details of the book published by Dr. Bithika Mandal, Reader, Department of Bengali

- GouriyaVaishnab Samaj-o-Sahitya: Nityananda-Janhab-Virchandra, Chatterjee Publishers, Kolkata- 700073, 2003.

Dr. Kusum Rai, Reader, department of Hindi, has two published books and one book edited by her is in the press.

- Sahitya: Swarup aur Chintan, Bharadwaj Publications , Kolkata, 2005.
- Hindi Sahitya Ka Itihas: Bastunisth Adhyayan, Vishwavidyalaya Prakashan, Varanasi, UP. 2006.
- Ramdhari Singh Dinkar: Srijan aur Chintan, (Seminar proceedings) Mankar College (in the press).

#### **b. Articles:**

- ❖ Article published by Dr. Dulal Chandra Gandhi, Principal
  - Magnetic dipole radiative decay of mesons in potential models: Accepted in *Indian Journal of Theoretical Physics*. Single Author. 2005
- ❖ Articles published by Dr. Bithika Mandal,
  - Rabindranather Shikshachinta-o-Amra; in *Uttaran*, College Magazine, Mankar College, 2005.
  - Pragadhunik Yuger Bangla Charit Sahitya; in *Prabandha-Sanchayana*, *Ratnabali*, Kolkata, 2006
- ❖ Articles published by Dr. Kusum Rai
  - Vatsalya Ka Ek Athah Parawar, in Dr. Mandhata Rai (ed) *Vivek Rai aur Unka Srijan Sansar*, Vishwavidyalaya Prakashan, Varanasi, 2007
  - Jo Dekhi Suni Kahi Khari Khari, in *Smarika*, Hindi Kavita Utsab, 2007
  - Yatnayon se Gujarte Manushya ki Mahayatra ka Sahayogi, in *Ipsita*, June, 2007, Burdwan.
  - Premchand Sahitya mein Vyanga aur Vinod, in *Yuvashakti*, October 2007, Durgapur.
  - Adhunik Hindi Upanyas aur Gram Zivan mein Badalte Mulya, in *Ipsita*, July 2008, Burdwan.
  - Mahadevi, Dwivedi aur Dinkar: Chintan ke Pramukh Vindu, in *Sharad Yuvashakti*, 2008, Durgapur.
- ❖ Articles of Dr. Gopa Samanta
  - ‘Uncertain Livelihoods: Survival Strategies in Charland Environments in India’, Jointly with Dr Kuntala Lahiri-Dutt in *International Journal of Environment and Development*. Vol. 2, No. 2, 2005, pp. 165-178, New Delhi, India.
  - ‘Close Rural-Urban Interactions in India: Evidences from Burdwan and its Surrounding Region, West Bengal’ Jointly with Dr Kuntala Lahiri-Dutt in K. R. Gupta (ed) *Urban Development Debates in the New Millennium: Studies in Revisited Theories and Redefined Praxes* Vol. 2, 2004, Atlantic Publishers and Distributors, New Delhi.



- 'Transport Network and Rural Development in Burdwan District', Jointly with Dr Kuntala Lahiri-Dutt in B. C. Vaidya (ed) *Geography of Transport and Development in India*, 2003, Concept Publishing Company, New Delhi.
- 'Gender disparity in literacy in West Bengal', *The Deccan Geographer*, Vol. 41, No.1, 2003, Pune, pp. 31-42.

**c. Conference/Seminar Proceedings:**

Prof. Kallol Sen, Selection Grade Lecturer, Dept of English has a paper published in the Seminar Proceedings

- 'Teaching English in Village Schools: a Case Study' in the proceedings of UGC Sponsored Seminar on *Problems of Higher Education in Rural Areas (PHERA) How Far They are Rooted in Primary Education* organized by Raja Rammohun Roy Mahavidyalaya, Radhanagar, Hooghly on 01- 02 February, 2003.

**d. Course materials (for Distance Education):**

Publications of Dr. Bithika Mandal

- *Manasa Vijay – Bipradas Pipilai*; Directorate of Distance Education, Burdwan University, 2007.
- *Chaitanya Charitamrita Krishna Das Kabiraj*; Directorate of Distance Education, Burdwan University, 2008.

**e. Software packages or other learning materials: Nil**

**f. Any other (specify): Nil**

**3.3 Consultancy**

**3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?**

The consultancy services provided by the institution are academic in nature. The members of the faculty serve as experts in the Selection Committee of other colleges and of the School Service Commission and thus play a positive and active role in the selection of the faculty of different academic institutions. As members of the Board of Studies of the University of Burdwan the teachers of this college offer free of cost academic consultancy regarding the departmental publications of the University, framing of syllabus, model questions and the evaluation process.

Naturally the students and ultimately the society become the beneficiaries of such consultancy.

### **3.3.2 How does the institution publicize the expertise available for consultancy services?**

As the consultancy service is provided voluntarily the institution does not publicize the expertise available.

### **3.3.3 How does the institution reward the staff for the consultation provided by them?**

No formal reward is given to the staff by the institution for the consultation provided by them.

### **3.3.4 How does the institution utilize the revenue generated through consultancy services?**

The consultancy services offered are voluntary and academic and not revenue generating.

## **3.4 Extension Activities**

### **3.4.1 How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)**

To make the students conscious of their role in the society the College encourages the students to take part in extension activities through NSS and NCC. The College has two units of NSS and the College Unit of 10 Bengal Bn. NCC has two wings - one boys' and one girls'. The institution has ensured the participation of the faculty by entrusting three teachers in charge of the two programmes. The association with the YRC or other NGOs is yet to be developed in the college.

### **3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?**

The College organizes the outreach programmes through the units of NSS and NCC. They undertake a number of outreach programmes throughout the year in a continuous manner.

Some of the activities of the NSS units during 2007-08 are active participation in Pulse Polio Programmes, organising a seminar on 'AIDS Awareness' and other AIDS education programmes, extensive School Dropout Prevention Programme, Pre-schooling of Children Programme, Literacy Programme with special emphasis on women in the adopted villages and neighbourhood locality.

Mankar College Unit of 10 Bengal Bn NCC organized Blood Donation Camps in the College and in a neighbouring village, took part in Pulse

Polio Programme, National Family Welfare Programme (Laparoscopy Camp), observed world Environment Day (05 June) and Environment Day (11 July), and carried out village road repairing in Mankar.

There is no conflict between these activities and the academic curricula. In fact these activities embody and promote the values attempted to be imparted to the students through the curricula.

**3.4.3 How does the institution promote college-neighbourhood network in which students acquire attitude for service and training, contributive to community development?**

The college-neighbourhood network is promoted through the activities of the NSS units and the NCC wings as reported in 3.4.2. The exposure to real life situations achieved through these activities helps the students to acquire attitude for service and training, contributive to community development

**3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?**

The relation with the University for extension activities is one of counseling and guidance. The teacher-in-charge or the Programme officer of NSS always maintains a close liason with the NSS Coordinator in the University and arranges programmes as per the guidelines of the parent body.

There is no such association at present with research institutions, industries or NGOs. The college is willing to cultivate such relationships in the future for expanding the reach of the outreach programmes.

**3.4.5 How has the local community benefited by the institution?  
(Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)**

The local community of mostly reserved classes and economically backward and illiterate people has indeed derived some benefit from these programmes. They have been imparted the basic knowledge of education and hygiene.

**3.4.6 How has the institution involved the community in its extension activities?**

**(Community participation in institutional development, institution-community networking etc.)**

Mankar College came into being as a consequence of a long struggle of the local community. Naturally, the community remains involved in all the activities of the College. There is a continuous process of interaction with the local Panchayet and the people of the locality. Any extension programme becomes successful owing largely to the participation of the local community.

**3.4.7 Any awards or recognition received by the faculty / students/ Institution for the extension activities?**

No formal award has been received for the extension activities. But the participants have earned the affection of the people whom they tried to reach through these activities.

**3.5 Collaborations**

**3.5.1 Give details of the collaborative activities of the institution with the following organizations:**

- **local bodies/ community:** The College and the local Panchayet work together for the development of the campus. The Panchayet has taken up a large scale programme for plantation in the College campus and recently

has planted one thousand saplings and has provided guards to protect them. A water tank has also been dug by the Panchayet to facilitate pisciculture. When the College constructed the Cycle Stand some of the materials used was provided by the Panchayet. The NSS volunteers go beyond the campus boundary and work in collaboration with the Panchayet to take the benefit of education to the under privileged people in the neighbourhood.

- **State:** The Forest department of the Government of West Bengal, the Bloc Development Office, Galsi I, the Rural Hospital Mankar all act jointly with the College for the development of this only seat of higher education in the locality.
- **National:** The College is about to enter into a deal with the Electronics Corporation of India Limited, Under the Department of Atomic Energy, Government of India. The aim of the proposed programme is skill development for existing College Students.
- **International:** Nil
- **Industry:** Nil
- **Service sector:** Nil
- **Agriculture sector:** Nil
- **Administrative agencies:** To conduct the part I, part II, Part III examinations of the University of Burdwan at the College venue a Centre Committee is formed with the representatives of different administrative bodies, like the BDO, Galsi-1, the Officer-in-Charge of the local Police Station at Budbud, the Pradhan of Mankar Gram Panchayet and also the Medical Officer of the Mankar Rural Hospital.
- **Any other (specify):** Netaji Subhas Open University runs its study centre in collaboration with the College.

### 3.5.2 How has the institution benefited from the collaboration?

<b>(a) Curriculum development:</b>	No
<b>(b) Internship:</b>	No
<b>(c) On-the-job training:</b>	No
<b>(d) Faculty exchange and development:</b>	No
<b>(e) Research:</b>	No
<b>(f) Consultancy:</b>	No
<b>(g) Extension:</b>	No
<b>(h) Publication:</b>	No
<b>(i) Student Placement:</b>	It is expected that the collaboration with the Electronics Corporation of India will facilitate student placement.

**3.5.3 Does the institution have any MoU/MoC / mutually beneficial agreements signed with**

**Other academic institutions**

**Industry**

**Other agencies**

No, the institution does not have any MoU/MoC / mutually beneficial agreements signed with other academic institutions, industry or other agencies.

**3.6 Best Practices in Research, Consultancy and Extension**

**3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

This is an area where the Institution is still lagging behind. The College admits that in the modern academic world research is considered to be an essential feature of excellence of any institution. Now that the College has

become able to establish a name for itself by its performance in the classrooms as reflected in the university examinations, time has come to pay attention to research activities.

Being a non-technical degree college there is very limited scope for the Institution to earn revenue through consultancy. The consultancy offered is purely academic in nature and offered voluntarily to any and every student according to his or her need.

The significant innovation in the extension activities of the College is that along with the students, the teachers in charge of the NSS/NCC units take active part in the programmes the other staff members also cooperate for the success of the programmes. The involvement and guidance of the seniors create an enthusiastic response among the students. They enjoy this voluntary work for the under privileged section of the society.



## **CRITERION IV**

### **Infrastructure and Learning Resources**

#### **4.1 Physical Facilities**

For a college established in a rural area in the year 1987, Mankar College can boast to have developed quite adequate an infrastructure. The College campus is quite large and there is ample scope for future development of infrastructure. At present the College has a three winged building, half of it is three storeyed and the rest two storeyed, and there are 40 odd rooms. In 26 of them classes are held. There is an administrative block, a library block and rooms earmarked for NCC, NSOU, Students' Union etc. The spacious and well ventilated classrooms have all the standard amenities. The larger classrooms can accommodate more than two hundred students and are equipped with public address system.

The College has well equipped laboratories for Computer Science, Physics and Geography Departments. The Computer Science Department has three labs -- a hardware lab and a software lab are for the use of the Computer Science students. The third one is used by Commerce students. There is a proposal for opening a fourth lab for Computer Literacy Programme.

The administrative block has four rooms enabling the office work to be carried out smoothly.

The College does not have any transport facility of its own.

The College has its own provision for water supply with facilities for purified drinking water installed. The installed industrial water purifier

device can supply three hundred liters of pure drinking water per hour. There are also separate water purifier devices installed in the office and in the staff room for the teachers and also in the girls' common room. In addition to this, there are two deep tube wells and also a well to meet the need of water in the event of a power failure. It may be mentioned here that the College tries to ease the problem of the village people living in the locality next to the College by allowing them to draw water from one of the deep tube wells and the well.

However, it has not been possible to make arrangements for an alternative power supply as yet. The College receives power from the West Bengal State Electricity Board at a concessional rate.

#### **4.1.1 What are the infrastructure facilities available for**

**(a) Academic activities?**

**(b) Co-curricular activities?**

**(c) Extra –curricular activities and sports?**

- a) **Academic activities:** There are 26 classrooms, one laboratory each for Geography and Physics and three Computer Labs. Of the three one is for Commerce and the other two are for Computer Science.
- b) **Co-curricular activities:** There is a spacious auditorium for seminars, assemblies and cultural activities. An open air stage meets the requirements of College Socials and other large gatherings. Separate boys' and girls' common rooms offer the students the scope to relax and entertain themselves when there is no class to attend.

- c) **Sports:** The College has facilities for both indoor and outdoor games. The boys' and girls' common rooms are provided with indoor games facilities. The College has its own playground to play outdoor games. Local schools and the Panchayet also hold their sports meets in this ground with permission of the College authority. The local Panchayet has a made a plan to develop the playground in the near future.

**4.1.2 Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions.**

The Master Plan of the existing infrastructure and the proposed expansion in future is enclosed as annexure.

**4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.**

The infrastructure has definitely been augmented to keep pace with the academic growth.

Number of computer labs has been increased from 2 to 3 and new computers have been purchased. All the labs are now equipped with sufficient number of computers.

Books worth above Rs. 2 lakhs have been purchased in the last 3 years, in, 05-06, 06-07 and 2007-08.

A cycle stand for the students has been constructed in addition to the existing one and there is a plan to extend it in future.

Recently, the College has received 75 decimal of land with an old two-storeyed building on it as donation from a well-wisher of the locality. The College has decided to renovate the building and convert it to a

ladies' hostel and the proposal for the same has been submitted to the UGC.

The amount spent for the development of the infrastructure during the last five years is shown in the table below:

Heads	03-04	04-05	05-06	06-07	07-08
Building	1,601,938/-	700,789/-	30,168/-	735,794/-	296,246/-
Equipment	88,500/-	173,370/-	116,165/-	12,065/-	54,131/-
Computer	715/-	7,500/-	112,780/-	107,576/-	207,317/-
Books	115,241/-	123,197/-	16,021/-	78,598/-	131,650/-

#### **4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?**

The College is fully conscious of the prevalent attitude of neglect and belittlement of women in the society. Adequate arrangements have, therefore, been made for the girl students and the women staff. There is a separate common room for the girl students and adequate and separate toilet facilities for both the female students and staff.

#### **4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?**

The infrastructure is optimally used for academic, administrative and co-curricular activities. Occasionally, local organisations are permitted to arrange academic seminars, meetings etc. using the infrastructural facilities available on Sundays, holidays or after class hours on a working day. The adult literacy program is held using the College classroom regularly. This practice of extending help to Panchayet and local administration over the years has strengthened the relation with the local people and has made the institution a model extension of the society. Netaji Subhas Open University runs its study centre enhancing the optimal utilization of the available infrastructure of the College.

#### **4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?**

There is no special infrastructural facilities to meet the requirements of the differently-abled students. The College has submitted proposals to the UGC for building ramps and other facilities for differently-abled students during the 11<sup>th</sup> Plan.

### **4.2 Maintenance of Infrastructure**

#### **4.2.1 What is the budget allocation for the maintenance of (last year's data)**

**a. Land? b. Building? c. Furniture? d. Equipment? e. Computers? f. Vehicles?**

The budget allocations for the maintenance of the different heads last year are as follows:

- |              |            |
|--------------|------------|
| a. Land:     | Rs. 35,000 |
| b. Building: | Rs. 40,000 |

- c. Furniture: Rs. 12,000/-
- d. Equipment: Rs. 60,000/-
- e. Computers: Rs. 15000/-
- f. Vehicles: Rs. Nil

#### **4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?**

To ensure optimal utilization of budget allocated for various activities the Finance Sub-committee sits in periodical meetings and takes stock of the situation. The Governing Body of the College is always alert about the optimal utilization of the budgetary allocations.

#### **4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?**

The institution engages the staff for maintenance and repair purely on a temporary basis through discussions and resolutions adopted in the Building Sub-Committee. Recently the post of Electrician cum Caretaker has been granted and filled by the State Government. The caretaker identifies the needs of maintenance and repair. The teaching and non-teaching staffs of the college, by virtue of being members of different sub-committees, oversee the repair and maintenance work collectively. Expert opinion as needed is invited from competent persons of Burdwan Zilla Parishad, PWD and other Government or non-government organizations. Any purchase necessary for maintenance and repairing work is done through the Purchase Sub-committee by inviting quotations.

### **4.3 Library as a Learning Resource**

#### **4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?**

The Library Sub-committee acts as the Library Advisory Committee. The major responsibilities of the committee are to advise the purchase of books considering the demands placed by the different departments of the College, to see that the students are served in the proper manner and to sort out any intriguing issue.

#### **4.3.2 How does the library ensure access, use and security of materials?**

Unfortunately, even after 21 years of its inception the library has to function without a Librarian or an assistant Librarian. The only staff in the library from 1997/8 has been a library peon and she with the help of another Group D staff made it possible for the students and the teachers to access the library resources. A library clerk has joined in 2007.

At present there is no proper catalogue of books showing titles, volumes, texts and reference books in distinct categories. It is hoped that with the help of the faculty and using the computer and making use of some professional help from outside the library clerk will be able to prepare a proper catalogue SOON.

Library books are issued and received six days a week. The students are not allowed to go to the stacks. Exceptions are made sometimes as in the case of Santali students, for no one knows how to read the titles of their books and sometimes for senior Honours students. When allowed a student goes to the stacks being accompanied by a staff member.

The teachers have free access in the library.

The students are issued a maximum of two books at a time for a period of two weeks for the Honours students, the General course students are

issued one book at a time for two weeks. Special arrangements are made for the deserving students considering their needs.

The issue register maintains the information on the movement of any book. But the security of materials is ensured by the integrity and responsibility of the students and the alertness of the staff.

**4.3.3 What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)**

The library services are not computerized. There is a computer for the use of the staff which has an incomplete catalogue of the books available in the library. The library does not have internet facility and therefore the question of available bandwidth does not arise. So far as the reprographic facilities are concerned the library has a Canon machine for the purpose.

**4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.**

The library makes the purchases of the books and journals as per demands placed by the different teaching departments of the College. The College provides the fund necessary in excess of the grant received from UGC.

The amount spent on new books and journals during the last five years

Year	Amount spent in Rs
2003-04	115,241
2004-05	123,197
2005-06	16,021
2006-07	78,598
2007-08	131,650



**4.3.5 Give details on the access of the on-line and Internet services in the library to the students and faculty? (hours, frequency of use , subscriptions, licensed software etc.,).**

On-line and internet services are yet to be introduced in the library.

**4.3.6 Are the library services computerized? If yes, to what extent?**

The library services are not computerized. As it has already been mentioned in 4.3.3 there is a computer in the library which stores an incomplete catalogue of books.

**4.3.7 Does the institution make use of INFLIBNET / DELNET/IUC facilities?**

**If yes, give details.**

No, the Institution does not yet make use of INFLIBNET / DELNET/IUC facilities

**4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?**

The Library tries to enrich the faculty and the students with latest acquisitions through its notice-board.

**4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.**

No, the library does not have interlibrary borrowing facility.

**4.3.10 What are the special facilities offered by the library to the visually- and physically-challenged persons?**

There has never been a visually challenged student in the college. The physically-challenged students are treated with care and served promptly.

**4.3.11 List the infrastructural development of the library over the last two years**

The only infrastructural development of the library over the last two years has been the purchasing of additional racks for the new additions of books.

**4.3.12 What other information services are provided by the library to its users?**

No other information services are provided by the library to its users.

**4.4 ICT as Learning Resources**

**4.4.1 Does the Institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licenced software etc.)**

The Institution has up-to-date computer facility. New computers are being purchased quite often to meet the growing demands.

The number of computers in the Institution at present is 31.

The computer student ratio is 31: 1445

Stand alone facility is not available.

LAN facility is available in the office. The computers in the Computer Science department are also connected by LAN.

The computers in the Institution have been acquired over the years. The range of configuration is therefore pretty wide. The latest computers are equipped with Dual Core Processors, 945 GC Motherboard, 1 GB DDR2 Memory, and 250 GB SATA HDD.

The College has the following licensed software:

- i. Microsoft Office 2003 Standard Edition,
- ii. Microsoft XP Professional Edition, (2),

- iii. Tally 7.2 Silver
- iv. Linux Red Hat Enterprise Edition.

**4.4.2 Is there a central computing facility? If yes, how is it utilized for staff to students?**

No

**4.4.3 How are the faculty facilitated to prepare computer-aided teaching/ learning materials? What are the facilities available in the college for such efforts?**

The habit to prepare computer-aided teaching/learning materials is yet to flourish in the College. Willing teachers, however, can use the facilities available. The teachers of Computer Science department obviously make use of computer-aided teaching/learning materials. In addition to this the teachers of the departments of English and Geography sometimes make use of the same.

**4.4.4 Does the Institution have a website? How frequently is it updated? Give details.**

Yes, the college has its own website: [www.mankarcollege.org](http://www.mankarcollege.org)

It is updated as and when required. The website is updated with recent information about the College, different notifications about the programmes/activities of the faculty and the students, vacancies and appointments etc.

**4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computers in the institution?**

The Institution plans and upgrades its computer system frequently subject to the availability of the funds needed for the purpose.

#### **4.4.6 How are the computers and their accessories maintained? (AMC etc.)**

There is no AMC for maintenance of computers at present. The minor repairing and maintenance works are done by the faculty of the Computer Science Department. In case of major problems qualified engineers are hired.

#### **4.5 Other Facilities**

##### **4.5.1 Give details of the following facilities:**

##### **a) Capacity of the hostels (to be given separately for boys and Girls)**

There is no hostel facility available at present but the College has the plan to open a hostel for the girl students as soon as possible.

##### **b) Occupancy**

Does not arise.

##### **c) Rooms in the hostel (to be given separately for boys and Girls)**

Does not arise.

##### **d) Recreational facilities**

Does not arise.

##### **e) Sports and Games (Indoor and Outdoor) facilities**

Does not arise.

##### **f) Health and Hygiene (Health Care centre, Ambulance, Nurse, Qualified Doctor) (full time/ part time etc.)**

Does not arise.

#### **4.5.2 How does the institution ensure participation of women in intra-and inter-institutional sports competitions and cultural activities?**

The Institution always encourages the girl students to participate in extra-curricular activities. The girls' common room has indoor games facilities. During the Annual Sports of the College there are both outdoor and indoor events organized for the girls. The girl students also have the scope to participate in the cultural competitions arranged in the College. During different cultural functions they always play an active and significant part. The champions in the different competitions held in the College become eligible to and do participate in inter-institutional competitions.

#### **4.5.3 Give details of the common facilities available with the Institution (Staff room, day care centre, common room for students, rest rooms, health centre, vehicle parking, guest house, Canteen, telephone, internet cafe, transport, drinking water etc.)**

The College has a well furnished and spacious staff-room for the teaching faculty.

There are separate common rooms for the boys and the girls to rest and relax and play indoor games. The girls' common room has the provisions for toilets and purified drinking water.

There are 12 rest rooms for the students and the staff.

The College does not have a health centre. But it has a very good relation with the local hospital which is close by and in case of any need instant medical attention is available. All the students are members of the Students' Health Home and can avail the facilities provided by SHH.

There are cycle stands for the use of the students. There is a need for expanding this facility. No separate vehicle parking facility is available.

There is no guest house, but the College has a separate furnished room with toilet facilities that can accommodate two guests.

The College has a canteen mainly for the students and it has been renovated recently to provide better amenities.

BSNL landline telephone service is there with broadband internet facility. The office, library, staff room etc are connected with inter-com facility. However, though the Institution has broadband internet facility available there is no internet café at present.

The College does not have any transport facility of its own. Vehicles are hired in case of any need.

The College has its own provision for water supply with industrial water purifier device installed. There are also separate water purifier devices installed in the office and staff room for the teachers and in the girls' common room. In addition to this, there are two deep tube wells and also a well to meet the need of water in the event of a power failure.

## **4.6 Best Practices in Infrastructure and Learning Resources**

### **4.6.1 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?**

The College is developing the infrastructural facilities further to improve the teaching learning process. The best practice is the optimal utilization of the infrastructure available for curricular and co-curricular activities.

## CRITERION V

### Student Support and Progression

#### 5.1 Student Progression

##### 5.1.1 Give the socio-economic profile (General, SC/ST, OBC etc.,) of the students of the last two batches.

Socio-economic profile of the students based on students enrolled in **first year** of the three year degree course

Session	General	SC	ST	OBC	PH	MINO RITY	TOTAL
2007-08	205+187 =392	55+30 =85	13+05 =18	24+15 =39	0+2 =02	27+25 = 52	324+264 =588
2008-09	368+267 =635	66+16= 82	23+8 =31	25+14 =39	3+4 =07	44+33 = 77	368+267 = 635

##### 5.1.2 What are the efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course?

The reasons for dropout of the students are manifold and in some cases the Institution is in a helpless situation.

Mankar College stresses on regular attendance of the students and defaulters are warned with time to spare. The students not having the requisite percentage of attendance are not allowed to appear in the Selection Test. Again the students who fail to pass the Selection Test are

not allowed to take the Final Examinations conducted by the University. As a result, the dropout rate goes up, but the College believes that in the interest of the students themselves there should be a limit to compromises made.

When a girl student gets married and leaves nothing can be done. When a student leaves to join any other course of study, mainly professional or when the cause becomes a college adjacent to the residence nothing much can be done either.

Sometimes a few students opt for some profession or the other and leave.

But when economic considerations threaten to terminate the desire and pursuit of a student the institution tries to help by granting free and half-free studentship as per the economic status of the student. Financial help is also offered through the student welfare fund operated by the Students' Union. In certain circumstances the teachers also make personal contributions. The needy students are helped with text books. These initiatives help to minimize the dropout rate to some extent.

**5.1.3 On an average, what percentage of the students progress to further studies and for employment? Give details for the last two years. (UG to PG to Ph.D and /or to employment)**

Almost all the Honours Graduates and many General Graduates go on to complete Post Graduate studies. Most, however, pursue this through correspondence courses of the University of Burdwan. A small number study as regular students in the parent university or in other universities. There is no mechanism to calculate what percentage of the students progress to further studies and for employment.



**5.1.4 How does the institution facilitate the placement of its outgoing students? What proportion of the graduating students have been employed? (average of last five years)**

The institution does not have any avenue to facilitate the employment of the outgoing students. No campus interview is held in the college. Only the best of the Computer Honours Graduates gets the chance to appear in the campus interview at the University Institute of Technology, Burdwan.

It is already noted that almost all the Honours Graduates and many of the General Graduates continue to study and so, do not seek employment after graduation.

There is no track record of the graduating students getting employed.

**5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examinations (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services- IAS, IPS,IFS, Central/State services etc. )**

There is at present no arrangement for such support. Interested students sometimes approach individual teachers with queries, nothing more.

**5.1.6 Give a comparative analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold medals and University Ranks, Marks obtained in relation to university average etc. (Last five years' data)**

**UNIVERSITY AVERAGE & INSTITUTIONAL PASS ERCENTAGE**

year	BA Gen	BA Hons.	B Com. Gen	B Com. Hons.	BSc Gen	BSc Hons
2004 University	86.069	82.529	79.68	76.50	95.21	76.029
College	93.4	100	95.45	83.3	60	57
2005 University	90.42	83.68	90.01	78.94	92.33	77.90
College	98.8	95.7	100	91.3	100	100
2006 University	87.25	81.87	87.58	83.94	95.07	77.68
College	100	100	100	100	No candidate	80
2007 University	72.21	82.3	72.73	80.28	80.43	71.87
College	80	96.55	83.33	64.2	100	100
2008 (2+1 ) University	72.84	72.20	58.38	78.70	76.31	66.12
College	83.33	66.66	100	80	100	No candidate
2008(1+1+1) University	76.02	87.12	79.29	86.97	83.42	79.17
College	97.4	94.8	66.66	100	100	100

## **5.2 Student Support**

### **5.2.1 Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?**

The institution publishes its updated Prospectus every year and any student aspiring to take admission in this institution is provided with the Prospectus together with the admission form. The Prospectus carries the information about the courses offered by the institution, the fee structures, the mission of the College and all the facilities available here.

### **5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ freeships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the State or Central Governments).**

To prevent cases where students drop out because of financial constraints, the institution tries to help the needy students by granting them freeships and half-freeships. During 2007-08, the last academic year, free-ships were awarded to 74 students and half-free-ships were extended to another 71 students. The institution would be happy to introduce scholarships for the deserving students in the future. At this moment the Institution helps the SC/ST students to receive the stipend from the backward Class and Tribal Welfare Department and the minority students from the Minority Development Department of the Govt. of West Bengal.

### **5.2.3 Give details of schemes for student welfare? (insurance, subsidized canteen facilities, special diets, student counseling support, “earn while you learn” scheme etc.)**

For student welfare Mankar College has no provision for offering insurance, subsidized canteen facilities, special diets, “earn while you learn” scheme etc. to the students. In fact there is no formal cell for

counseling the students. However, all the teachers are always there to provide counseling support. The students are helped with suggestions for doing well in the present course of studies as well as regarding the choice of ideal professions.

**5.2.4 What type of support services are available to overseas students?**

There has never been any overseas student in the college. No support service has been developed for the purpose.

**5.2.5 Give details of the placement and counseling services for the students?**

Mankar College has no formal placement and counseling services for the students.

**5.2.6 How does the institution encourage and develop entrepreneurial skills among the students?**

As a general degree college, the institution has no formal procedure to encourage and develop entrepreneurial skills among the students

**5.2.7 Does the faculty participate in academic and personal counseling? If yes, give details on services provided during the last academic year?**

The faculty always participates in academic and personal counseling for the students of the college. It begins with their arrival and continues even after they leave the college.

**5.2.8 Is there a separate guidance and counseling centre for women students? If yes, enumerate the activities of the centre**

No. there is no separate guidance and counseling centre for women students. They are provided with the necessary care and attention in case of any exclusive need.

**5.2.9 Is there a Cell /Committee constituted for prevention/ action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)**

There is no such cell for prevention/action against sexual harassment of women students. The authority is always alert to prevent any occurrence of such nuisance. If in spite of that, any such incident takes place, it is dealt with in the strictest manner.

**5.2.10 Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.**

The institution has a grievance redressal cell, with representatives of the teachers, the non-teaching staff and the students. It functions under the chairmanship of the Principal. The function of the cell is to listen to any grievance of or against any teacher /non-teaching staff/student of the College and to deal with the reason behind the grievance in a just and impartial manner. Fortunately there is not much for the cell to do. Ordinary problems are dealt with by the Principal with the help of the senior members of the staff. The only serious grievance the Cell had to redress within last two years was the grievance of the part-time teachers regarding the remuneration they receive. The grievance was amicably settled with the authority consenting to raise the remuneration in a mutually satisfactory manner.

**5.2.11 Is there a provision for acquiring computer skills / literacy for all students, in the curriculum? If yes, give details on how it is imparted, and level of proficiency.**

There is no provision for acquiring computer skills/ literacy for all students in the curriculum. The Science students and a section of the Commerce students have the scope to acquire computer skills. However, the College is soon to launch a Computer Literacy Programme to make computer knowledge accessible to all the students.

**5.2.12 What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development of students?**

The NSS and the NCC, through these dual forces the College endeavours to develop life skills; career training, community orientation; good citizenship and personality development of the students. No specific value added course is there at present for such purpose. The introduction of the Electronics Corporation of India Limited conducted 'Skill Development Programme for Existing College Students - a Job-oriented Subsidized Regular Training Programme' is expected to help students in career training.

**5.2.13 How does the institution ensure safety and security of the students, faculty and the institutional assets?**

The assets of the Institution are safe and secured. The College has a close campus. The entrances/ exits of the College building have collapsible gates. A darwan remains on duty during the day. A guard keeps vigil during the night. The faculty and the students treat the institution as their collective asset. The College also maintains a good relation with the local administration and the local people. There is no threat whatsoever to the institutional assets.

**5.3 Student Activities**

**5.3.1 Does the institution have an Alumni Association? If yes,**

The College has an Alumni Association

- i. List its current Office bearers**  
President: Sabuj Goswami  
Secretary: Kohinoor Ganguly

Joint Secretaries: Malay Chakrabarty, Sk. Meher Abdullah, Anita Nayek, Sandip Pal, U P Mahesh Rao.

Treasurer: Abhijit Koner

**ii. List its activities during the last two years.**

The alumni association was formed a few years back. But it is not very active. There is no systematic interaction between the alumni and the College. They are fond of the College, look back to their days here with nostalgia, and try to respond if an appeal is made to them. It is expected that in future the Alumni Association will be able to unite all the past students and make them contribute to the development of the College.

**iii. Give details of the top ten alumni occupying prominent positions.**

It is a fact that there is no systematic record of the placements of the past students of the College. Hence it is not possible to point out the top ten alumni occupying prominent positions. An attempt has been made here to name some of them about whom a meagre bit of information is available. No claim is made that these are the top ten or that their names are arranged in order of the comparative importance of the posts held by them.

Sl no	Name	Organization
1	Debdas Mitra	IBM India Pvt. Ltd.,Bangalore
2	Priyabrata Chatterjee	TCS, Kolkata
3	Swati Chattopadhyay	CMC Limited
4	Bikram Ranjan Sinha	R & D , IIT ,Kharagpur
5	Amitabha Ghoshal	Convergys IMG, Hyderabad

6	Samaresh Bhattacharya	Zonal Head (East), Aditya Birla FSG
7	Ajit Kumar Singh	Burdwan University
8	Tanmay Chatterjee	Oracle India, Bangalore
9	Surojit Bauri	Pradhan, Mankar Gram Panchayet
10	Kohinoor Ganguly	Karmadhakshya, Panchayet Samiti

**iv. Give details of the contribution of alumni to the growth and development of the institution.**

No noteworthy contribution can be said to have received from the alumni.

**5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level/ inter-collegiate / Inter-University/ Inter-state/ National/ International)**

Mankar College always encourages its students to participate in extra-curricular activities including sports and games.

The students of all the different Departments organise colourful exhibition stalls during the College socials. These stalls, basically academic or curricular in nature also bring out the creative abilities of the students.

The College provides amenities for cultural activities and sports and games to the students to the best of its ability. Cultural competitions are held among the students. They sing songs, recite poems, take part in news-reading, debate and quiz contests, draw posters, design decorative motifs, write essays and stage plays. The best performers are rewarded at the annual cultural function. They also represent the College at the inter-



collegiate meets. The youth Parliamentary Quiz team became District champion and participated in the State level competition.

In the sports arena there are amenities for both indoor and outdoor games. Inter year football championship is held every year. The Annual Winter Sports meet organized by the Students' Union is meant for athletic events for both boys and girls.

The football, kabadi, handball, volleyball and cricket teams of the College take part in the inter-collegiate championships. The College cricket team reached the last four stage of the tournament this year. The College also sends its champion athletes to the inter-collegiate meets.

This year a student of the College, Sayed Rahamat Ali, was a member of the Burdwan University Kabadi team and participated in the North Zone Inter-University Kabadi Championship.

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

The students are encouraged by the teachers to be interested and involved in such creative work. For the exhibition stalls referred to in 5.3.2, the students paint pictures, draw posters and also display their expertise in handicraft. There is a central wall magazine of the College maintained by the students under the supervision of a teacher. Different departments also bring out their wall magazines although irregularly. The College magazine *Uttaran* is brought out by the efforts of the magazine secretary of the Students' Union under the supervision of the teachers.

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

The statutes of the University of Burdwan has the provision of a Students' Union in every college under the University. Mankar College follows the statute and the Students' Union of the college is constituted every year with democratically elected students' representatives of all the different classes. the Principal of the College is the President of the students' Union. the Vice-President, the General Secretary and 16 office bearers conduct the functions of the Students' Union. The Students' Union plays a very significant role in the college. It voices the demands of the students and at the same time works to safeguard the sanctity of the College, helps to maintain discipline and academic atmosphere. The Students' Union conducts the cultural competitions, organises cultural functions, sports and games events, helps the students at the time of admission, offers financial assistance to the needy students from the Students Welfare Fund and performs such other things in the interest of the students. The General Secretary of the Students' Union represents the students in the Governing Body of the College and uses the platform to raise and solve students' issues and also contributes to policy decisions. The fund for the Students' Union is collected from the students each year at the time of admission to the College. As per the annual budget for the Union, the fund is released by the College office.

**5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.**

The students have representations in the Governing Body, the supreme administrative body of the College. The General Secretary of the Students'

Union is a member of the Governing body by virtue of his status. The students have also their representation in the Grievance Redressal Cell.

**5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the institution?**

The Institution has a mechanism to obtain data and feedback from the existing students, special emphasis is given to the outgoing students, but there is no mechanism to obtain data and feedback from the graduates and employers.

**5.4 Best Practices in Student Support and Progression**

**5.4.1 Give details of institutional best practices towards Student Support and Progression?**

The Institution believes that the students form the soul of any academic institution. Utmost care is taken so that they become good citizens. The efforts to make them enlightened and disciplined, value tolerance and communal harmony, be sincere and diligent workers should be treated as the best practices of the College. Mankar College tries to make its students feel at home, supports them academically and to a limited extent financially and helps them progress with caring teachers in the classrooms, books in the library, infrastructural facilities and a conducive ambience.

## **CRITERION VI**

### **Governance and Leadership**

#### **6.1 Institutional Vision and Leadership**

##### **6.1.1 State the Vision and Mission statement of the institution and give details on how the institution**

- a) ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation?**
- b) translates its vision statement into its activities?**

The vision of Mankar College is to generate intellectual and social consciousness. The mission of the institution is to nourish the mostly first generation learners of an economically and socially deprived area.

- a) It goes without saying that the vision and mission of the College is in tune with the objectives of the Higher Education policies of India. It can be ensured very easily when each member of the College family carries out his or her share of the responsibilities voluntarily with sincerity.
- b) That the institution has become successful to transform its vision statement into activities is shown by the performance of the students in the academic sphere. If we keep in mind the socio-economic and academic set up of the area there is reason to feel proud of the achievements of the college.

##### **6.1.2 Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.**

As any educational institution has to give top priority to the teaching-learning process the management of the college is very serious about it. The management gives enough freedom to the teachers to enable them to

give their best, keeps track of the progress made and tries to do away with any hindrances to efficient transaction of knowledge from the teachers to the students.

**6.1.3 How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**

The responsibilities are defined by the head of the institution in a very democratic manner and communicated to all either directly or through the different sub-committees.

**6.1.4 How does the Management/Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the management, to review the activities of the institution?**

The Head of the institution sits with the staff and students any number of times to review the activities of the institution. He also meets the guardians and other stake-holders. The members of the Governing Body also share the information they have with the Principal.

**6.1.5 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

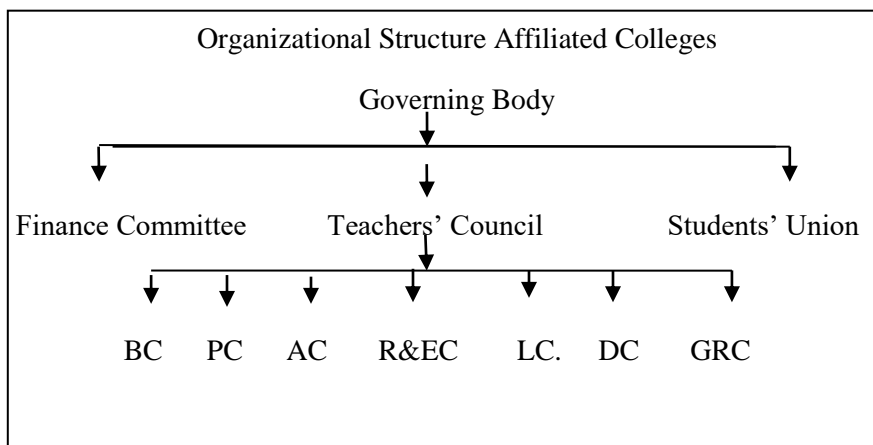
All the permanent staff of the College are inducted in one or the other or more sub-committee or sub-committees ensuring their involvement in the improvement of the effectiveness and efficiency of the institutional processes.

**6.1.6 Describe the leadership role of the Head of the institution, in governance and management of the institution.**

The Principal of the College as the administrative head acts as the leader and works for its progress. The Principal believes that the members of the staff are to be treated with dignity and trust. Policy decisions are always taken in a decentralized and democratic manner after elaborate discussions.

## 6.2 Organizational Arrangements

**6.2.1 Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.**



[BC: Building Sub-committee, PC: Purchase Sub-committee, AC: Admission Sub-committee, R&EC: Routine and Examination Sub-committee, LC: Library Sub-committee, DC: Disciplinary Sub-committee, GRC: Grievance Redressal Cell.]

The College has a number of administrative and academic bodies formed according to the statutes of the University of Burdwan for the smooth functioning of its day to day affairs and planning for the future. At the apex of such bodies is the Governing Body. There are three statutory bodies in the College directly accountable to the Governing Body: Teachers' Council, Finance Sub-committee, and the Students' Union.

**The Governing Body** consists of eleven members:

1. President & University Nominee	Prof. Jyotirmay Bhattacharya
2. Principal & Secretary	Dr. Dulal Chandra Gandhi
3. University Nominee	Prof. Sirajul Islam
4. University Nominee	Prof Swapna Sen
5. Teachers' Representative	Prof Kallol Sen
6. Teachers' Representative	Prof. Nihar Ranjan Rakshit
7. Teachers' Representative	Prof Sukla Parai
8. Government Nominee	Sri Shyamalendu Mukherjee
9. Non-teaching Staff Representative	Sri Bikas De
10. Non-teaching Staff Representative	Sri Bijoy Kumar Mukherjee
11. Students' Representative	Smt. Paramita Rajak

### **Governing Body meetings held and decisions taken in 2007**

#### **1. Resolutions adopted in the GB meeting on circulation held on 30.03.2007:**

Resolved that, Shri Lakshmi Narayan Guin, recommended by the College Service Commission to the post of lecturer in Mathematics in Mankar College may be issued appointment letter in the prescribed proforma and Principal be requested to take necessary steps in this regard so that he may join within the stipulated period.

#### **2. Resolutions adopted in the GB meeting held on 18.05.2007**

Item No. 1. Resolutions adopted in the meeting dated 27/11/2006 were read and confirmed with the following addenda:

- i. Resolved that one computer be purchased for College office.
- ii. Resolved that steps be taken to make the Xerox machine workable.

Item No. 2.

- i. The matter relating to deduction of amount of Rs. 1,14,471.00 from next pay-packet bill, as mentioned and recommended by the auditor has been discussed at length and after thorough observation it transpires that the said amount of Rs.1,14,471.00 pertains to excess of payment of part time remuneration. Pay-packet claim and part time remuneration came in separate GOs. As such two are different and need not be clubbed to a single source.

In view of the above, it is resolved that the said amount of Rs. 1,14,471.00 may be adjusted with subsequent payment of remuneration of part time teachers by the Government of West Bengal.

- ii. Resolved that steps be taken to pay off/adjust the long standing unsecured loans.
- iii. Resolved that steps be taken to forfeit the caution deposit if the concerned students do not take refund of the same within five years of passing out.
- iv. Resolved that inoperative Bank accounts in the Burdwan Central Co-operative Bank, A/C No. 24163; CBI, Burdwan, A/C No. 22949 & CBI Durgapur, A/C No 2345 be closed.

Item No. 3. Resolved that a list of candidates for Library Clerk be invited as per rule from Employment Exchange only and further resolved that D.P.I. be requested to extend the time period for completion of the process of the appointment of Library Clerk.



Item No. 4. G.B. considered the prayer of Sri Bikas De, Clerk of the College who has duly completed ten years of satisfactory continuous service on 17.01.2007. It is resolved that steps be taken so that ten years benefit with a special increment as per rule is granted in his favour w.e.f. 18.01.2007.

Item No. 5. G.B. considered the prayer of Sri Sibhu Hansda, Night Guard of the College who has duly completed ten years of satisfactory continuous service on 17.01.2007. It is resolved that steps be taken so that ten years benefit with a special increment as per rule is granted in his favour w.e.f. 18.01.2007.

Item No. 6. G.B. considered the prayer of Mr. Manas Naskar, Lecturer in Commerce who has duly completed six years of satisfactory continuous service on 26.04.2007. It is resolved that steps be taken for his placement/promotion in the Senior Lecturer scale of pay w.e.f. 27.04.2007.

Misc:

- a) Resolved that allowance for the Part-timers be enhanced to Rs. 600.00 per unit from the next academic session.
- b) Resolved that the Principal will sort out the problem of Canteen management in consultation with senior teachers in a meeting with aggrieved parties.
- c) Resolved that D.P.I. be approached to end the stalemate regarding re-allotment of fund against lost checks.
- d) Resolved that practice of direct admission of the students in the 1<sup>st</sup>. year of various courses having a minimum marks prescribed the Teachers' Council/Admission Sub-committee be continued.
- e) Resolved that the matter of extra remuneration for Nemai Chandra Dewasi who is working as Accountant-in-Charge in

absence of Accountant Mr. B. Choudhuri be considered in the next meeting.

- f) Resolved that the advance of Rs. 12672.00 taken by Late Bhim Hari, Sweeper on daily wage basis, be written off.

**3. Resolutions adopted in the GB meeting on circulation held on 07.07.2007**

The Governing Body of the College unanimously accepted the panel duly prepared by the Standing Committee regarding appointment of the library- clerk and resolved that the Principal be requested to issue the appointment letter to Sri Biswajit Dey, S/O Balaram Dey, Andal, Burdwan immediately so that he can join within a week from the date of receipt of the appointment letter.

Panel for the post of library-clerk

- a. Sri Bishwajit Dey
- b. Smt. Bula Panja
- c. Smt. Swapna Bhattacharjee (Goswami)

**4. Resolutions adopted in the GB meeting on circulation held on 08.09.2007**

Resolved that due procedure as per rule be followed to fill up the two newly created posts, one in Santali vide GO 501-Edn (CS) dated, Kol 24<sup>th</sup> May, 2007 and other in Sanskrit vide GO 654- Edn (CS) dated , Kol 9<sup>th</sup> July 2007

**5. Resolutions adopted in the GB meeting on circulation held on 06.10.2007**

Resolved that a plan and estimate duly vetted by a competent engineer of Zilla Parishad, Burdwan be prepared for the construction of boundary wall around the college campus.

Further resolved that, a proposal for financial assistance for the above mentioned boundary wall be submitted to the government of West Bengal for favourable consideration.

**6. Resolutions adopted in the GB meeting held on 12.10.2007**

Item No2. Resolved that, on the recommendation of the selection committee, Dr. Kusum Rai, of the department of Hindi of the College be placed / promoted to the post of Reader in the scale of Rs. 12000-420-18300/- with effect from 12<sup>th</sup> November 2007.

Further resolved that, the post of Senior Lecturer, held by Dr. Kusum.Rai, be upgraded to the post of Reader w.e.f 12<sup>th</sup> November 2007.

Item No3. G.B. considered the prayer of Sri. Gopal Dhibar, Mali, of the College who has duly completed ten years of satisfactory continuous service on 01/10/2007. It is resolved that steps be taken so that ten years benefit with a special increment as per rule is granted in his favour w.e.f. 02/08/2007

Item No4. Resolved that, steps be taken to open Honours course in Philosophy in the College.

Item No5. Resolved that, a scheme of conducting computer literacy course be prepared and placed before the GB for its consideration.

Item No6. Resolved that one LCD projector may be purchased for the proposed seminar room.

Misc.

- a) Resolved that Mr. N.C. Dewasi will be given Rs. 1500.00 for preparing audit papers of the college each year
- b) Resolved that an increase of Rs. 500.00 is approved for the contractual teachers who are coming six days per week.
- c) Resolved that Rs.5000.00 may be given as advance against salary to Mr. Bishwajit Dey, Library Clerk.

### **Governing Body meetings held and decisions taken in 2008**

#### **1. Resolutions adopted in the GB meeting held on 07.01.2008**

Item No 2: Resolved that, resignation tendered by Dr. Gopa Samanta, Sr. Lecturer in Geography be accepted and further resolved that the Principal be requested to take necessary steps to get the vacancy created by her resignation filled up as early as possible.

Item No 3: (a) The GB considered the fact that the college has already appointed one library Clerk permitted vide GO No 525-UGC Dt. 13.03.2006 and resolved that the newly created post of Library Clerk vide GO No 874-Edn (CS) Dt 23.10.2007 be converted to the post of Clerk as admissible in conformity with the GO No.831-Edn (CS) Dt.31.10.1995.

(b) Resolved that since the newly created posts vide GO 874-Edn (CS) Dated 23<sup>rd</sup> October 2007 of (i) Electrician-cum caretaker (ii) Lady Attendant and (iii) Sweeper/ Jamadar (part time) and (iv) Assistance

Librarian are single cadre posts, immediate steps be taken for appointment of suitable candidates in these posts.

Further resolved that immediate steps be taken to authenticate the Register of Appointment of the Laboratory Attendants so that the process of appointment in the newly created posts vide GO 874-Edn (CS) Dated 23<sup>rd</sup> October 2007 of (i) Laboratory Attendant (Physics) (ii) Laboratory Attendant (Geography) be initiated at the earliest

(c) GB regretted the fact that the college authority, due to ignorance and lack of information regarding the relevant Act of Reservation viz has committed following two violations.

- (i) In the 1<sup>st</sup> post of clerk, reserved for SC candidate, a general candidate has been appointed,.
- (ii) In the 1<sup>st</sup> post of guard, reserved for SC, an ST candidate has been appointed.

GB observed that, there was no malafide intention of depriving the candidates of the right community in both of above two cases and unanimously resolved to undertake that steps be taken to ensure that no further violations of the relevant Act would be made in future.

Further resolved that Principal be requested to take necessary steps to move the competent authority for condonation of the inadvertent violations.

Item No 4: Resolved that the UGC grant be utilized for the purpose it has been sanctioned.

Item No 5: Resolved that steps be taken to start Computer Literacy Programme in the college with its own resources and every 1<sup>st</sup> year arts student, at the time of his/her admission to the college will be asked to join this add-on course on payment of fees.

Item No 6: Resolved that a prayer for grant for the construction of an administrative building cum library be submitted to appropriate authority. Further resolved that present fund position of the college be also looked into.

Misc:

- a. Resolved that 40 days leave, from 31<sup>st</sup> January 2003 to 11<sup>th</sup> 2003 taken by Mr. Manas Naskar be approved.
- b. Resolved that the proposal of additional cycle-stand with token fees taken from the students be accepted.
- c. Resolved that the Teachers' Council would consider the modalities of the proposed unit test.
- d. Resolved that one table tennis board may be purchased for the girl' common room.

## **2. Resolutions adopted in the GB meeting held on 05.04.2008**

Item No1: Resolutions adopted in the previous meeting dated 7th January 2008 are read and confirmed.

Item No 2: Resolved that, the Principal be requested to take necessary steps to prepare relevant papers relating to the fixation of pay of Sri Tulasi Charan Kesh, cashier of the college as proposed in the DPI Memo No 73-UGC dated 11.1.2008 and submit it to the office of the competent authority concerned.

Item No 3. Resolved that, on the recommendation of the Selection Committee Sri Manas Nasker of the Department of Commerce of Mankar College be placed in/promoted to the post of Senior Lecturer in the scale of pay Rs. 10,000-325-15,200/- with effect from 27<sup>th</sup> April 2007.

It is recommended that the post held by Sri Manas Naskar be upgraded to the post of Senior Lecturer and the same be created with effect from 27<sup>th</sup> April 2007.

Item No 4: The Governing Body unanimously accepted panels of various Non-Teaching staff duly recommended by the Standing Committee regarding appointments of:

- a. Laboratory Attendant (Geography).
- b. Laboratory Attendant (Physics).
- c. Lady Attendant.
- d. Electrician-cum-Caretaker.
- e. Sweeper-Jamadar (Part-time)

And further resolved that the Principal be requested to issue appointment letter to the candidates who topped the respective lists viz.

- i. Partha Sarathi Roy. Laboratory Attendant (Geography).
- ii. Koushik Chakraborty. Laboratory Attendant (Physics).
- iii. Aparna Sarkar. Lady Attendant.
- iv. Biplab Kr. Ray. Electrician-cum-Caretaker.
- v. Dulal Chandra Hazra. Sweeper/Jamadar (Part-time)

Item No 5: Resolved that, computerization of the office may be started in phases initially by installing two computers, one for cash section and the other for accounts section.

Item 6. It is resolved that the recommendation of the Teachers' Council selecting Sri Lakshmi Narayan Guin to act as ANO of the NCC units of the college is accepted and the Principal be requested to send necessary papers to the 10<sup>th</sup> Bengal NCC HQ for approval.

Misc:

- a) .Resolved that a formal prayer with plan and estimate be submitted for grant of fund from MP quota of Sri Abani Roy Hon'ble MP.
- b) Resolved that, the old building donated by Ms. K Banerjee and others be cleaned, renovated and arrangements for water, toilet, and proper security be made before it is allowed to be used as hostel for the girl students of the college.
- c) Resolved that the pond adjacent to the college may be given on lease of five years maintaining all due procedures.
- d) Resolved that, DPI be moved for release of Rs. 43/-, short payment in respect of Sri Rabi Ray NTS.
- e) Resolved that a Tata-Indicom Pay-Booth be installed for the students at a suitable place in the college campus.

**3. Resolutions adopted in the GB meeting on circulation held on 14.06.2008**

Resolved that the Principal be requested to take necessary steps for the appointment of a suitable candidate in the new post of Guard created vide GO.NO: 874-Edn (C.S.) Dt 23<sup>rd</sup> October 2007.



**4. Resolutions adopted in the GB meeting on circulation held on 21.06.2008**

Resolved that, Shri Shyamal Haldar, recommended by the College Service Commission to the post of lecturer in English in Mankar College may be issued appointment letter in the prescribed format and Principal be requested to take necessary steps in this regard so that he may join within the stipulated period.

**5. Resolutions adopted in the GB meeting on circulation held on 26.07.2008**

Resolved that Mr Amitava Mukherjee, Selection Grade Lecturer in History be released on lien for one year from his service in this college w.e.f 31<sup>st</sup> July 2008 afternoon to enable him to join Purni Devi Choudhury Girls' College, Bolpur, Birbhum.

**6. Resolutions adopted in the GB meeting on circulation held on 09.08.2008**

Resolved that Mr. Manas Naskar, Sr Lecturer in Commerce be released on lien for one year from his service in this college w.e.f 19.08.2008 afternoon to enable him to join Desshbandhu College for Girl's, 45C, Rashbehari Avenue, Kolkata

**7. Resolutions adopted in the GB meeting held on 28.08.2008.**

Item No1.Resolutions adopted in the previous meetings are read and confirmed.

Item no 2. Resolved that the service of Sri Lakshmi Narayan Guin, who joined Mankar College as lecturer in Mathematics on 18/04/2007 and completed one year of continuous service on 17/04/2008 to the

full satisfaction of all concerned, be confirmed w.e.f his date of joining. It is further resolved that Sri Lakshmi Narayan Guin be allowed to enjoy all the benefits of the substantive first post in Mathematics created vide GO 27-Edn (CS) dated, Kolkata, 14/1/2005 and duly occupied by him.

Item No. 3. Resolved that the service of Sri Bishwajit Dey, who joined Mankar College as Library Clerk on 09/07/2007 and completed one year of continuous service on 08/07/2007 to the full satisfaction of all concerned be confirmed w.e.f his date of joining. It is further resolved that Sri Bishawjit Dey be allowed to enjoy all the benefits of the substantive single post in Library Clerk created vide GO No. 1029-Edn (CS), Cal – 1<sup>st</sup> July 1987, became vacant due to the resignation of Akhilesh Mandal and permitted to fill up the vacant post vide DPI's memo No. 525-UGC 2006, dated, Kolkata, 13/3/2006 and duly occupied by Sri Bishwajit Dey.

Item No.4. Resolved that the leave taken by Dr. Gopa Samanta from 1/11/2004 to 15/01/2005 be converted to E.L as per letter No. 656-UGC 30/04/08 of DPI.

Further resolved that the principal be requested to move the competent authority concerned for release of her salary for the above-mentioned period.

Item No. 5. Resolved that the latest GO 101-Emp dated Kol 2008, regarding appointment of non-teaching staff in the colleges be complied with.

Item No.6. Resolved to inform the Jt. DPI (PPS) that the college had already adjusted the said amount of Rs.114471.00 with subsequent payment of remuneration of part-time teachers.

Item No.7. Resolved that Mr. B.K. Mukherjee acting as part-time peon in the Mankar College Study Centre of NSOU be promoted to Office-Assistant of the Study Centre and in the post made vacant thereby Sri Dulal Hazra be appointed.

Item No. 8. Resolved that a boundary wall be constructed in front of the college to avoid unwanted encroachments.

Item No.9. Resolved that the college canteen be renovated and extended to provide separate space for staff members and also the kitchen.

Item No.10 It is resolved that steps be taken so that 10 year benefit with a special increment as per rule is granted in favour of Smt Swapna Bhattacharjee (Goswami) with effect from 12.5.08

Item No 11. Principal reported that, Sri Binod Choudhury has joined on 18/6/2008 in his post of Accountant after handing over the charge of Chairman, Guskara Municipality.

Item No 12. Resolved that, as per recommendation of the FC remuneration of part-time teachers per day per month would be Rs. 800/- from 1/8/08 in addition to the allowances sanctioned time to time by the state government.

Item No 13. Resolved that 75% of the receivable tuition fees be written off annually from the FY 2006-07

Misc:

1. Resolved that steps be taken to prepare a master plan of the college.
2. Resolved that Part time sweeper Sri Dulal Hazra would be paid monthly allowance of Rs. 600/-.
3. Resolved that a server and 135 column high-speed printer be purchased for office computers on LAN.
4. Resolved that steps be taken to set a false ceiling of the Auditorium.
5. Resolved 36 chairs are to be purchased for the Auditorium.
6. Resolved that an almirah and one first –aid box are to be purchased for Students' Union.

**8. Resolutions adopted in the GB meeting on circulation held on 22.09.2008**

Resolved that, the five teaching posts newly created vide GO 595-Edn (CS)/10M-12/07 dated 12<sup>th</sup> September 2008 be filled up from the respective categories from roster point 20 to 24 as shown below as per model 100 point roster. Principal be requested to take necessary steps in this regard so that requisitions for the teachers may be placed to the College Service Commission at the earliest

Roster Point	Subject	Reserved for
20	Computer Science	General
21	English	S.C.
22	Bengali	General
23	Geography	General
24	Mathematics	S.T.

**9. Resolutions adopted in the GB meeting on circulation held on 13.11.2008**

Resolved that, the five teaching posts newly created vide GO 512-Edn (CS)/10M-12/07 dated 6<sup>th</sup> August 2008 be filled up from the respective categories from roster point 15 to 19 as shown below as per model 100 point roster. The Principal be requested to take necessary steps in this regard so that requisitions for the teachers may be placed to the College Service Commission at the earliest

Roster Point	Subject	Reserved for
15	Hindi	S.C.
16	Political Science	General
17	Computer Science	General
18	History	S.C.
19	Mathematics	BC

To help it conduct the affairs of the College the Governing Body has formed a number of administrative and academic sub-committees. Details of these committees are furnished below in 6.3.3.

**6.2.2 To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?**

The administration is decentralized in a democratic manner on the basis of specific and shared responsibilities. Due attention paid to the upholding of discipline and decorum while safeguarding the dignity and freedom of the members of the teaching and non-teaching staff or in other words the different sections/departments and personnel, has helped to improve the quality of the educational provisions of the institution.

**6.2.3 Does the institution have effective internal coordination and monitoring mechanisms?**

**If yes, specify.**

Internal coordination and monitoring mechanism functions through the three branches of the college tree viz. the teachers' council, the non-teaching staff union and the students' union. Through the joint effort of the three it has become possible for the College to reach the present status.

**6.2.4 Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.**

There is a grievance redressal cell in the College and fortunately, so far there was no occasion for it to redress any serious grievance of the employees. The only instance within the last two years was when it heard the grievances of the Part-time Teachers regarding their pay structure. The arguments were heard and accepted and the remuneration was raised as per the ability of the College. Ordinary complaints are dealt with by the principal himself with the help of the senior members of the staff.

**6.2.5 How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?**

There is no stipulated number of times prescribed for the management to meet the staff in an academic year. The management maintains an informal relation with the staff and meets them whenever necessary. The major issue discussed in the last meeting was the preparation for getting the College accredited by NAAC.

**6.2.6 Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?**

There is no cell to prevent the sexual harassment of the women in the College. The authority keeps an alert eye so that such an incident does not take place. And any possibility is dealt with firmly.

## **6.3 Strategy Development and Deployment**

### **6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?**

Any plan for the development of the institution is formulated by the Governing Body right from the inception of the College. The teachers, the non-teaching staff and the students all have their representation in the Governing Body and thus they become involved in the planning process. The decisions of course are taken in a democratic manner in the best interest of the college.

### **6.3.2 How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?**

The objectives of the decisions taken by the Governing Body for institutional development are communicated to the different constituent levels through the representatives of these levels in the apex body. Every individual member carries out the responsibility assigned to him or her assured of the co-operation of the others.

### **6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.**

According to the statute of the University of Burdwan the College has a Finance Sub-committee and the Teachers' Council. Other sub-committees are formed for the management of the different institutional activities by the recommendation of the Teachers' Council and approval of the GB. The Principal is the ex-officio Chairman of the Finance Committee, the

Teachers' Council and the other Sub-committees. A summary report of the different sub-committees and their activities follows:

**A) Finance Sub-committee:-** i) Dr. Dulal Chandra Gandhi(Principal), ii)Prof. Sirajul Islam, (University nominee),iii) Sri Shyamalendu Mukherjee (Government nominee), iv) Prof.Kallol Sen(Teachers' representative), v) Sri Bikas De(Non-teaching Staff representative),

The Finance Sub-committee sees to it that the limited financial resources of the College is best utilized in a methodical and transparent manner.

### **1. Resolutions adopted in the Finance Committee meeting on 08-03-2007**

- A. Resolved that the cost of construction of boundary wall around the land donated by Mrs. K.Banerjee will be borne by the college itself
- B. Budget for the FY 2007-08 is approved.

<b>RECEIPT BUDGET</b>		<b>EXPENDITURE BUDGET</b>	
<b>CAPITAL RECEIPTS ::-</b>	2007-08	<b>CAPITAL EXPENDITURE</b>	2007-08
---	--	LIBRARY BOOKS, JOURNALS & MAGAZINES	100,000
GRANT FROM UGC	450,000	COMPUTER	200,000
DONATION	5,000	BUILDING	200,000
GRANT FROM NSS	27,000	LABORATORY EQUIPMENTS	60,000
BUILDING FUND	225,000	FURNITURE	12,000
LIBRARY FUND	31,000	PLANTATION & GARDENING	1,000
--	--	SPORTS GOODS PURCHASE	8,000
--	--	FIRE EXTINGUISHERS	10,000



--	--	LAND	35,000
<b>Total Capital Receipts</b>	<b>738,000</b>	<b>Total Capital Expenditure</b>	<b>626,000</b>
<b>REVENUE RECEIPTS</b>		<b>REVENUE EXPENDITURE</b>	
TUITION FEES	800,000	PRINTING CHARGES	15,000
ADMISSION FEES	65,000	POSTAGE	2,000
DEVELOPMENT FEES	220,000	TRAVELLING ALLOWANCE PAID	18,000
ACADEMIC DEVELOPMENT FEES	450,000	ELECTRIC CHARGES PAID	35,000
COMMON ROOM CHARGES	40,000	COLLEGE EXAMINATION	40,000
COLLEGE EXAM FEES	50,000	AUDIT FEES	4,000
ACADEMIC DEVELOPMENT FEES (COURSE FEES COMP. SCIENCE)	580,000	REMU FOR PART-TIME TEACHERS	750,000
COMPUTER APPLICATION FEES	40,000	COMPUTER, XEROX & OTHER CONSUMABLES	20,000
ADMISSION FORM SELLING	50,000	SEMINAR	7,000
OTHER FEES	25,000	BUILDING REPAIR & MAINTENANCE	40,000
COLLEGE WELFARE	65,000	ADVERTISEMENT	4,000
COLLEGE MAGAZINE	20,000	MERIT AWARD	500
STUDENT UNION FUND	50,000	STUDENT UNION ELECTION	1,100
--	--	TELEPHONE	12,000
<b>Total Revenue Receipts</b>	<b>2,455,000</b>	STUDENT STIPEND	150,000
		CONTINGENCY	25,000

<b>TOTAL RECEIPTS</b>	<b>3,193,000</b>	LAB CONTINGENCY	9,000
		WEBSITE EXPENSES	5,000
		FIELD SURVEY	700
		COMPUTER, XEROX & OTHER ELECTRICAL EQUIPMENT MAINTENANCE	25,000
		ENTERTAINMENT	5,000
		<b>Total Revenue Expenditure</b>	<b>1,168,300</b>
		<b>TOTAL EXPENDITURE</b>	<b>1,794,300</b>

C. Resolved to approve the capital expenditures.

## **2. Resolutions adopted in the Finance Committee meeting on 03-10-2007**

- A. Resolved that the cost of purchase of LCD projector may be borne by the College itself if no fund is available from UGC and the matter is referred to the GB for final decision.
- B. In view of the estimated capital expenditure of Rs. 100,000/- needed for the introduction of Computer Literacy Course besides other recurring expenditures, it is resolved that sufficient provision for the capital expenditure during next FY be made in the coming budget.
- C. Resolved to approve the capital expenditures

## **3. Resolutions adopted in the Finance Committee meeting on 13-12-2007**

- A. FC estimated the minimum recurring expenditure for running the Computer Literacy Course at about Rs. 10,000/- and opined that a minimum fee must be charged from the students to meet the expenses and so resolved to refer the matter to the next GB for final decision.

- B. Resolved that cost of construction of the proposed Office-cum-Library building cannot be borne by the College alone and the matter may be referred to the next GB.
- C. Resolved to approve the capital expenditures in between.

#### 4. Resolutions adopted in the Finance committee meeting on 26-03-2008

- A. Resolved that the cost of office computerization be borne by the college itself and the matter be referred to next GB.
- B. Resolved that immediate steps be taken for AMC of the industrial aqua guard for students, for Xerox machine, for only hardware problems of the computers.
- C. Budget for the FY 2008-09 is approved.

RECEIPT BUDGET		EXPENDITURE BUDGET	
CAPITAL RECEIPTS ::-	2008-09	CAPITAL EXPENDITURE	2008-09
---	--	LIBRARY BOOKS, JOURNALS & MAGAZINES	150,000
GRANT FROM UGC	350,000	COMPUTER	250,000
DONATION	5,000	BUILDING	250,000
GRANT FROM NSS	0	LABORATORY EQUIPMENTS	70,000
BUILDING FUND	300,000	FURNITURE	200,000
LIBRARY FUND	35,000	PLANTATION & GARDENING	1,500
--	--	SPORTS GOODS PURCHASE	10,000
--	--	FIRE EXTINGUISHERS	28,000
--	--	LAND	200,000
<b>Total Capital Receipts</b>	<b>690,000</b>	<b>Total Capital Expenditure</b>	<b>1,159,500</b>

REVENUE RECEIPTS		REVENUE EXPENDITURE	
TUITION FEES	850,000	PRINTING CHARGES	30000
ADMISSION FEES	70,000	POSTAGE	2,000
DEVELOPMENT FEES	255,000	TRAVELLING ALLOWANCE PAID	20,000
ACADEMIC DEVELOPMENT FEES	550,000	ELECTRIC CHARGES PAID	40,000
COMMON ROOM CHARGES	5,000	COLLEGE EXAMINATION	20,000
COLLEGE EXAM FEES	56,000	AUDIT FEES	5000
ACADEMIC DEVELOPMENT FEES (COURSE FEES COMP. SCIENCE)	x	REMU FOR PART-TIME TEACHERS	800,000
COMPUTER APPLICATION FEES	x	COMPUTER, XEXOX & OTHER CONSUMABLES	25,000
ADMISSION FORM SELLING	80,000	SEMINAR	5,000
OTHER FEES	20,000	BUILDING REPAIR & MAINTENANCE	150,000
COLLEGE WELFARE	70,000	ADVERTISEMENT	5,000
COLLEGE MAGAZINE	20,000	MERIT AWARD	500
---	--	STUDENT UNION ELECTION	1200
STUDENT UNION FUND	55,000	TELEPHONE	10,000
<b>Total Revenue Receipts</b>	<b>2,031,000</b>	STUDENT STIPEND	100,000
--	--	CONTINGENCY	35,000
<b>TOTAL RECEIPTS</b>	<b>2,721,000</b>	LAB CONTINGENCY	10,000
		WEBSITE EXPENSES	3,000
		FIELD SURVEY	700
		COMPUTER, XEXOX & OTHER ELECTRICAL EQUIPMENT	25,000

		MAINTENANCE	
		ENTERTAINMENT	6,000
		<b>Total Revenue Expenditure</b>	<b>1,293,400</b>
		<b>TOTAL EXPENDITURE</b>	<b>2,452,900</b>

## 5. Resolutions adopted in the Finance committee meeting on 06-05-2008

- i. Resolved that the un-disbursed remuneration of the part-time teachers be immediately sent back to the bank.
- ii. Resolved that remuneration of part-time teachers henceforth be paid by cheque only except in some emergency cases.
- iii. Resolved that maximum amount of cash in hand in the college at the end of a day normally must not exceed Rs. 2500/- except in some unavoidable cases and such cases must immediately be brought to the notice of the Principal or the Bursar.
- iv. FC examined the papers related to the grants ,and resolved that papers related to utilization of building grant be prepared and submitted at the earliest.
- v. Resolved that no further payment be made to Tarak Mete ex-casual sweeper of the college.

### Misc

- a) Resolved that one computer with printer be purchased for carrying out the work related to the preparation for the self study report.
- b) Resolved that one water purifier be purchased for Teachers' Staff Room.

**B) Teachers' Council:-** All the permanent teachers of the College are members of the Teachers' Council. The Principal is the ex-officio President of the Teachers' Council. Prof. Chhabi De, and Prof. Tarun

Kumar Roy are respectively the present Secretary and the Assistant Secretary of the TC elected by the members.

Except the Finance sub-committee all the other sub-committees of the College are accountable to the Teachers' Council.

**The Teachers' Council** or the TC plays a vital role in the academic activities and also collaborates in the administrative affairs of the College. It provides all the teachers a chance to be involved. It deals with vital matters like admission, attendance, examinations and result etc. In 2007 and 2008 the TC met 16 times. Some of the resolutions adopted by the TC are noted here

#### **1. Resolutions adopted in the TC meeting held on 12.01.2007**

- A. Resolved that with regard to the **Test examinations 2007**
  - a. Guardian call for 2<sup>nd</sup> year students with less than 35% attendance.
  - b. Guardian call for 3<sup>rd</sup> year students with less than 20% attendance..
  - c. Guardian call for 1<sup>st</sup> year students having between 30 and 35% of attendance in classes.
  - d. 1<sup>st</sup> year students having less than 30% of attendance in the classes will not be allowed to sit for the Test examination.
  - e. Medical certificates, applications citing NCC or preparation for cultural programme in the College etc. will be considered on individual merit.
- B. Preparation for assessment by NAAC should be boosted with the active participation of all the members of the TC.

#### **2. Resolutions adopted in the meeting of the TC held on 21.02.2007.**

- A. About the result of the students in the **Part III Test Examinations 2007** it is resolved that
  - a. Guardian Call for Honours students with less than 35% marks.
  - b. Guardian Call for General students with less than 25% marks.

c. Results of the students, whose guardians were previously called for inadequate attendance, will remain withheld till the guardians meet the College authority this time. The last date for the guardians to meet the authority is resolved to be 23<sup>rd</sup> February, 2007.

c. Subject to the feasibility of accommodation all Supplementary examinations will be held on 23<sup>rd</sup> February 2007.

**3. Resolutions adopted in the meeting of the TC held on 08.03.2007.**

A. Considering the performance of the students in the **Part I Test Examinations 2007**, it is resolved that

a. Honours students with less than 30% marks in the Honours papers will not be sent for the Final examinations.

b. Guardian Call for Honours students who secured marks between 30% and 35% .

c. Honours students securing less than 15% marks in the General papers will not be allowed to sit for the final Examinations.

d. General students securing less than 20% marks will not be allowed to sit for the Final Examinations.

e. Guardian Call for all General students who have scored above 20% but below 25% marks.

**4. Resolutions adopted in the meeting of the TC held on 09.03.2007**

Results of all defaulters in relation to College fees and library books will remain withheld till they obtain clearance.

**5. Resolutions adopted in the meeting of the TC held on 23.03.2007**

A. Regarding the issue of the result of first year Hindi Honours students raised by Dr. Kusum Rai, it is resolved that the result which has already been published will remain unchanged.

B. Regarding the result of **Part II Test Examination (1+1+1) 2007** it is resolved that

a) Honours students will have to score 30% and above in the Honours papers and 15% and above in the General papers to pass the examination.

b) General students will have to score 20% and above to pass the examination.

Though they could not fulfill the above norms BA Students bearing Roll Nos. 100,284 and 339 and B Sc student bearing Roll no 01 are allowed on special consideration verifying their performance in the Part I examination conducted by the University.

c) Guardian Call for all Honours students securing 30% and above but less than 35%.

d) Guardian Call for all General students securing 20% and above but less than 25%

C. Resolved unanimously that the monthly contribution from each member to the TC Fund will be raised from the existing Rs.10/-to Rs. 20/-with effect from 1<sup>st</sup> April 2007.

#### **6. Resolutions adopted in the meeting of the TC held on 03.05.2007**

A. Regarding ensuing **University Examinations a Centre Committee** is formed with the following members on it:

Principal Dr. Dulal Chandra Gandhi: Examination-in-charge.

Prof. Kallol Sen: Assistant Examination -in-charge.

Prof. Tarun Kumar Roy: Representative of the TC.

One representative of the non-teaching staff.

Medical Officer, Mankar Rural Hospital

Block Development Officer, Galsi I

Officer-in-Charge, Budbud PS.

B. Regarding **admission for the 2007-08** session it is resolved that all the teachers will have to be involved in the admission process, specially for admission in the Honours courses. Merit list of the subject will be



prepared under the supervision of the respective Head of the Department. Grade points will be calculated considering the best five subjects in the HS along with the marks for Secondary and the subject in which admission is sought.

- C. Resolved that the College authority will be approached to make arrangement for purified drinking water in the Teachers' Staff Room immediately.

#### **7. Resolutions adopted in the meeting of the TC held on 18.07.2007**

1. The resolutions adopted in the TC meeting held on 03.05.2007 are read and confirmed.
2. Prof Kallol Sen is entrusted the responsibility regarding room arrangement for B Ed examination and preparing the invigilation roster.
3. Regarding the holding of classes during the B Ed Examination it is resolved that the classes will remain suspended for five days on 21.23.25.27/7 and 8/8. First year General classes will not be held on the days of examination. All general classes will remain suspended on 2/8 and 4/8/07. Only Honours classes will be held on 30/7, 31/7, 1/8 and 3/8/07.

#### **8. Resolutions adopted in the meeting of the TC held on 20.12.2007**

1. Regarding the Test Examinations 2008 of the College,
  - a. Resolved that Test Examination of Part III will commence from the third week of January, 2008 and the test Examinations of Part I and Part II will be held thereafter one by one.
  - b. Resolved that the question papers of each and every subject will be submitted according to the following schedule:

Part III within 3<sup>rd</sup> January 2008

Part I within 10<sup>th</sup> January 2008

Part II within 10<sup>th</sup> January 2008.

- c. Question paper consisting of 50 marks, the head of the department of each subject will take the decision.
- d. Marking system and the pattern of the question paper of both Honours and General subject of the Test Examination will be as follows:

Honours papers of Part I, II and III– 100 marks for each paper.

General paper of Part I – 100 marks for each paper

General papers of Part III – 100 marks for each paper

General papers of Part II – 50 marks for each paper

2. Attempts to be made to send the Letter of Intent to NAAC from the College within the 1<sup>st</sup> week of January 2008.
3. On and from the next academic year unit tests to start in each subject. The marks obtained in each unit test to be added to the marks obtained in the Test Examination.

#### **9. Resolutions adopted in the meeting of the TC held on 11.01.2008.**

1. Guardian Call for students of Part III Honours classes in Arts and Commerce, who attended less than 30% classes. Same treatment for the General students who attended below 25% of classes. Guardian call for all B Sc Part III students for not attending any ENVIS classes.
2. It is resolved that the following teachers will be in-charge of different sub-committees of the Students' Union.
  - a) Magazine Subcommittee: Dr. Bithika Mandal, Dr. Kusum Rai
  - b) Cultural Subcommittee: Prof. Srabanti Ghosh, Prof. Shyamal Haldar.
  - c) Games Subcommittee: Prof. Nihar Ranjan Rakshit
  - d) Boys Common room Subcommittee: Prof. Tarun Kumar Roy.
  - e) Girls' Common room Subcommittee: Dr. Sukla Parai

- f) Student Welfare Subcommittee: Prof. Kallol Sen
  - g) Science Subcommittee: Prof. Lakshmi Narayan Guin.
3. It is resolved that no classes will be held during 3<sup>rd</sup> year Test Examinations 2008.

**10. Resolutions adopted in the meeting of the TC held on 18.01.2008**

- A. Resolved that GS or Students representatives cannot be included in the Free, Half-free-ship Committee.
- B. BA first year student Mahua Garai will have to appear in the compulsory paper Examination. The time of the examination will have to be settled by contacting the concerned teacher.
- C. Taking note of the attendance of the First year students it is resolved that
  - i. 27 Arts, 05 Commerce and 01 Science Students having less than 25% of attendance in the classes will be debarred from appearing in the Test Examination.
  - ii. Guardian Call for the students with attendance between 25% to 29%.
  - iii. All other students are allowed to appear in the Test Examinations.
- E. Taking note of the attendance of Second year students it is resolved that
  - i. All the students having less than 20% of attendance in the classes will be debarred from appearing in the Test Examinations.
  - ii. Guardian Call for students with attendance between 25% to 29%.
- F. Resolved that the date of submission of the marks of the Test Examination will be fixed by the TCS consulting the College office.
- G. Resolved that from the next academic year new attendance register will be used for every new session.

**11. Resolutions adopted in the emergent meeting of the TC held on 19.02.2008**

1. Resolved that
  - a) Prof K Sen will act as joint convener with the H.O.D. of the department concerned which is going to hold a seminar.
  - b) Resolved that the seminar committee members will be as follows:
    1. Prof C. De, 2. Prof A Mukherjee, 3. Prof. N R Rakshit, 4. Dr. S Parai, 5. Dr. K Rai, 6. Dr. B Mandal, 7. Prof. T K Roy, 8. Prof. S Ghosh, 9. +Prof. L N Guin.

2. Regarding the **National seminar in Hindi** it is resolved that
  - a) The Honourable Vice Chancellor, Burdwan University will be approached to inaugurate the seminar.
  - b) Probable date of the seminar is 1<sup>st</sup> week of April 2008.
3. Resolved that supplementary examinations will be held for the students who went to attend NCC Camp and also for those who could not write the exam for different reasons.

The examination will be held along with the Part II Test beginning from 25/2/08.

## **12. Resolutions adopted in the meeting of the TC held on 05.03.2008**

- A. Taking note of the performance of the students in Part I Test Examinations it is resolved that
  - i. Students who have scored less than 25% marks in the Honours paper and at least 10 marks in each paper for General subjects will not be allowed to appear in the Final examination.
  - ii. Guardian Calls for all students who scored above 25% but less than 35% of marks.

## **13. Resolutions adopted in the meeting of the Teachers' Council held on 19.03.2008 in brief**

1. Regarding 2<sup>nd</sup> year Test Examination results it is resolved that

- a) For Honours students, Guardian Call for all who scored less than 40% of marks.
- b) For General students Guardian Call for all who scored less than 25% of marks.
- c) No one has failed to qualify.
- d) Results of the defaulters regarding fees and library books will be withheld till they complete the formalities.
- e) Prof Lakshmi Narayan Gupta will temporarily be in charge of the NCC.
- f) The Coordinator of the Steering Committee informed that the Letter of Intent is almost ready for submission.

#### **14. Resolutions adopted in the meeting of the TC held on 15.05.2008**

- A. a) Resolved to approve the proposed changes in the admission form.
- b) Resolved that minimum marks for direct admission to Geography Honours be increased to 70% in best five subjects and 80% in Geography.
- c) Resolved that the minimum marks for Accountancy Honours be 45% in best five subjects and 45% in the subject.
- d) Resolved that the minimum marks for direct admission to Ohilosophy Honours be 55% in best five subjects and 55% in the subject.
- e) Resolved that direct admission will be offered to all students for General Courses.
- f) Resolved to entrust Prof. K Sen with the task of preparing a model for the Prospectus for the new session with a coloured photograph and logo of the College on the cover.
- g) Resolved that the price of the new Prospectus will be decided after receiving the cost estimate.
- h) Resolved that fees on admission (July-September) for all non-practical Honours subjects viz. Bengali, English, Hindi, History, Philosophy, Political Science will be Rs. 800/- .

The fees for Sanskrit Honours will be Rs. 950/-

The fees for Santali General will be Rs.875/-

For Mathematics Honours there will be an Academic Development Fee of Rs. 250/- and for B Sc general this fee will be RS. 100/-

Prof N R Rakshit will help the formulation of the new fee structure.

g) Resolved that new attendance registers will be used for Second year and Third year classes.

h) Resolved that in the attendance register of the General students of the Third year the names of the Honours students will not be inserted.

#### **15. Resolutions adopted in the meeting of the TC held on 09.07.2008**

A. Regarding the commencement of classes for the session 2008-09 it is resolved that

- a) First year classes will commence from 21.07.2008.
- b) Second year classes will commence from 14.07.2008
- c) Third year classes will commence from 01.08.2008.

#### **16. Resolutions adopted in the meeting of the TC held on 30.12.2008**

A. Regarding the Part III & Part I Test Examination 2009 resolved that

- a) Part III exam will commence from 21.01.2009 and will continue up to 29.01.2009.
- b) Part III Questions will have to be submitted within 09.01.2009
- c) Consideration of the attendance of the students in the classes: 15.01.09
- d) Guardian Call : 16.01 & 17.01.2009
- e) Date of submission of marks 07.02.2009
- f) Result meeting on 12 & 13.01.2009
- g) Publication of result 14.01.2009
- h) Guardian Call if necessary 16 & 17.01.2009
- i) Part I Test Honours Exam will be held on 07.02 & 09.02.09
- j) Part I Test General papers on and from 10.02 to 14.02.09

- k) Submission of Question papers: 20.01.09
- l) Consideration of attendance on: 30.01.09
- m) Guardian call if necessary: 02.02 to 05.02.09
- n) Submission of marks: 23.02.09
- o) Result meeting: 25.02.09
- p) Guardian call if necessary: 27.02&28.02.09

**Other committees:**

- a) **Building Sub-committee:-** i) Prof. Kallol Sen, ii) Prof. Nihar Ranjan Rakshit, iii) Sri Bikas De, iv) Sri Bijoy Kumar Mukherjee

The Building Sub-committee mainly sees to it that the construction work, a vital component of the growing College, is done methodically and in the best possible manner, invites quotations for materials, issues work orders, and often sits jointly with the Purchase Sub-committee.

On 13.09.07 the Building Sub-committee resolved to invite rates for masonry works, grills, doors and windows. It also resolved to do plumbing work in the Teachers' Staff room in consultation with the SAE.

The meeting on 01.10.07 resolved to offer the masonry work to the lowest bidder K Kanjilal and finalize it after some clarification from him. M/S Harihar Engg Works, the lowest bidder, are to be given the order for grills and collapsibles. It also resolved to build the approach road to the old building and the Students' Union. The decision on doors/ windows is deferred as there is only one bidder.

The meeting on 17.01.2008 invited fresh quotations for stones and bricks, resolved to purchase cement locally, settled rate of masonry

work at Rs.100/-per running foot, resolved to give work order to K Kanjilal, to utilize the stock of iron rods available in the College, and to open the received quotations in the next meeting on 24.01.08.

The 24.01.08 meeting resolved to give the order for supplying iron rods and cements to M/S Kundu, Mankar categorically mentioning the rates, the order for supplying other building materials was given to M/S Jahar Kr. Mondal.

On 16.07.08 the Building Sub-committee sat with the Purchase Sub-Committee and the joint meeting resolved to consult a civil engineer to renovate the toilets and the canteen. It also resolved to install grill gates at the corridors for the sake of security, to install a 3 phase meter and bus bar at the input point of electricity and to execute proper earthing for electrical wirings in the College.

The 04.08.08 resolved to renovate the drinking water system and to provide an extra class room by clearing and partitioning the large room presently being used as a godown.

In a joint meeting with the Purchase Sub-committee on 14.08.08 it is resolved among other things to carry out the repair work in the old building on daily wage basis and also to renovate the sewage system of the old building.

In another joint meeting with the Purchase Sub-committee on 10.09.08 it is resolved that earthing for the new building be also done and the works for distribution of electricity load in different phases be done latter on. The meeting also resolved to install 65amps main switch, to paint the College building, to construct a



fencing for the campus using RCC pillar and net, to plant one thousand fruit-tree saplings in the College campus under the NREGS programme in collaboration with Mankar GP, to approach the Mankar GP to include the development of the College playground in the NREGS programme. Regarding the College canteen it resolved to construct a kitchen separate from the dining space.

On 23.09.08 in a joint meeting with the Purchase Sub-committee it is resolved to invite the representative of M/S Monobikas Sur, the lowest bidder, to finalize the rate of fencing and related matters and besides to install a collapsible gate at the GF of the library-cum-office building.

On 23.11.08 in a joint meeting with the Purchase Sub-committee it is resolved that electrification of the newly constructed room will be done on daily wage basis and materials will be supplied by the College; to consult a good audio-electrical mechanic to install the public address system in room no. 10. It also resolved that M/S Monobikas Sur be given work order for the fence at rates specifically settled for different items.

**b) Purchase Sub-Committee:-** i) Prof. Nihar Ranjan Rakshit, ii) Prof. Amitava Mukherjee (on lien),iii) Prof. Manas Naskar (on lien),iv) Sri Bidhu Bhusan Bandyopadhyay,v) Sri Nemai Chandra Dewasi, vi) Prof. Chhabi De (Invitee) , vii)Binod Chaudhuri (Invitee)

The Purchase Sub-committee sanctions all the purchases that the College has to make, has to meet quite often and also holds joint meeting with the Building sub-committee.

- c) **Admission Sub-Committee:-** i) Prof Chhabi De, ii) Prof. Nihar Ranjan Rakshit, iii) Prof. Tarun Kumar Roy, iv) Prof. Lakshmi Narayan Guin.

Admission Sub-committee coordinates the admission process but as the College has a very limited number of permanent teachers it meets under the exterior of the Teachers' Council.

- d) **Routine & Examination Sub-Committee:-** i) Prof. Kallol Sen, ii) Dr. Kusum Rai, iii) Prof. Manas Naskar (on lien), iv) Prof. Tarun Kumar Roy

The duty of this sub-committee is to prepare the routine for the classes and to allot the classes to appropriate rooms. Programme for the examinations is made with the Teachers' Council. It also makes the invigilation roster for College and University examinations.

- e) **Library Sub-Committee:** i) Dr. Bithika Mondal, ii) Dr. Kusum Rai, ii) Prof. Srabanti Ghosh

The Library sub-committee has to process the purchase of books and journals in the library, look after their maintenance and see to it that the students and the staff are served properly.

- f) **Disciplinary Sub-Committee:-** i) Dr. Sukla Parai, ii) Dr. Bithika Mandal, iii) Prof. Tarun Kumar Roy iv) Sri Amarnath Goswamy v) Sri Gopal Dhibar

It sits rarely for the students are well disciplined. The minor irritants are dealt with by individual teachers and staff or by the principal and the member of the TS and NTS in an informal sitting together.

**g) Grievance Redressal Cell:-** i) Prof. Chhabhi De, ii) Prof. Kallol Sen, iii) Dr. Sukla Parai iv) Sri Tulasi Charan Kesh, v) Sri Bijoy Kumar Mukherjee, vi) Paramita Rajak, the GS of the Students' Union.

The Grievance Redress cell meets on rare occasions. The only time it met was to deal with the remuneration of the part-time teachers.

**6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?**

The institution has an MIS in use..The MIS or Management Information System functions through the different sub-committees to select, collect, align and integrate data and information on the academic and administrative aspects of the institution.

**6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.**

The data and information obtained from the feedback is always used by the institution in decision-making and performance improvement.

**6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/ providing conducive environment, etc.)**

The institution encourages the spirit of co-operation among the members of the faculty for nurturing a conducive academic ambience. Informal sharing of knowledge between teachers of different departments is a

common feature of the teachers' staffroom discourse. Skill sharing across departments is in practice for a long period of time. Economics teachers teach students of both Arts and Commerce disciplines. Mathematics teachers take both Science and Commerce classes. The languages Bengali, English and Hindi are studied by students of all the three streams. Same is the case with Environment Studies. As these teachers get a chance to mix with a greater number of students it helps creating a congenial academic environment. In the field of innovation computer aided teaching is making slow and steady inroads. Apart from the departments of Computer Science and Commerce or the departments that have to use computers as a part and parcel of the syllabus, departments like English and Geography make use of audio visual aids. Some departments also make use of the Paxiscopes from the Physics department to make necessary projections while teaching or in seminars. In the matter of empowerment of the faculty it should be said that the institution does not interfere in the freedom of the subject teacher if the students do not complain or the result nose-dives – a disaster not yet experienced.

## **6.4 Human Resource Management**

**6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching / research of the faculty and service of the faculty by other staff? If yes, how?**

The performance assessment of the teachers is mostly done through the self-appraisal method. Formal and informal feedback from the students received throughout the year is taken very seriously. There is no scope for peer assessment. The feedbacks collected on the teachers along with the performance of the students are taken very seriously and in case of any adverse information remedial measures are adopted for the improvement of the standard.

**6.4.2 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

There are no specific welfare measures in vogue for the staff and faculty. However in cases of financial constraints ad-hoc payments are made as advance to the staff and faculty specially in the case of new appointments till the pay is fixed and included in the Pay Packet by the Director of Public Instruction. A permanent employee of the College can take a loan from the PF deposits. The College takes all possible steps to facilitate the issue of the PF loan as early as possible. The permanent employees of the College have a Cooperative Society established in 1994 which provides them with mid-term and short-term loans to tide over an economic crisis. These measures improve staff satisfaction and motivation.

**6.4.3 What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?**

In the matter of recruiting faculty the Institution has only a limited role to play. Candidates having the desired qualifications, knowledge and skills are selected by the College Service Commission, Government of West Bengal. The college sends its requisitions to the College Service Commission and the Commission then recommends a candidate from the panel prepared by it. The candidates so selected are qualified and judiciously chosen and the College generally does not have any reason to complain.

The non-teaching staff of the college are selected by a Selection Committee consisting of the representatives of the University and the College from the candidates chosen by the Employment Exchange. They are selected following an interview and often a written test.

**6.4.4 What are the criteria for employing part-time/ad-hoc faculty? How are the recruitment conditions of part-time/ad-hoc faculty different from that of the regular faculty? (e.g. salary structure, workload, specialisations).**

Due to the absence of sufficient full time teachers the College has to appoint part-time teachers in the interest of the students. Unlike the regular faculty they are not recommended by the College Service Commission. But as per the guidelines of the affiliating university and the State Govt. the Part-Time faculties have to fulfill the UGC criterion for the appointment as lecturers in colleges. The aspiring candidates have to appear in front of a Selection Committee consisting of the representatives of the University and the College. The subject expert comes from the University.

The College tries to follow the salary structure for part-time teachers approved by the State Government to the best of its ability. The workload differs according to the structure of the department. But usually it is around four classes a day. The contractual teachers are appointed in the same manner as the part-time teachers but their salary is higher and is commensurate to their greater workload.

**6.4.5 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

The College itself does not offer any financial assistance to support and ensure the professional development of the faculty. It allows Leave on Duty to the faculty to participate in seminars, conferences, workshops, Orientation Programmes, Refresher Courses etc and encourages them to become members of and to be actively involved in professional associations. It also grants study leave to the teachers. In special

circumstances a teacher may be provided with financial assistance from PTAC, but in all cases the teachers are granted

**6.4.6 How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up-gradation and training of the staff? If yes, give details.**

The needs of the faculty development is a perennial reality. The Institution has not yet conducted any faculty development programme but the faculty by allowed to attend faculty improvement programmes like Orientation Programme and Refresher Courses or seminars, workshops etc with Leave on Duty. A teacher may upgrade his or her skill at a suitable place with study leave. The stock of books in the library is also updated to help the teachers along with the students.

After computerizing the office the College arranged a training programme for the staff to acquire the necessary skill.

**6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)**

The teaching faculty receives unrestrained co-operation and support from the non-teaching staff of the college. The infrastructure available is good enough to carry out their responsibilities effectively.

**6.5 Financial Management and Resource Mobilization**

**6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years.**

Yes, the institution receives financial support from the State Government and also sometimes from the UGC. The grants received under different heads during last three years 2005-06, 2006-07 and 2007-08 are as detailed below

	Heads	2005-06	2006-07	2007-08
1	Pay Packet Grant in Aid from the Govt.	4,342,361	4,471,100	5,267,675
2	Building Grant (UGC)	242,760	x	194,208
3	Books & journals (State Govt)	x	x	x
4	Books & journals (UGC)	x	69,360	90168
5	Equipments	5,000	x	x
6	Project(ICSSR) from UGC	69,431	29,756	x
7	Salary of Part Time Teachers from State Govt.	288,000	192,000	480,000
8	NCC	7488	x	x
9	Vocational Education	x	437,650	x
10	Seminar	x	x	36,000
	Total	4,955,040	5,199,866	6,068,051

**6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.**

The College being located in an economically underdeveloped rural area is not in a position to mobilize donations as a regular and secured source of resources.



In the year 2006-07 the Teaching and Non-Teaching staff of the College collectively donated an amount of Rs. 79,697/-. No donations were received in 2007-08.

**6.5.3 Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?**

The College has adequate budget to cover the day to day expenses.

**6.5.4 What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide income expenditure statements))**

Budget allocations for the past two years ( income expenditure statements) are enclosed as the annexure.

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.**

The accounts of the College are audited regularly.

There is no procedure for internal audit.

The Director of Public Instruction, Govt. of West Bengal appoints the auditor to conduct the audit of the accounts of the college. The audit of the accounts for the financial years 2006-07 & 2007-08 is going on now. The audit reports for these two years will be submitted immediately after the College receives them.

**6.5.6 Has the institution computerized its finance management systems? If yes, give details.**

The institution has recently computerized its finance management systems. The software installed is College Administration Management System developed by MSS, Burdwan. There is a high end server which connects the 3 office computers through LAN.

## **6.6 Best Practices in Governance and Leadership**

### **6.7.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

The Principal of the College as the administrative head acts as the leader to achieve all round development of the College. The leader does not act in a high-handed authoritarian way and always maintains a relation of trust with the members of the staff. All the decisions are taken in a decentralized and democratic manner through elaborate discussion in the different sub-committees. The employees of the college work in a congenial atmosphere. The teachers, non-Teaching staff and the students are made to feel as members of a large family. There are stray cases of bickering sometimes as it happens in any family but they are amicably settled and soon forgotten. The Students' Union is taken into confidence before making any policy decisions and thus the grievances and demands of the students can be given premium attention and are best answered. By virtue of this democratic mode of functioning the College, in spite of inadequate infrastructure and staff, has become successful to establish itself as one of the premier institution under Burdwan University.

## **CRITERION VII**

### **Innovative Practices**

## **7.1 Internal Quality Assurance System**

### **7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?**

Within the existing academic system the first point to be noted for quality assurance is the need of competent teachers. The full-time permanent teachers of the College are appointed as per the recommendation of the state College Service Commission after thorough screening of the candidates who fulfill the UGC criteria. The teachers so chosen are competent enough to teach and guide the students properly.

It is a fact that often the number of permanent teachers is inadequate. In such cases to maintain the academic quality part-time teachers or contractual teachers are appointed.

The part-time teachers or the contractual teachers of the college are recruited, as per the guidelines set by the affiliating University, by a selection committee and they, without doubt, carry out their responsibility efficiently.

For quality assurance within the existing administrative system the college has different administrative bodies formed as per the statutes of the University of Burdwan like the Governing body, the Teachers' Council, the finance committee and other committees or sub-committees.

### **7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?**

The Governing Body and the other committees take care to maintain a congenial ambience for academic activities. They see to it that the process of admission remains transparent, classes are held regularly and the students attend the classes regularly. The total number of classes taken during a period of time and the number of classes attended by each student are made known at regular intervals every year, the performance of the students in the selection test is analysed and the guardians of the

poor performers are invited and the situation is explained to them and remedial suggestions are offered. Apart from this the results of the students in the examinations conducted by the University are also analysed

### **7.1.3 What role is played by students in assuring quality of education imparted by the institution?**

Feedbacks available from the students regarding their experience of the teaching learning process assure the quality of education imparted by the institution. In addition to this the Students' Union, being the elected representative of the students, helps the administration with information about the reaction, problems and needs of the students.

### **7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?**

Those practices are the best that aid the teaching-learning process in the institution. Much attention is paid to regular and active attendance in the classes. A sense of discipline is inculcated. The necessity of providing adequate infrastructural facilities is given due importance. For the benefit of the students the largest classrooms are fitted with speakers and microphones.

To generate a deep interest for the matters learnt a number of measures are taken. The students are encouraged to present subject oriented exhibitions during the annual social function of the college. The students of different departments choose areas of their interest and participate in the exhibition with great enthusiasm. Moreover students seminar and group discussions, debates and such co-curricular activities under the supervision of the teachers also prove highly effective to promote academic involvement, they also have an uplifting effect on the confidence level of the students.

### **7.1.5 In which way has the institution added value to the quality enhancement of students?**

The institution tries to instill certain time-tested values in the young learners, values that can make them a better human being as well as a better member of the society and ultimately of the country. The teachers try to plant the values of tolerance, secularism, universal brother-hood, social consciousness in the students. They take care to get rid of superstition, social prejudices and narrowness of any kind. The programmes undertaken frequently by both NSS and NCC wings are blood donation camps, aforestation programmes, health awareness programmes, AIDS awareness programme, campaign against drug

addiction, superstition, child labour and such other evils, campaign for literacy and communal harmony, cleaning of the locality, upkeep of the village drainage system, repairing of the village road etc.

## **7.2 Inclusive practices**

### **7.2.1 What practices have been taken up by the institution to provide access to students from the following sections of the society:**

- a) Socially-backward   b) Economically-weaker and   c) Differently-abled**

The institution is fully conscious of the need to provide access to the students from the deprived sections of the society.

- a) The socially backward students are provided with the advantage of the reservation policy of the Government of India. However, when their quota is exhausted they are treated at par with the other students.
- b) Some of the economically backward students of the college are granted freeships and half-freeships. A few are also helped from the Students Welfare Fund.
- c) Differently –abled students also benefit from the reservation quota to get admitted in the college. Once admitted they are treated with care and the mandatory attendance rule is relaxed for them.

### **7.2.1 What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities? Specify.**

- a) teaching**  
**b) non-teaching**

The institution follows the 100 point roster of the Government of West Bengal regarding the appointments in both teaching and non-teaching categories.

- a) In the vacancies against the sanctioned teaching posts the college places its requirements with the College Service Commission. The

distribution of the 100 point roster to these posts has to be approved by the DPI before the demand is placed with the CSC.

- b) In the vacancies against the sanctioned non-teaching posts the same procedure is followed. Only here the Employment Exchange is requested to send the names of candidates eligible to appear before the Selection Committee.

**7.2.2 What special efforts are made to achieve gender balance amongst students and staff?**

No gender discrimination of any sort is made or allowed to be made anywhere. The employees and the students are treated as human beings and not as representatives of one sex or the other. Quality is appreciated.

**7.2.3 Has the institution done a gender audit and/or any gender-related sensitizing courses for the staff/ students? Give details.**

The institution has not done a gender audit or any gender related sensitizing courses for the staff and the students. However, it may be mentioned here that of the students admitted in the college in, say for example 2008-09, 300 are female against 300 male. Among the 10 regular teachers 5 are women. Among the non-teaching staff, of course, the presence of women is very small only 2 out of 20. But no gender discrimination is made.

**7.2.4 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?**

The intervention strategy adopted by the institution to promote the overall development of students from rural/ tribal backgrounds is to help and motivate them to complete their study, to help them to cope with the financial problems and to help and guide them in the reading-learning process.

**7.2.5 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?**

There is no separate mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections. But this

can be calculated from the statistics available regarding the admission of the students and the successful completion of the programme by them.

#### **7.2.6 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?**

Promotion of social-justice and good citizenship is obviously the ultimate consequence of all the activities of the college. Nurturing of the intellect, spreading the benefits of education, developing a sense of discipline and building a sense of responsibility spell the initiatives of the college.

Through the activities of the NSS and the NCC these initiatives reach out to the community in a well defined manner.

### **7.3 Stakeholder relationships**

#### **7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?**

The institution studies the need of the hour, the feasibility of the success of a new programme, the relevance of the programme, and the infrastructure needed for it. This is done through discussion involving the faculty, the non-teaching staff, the representatives of the students and the members of the Governing Body, which is again a body that consists of nominees of the Government, the university, the teaching staff, the non-teaching staff and the students. The opinion of the experts on the subject from the University is also sought. Information is collected about the state of a programme in other institutions. It listens to any suggestion put forward by the guardians or the interested persons from the locality. A programme is implemented with the help of the teachers, the non-teaching staff and the students, A programme launched is evaluated with feedbacks from the different stake holders

So, all the stakeholders are involved in the planning, implementation and evaluation of a programme.

### **7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?**

It is always kept in mind that any new programme introduced must have social relevance and it must help the students to establish themselves in life. Concerns like time slot, fee-structure, target group are given due consideration. The latest additions like Honours in Hindi cater to the needs of the linguistic minorities, the General Course in Santali should be admitted as a very novel idea, for students have practically very little chance of studying this language at the graduation level. New avenues are also opened with the introduction of Honours Course in Philosophy or Mathematics. These programmes provide greater choice to the students to fulfill their desire to study the subject of their choice. This contentment creates a climate conducive to learning.

### **7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?**

The key factors can be listed as follows:

- a) The result of the College
- b) Subject options offered
- c) Regularly held classes
- d) Discipline
- e) Teacher- student relationship
- f) Homely atmosphere
- g) Clean and well-maintained campus

### **7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/spiritual development of the students?**

The institution by its activities over the years has become successful in building a sense of trust and faith in the mind of the stakeholders. The institution has received generous donations in the nature of an endowment



for awarding prizes to the college toppers in different disciplines of the university examinations, a house on a 75 decimal plot of land has been donated for opening a hostel for the first generation learners especially girl students from extremely backward areas and in general for all the girl students who come to the college from different districts of the state influenced by the result and the general atmosphere of the college. Regarding curricular activities the institution takes in suggestions mainly from the most immediate stakeholders or the students. As for the co-curricular activities the Students' Council takes active initiative to make the activities successful. The feedbacks from the people belonging to the neighbourhood of the College are duly considered regarding community orientation and personal / spiritual development of the students.

#### **7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?**

The Institution is always alive to the public concern in its current and future programme offerings and operations. Honours courses in different subjects are introduced to satisfy the need of competence in a particular subject that has sound professional relevance. Computer Science Honours makes a student eligible for meeting the demands of the IT world. Introduction of Santali is a very important step to include the students of the backward communities in the mission to provide higher education to all.

Career guidance for admission in different courses after HS examinations has been organized in collaboration with the local student organization. Introduction of vocational courses is sure to generate overwhelming response. Skill Development Programme for Existing College Students conducted by Electronics Corporation of India Limited is going to offer job oriented subsidized regular training programme and make the students eligible for the professional world. The institution is still outside the

circuit of regular campussing but different companies and institutions like ICFAI, Frankfin, Franklyn have begun to visit the College and interact with the students.

**7.3.6 How does the institution promote social responsibilities and citizenship roles among the students?**

**Does it have any exclusive programme for the same?**

The institution always promotes social responsibilities and citizenship roles among the students, particularly through exclusive programmes as NCC & NSS.

**7.3.7 What are the institutional efforts to bring in community-orientation in its activities?**

As already noted community orientation is brought in the activities of the institution through NSS and NCC. On an academic level there are seminars to make the students aware of their role as members of the society. The NSS and the NCC take up programmes like: health awareness, pulse polio, blood donation camps, afforestation programmes, AIDS awareness programme, campaign against drug addiction, superstition, child labour and such other evils. These programmes add strength to community specific programmes like adoption of village, campaign for literacy, communal harmony, organising pre-school camp, cleaning of the locality, upkeep of the village drainage system, repairing of the village road etc.

**7.3.8 How does your institution actively support and strengthen the neighborhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?**

The institution tries to extend active support and strength to the neighbouring community by making them aware of the need of cleanliness and hygiene and of the importance of education. The NSS and also the NCC survey the neighbourhood. The NSS has two adopted villages. Through the feedback received from the NSS, the NCC, and the members

of the College staff who belong to the locality, the Students' Union and the local people the College determines the area of emphasis.

### **7.3.8 How do the faculty and students contribute in these activities?**

In Mankar College two hundred students are the members of the two units of NSS and one hundred students are enrolled as NCC cadets. There are two teachers as programme officers of NSS and one teacher is in charge of NCC. It is mainly through their active participation and the cooperation of the others that the faculty and the students contribute in these activities. The Students' Union also plays a constructive role here.

### **7.3.9 Describe how your institution determines student satisfaction, relative to academic benchmarks?**

#### **Do you update the approach in view of the current and future educational needs and challenges?**

The institution intends to help the students to be able to take independent decisions, to face the challenges of a fast changing life and society and to make a positive contribution towards it. The question of student satisfaction becomes of utmost importance if they are to absorb the benefit of the teaching – learning process.

Student satisfaction is determined through regular feedback from them. The institution keeps in constant touch also with the Students' Union, which has representation of all programmes and classes. Satisfaction of the students creates an environment of trust and goodwill.

Updating of approach in view of the current and future educational needs and challenges is a must. The teachers have to work like facilitators, not merely giving lectures in a traditional manner but updating themselves to generate and satisfy the inquisitiveness of the young learners.

### **7.3.10 How do you build relationships to attract and retain students, to enhance students performance and to meet their expectations of learning?**

The College sees to it that the teachers are faithful to their obligations to the students. They are accessible to the learners, patient while dealing with

them and that they encourage the spirit of learning. A teacher can enhance the performance of the students if he/she is sincere and enhances his/her own performance. The teachers try to build personal relationship with the students, earn their trust, help them in their need and thus can attract and retain students.

**7.3.11 What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder relationship and satisfaction?**

There is a properly constituted Grievance Redress Cell to deal with any grievance against any student, teacher or non-teaching staff of the College.

The students can also advance their complaints through the Students Council or directly approach the Head of the Institution. The teachers and Non-Teaching staff can channel their complaints through their representative bodies or meet the Head of the Institution for this purpose.

Generally the Principal takes immediate remedial measures with the help of the senior members of the staff. Fortunately there are not very serious complaints and the matters are solved easily. The experience thus gathered helps the institution to anticipate issues and to take pre-emptive measures.

If a complaint is serious in nature and cannot be resolved by the grievance redress cell then it can be taken up by the Governing Body and settled.

Local self governing bodies may also be consulted in case of any grievance related to the locality.

Amicable settlement of the complaints ensures an ambience of trust and goodwill in the institution.

## C. Evaluative Report of the Departments: BENGALI

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile:

Sl. No	Teacher's name	Designation	Highest qualification	Area of Specialisation	Sex	Age	Experience	
							Teaching	Research
1	Dr. Bithika Mandal	Reader	MA PhD	Rabindra Sahitya	F	53	24	10
2	Kajal Roy	Part-time lecturer	MA in Bengali & English	Madhya yug	M	38	4	Nil
3	Sk. Meher Abdullah	Part-time lecturer	MA, BEd	Natya-sahitya	M	29	1	Nil
4	Lab Baran Kundu	Part-time lecturer	MA, BEd, M Phil	Rabindra Sahitya	M	31	1	Nil

**b) Adequacy:** There are three sanctioned posts for full-time teachers in the Department. At present there are four teachers in the department, consisting of one full-time teacher and three part-time teachers. The total strength is, however, inadequate to meet the scheduled workload of 94 classes per week.

**c) Competency:** Dr. Bithika Mandal, Head of the department and Reader in Bengali, has a keen interest in active research and participates very often in national level seminars, and also organizes departmental seminars from time to time. Student-teacher ratio being favourable for Honours course, the department has a cordial relationship with the students, both inside and outside the classroom.

Part-time teachers are also competent enough to teach Honours and General courses at the Under Graduate level. In addition, they organize the co-curricular activities of the department efficiently.

## 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc:

Profile of the students in the current academic year

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09										
Honours	22	20	42	21	14	35	12	17	29	WB
General	217	158	375	134	131	265	111	74	185	WB
Comp. BA	319	228	547	X	X	X	X	X	X	WB
Comp. BCom	17	05	22	X	X	X	X	X	X	<b>WB</b>
Comp. BSc	16	19	35	X	X	X	X	X	X	WB

The students in the three year Honours Course in Bengali are admitted from a merit list prepared according to the marks obtained in the Secondary and Higher Secondary Examinations. Students securing a first division in the Secondary and Higher Secondary Examinations and more than 60% marks in the subject can take direct admission. The students of adequately high competence level are admitted. For the General Course the students who have passed the Higher Secondary Examinations are admitted.

The students come from a wide variety of socio-economic condition.

The students speak Bengali as their mother tongue and are naturally proficient in the use of the language.

### 3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

The BA Honours and General course syllabi in Bengali have been last changed in 2005-06. Dr. Bithika Mandal took part in the syllabus revision workshops organized by the affiliating university and put forward her views on the revision of syllabus.

Objective and short answer type questions were changed from 20x1 and 5x2 to 15x2 in 2006-07. They were again changed to 8x2 for 2007-08 together with tag questions of 2 or 1 marks to be appended to broad answer type questions of 10 marks and short answer type questions of 4 or 5 marks. An essay for 20 marks has been included in Paper VIII Honours and Paper IV general course.

### 4. Trends in the success and dropout rates of students during the past two years

Success rate and dropout rate of the students admitted to BA Bengali Honours Course

Passing out year	Number of students admitted	Appeared in final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	33(2004-05)	25	08	24	25	100	1
2008	31(2005-06)	29	02	6.5	29	100	0

Success rate and dropout rate of the students admitted to BA Bengali General Course

Year of	Number of	Appeared	Drop	Drop	Passed the	Success	First Class
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entry	students admitted	in Part I General Exam	outs	Out %	Programme	rate %	
2006	299	210	89	30	205	98	
2007	337	261	76	23	254	97	

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

A question bank comprising past University question papers for several years, along with some model answers are kept in the library for ready reference of the students. There is no departmental library, computer or laboratories. There are more than 700 titles books on Bengali in the College library.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

Learner centric methods like group discussions, quiz contests, debate and essay competitions etc are very often conducted to supplement the lecture method of teaching.

#### **7. Participation of teachers in academic and personal counseling of students**

Teachers of the department are always available for counseling during the admission process to help the students choose from the courses of studies. Counseling at personal and group level is also done if the students approach the faculty members for the same.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Dr. Bithika Mandal, Reader & Head, Department of Bengali has been benefited by attending 9 (nine) seminars during the last two years. The detailed list is placed in the Annexure.



**9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research:**

The department of Bengali has organized a seminar on the topic *Shatabarsher Alope Manik Bandyopadhyay* on 28<sup>th</sup> August 2008, the main speaker was Dr. Sumita Chakrabarty, Dept. of Bengali, Burdwan University.

The Head of the department Dr. Bithika Mandal performs a good number of activities including teaching and research:

- She is functioning as a University Nominee on the Governing Body, MUC Women's College, Burdwan, since 2003.
- She performs the function of the Chairperson of BU for BA Part I General Examination since 2003.
- She is a moderator for BA Part II General in Bengali since 2005.
- She is an examiner of MA Part I and Part II in Bengali since 2003.
- She is an examiner of BA Part II Honours and General Examinations of Burdwan University.
- She performs the confidential works of assessing the answer-scripts of SSC since 2003.
- She is also on various academic and administrative sub-committees of the college.
- Dr. Mandal, has been appointed as Research Guide (Supervisor) leading to PhD Degree under the University of Burdwan with effect from 21.05.2007.

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil.

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

There is no ongoing project of the department. However, Dr. Bithika Mandal has three scholars under her supervision. The area of work of the registered research scholars are:

- a) Panchali Ghosh: Swadhinata Uttar Bardhaman Jelar Natyacharcha: Ekti Samiksha

- b) Idrish Ali Bhuia: Bangla Samayik Patrer Dharay 'Shanibarar Chithi'r Charitrik Rupomurti O Obodan Bichar
- c) Shashanka Shekhar Haldar: Swadhinata Parobarti Bangla Chotogalpe Pratibad (1947-1980): Ekti Samiksha

Publications of Dr. Bithika Mandal, Reader and Head of the Department

Sl. No.	Nature of publication	Title of the Publication	Publisher & the Year of Publication
1	Article	Pragadhunik Yuger Bangla Charit Sahitya	Prabandha-Sanchayana, Ratnabali, Kolkata, 2006
2	Study material	Manasa Vijay—Bipradas Pipilai	Director of Distance Education, BU. 2007
3	Study material	Chaitanya Charitamrita Krishna Das Kabiraj	Director of Distance Education, BU. 2008

## 12. Placement record of the past students and the contribution of the department to aid student placements

The department does not have a placement cell but it has some records of placement of the past students. The department offers informal guidance to aid student placements.

Sl no.	Name of the student	Year of passing	Present position
1	Dipa Karmakar	1998	School Teacher
2	Panna Mandal	2000	School Teacher
3	Swamisharan Biswas	2001	School Teacher
4	Jharna Banerjee	2001	School Teacher
5	Aparna Garai	2003	School Teacher
6	Anita Nayek	2005	School Teacher
7	Rumpa Konar	2001	School Teacher
8	Jayanti Karmakar	2001	School Teacher
9	Dulal Majhi	2005	School Teacher
10	Hemanta Das	2002	School Teacher
11	Antara Laha	2003	School Teacher

12	Hriday Majhi	2005	Kolkata Police
13	Bidisha Ghosh	2004	WB Police
14	Munmun Biswas	2002	Primary Teacher

### **13. Plan of action of the department for the next five years**

The Department plans to introduce PG Course in Bengali under Burdwan University.

## **C. Evaluative Report of the Departments: ECONOMICS**

### **1. Faculty profile - adequacy and competency of faculty**

#### **a) Faculty profile:**

Sl No	Teacher's name	Qualification	Designation	Area of Specialisation	Sex	Age	Experience
1	Chhabi De	MA	Selection Grade Lecturer	Econometrics	F	47	21 years
2	Kajal Ghosh	MA, B Ed	Part-time Lecturer	Statistics & Econometrics	M	41	13 years
3	Bankim Chandra Ghosh	MA	Part-time Lecturer	Statistics & Econometrics	M	25	3 months

**b) Adequacy:** The Department of Economics has one Permanent and two Part-time teachers. So far as the weekly schedule for the classes is concerned, the Department of Economics has to take 24 classes in the Arts stream and 12 classes in the Commerce stream. The strength of the faculty against the workload is adequate.

**c) Competency:** The existing permanent and part-time teachers of the department are competent enough to teach the under graduate students. They work hard to make Economics less intricate to the mostly first generation learners from a rural background.

## 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc:

### BA General

Sessions	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09	66	43	109	44	23	67	08	01	09	WB

### B Com General

Sessions	1 <sup>st</sup> year			2 <sup>nd</sup> year			Region
	M	F	Total	M	F	Total	
2008-09	18	08	26	18	10	28	WB

**Note:** 3<sup>rd</sup> year Commerce syllabus does not have Economics as a combination paper

All the students who have passed the HS or equivalent examination are eligible to choose Economics as a combination subject. The entry level competency is average, the Commerce students apparently have higher level of competency than the Arts students as Economics is a Mathematics-based subject.

The socio economic status of the students is widely varied. They come from all possible backgrounds – educated and uneducated, solvent and poor.

The language proficiency is good enough and it helps to maintain a close relationship between the students and the teacher.

### 3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

In 2006 fresh distribution of objective marks for new (1+1+1) system and of marks for Paper IV in the old (2+1) system have been brought into effect by the University.

In 2007 a major change has been brought in the distribution of marks for objective and subjective questions.

The changes in courses and programmes are brought in by the Board of Studies of the University. No individual faculty member of any college, who is not a member of the Board of Studies, has much say here. However, Prof Chhabhi De, the Departmental Head, offers comments and suggestions in the workshops held at Burdwan University, relating to changes in syllabus and pattern of courses and examinations.

#### **4. Trends in the success and dropout rates of students during the past two years**

##### **Success rates of BA students during the past two years**

Passing out year	Appeared	Passed	Success rate
2007	15	14	93%
2008	07	07	100%

##### **Success rates of B Com. students during the past two years**

Exam year	Appeared	Passed	Success rate%
2007	17	17	100
2008	15	15	100

##### **Dropout rates of BA students during the past two years**

	Admitted	Appeared	Drop out	Drop out %
2006-07	85	50	35	41
2007-08	69	40	29	42

### **Dropout rates of B Com students during the past two years**

	Admitted	Appeared	Drop out	Drop out %
2007	32	17	15	47
2008	27	15	12	44

### **5. Learning resources of the departments - library, computers, laboratories and other resources**

There is no departmental library as such. The College Library has around 500 copies of over one hundred titles in Economics. The journals 'Economic and Political Weekly' & 'Yojana' are accessible to the students and the teachers.

The Department of Economics has no computer but can use the computers available in the college whenever needed.

### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

So far as the practice of modern teaching methods is concerned nothing much is in practice. The teachers at times make use of the Paxiscope to make necessary projections while teaching.

### **7. Participation of teachers in academic and personal counseling of students**

The teachers of the department meet the students regularly. The Departmental Head remains with the students at every moment asking them about their problems regarding syllabus, presentations made by a teacher in the class,

financial problems and family problems and tries her best to solve their problems.

Reference books are given to the students. Rare notes, which are not readily available in the books, are also given. Question banks of the department also help them.

The teachers help the needy students financially specially at the time of admission and also at the time of filling the forms for the final examinations.

In case of family problems all teachers give them proper suggestions so they feel that the teachers are always with them.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

The members of the faculty become benefited by arranging inter-departmental quiz contests, by regular use of other libraries for reference, and by participating in U.G.C sponsored Refresher courses and seminars.

Prof. Chhabi De, Head of the Department has been benefited by attending 5 (five) seminars during the past two years. Prof. Kajal Ghosh, part-time lecturer attended 2 (two) seminars. The detailed list is placed in the annexure.

#### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

The teachers of the department are actively involved in academic activities including teaching and research.

Prof. Chhabi De, the Departmental head has registered for PhD work at Uday Pratap Autonomous College, Varanasi, under Supervisor Dr. V K Singh, Reader Dept of Economics. The title of the research paper is “Regional Disparities in Vegetable Sector -- an Economic Analysis”.



She is also entrusted with the responsibility of evaluation of scripts by the University of Burdwan. She is an examiner of BA General Examinations.

To increase the involvement of the students the Department arranged a seminar on

‘Foreign Aid and Economic Development’ by Dr. Girija Shankar Mallik, Sr. Lecturer of School of Economics and Finance, University of Western Sydney, Australia, on 00. 00. 2000

Student seminars are also arranged from time to time. Two of them are:

- I. Population Growth and Economic Development’ presented by Tanuja Chaudhury and Piyali Banerjee.
- II. ‘Industrialization and Economic Development’ presented by Sayak Pal, Manoj Mondal, Nandini Goswami, Paramita Rajak, Ananya Dutta and Bhanu Pratap Singh.

Besides the teachers arrange the publication of the departmental wall magazine, organize debates, and quiz competitions. They also function as judges in different cultural competitions held in the College.

The Department organized an inter-departmental Quiz contest between students of Economics of Commerce and Arts streams based on topics from Economics.

#### **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil.

#### **11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

There is no priority areas for research. There is no ongoing research projects.

The faculty does not have any noteworthy publication to name. But the teachers help the students to bring out the departmental wall magazine *ECO-HIGHLIGHTER*, and the display board *COLLAGE SAMBAD*.

## **12. Placement record of the past students and the contribution of the department to aid student placements**

Several of our ex-students are now in top positions in different companies. Many of them are employed as teachers, players, lawyers, singers, dancers and business-men. But no record is maintained yet of student placement.

## **13. Plan of action of the department for the next five years**

The department has plans to

- Publish a Departmental Magazine in addition to the wall magazine, at least once in a year.
- Organize an Exhibition on Village Development Work
- Organize State Level and International seminars on current issues.
- Introduce Honours Course in Economics in the near future.

## **C. Evaluative Report of the Departments: ENGLISH**

### **1. Faculty profile - adequacy and competency of faculty**

#### **a) Faculty profile:**

Sl. No	Teacher's name	Designation	Highest qualification	Area of Specialization	Sex	Age	Teaching Experience in years
1	Kallol Sen	Selection Grade Lecturer	MA, MPhil	Classical Drama	M	51	27 years
2	Shyamal Halder	Lecturer	MA	Linguistics	M	27	8 months in

							school & 7 months here
3	Sabyasachi Roy	Part-time Lecturer	MA	19 C, American, African, Australian.	M	22	2 months
4	Sanjay Malik	Part-time Lecturer	MA	Linguistics, American	M	25	Just joined

### **b) Adequacy:**

There are three sanctioned posts for teachers in the department. At present there are two full-time teachers. Two part-time teachers have just joined. The total strength is, however, inadequate to meet the scheduled workload of 94 classes per week.

### **c) Competency:**

The full-time teachers of the department are both appointed through the recommendation of the West Bengal College Service Commission and are competent to teach the Honours and General students at the under-graduate stage. The Head of the department has an experience of 27 years and the other full-time teacher, Sri Shyamal Haldar cleared the NET successfully before being empanelled by the CSC. They work hard to dispel the inherent fear about English and try to transform the ignorant owe to a love and appreciation of the subject.

One Part-time teacher Sabyasachi Roy is an alumnus of the department and is also competent as a teacher. And the other is a NET qualified research scholar and so is expected to be a competent teacher.

## **2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.**

Profile of the students in the current academic year 2008-09

Session	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Region
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2008-09	M	F	Total	M	F	Total	M	F	Total	
Honours	16	25	41	20	13	33	17	09	26	WB
General	33	22	55	25	30	55	02	05	07	WB
Comp. BA	335	238	573	X	X	X	X	X	X	WB
Comp. BCom	24	13	37	X	X	X	X	X	X	WB
Comp. BSc	19	23	42	X	X	X	X	X	X	WB

Note: Compulsory English for BA, B Com and B Sc is taught in the first year only

The students seeking admission to study English Honours are selected on the basis of a merit list prepared taking into consideration the marks obtained in the Secondary and the Higher Secondary Examinations with special emphasis given to the marks obtained in the subject in the HS Examinations. There is a provision for direct admission for the students who have scored 60% in Secondary, 60% in Higher Secondary and 55% in the subject.

A student who has passed the Higher Secondary Examination can take admission in the General Course.

That most of the students have above average entry level competencies is ratified by their performance in the final examinations conducted by the University.

The students come from a wide variety of socio-economic backgrounds – educated and not so educated, solvent and struggling. Often there are a few first generation learners.

The language proficiency of the students is average.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

The syllabi for BA Honours and General Courses in English have been last changed in 2005-06. With the introduction of the 1+1+1 pattern by the University in 2005 there was a redistribution of the papers for the three parts and Sri Kallol Sen, as an invitee participated in the process conducted by the Board of studies.

In 2006 changes in the distribution of marks for objective type questions for new system (1+1+1) and of Paper IV in old part II system have been introduced.

A change was brought in the distribution of marks for the Honours and General course papers in 2007-08.

Objective and short answer type questions were changed from 20x1 and 5x2 to 15x2 in 2006-07. They were again changed to 7x2 for 2007-08 together with tag questions of 2 or 1 marks to be appended to broad answer type questions of 10 marks and short answer type questions of 4 or 5 marks.

One prose piece for Compulsory English has been replaced by from the current session 2008-09.

The changes in the programmes or syllabus fall within the prerogative of the University. However, the Head of the department Prof. Kallol Sen took part in the syllabus revision workshops organized by the affiliating university. He also participated in the meetings of the Board of studies as an invited member and presented his views on the proposed revisions.

### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to BA English Honours Course

Passing out year	Number of students admitted	Appeared in final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	(2004-05)	19	6	24	19	100	00

	25						
2008	(2005-06) 31	18	13	42	17	94	01

#### Success and dropout rates of the students admitted to BA English General Course

Passing out year	Number of students admitted	Appeared in Part II General Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	(2005-06) 36	11	25	69	11	100	
2008	(2006-07) 27	08	19	70	8	100	

Since students of three year BA Honours Courses do not study any General Course subject in the third year, the dropout rate is calculated on the basis of their appearance in the Part II examinations taken at the end of the second year. Again, a student may have passed the Part I Examination in English but may not have passed in some other subject and will not sit for the Part II Examination next year and increase the drop out rate.

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

There is no departmental library. There is a total of over 200 titles in the College Library on English. When needed the students are also helped by the teachers from their personal collection of books. They are sometimes provided with model questions on the Honours papers.

The department does not have a computer of its own but enjoys easy access to college computers.

There is no laboratory.

There is a small collection of VCDs and DVDs related to the subject in the central library. Audio-visual resources, therefore, are used sometimes for

teaching to make the subject-matter more interesting and more easily comprehensible.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

In addition of the traditional chalk and talk method, learner centric methods like group discussions, question answer sessions are conducted. The VCDs and DVDs available in the College library or from the personal collection of the head of the Department, on the texts prescribed, are used to add interest to the teaching –learning method to make it more effective.

#### **7. Participation of teachers in academic and personal counseling of students**

The teachers cultivate a very close relationship with the students of the department and are always available for academic and personal counseling of them.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

The teachers have been benefited by attending seminars organised on different aspects of the subject. Sri Kallol Sen, Selection Grade Lecturer and Head of the department, attended 06 seminars during the past two years. The list is placed in the Annexure.

#### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

All the teachers of the department remain engaged in academic activities. However no achievement in consultancy and research can be claimed.

Prof. Kallol Sen is also entrusted by the University of Burdwan with the responsibility of confidential works like paper-setting, moderating; coordinating, evaluating and reviewing answer scripts of Honours and General Courses.

#### **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

### **11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

There is no priority area of research and no project is going on.

Publications of the faculty: there is no independent individual publication of the faculty. The Head of the department has contributed to two University publications.

a) Contributed to and edited the Essay section of the BU Publication An Anthology: Poems, Plays and Prose. BA Part-I (Hons.) English published in June 2005.

b) Contributed to BU Publication University Anthology of Poems for B.A. English (Hons.) Part III, Paper VI published in April 2007.

### **12. Placement record of the past students and the contribution of the department to aid student placements**

It is a fact that many of the past students of the department of English are well placed now in different walks of life. However, there is no placement record of the past students. The contribution of the department to aid student placement is restricted to informal guidance.

### **13. Plan of action of the department for the next five years**

- Question Bank to be prepared for the benefit of the students.
- Model answers to be provided to the students
- Short story, essay writing, poetry writing competitions to be held twice a year.
- Special care to be taken for underprivileged students.
- State level and National level seminars to be organised at regular intervals
- Teaching through AV aids to be made more frequent and elaborate
- Other conditions being fulfilled to start a Seminar Library



## C. Evaluative Report of the Departments: GEOGRAPHY

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile

SL NO	Name of Faculty	Designation	Qualification	Specialization	Sex	Age	Experience
1	Srabanti Ghosh	Lecturer	MSc, B Ed	Cartography	F	35	6 years in school and 3 years in college
2	Rangana Ray	Part-time Lecturer	MA	Agriculture Geography	F	25	1.5 Years
3	Munmun Mondal	Part-time Lecturer	MA	Urban Geography	F	26	1 year
4	Deepa Banerjee	Part-time Lecturer	MA, B Ed	Urban Geography	F	25	4 months
5	Rommani Mondal	Part-time Lecturer	MA, B Ed	Urban Geography	F	25	3 months
6	Syed	Part-time	MA	Urban	M	25	1 month

	Niamat Ali	Lecturer		Geography			
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**b) Adequacy:** There are two sanctioned posts for Geography. One post is lying vacant. The department runs with one fulltime teacher and five part-time teachers. However, the existing combination of teachers in the department is adequate to do justice to the present workload of 74 classes per week.

**c) Competency:** All the permanent and part-time teachers of the department are duly qualified and competent to teach General and Honours courses in UG level. All of them are efficient teachers, eager and enterprising.

## 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

Session	Part I / 1 <sup>st</sup> year			Part II / 2 <sup>nd</sup> year			Part III / 3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
Honours	23	09	32	13	06	19	15	06	21	WB
General	26	12	38	17	10	27	17	08	25	WB

A merit list is prepared for the students seeking admission in Geography Honours taking into consideration the marks obtained in the Secondary and the Higher Secondary Examinations with special emphasis given to the marks obtained in the subject in the HS Examinations. There is a provision for direct admission for the students who have scored 60% in Secondary, 70% in Higher Secondary and 80% in the subject.

A student who has passed the Higher Secondary Examination with 45% and has scored 60% in the subject can take direct admission in the general course.

That the students have high entry level competencies is confirmed by their performance in the BA Final Examinations.

The students come from a wide variety of socio-economic backgrounds. There are always some first generation learners.

The language proficiency of the students is average.

### 3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

The syllabus has not been changed during the last two years. But the University of Burdwan has brought in a change in the question pattern and the distribution of marks. One mark questions were replaced by two mark questions in 2006 and in 2007 half of such questions have been appended as tag questions spread over the question paper.

The changes were brought in by the Board of Studies of the University and the faculty did not have any contribution to them.

### 4. Trends in the success and dropout rates of students during the past two years

Success and dropout rates of the students admitted to BA Geography Honours Course

Passing out year	Number of students admitted	Appeared in BA Final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	(2004-05) 17	12	5	29	12	100	01
2008	(2005-06) 18	13	5	27	13	100	00

Success and dropout rates of the students admitted to BA Geography General Course

Passing out year	Number of students admitted	Appeared in BA Part II Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
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2007	31 (2005-06)	24	7	23	20	83	
2008	35 (2006-07)	27	8	22	23	85	

Since students of three year BA Honours Courses do not study any General Course subject in the third year, the dropout rate has been calculated on the basis of their appearance in the Part II Examinations taken at the end of the second year.

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

- a) The central library of the college over 200 titles and 65 journals on Geography. Both the Honours and General course students regularly use the library.
- b) At present there is no computer in the department. However, there was one computer related to the UGC Project of Dr. Gopa Samanta, till 29.11.2006.
- c) The department has a well equipped laboratory.
- d) Charts, diagrams, tables etc are prepared and updated regularly
- e) Wall maps and diagrams are used for explaining the topics.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

- a) Group-work is emphasized, especially in practical classes.
- b) Group discussions are arranged once in a month for selected topics.
- c) Student seminars are arranged on topics related to the syllabus.
- d) Debates on modern-socio-economic issues are arranged for the students.

#### **7. Participation of teachers in academic and personal counseling of students**

- a) The teachers of the department always maintain a close contact with the students. The departmental head meets the students once every month and receives

feedback from the students about the learning process, the syllabus and other relevant matters.

- b) Students are motivated to get admitted for master's degree and other related courses like advanced study on computerized mapping, remote sensing and GIS etc.
- c) Personal counseling is done with the students whenever necessary.
- d) Poor students are extended the required assistance needed for improvement.
- e) Reference books and study materials are given to the students.
- f) A healthy competition is built up among the students through group discussions held in the class on different topics.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

No teacher from the Department has attended any RC or OP during the past two years. Prof. Srabanti Ghosh, Head of the Department attended two seminars during the past two years. Miss Munmun Mondal, part-time lecturer in the Geography has attended one seminar. The list of seminars attended is placed in the Annexure.

#### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

Participation / contribution of teachers to the academic activities including teaching, consultancy:

- a) The teachers of the department always maintain a close contact with the students. The departmental head meets the students once every month and receives feedback from the students about the learning process, the syllabus and other relevant matters.
- b) Students are motivated to get admitted for master's degree and other related courses like advanced study on computerized mapping, remote sensing and GIS etc.
- c) Personal counseling is done with the students whenever necessary.
- d) Poor students are extended the required assistance needed for improvement.
- e) Reference books and study materials are given to the students.
- f) A healthy competition is built up among the students through group discussions held in the class on different topics.

**Participation / contribution of teachers to research:**

Prof Ghosh is engaged in research for PhD under the supervision of Dr. A R Ghosh, Professor, Department of Geography, Calcutta University. The topic of her research paper is 'Water resource of Kasai Basin and its impact on agriculture'.

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Prof. Srabanti Ghosh is a life-member of

- a) International Cartographic Association,
- b) Indian Journal of Landscape, Ecology and Ekistic,
- c) Geographical Society of India.

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Till she left the college on lien, on 29.11.2006 Dr. Gopa Samanta was working on the project 'Gender Mapping of Burdwan District, West Bengal', sanctioned by University Grants commission, New Delhi (Rs. 65,000).

**12. Placement record of the past students and the contribution of the department to aid student placements**

There is no written record regarding the placement of the students. As far as the knowledge goes some of the students have been selected by the School Service Commission and are now working as teachers. Some work as part-time lecturers in different colleges. It should be noted that two of our ex-students are working as part-time teachers in this college. Some other students are engaged in other different occupations.

The teachers always motivate the students to prepare for different competitive examinations and also for self-employment

**13. Plan of action of the department for the next five years**

- a) To increase the number of seminars, conferences and workshops arranged by the department and to involve the students in them more actively.
- b) To bring in more continuous evaluation.
- c) To arrange more group discussions and students' seminars.
- d) To set up a departmental library for the benefit of the students.
- e) To introduce modern methodology and techniques like computers, slides, overhead projectors etc.

## C. Evaluative Report of the Departments: HINDI

Teaching General Course from 1994-95 & Honours Course from 2005-06

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty profile:

	Name	Designation	Qualification	Specialisation	Experience	Age	Sex
1	Dr. Kusum Rai	Reader	MA Ph. D	Prasad Kavya	11 years	47	F
2	Dr. Ravita Pathak	Part-time Lecturer	MA Ph. D	Premchand	3.5years	34	F
3	Dr. Rishi Kumar	Part-time Lecturer	MA Ph. D	Katha Sahitya	3.5years	32	M
4	Sanjyogita Verma	Part-time Lecturer	MA	Katha Sahitya	2.5 years	28	F

b) **Adequacy:** The number of teachers in the department at present is four consisting of one full-time teacher and three part-time teachers. The strength of the faculty is inadequate to do justice to the scheduled workload.

c) **Competence:** all the teachers are competent to teach the students of under graduate Honours and General courses. They are all engaged in advanced learning and research, and thus they are always devoted to the task of improving their skill and learning.

### 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

Profile of the students in the current academic year

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
2008-09	M	F	Total	M	F	Total	M	F	Total	
Honours	11	12	23	09	13	22	04	07	11	WB



General	7	8	15	08	07	15	01	06	07	WB
Comp. BA	22	27	49	X	X	X	X	X	X	WB
Comp. BCom	07	08	15	X	X	X	X	X	X	<b>WB</b>
Comp. BSc	03	04	07	X	X	X	X	X	X	WB

The admission for Hindi Honours Course is done on the basis of a merit list prepared for the purpose. The students securing a First division in the Secondary Examination and 55% in HS and 55% in Hindi can have direct admission. Hindi General Course is open for all students who have passed the HS Examination.

The entry level competency is fairly good.

The students come from various socio-economic backgrounds.

The language proficiency is satisfactory. But since the students come from a Hindi language background and are not proficient in Bengali or English some of them have to face problems regarding the subjects other than Hindi.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

In 2006, question pattern in the objective portion is changed. One-mark objective questions make way for two-mark questions.

The contribution of the faculty to these changes is limited to offering suggestions.

Regarding changes in the programmes offered to the students it is to be mentioned that the Honours course in Hindi was introduced from the session 2005-06 and the faculty played a very constructive role here.

#### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to BA Hindi Honours Course

Passing out year	Number of students admitted	Appeared in final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2008	21 (2005-06)	18	3	14	18	100	06

Success and dropout rates of the students admitted to BA Hindi General Course

Exam year	Number of students admitted	Appeared in Part I General Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %
2007	17 (2006-07)	07	10	59	07	100
2008	22 (2007-08)	15	07	32	15	100

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

There is no departmental library in the department of Hindi. The College Library has over 400 titles in Hindi. Besides the students always receive books and study materials from the personal collection of the teachers whenever they need it. There is no computer in the department for the use of the students and the faculty.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

In addition to the lecture method the teachers follow the question-answering method, arrange quizzes and debates, set puzzles, hold sessions of interaction with the students and ask the students to present a paper. The faculty try to make the students realize that the teachers care for them and think about them with great sympathy.

### **7. Participation of teachers in academic and personal counseling of students**

The teachers provide the students with materials prepared by them. The teachers also have prepared a question bank on the syllabus.

The students are advised to study further and counseled about their future plans. The students are most welcome for any type of consultation at any time and the teachers try their best to ensure the progress of the students and their achievement in future profession or occupation. In addition to the academic problems the teachers share the personal problems of the students as well. The needy students are helped by the teachers in their financial problems.

Thus the teachers are always by the side of the students in their problems academic or personal, and try to help and guide them in the best possible manner.

### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Dr. Kusum Rai, Reader & Head, Department of Hindi attended 11 seminars during past two years. The list of the seminars attended is placed in the Annexure.

### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

The Head of the Department Dr. Kusum Rai is an Examiner & Paper Setter of Burdwan and Viswa Bharati Universities, Moderator of BU, Special invitee for framing and revising Syllabus of BU and Research Guide of BU. She also acted as an Expert in the Interview Board for selection of Candidates for Contractual teachers of Asansol Girls' College and Kendriya Vidyalaya, Burdwan. She served as an Examiner for School Service Commission and is a member of Jalesh, ex-member of VMC of Kendriya Vidyalaya, Burdwan, & is a member of VMC, Nehru Vidyamandir, Burdwan.

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Dr. Kusum Rai has two published books:

- i) Sahitya: Swarup aur Chintan; Published by Bharadwaj Publications , Kolkata, 2005
- ii) Hindi Sahitya Ka Itihas: Bastunisth Adhyayan ; Published by Viswavidyalaya Prakashan, Varanasi, UP. 2008
- iii) Ramdhari Singh Dinkar: Srijan aur Chintan; edited by Dr. Kusum Rai ( in the press)

**12. Placement record of the past students and the contribution of the department to aid student placements**

The students coming out of the department get scattered and there is no detailed written record of their placements. It may be mentioned here that the students often go for the armed services and sometimes for teaching jobs among others. Sanjib Kumar Pandit now teaches in Araballi Co-education Residential Public School, Hariyana. Shiva Bhagat is in the CRPF, Udhampur, J & K.

**13. Plan of action of the department for the next five years**

The department has plans to increase the learning resources during the next five years like, enriching the stock of books on the subject in the college library, setting up a departmental library, subscribing to at least one journal for the department, publishing a departmental journal apart from bringing out a wall magazine regularly making use of computer and information network, initiating UGC research projects, and organize at least one national seminar annually.

## C. Evaluative Report of the Departments: HISTORY

(Teaching General Course in History from 1987-88 and Honours Course from 2003-04)

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile :

Sl No	Name of the Teaching Staff	Designation	Highest Qualification	Specialization	Experience	Age	Sex
1	Somnath Nayak	Part-time Lecturer	M.A. M Phil	Modern Europe	4 years	27	M
2	Mirza Md. Sabbir	Part-time Lecturer	M.A.	Modern Europe	2 years	25	M
3	Sanjib Adhikari	Part-time Lecturer	M.A. B Ed	Ancient India	7 months	25	M
4	Munmun Chattaraj	Part-time Lecturer	M.A. B Ed	Modern India	4 months	25	F
5	Rupali Mandal	Part-time Lecturer	M.A. B Ed	Art & Religion	4 months	24	F

#### b) Adequacy :

There are two sanctioned posts for full-time teachers in the department. And both of them are lying vacant at present. The only permanent teacher in the department has left the College in mid-2008. Now the Department is being run by five Part-time teachers.

The number of teachers in the department is inadequate to deal with the scheduled workload of 72 classes per week. But still, through devotion and hard work the existing faculty tries to offer quality teaching to the students.

c) **Competency:** The Part-time teachers in the Department are all duly qualified and selected as per the guidelines of the University. They are all competent to teach the students of both Honours and General Courses.

## **2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,**

Student profile for 2008-09, the current academic year:

Sl no.	Part I / 1 <sup>st</sup> year			Part II / 2 <sup>nd</sup> year			Part III / 3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
Hons	13	6	19	12	05	17	11	05	16	WB
Gen	131	73	204	90	135	225	95	66	161	WB

History is a popular subject and the performance of the students at the final examinations prove the entry level competency of the students. The Honours students are admitted on merit. Students having a first Division in the Secondary Examination, 57% in HS and 55% in the subject are offered the scope for direct admission, a student having scored 45% marks in the HS Examinations is eligible for the Honours course.

The socio-economic status of the students is diverse.

Since the Bengali-speaking students write their answers in Bengali, the language proficiency is quite satisfactory. This proficiency suffers in the case of the students from the Hindi medium schools who have to write their answers in English.

## **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

In 2006, question pattern in the objective portion has been changed. In place of one-mark objective answer type questions two-marks questions were brought in.

In 2007 the question patterns were changed with a redistribution of objective answer type questions and introduction of some of them as tag-questions.

The contribution of the faculty to these changes was limited to offering suggestions.

#### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to BA History Honours Course

Passing out year	Number of students admitted	Appeared in final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	19 (2004-05)	19	0	0	19	100	00
2008	15 (2005-06)	14	1	66	13	93	01

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

- a) Books in the department library – Nil. Actually, there is no departmental library. All books are purchased by the College centrally. There are about 236 books (titles) in the college library on History.
- b) Computers in the department – Nil
- c) Laboratories – Not applicable

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

- a) Discussion Method
- b) Question – Answer method.
- c) Story method

#### **7. Participation of teachers in academic and personal counseling of students**

All the teachers in the department usually take part in academic and personal counseling of students. Personal counseling of the students begins at the time of Admission and it continues throughout their stay at the College.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Nil

**9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

Nil

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

There is no such collaboration on the departmental level. On the personal level Prof. Amitava Mukherjee, who was in the department as a selection Grade Lecturer prior to his leaving the College in mid-2008, was a member of the Indian History Congress, the Indian Historical Studies, Asiatic Society, National Library, Itihas-Samsad etc.

Somnath Nayak is a member of the Indian History Congress

Mirza Md. Sabir is a member of the Itihas Samsad

The outcome of this association is the enrichment of the teachers directly and the students indirectly through the teachers.

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

**12. Placement record of the past students and the contribution of the department to aid student placements**

There is no placement record of the past students. This much can be said that some of them are employed as schoolteachers and some others are in Govt. or Private sector Services.

**13. Plan of action of the department for the next five years**

The department plans to set-up a seminar library, and subscribe to some journals. There is also a plan to introduce ICT in teaching.



## C. Evaluative Report of the Departments: PHILOSOPHY

(Teaching Honours Course from 2008-09, teaching General Course from 1987)

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile

Name of the teaching staff	Designation	Specialization	Highest Qualification	Teaching Experience	Age	Sex	Research experience
Dr.Sukla Parai	Reader	Symbolic Logic	M.A. Ph.D.	20 years	54	F	5 years
Smt. Chandana Banerjee (Mukherjee)	Part-time Lecturer.	Buddhism	M.A. B-Ed.	2 years	35	F	Nil
Tapas Ghosh	Part-time Lecturer.	Philosophy of Mind & Philosophy of Language	M.A.	6 months	24	M	Nil

- b) **Adequacy:** The number of teachers in the department compared to class load is adequate.
- c) **Competency:** Both the existing teachers of the department are duly qualified and competent enough to teach the under-graduate students.

### 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

#### Students in 3 Year Degree BA Honours and General Course in Philosophy

Sl no.	Sessions 2008-09	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
		M	F	Total	M	F	Total	M	F	Total	
1	Honours	17	08	25	X	X	X	X	X	X	WB
2	General	127	104	231	68	76	144	58	38	96	WB

Entry level competency: students are eligible for direct admission if they score 55% both in the HS and in the subject. Otherwise a student having scored 45% marks in the subject can apply for admission in Philosophy

Honours. For General Course merely passing the HS exams is enough. Naturally the entry level competency of the Honours Students is above average while that of the students studying Philosophy in the General course is average.

The socio economic status is at par with the general status of the college – the students come from a wide variety of social and economic backgrounds, consequently varying language proficiency is met with.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

The Syllabus was changed in the year 2006-2007 with the introduction of the 1+1+1 pattern in 3 year Degree Course. The new content has become:

Paper 1 Indian philosophy

Paper 2 Western Logic and Metaphysics

Paper 3 Ethics: Indian & Western

Paper 4 Religion & Social Philosophy

Contribution of the faculty: The head of the department, Dr. Sukla Parai, was present in the meetings held to frame the new syllabus and offered some suggestions about the changes to be made in the syllabus.

### **4. Trends in the success and dropout rates of students during the past two years**

Success rate of the students in BA Part II Examination during past two years

Passing out year	Appeared in BA Final Exam	Passed the Programme	Success rate %	First Class
2007	67	67	100	00
2008	53	52	98	00

b) Dropout rate of the students during the past two years

:

Passing out year	Number of students admitted	Appeared in BA Part I	Drop outs	Drop Out %
2007	148 (2006-07)	104	44	
2008	100 (2007-08)	95	05	5

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

The College does not have any individual departmental library.

The department has no computers.

The central library of the college has about 200 titles on Philosophy.

New books are added to the existing stock every year on the recommendation of the department.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

The teaching methods in practice other than the lecture method are

a) Discussion method and b) Question – answering method.

#### **7. Participation of teachers in academic and personal counseling of students**

The teachers maintain a warm relation of trust and confidence with the students. They participate in academic and personal counseling of the students. The students are helped by meeting any query they have on the syllabus, on any specific topic from the subject, on the examination system or the future prospects.

The students derive the benefit of personal counseling as well. The teachers even extend financial help to a poor student tide over a crisis.

**8. Details of faculty development programmes and teachers who have been benefited during the past two years**

The head of the department Dr. Sukla Parai attended two seminars and benefited by the exposure and interaction. The list of the seminars attended is placed in the Annexure.

**9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

In addition to being actively involved in teaching and research, Dr. Sukla Parai, the Head of the department

- a) Is an examiner of B.A (General) Examination from 1988.
- b) Worked as the Head-examiner for BA General Examination 2008
- c) A member of the Governing Body of Mankar College.
- d) A member of different sub-committees of the College.

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

**12. Placement record of the past students and the contribution of the department to aid student placements**

The department does not have any placement record of the past students.

**13. Plan of action of the department for the next five years**

The Department of Philosophy plans to

- a) Subscribe to some journals for the department.
- b) Organize a reunion of the past students of the department
- c) Organize a UGC Sponsored Seminar once in a year.

## C. Evaluative Report of the Department: POLITICAL SCIENCE

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile:

Sl no	Name	Designation	Qualification	Area of specialisation	Experience	Age	Sex
1	Nihar Ranjan Rakshit	Selection Grade Lecturer	MA	Government	20 years	49	M
2	Tushar Kanti Konar	Part-time Lecturer	MA	Public Administration	2 years	26	M
3	Keya Chatterjee	Part-time Lecturer	MA	Political Sociology	2 years	26	F
4	Manasi Pandit	Part-time Lecturer	MA	Public Administration	4 months	24	F
5	Asit Hazra	Part-time Lecturer	MA	Public Administration	4 months	25	M
6	Priyanki Bose(Ghosh)	Part-time Lecturer	MA	Public Administration	Just joined	27	F

**b) Adequacy:** Though the department has two sanctioned posts for full-time teachers, at present there are only one full-time teacher and five part-time teachers. The total number of classes per week is 90. The number of teachers against the number of classes is adequate.

**c) Competency:** All the existing teachers, both full-time and part-time, of the department are duly qualified and competent enough to teach under graduate students of both Honours and General courses.

## **2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,**

Profile of the students in the current academic year

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09										
Honours	13	04	17	11	05	16	12	04	16	WB
General	215	196	411	182	134	316	81	61	142	WB

Like other subjects in the college, the students willing to take admission in Political Science Honours, are admitted on the basis of a merit list prepared taking into consideration the marks obtained in the Secondary and the Higher Secondary Examinations with special emphasis given to the marks obtained in the subject in the HS Examinations. There is a provision for direct admission for the students who have scored 60% in Secondary, 50% in Higher Secondary and 50% in the subject.

A student who has passed the Higher Secondary Examination can take admission in the General Course.

The level of competency of the students at the entry stage is average. But in the college they are guided to perform creditably well in the BA Final Examinations.

The socio-economic backgrounds of the students is extremely varied

There are always a good number of first generation learners especially among the General Course students.

The language proficiency of the students is more or less satisfactory.

## **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

The syllabus was last revised in 2005.

The distribution of objective marks for new 1+1+1 system has been changed in 2006 and 2007.

Prof Nihar Ranjan Rakshit, Departmental Head, actively participated and put forward suggestions in the workshops arranged for the purpose.

#### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to Political Science Honours Course

Passing out year	Number of students admitted	Appeared in final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	18 (2004-05)	15	3		15	100	
2008	13 (2005-06)	10	3		10	100	

Dropout rates of the students admitted to Political Science General Course

Passing out year	Number of students admitted	Appeared in Part II General Exam	Drop outs	Drop Out %
2007	191 (2005-06)	115	76	40
2008	198 (2006-07)	129	69	35

Success rates of the students admitted to Political Science General Course

Passing out year	Appeared in Part III General Exam	Absent	Passed the Programme	Success rate %	First Class
2007	65	02	63	100	00
2008	67	02	65	100	00

Since students of three year BA Honours Courses do not study any General Course subject in the third year, the dropout rate is calculated on the basis of their appearance in the Part II examinations taken at the end of the second year.

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

The College Library has a wing for the Department of Political Science, which has over 260 titles and three journals ‘Economic and Political Weekly’ and ‘Socialist Perspective’ and ‘Yojana’. There is no Departmental library. There is no computer in the department.

The teachers always extend help to the students and lend their own books and study materials to them as and when required.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

Academic calendar is followed compulsorily and the students are intimated about it. Continuous evaluation of their progress is done through class tests and test examinations; supplementary oral tests are also conducted. Students are shown their answer scripts with a view to help them improve their standards. Special and tutorial classes are conducted as a part of remedial course. Also, the students are updated through participation in seminars, quiz contests, debate competitions, and through inter- departmental interactions. A departmental seminar was held on 25



September 2008 on *Panchyatiraj in West Bengal*. To facilitate proper teaching and guidance the teachers of the department regularly sit in meetings. Students are regularly issued books from the college library and from the personal collection of the teachers.

#### **7. Participation of teachers in academic and personal counseling of students**

The general method of giving lectures based on the modules of the university syllabus is usually followed by the department, but the teachers of the department also welcome discussions regularly from the students, consequently, the students participate in the academic discussions without hesitation within the classroom. The teachers also prepare question bank and model answers for the students to enhance their interest and conception.

There is a provision for departmental meetings where the students individually or in groups present their seminars or talks on different topics in the presence of the teachers of the department. Here they can also raise their problems and have solutions from their teachers. In addition to the academic problems, the teachers also share their personal problems and also extend help in their financial problems. The relationship between the students and the teachers of the department is always warm and cordial.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

No teacher from the Department has attended any RC or OP during the past two years.

Prof. Nihar Ranjan Rakshit , the Head of the department has benefited by attending 06 seminars during past two years. The list of the seminars attended is placed in the Annexure.

### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

The department of Political Science usually organizes seminars and exhibitions etc.

On 05.01.2007 it organized a seminar and the resource persons were Prof. Bipad Taran Ghosh, Director, Adult Continuing Education and Extension Department, Burdwan University, and Prof Jyotirmay Bhattacharjee, noted educationist and the President, Governing Body, Mankar College.

Besides the teachers of the Department make necessary arrangements for the students for attending seminars and workshops on the subject held in different places.

### **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

### **11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

### **12. Placement record of the past students and the contribution of the department to aid student placements**

The Honours graduates from the department study generally PG and LLB after leaving the College. Many of them are employed in different capacities but there is no formal record of placements maintained in the department.

### **13. Plan of action of the department for the next five years**

The Department has a plan to teach its students with more and more audio visual aids in near future. There is also a plan to publish a departmental magazine in addition to the wall magazine *Arka*, at least once in a year. There is also a plan to make a departmental library for books and journals and to organize state level seminars on the issues having significant social relevance.

## C. Evaluative Report of the Departments: SANSKRIT

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty profile:

Sl. No	Teacher's name	Designation	Highest qualification	Area of Specialisation	Sex	Age	Teaching Experience in years
1	Suman Chatterjee	Part-time Lecturer	MA, BEd	Combined	M	27	3 years
2	Dibya Kanti Sen Hazra	Part-time Lecturer	MA	Darshan	M	25	1year 6 months
3	Ramesh Chandra Sam	Part-time Lecturer	MA, B Ed	Kabya	M	24	6 months

**b) Adequacy:** There is a sanctioned post for a full time teacher in Sanskrit but it is still vacant. The department has introduced Honours in Sanskrit from the year 2007-08. Though there is no full time teacher in the department, the three part-time teachers are adequate to carry out the workload of 48 classes per week.

**c) Competency:** All the part-time teachers of the department are competent to teach General and Honours course in UG level.

### 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

Profile of the students in the current academic year

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
2008-09	M	F	Total	M	F	Total	M	F	Total	
Honours	13	11	24	7	10	17	X	X	X	WB
General	77	47	124	41	50	91	43	53	96	WB

The students seeking admission to study Sanskrit Honours are selected on the basis of a merit list prepared taking into consideration the marks obtained in the Secondary and the Higher Secondary Examinations with special emphasis given to the marks obtained in the subject in the HS Examinations. There is a provision for direct admission for the students who have scored 60% in Secondary, 60% in Higher Secondary and 65% in the subject.

A student who has passed the Higher Secondary Examination can take admission in the general course.

The entry level competency of the students is moderate.

The students come from a wide variety of socio-economic backgrounds. They are mostly from the middleclass or lower middle class families.

Proficiency in Sanskrit language cannot be expected from the students of this level. The language proficiency of the students in general is average.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

Like all other subjects taught in the affiliated colleges under the University of Burdwan the distribution of marks for objective answer type questions have been changed in 2007-08. In addition to this a change has been made in the syllabus of the BA General course in Sanskrit – Ishopanishad has been replaced by Mundokopanishad.

The contribution of the faculty to these changes is nil.

### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to BA Sanskrit Honours Course

Exam year	Number of students admitted	Appeared in Part I Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2008	20 (2007-08)	19	1	5	16	84	00

Success and dropout rates of the students admitted to BA Sanskrit  
General Course

Exam year	Number of students admitted	Appeared in BA Part 1 Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	112 (2006-07)	106	6	5	106	100	00
2008	94 (2007-08)	86	8	9	72	84	00

**5. Learning resources of the departments - library, computers, laboratories and other resources**

- a) The Central Library of the College has over 100 titles in Sanskrit and the students regularly use the library.
- b) Computer: there is no computer in the department.
- c) Laboratory: The department does not have any Laboratory.

**6. Modern teaching methods practiced and use of ICT in teaching – learning**

For teaching the students of Sanskrit Honours and General courses the lecture method is mostly employed. The blackboard is frequently used. Question answer sessions or inter-active sessions are arranged.

The department regularly arranges class tests and unit tests for the continuous evaluation of the students. The corrected scripts are shown to the students, the errors are explained and the way to improvement is pointed out.

ICT is not used in teaching and learning.

## **7. Participation of teachers in academic and personal counseling of students**

The teachers listen to the problems of the students and try to help them in the best possible manner.

## **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Nil

## **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

Sri Suman Chatterjee, a part time lecturer in Sanskrit is an examiner of BA General Part I & Part II Examination of BU.

## **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

## **11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

## **12. Placement record of the past students and the contribution of the department to aid student placements**

As it is a very recently introduced programme no placement record is available.

## **13. Plan of action of the department for the next five years**

- b) To increase the number of books on Sanskrit in the College Library
- c) To bring up a Seminar library

## C. Evaluative Report of the Departments: SANTALI

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty profile

Sl no	Name	Qualification	Designation	Experience	Area of specialisation	Age	Sex
1	Kishun Murmu	MA	Part-time lecturer	3.5years	Translation	40	M

**b) Adequacy:** There is one sanctioned for full-time teacher in Santali but the post is yet to be filled. So far as the weekly schedule for the classes is concerned, the faculty of the department of Santali has to take 24 classes. Sri Kishun Murmu, the sole part-time teacher in the department, carries out the scheduled workload for the sake of the students. But the number of teachers in the department is inadequate.

**c) Competency:** The existing teacher has cleared NET and is competent enough to teach under graduate students.

### 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Profile of the students in the current academic year

Sessions	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09	15	07	22	09	03	12	09	01	10	WB

Santali is a marginal language in West Bengal, the native speakers have to pursue their education through Bengali. The entry level competency is average.

So far as socio-economic status is concerned the students come from the disadvantaged section of the society.

Since Santali is a minority language there is not much scope for attaining language proficiency. But still the students of the department show eagerness and tenacity enough to overcome any language deficiency.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

In 2006 the course content for papers II, III, and IV were redistributed. Paper II became Paper IV, III became II and IV became III. The pattern of questions was changed in 2007, marks for objective type questions were redistributed, tag questions were appended to broad answer type questions. In Paper III an essay question for 24 marks was inserted.

There is no contribution of the faculty in these changes.

### **4. Trends in the success and dropout rates of students during the past two years**

The first batch of students in Santali General appeared in the BA final examination in 2008

Passing out year	Number of students admitted	Appeared in Part III General Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %
2008	12 (2005-06)	9	3	25	9	100

### **5. Learning resources of the departments - library, computers, laboratories and other resources**

There is no departmental library for any subject in the college. The Central Library has around 100 titles in Santali. There is no computer or laboratory. But the Teacher uses the computer in the Computer Science department.

### **6. Modern teaching methods practiced and use of ICT in teaching – learning**



The method of teaching practiced is the conventional chalk and talk method.

#### **7. Participation of teachers in academic and personal counseling of students**

The teacher cultivates a very close relationship with the students of the department and is always available for academic and personal counseling of them.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

The department is run by a part-time teacher and so there is no question of participating in Orientation Programmes or Refresher Courses. However he has attended a number of national seminars on Santali literature and language. The list of seminars is placed in the Annexure.

#### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

Sri Murmu, the sole teacher of the department, remains engaged in academic activities. He always maintains a close contact with the students, meets them and receives feedback from them about the teaching-learning process, the syllabus and other relevant matters.

However no achievement in consultancy and research can be claimed.

#### **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

#### **11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

There is no ongoing project in the department. But, it is to be noted that Prof. Kishun Murmu is engaged in active research and is registered with the University of Ranchi, the title of his research work is Santali Bhasha ka Rupimiyā Bishleshan.

Prof Murmu is the writer of *Lakti ar Lahanti* (Necessity and Progress) published in *Holong Gada*, May-Oct 2008, Muturkham, Chakulia, Jharkhand,

**12. Placement record of the past students and the contribution of the department to aid student placements**

In Mankar College Santali is taught as a general subject and the first batch of students have graduated only this year. So there is no placement record of them yet.

**13. Plan of action of the department for the next five years**

The Department has plans:

- a) To open Honours in Santali
- b) To have more books in the library
- c) To subscribe to a journal in Santali
- d) To bring out a departmental magazine in Santali.

## C. Evaluative Report of the Departments: COMMERCE

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile:

Sl. No	Teacher's name	Designation	Highest qualification	Area of Specialisation	Sex	Age	Teaching Experience in years
1	Tarun Kumar Roy	Senior Lecturer	M.Com, M.Phil	Accounting & Control, HR Management	M	43	9 years here & 4 years at Arunachal University
2	Sujit Banerjee	Part-time Lecturer	M.Com	Accounting	M	30	3 years
3	Tapas Ganguly	Part-time Lecturer	M.Com	Accounting	M	32	3 years
4	Uttam Kumar Das	Part-time Lecturer	M.Com, B Ed	Accounting	M	38	4 months

#### b) Adequacy:

There are four teachers in the department, consisting of one fulltime teacher and three part-time teachers. The post of one full-time teacher is lying vacant as a teacher left the college on 11.04.2008 on lien. The total strength is, however, adequate to meet the scheduled workload of classes per week. It should be noted here that in addition to 91 classes taken by the teachers of the Department of Commerce, 12 classes are taken by teachers from the Department of Economics, 11 classes are taken by teachers from the Computer Science Department and 09 classes are taken by the teachers from the Mathematics Department. Two Compulsory Language classes are taken by the language Department teachers and one ENVS class is taken by the Principal, who is basically from the department of Physics.

#### c) Competency:

Sri Tarun Kumar Roy, senior lecturer, is the duly qualified full-time teacher selected by the College Service Commission, West Bengal; the Part-time teachers are also duly qualified. All the existing teachers of the department are sincere and competent enough to teach under graduate students of both Honours and General courses. The fact that students from backward areas with poor marks in Higher Secondary Examination are guided to excel in the B Com final examination speaks for the competence of the teachers.

## **2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,**

Profile of the students in the current academic year

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09										
Honours	12	08	20	09	07	16	08	00	08	WB
General	10	00	10	09	03	12	08	01	09	WB

The students are admitted in the Accountancy Honours Course as per the guidelines of the university. A student who has passed the Higher Secondary Examinations with 45% of marks in aggregate and 45% in Accountancy is eligible for admission in the Honours Course.

A student who has passed the Higher Secondary Examinations is eligible to be admitted in the Commerce General Course.

Majority of the students admitted in the Honours course are competent enough to pursue the course of study and this is endorsed by their performance in the examinations conducted by the University. The level of competency is not however very satisfactory in case of the students of the General Course

The students come from a wide variety of socio-economic backgrounds.

There are always a good number of first generation learners.

The language proficiency of the students is average.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

No change has been made in the syllabus content during the last two years.

However, in 2007, a major change has been brought in the distribution of marks for objective and subjective questions.

### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to Accountancy Honours Course

Passing out year	Number of students admitted	Appeared in final Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	(2004-05) 20	10	10	50	10	100	03
2008	(2005-06) 19	14	5	26	14	100	02

Success and dropout rates of the students admitted to B Com General Course

Passing out year	Number of students admitted	Appeared in Part II General Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	(2004-05) 18	15	3	17	13	87	
2008	(2005-06) 10	03	7	70	02	67	

### **5. Learning resources of the departments - library, computers, laboratories and other resources**

There are over 700 books on Commerce subjects in the college library. The Computer Laboratory is equipped with sufficient computers for the use of the students and the members of the teaching staff when needed.

### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

- a) Interaction with students once in a week in each subject by each teacher
- b) Group discussion among students in the presence of the teachers.
- c) Departmental debates on contemporary topics of Commerce.
- d) Insisting on the students' participation in seminars and workshops.
- e) Remedial classes for students performing poorly.
- f) Use of Paxiscope in the classroom occasionally

### **7. Participation of teachers in academic and personal counseling of students**

The teachers meet the students at least twice a year for counseling them on the following matters:

- a) Awareness of courses open for a Commerce graduate.
- b) The need of registering for CA, ICWAI, of taking lessons in Computer Course and Spoken English Course along with B Com.
- c) The need of going for PG studies in M Com, MBA etc.
- d) The need to learn practical procedure and tax consulting procedure.
- e) To sit with the students once in a week to solve the problems of the advanced learners.
- f) To provide study material prepared by the teachers on the topics not readily available in the books.

- g) To create a competitive urge among the serious students.
- h) To meet the guardians once a year/ more than once if needed, to discuss the condition of the student.
- i) To create an attitude of trust among the students and help to solve their personal problems of various types like family problems, distance problems, financial problems and health problems.

#### **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Sri Tarun Kumar Roy, Sr. Lecturer and Head of the Department attended the following faculty development programme.

Sl no.	Name of the Programme	Organized by	Date
1	UGC approved 18 <sup>th</sup> Refresher Course in Commerce	Academic Staff College, The University of Burdwan	08-28 September 2007

He also attended 06 seminars during the past two years the list of seminars attended is placed in the Annexure.

#### **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

The teachers of the department take a keen interest in academic activities, attend seminars, and also organized departmental seminars from time to time. Student-teacher ratio is unique for Honours course; and the department always guides the students, both inside and outside the classroom.

Prof Tarun Kumar Roy is an examiner and scrutineer of B Com Part I, Part II & Part III Honours and General examinations of Burdwan University.

Besides the teachers arrange the publication of the departmental wall magazine, organize debates, quiz competitions, departmental seminars and exhibitions.

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

**12. Placement record of the past students and the contribution of the department to aid student placements**

The past students of the department are engaged in a variety of professions. Many are employed by companies like ICICI Bank, Sova Ispat, Adhunik Groups, Sahara India, Alloy Steel Plant in different capacities like accountant, financial manager, marketing manager etc. Some students have become independent entrepreneurs achieving varying degrees of success. It is to be admitted here that the department does not have a comprehensive placement record of all the past students.

**13. Plan of action of the department for the next five years**

The department plans to

- a) Increase the number of books in the library sufficiently.
- b) Subscribe to journals and magazines related to business and commerce, management etc.
- c) Make the use of projectors accessible to the students
- d) Have computers of its own
- e) Apply for UGC research projects.
- f) Introduce audio-visual programmes as far as possible.
- g) Organize national seminars at least once in a year.
- h) Introduce job-oriented courses like BBA etc.



## C. Evaluative Report of the Departments: COMPUTER SCIENCE

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty Profile:

Sl. No	Teacher's name	Designation	Qualification	Area of Specialization	Sex	Age	Teaching Experience in years
1	Saugata Mukherjee	Contractual Lecturer	MCA	Java	M	23	4 months
2	Bappaditya Modak	Contractual Lecturer	MCA	Java	M	29	1 months
3	Santanu Bairagya	Contractual lecturer	BTech	Electronics	M	23	Just joined

b) **Adequacy:** The department of Computer Science is manned by three contractual teachers. The number of teachers is to some extent inadequate to carry out the existing work load of 96 classes per week including 36 practical classes.

c) **Competency:** All the existing teachers of the department are duly qualified and possess the necessary competence to teach under graduate students of both Honours and General courses.

### 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
2008-09	M	F	Total	M	F	Total	M	F	Total	
Hons	20	06	26	21	05	26	17	x	17	WB
Gen	09	03	12	08	01	09	02	x	02	WB

The entry level competency is fairly good. The best segment of the students taking admission in the College, opt for Computer Science Honours.

So far as the socio-economic status is concerned the students come from different social background but economically they belong to middle class or above middle class section of the society.

Language proficiency of the students is average.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

Syllabus for Papers 1,2,& 3 were changed in the year 2006-2007 (1+1+1 pattern). There was no contribution of the faculty to the changes

### **4. Trends in the success and dropout rates of students during the past two years**

The success and dropout rates of students admitted to B Sc Computer Science Honours Course during the past two years

Passing out year	Admitted	Appeared	Drop out	Drop out %	Passed	Success rate	First class
2007 COSH	12 (2004-05)	11	01	10	11	100	10
2008 COSH	22 (2005-06)	08	14	64	05	63	05

The success and dropout rates of students admitted to B Sc Computer Science General Course during the past two years

Passing out year	Number of students admitted	Appeared in Part II General Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	02 (2004-05)	1	1	50	1	100	X
2008	02 (2005-06)	2	0	0	2	100	x

## **5. Learning resources of the departments - library, computers, laboratories and other resources**

- a) Books in the departmental library: There is no provision of individual libraries for the departments in the college. The college library has over 200 titles on Computer Science.
- b) Computers in the dept :-15
- c) On going research project :-Nil
- d) Publication of the faculty :-Nil

## **6. Modern teaching methods practiced and use of ICT in teaching – learning**

- a) Discussion method
- b) Question – answering method

## **7. Participation of teachers in academic and personal counseling of students**

Teachers participate in academic and personal counseling of the students. They try to provide the students with solutions for the present problems and also an idea about the future prospects.

## **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Nil

## **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

Keeping in mind the fact that the senior most teacher in the department has a teaching experience of four months, it can only be said that they teach sincerely.

## **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

**12. Placement record of the past students and the contribution of the department to aid student placements**

The past students are mostly employed in the IT sector. There is however no extensive placement record.

Sl. No	Name	Year of passing	Highest degree	Present occupation
1	Debdas Mitra	2000	MCA	System Engineer in IBM India Pvt. Ltd.,Bangalore
2	Priyabrata Chatterjee	2000	MCA	Tata Consultancy Services, Kolkata
3	Pinaki Mandal	2000	MCA	CMC Limited
4	SwatiChattopadhyay	2000	MCA	CMC Limited
5	Bikram Ranjan Sinha	2003	MCA	R & D , IIT ,Kharagpur
6	Rabindranath Das	2003	MCA	Acron Media Technologies
7	Tanmoy Mukherjee		MCA	Satyam Computers
8	Amitabha Ghoshal		MCA	Convergys IMG, Hyderabad
9	Nabanita Samanta	2005	MCA	Teaching , Raj College, Burdwan
10	Priyabrata Karmakar	2003	MCA	BIO, Govt. of WB
11	Sk Golam Rasul	2001	VCA	CRJI, Govt. of India
12	Ajit Kumar Singh	2003	MCA	University Faculty, BU
13	Anindya De		MCA	Capgiminy
14	Swarnendu Shekhar Banerjee	2005	MCA	Inflogen Global
15	Nilanjan Karmekar		MCA	Stickler Techno solutions
16	Tanmoy Chatterjee		MCA	ORACLE India
17	Saptarshi Chattopadhyay		MCA	HCL Technologies Ltd.

### **13. Plan of action of the department for the next five years**

The department of Computer Science has some plans for the improvement of the department, as

- To restart B.C.A. course in the department.
- To start a Diploma course in Computer Hardware and Networking.
- To subscribe a digital magazine for the department.
- To organize a reunion of the past students of the department.

## C. Evaluative Report of the Departments: MATHEMATICS

(Started teaching Honours. from the session 2007-08)

### 1. Faculty profile - adequacy and competency of faculty

a) Faculty profile:

Sl no	Name of the teaching staff	Designation	Highest Qualification	Specialisation	Years of experience	Age	Sex
1	Lakshmi Narayan Guin	Lecturer	M Sc, B Ed	i)Dynamical Oceanography & Meteorology, ii)Bio-mathematics	8 years in school & 1 year 9 months in college	31	M
2	Soma Roy	Part-time Lecturer	M. Sc	i)Real Analysis ii) Complex Analysis	3 year (approx)	27	F
3	Rafikul Alam Khan	Part-time Lecturer	M Sc	i)Advanced Functional Analysis, ii)Measure & Integration	5 months	25	M
4	Kuntal Choudhuri	Part-time Lecturer	M Sc	i)Operation Research, ii)Numerical Analysis, iii)Differential Geometry of Manifold	3 months	24	M

b) **Adequacy** : The Department of Mathematics has three sanctioned posts.

At present there is one permanent teacher. He is aided by three part-time teachers. Mathematics is taught both in the Science and the Commerce streams. The total number of classes per week is 70. The total number of existing teachers is adequate to bear the present workload.

c) **Competency**: The only full-time teacher of the department is SLET qualified and has been appointed on being selected and recommended by

the College Service Commission. The part-time teachers of the department are also duly qualified and competent enough to teach the students of the under-graduate level.

## 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

**Student profile** for the current academic session:

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09										
B Sc Hons	07	03	10	08	01	09	x	x	x	WB
B Sc Gen	22	06	28	22	05	27	02	x	02	WB
B Com Gen	x	x	x	18	10	28	08	00	08	WB

It should be noted that the Commerce students do not have to study mathematics during the first year.

**Entry level competencies:** average

**Socioeconomic status:** diverse

**Language proficiency :** average

## 3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes

No change has been made in the syllabus content during the last two years.

However, in 2007, a major change has been brought in the distribution of marks for objective and subjective questions. Tag questions have been added to broad answer type questions.

#### **4. Trends in the success and dropout rates of students during the past two years**

Session	Admitted	Appeared	Passed	Success rate%	Drop out	Drop out %
2006-07 MTMG	14 (2004-05)	12	12	100	2	14
2007-08 MTMG	24 (2005-06)	13	8	62	11	46
2007-08 MTMH (PartI)	10	9	4	44	1	10

#### **5. Learning resources of the departments - library, computers, laboratories and other resources**

There is no departmental library for Mathematics. The college library has over 200 titles books on the subject. New books are added from time to time as per requisitions submitted to the authority by the teachers.

There is no computer in the department

There is no laboratory for Mathematics.

Third Year Honours students make use of the Computer Science Laboratory.

#### **6. Modern teaching methods practiced and use of ICT in teaching – learning**

The method of teaching practiced is mainly chalk and talk and use of black-board and demonstration, and the occasional use of teaching aids.

There is also the practice of Group discussion among students in the presence of the teachers.

Class tests are taken at least four times a year for both Honours and General students.

Minimum use of ICT is made in the sense that the students are provided with information gathered from the internet.



## **7. Participation of teachers in academic and personal counseling of students**

The teachers always meet the students for academic and personal counseling. The issues generally taken up are:

- a) Awareness of courses open for a Science Graduate.
- b) The need of registering for MCA, of preparing methodically and seriously for SSC and other competitive examinations, of taking lessons in Mathematics.
- c) The need of going for PG and higher studies.
- d) Interaction with students once in a week to solve the problems of the advanced learners.
- e) Remedial classes for students performing poorly.

## **8. Details of faculty development programmes and teachers who have been benefited during the past two years**

Sri Lakshmi Narayan Guin, the only permanent and fulltime teacher in the department has attended 04 seminars after he joined the College. The list of seminars attended is placed in the Annexure.

## **9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

The teachers of the department take a keen interest in academic activities and attend seminars. The student-teacher ratio being unique for Honours courses the teachers always guide the students both inside and outside the classrooms. Besides the teachers arrange the publication of the departmental wall magazine, organize debates and quiz competitions for the benefit of the students.

## **10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

**12. Placement record of the past students and the contribution of the department to aid student placements**

The past students of the department are engaged in a variety of professions. Many of them are employed in multi-national companies like WIPRO, FCL, IBM, PCS, TCS and many other small companies.

**13. Plan of action of the department for the next five years**

The department has a plan to

- a) Increase the number of books in the college library sufficiently.
- b) Make the use of internet accessible for the students for downloading E-journals and other materials related to the subject.
- c) Apply for UGC research projects.
- d) Have departmental computers and library.
- e) Organize national seminars at least once in a year.

## C. Evaluative Report of the Departments: PHYSICS

### 1. Faculty profile - adequacy and competency of faculty

#### a) Faculty profile:

Sl no	Teacher's Name	Qualification	Designation	Area of specialisation	Sex	Age	Experience
1	Dr. Dulal Chandra Gandhl	M Sc, Ph D	Principal	Nuclear Physics	M	56	22 years

b) **Adequacy:** The Department of Physics has one sanctioned post for full time teacher. But no one has yet been recommended by the College Service Commission against the post. In the absence of full-time teachers the classes are taken by the Principal, Dr. Dulal Chandra Gandhi. There is no part-time teacher at present. As per routine there are 12 theory and 06 practical classes to be taken per week. It is not possible for the Principal of the College to find out time at a regular basis to follow the routine. A teacher exclusively for the Department is a must.

c) **Competency:** The competency of the Principal, Dr. Gandhi, to teach the students of Under Graduate General classes is beyond any question.

### 2. Student profile – entry level competencies, socioeconomic status, language proficiency etc.,

Profile of the students in the current academic year 2008-09

Session	1 <sup>st</sup> year			2 <sup>nd</sup> year			3 <sup>rd</sup> year			Region
	M	F	Total	M	F	Total	M	F	Total	
2008-09										
General	30	08	38	30	06	36	x	x	x	WB

(Physics is not included for Part III of the BSc three year Honours course.)

The students of Computer Science and Mathematics Honours study Physics General as a combination subject. The entry level competency of the students therefore is as expected quite good.

The socioeconomic status, true to the trend of the college, is a varied one.  
But mostly they are from middleclass or above.

The language proficiency is average.

### **3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes**

The syllabus for B Sc three year Degree Examinations in Physics has not been modified after 2005. However, the distribution of marks for objective questions has been changed in 2006 & 2007. Dr. Gandhi being a member of the Board of Studies has been a party to the decisions.

### **4. Trends in the success and dropout rates of students during the past two years**

Success and dropout rates of the students admitted to BSc General Course

Passing out year	Number of students admitted	Appeared in Part II General Exam	Drop outs	Drop Out %	Passed the Programme	Success rate %	First Class
2007	22 (2005-06)	11	11	50	11	100	
2008	31 (2006-07)	20	11	35	20	100	

Since students of three year B Sc Honours Courses do not study any General Course subject in the third year, the dropout rate is calculated on the basis of their appearance in Physics General in the Part II examinations taken at the end of the second year.

### **5. Learning resources of the departments - library, computers, laboratories and other resources**

- a) Books in the departmental library: Nil. There is no departmental library. The College library has around 30 books in Physics.

- b) Computers in the department: Nil
- c) Laboratory: There is a well equipped laboratory in the department.

**6. Modern teaching methods practiced and use of ICT in teaching – learning**

- a) Discussion method
- b) Question-answering method

**7. Participation of teachers in academic and personal counseling of students**

The Principal is always available for academic and personal counseling of the students.

**8. Details of faculty development programmes and teachers who have been benefited during the past two years**

No teacher from the Department has attended any RC or OP during the past two years.

**9. Participation / contribution of teachers to the academic activities including teaching, consultancy and research**

The Principal Dr. Gandhi, is basically a teacher. Therefore, he is always serious about his academic responsibilities as a teacher.

**10. Collaboration with other departments/ institutions, at the State, National and International levels, and their outcome during the past two years**

Nil

**11. Priority areas for Research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years**

Nil

**12. Placement record of the past students and the contribution of the department to aid student placements**

All the students having Physics study Computer Science in some form or the other. The students who have passed out are mostly employed in the IT sector. Here is a list of some of them. It should be admitted there is no more comprehensive record kept in the department.

Sl. No	Name	Year of passing	Highest degree	Present occupation
1	Debdas Mitra	2000	MCA	System Engineer in IBM India Pvt. Ltd., Bangalore
2	Priyabrata Chatterjee	2000	MCA	Tata Consultancy Services, Kolkata
3	Pinaki Mandal	2000	MCA	CMC Limited
4	Swati Chattopadhyay	2000	MCA	CMC Limited
5	Bikram Ranjan Sinha	2003	MCA	R & D , IIT , Kharagpur
6	Rabindranath Das	2003	MCA	Acron Media Technologies
7	Tanmoy Mukherjee		MCA	Satyam Computers
8	Amitabha Ghoshal		MCA	Convergys IMG, Hyderabad

### 13. Plan of action of the department for the next five years

The department has plans

- To introduce Physics Honours immediately.
- To increase the number of books in the central library.
- To start a departmental library.
- To subscribe to some journals.
- To organize seminars.

### **D. Declaration by the Head of the Institution**

**I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.**

**This SSR is prepared by the institution after internal discussions, and No part thereof has been outsourced.**

**I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.**

A handwritten signature in black ink, followed by the date 31/09.

**Signature of the Head of the institution**

**with seal:**

*Principal*

**MANKAR COLLEGE**

**Place: Mankar**

**Date: 31.01.2009**



Annexure 1: 2f & 12 B certificate

ANNEX-1

(13)

F.B.-29/91 (CPP) UNIVERSITY GRANTS COMMISSION  
BAHADUR SHAH ZAFAR MARG  
NEW DELHI-110 002.

No. F.B.-29/91 (CPP) January, 1992

The Registrar  
University of Burdwan  
Burdwan - 713 104  
U.B.

13 FEB 1992

Mankar,

Sub: Inclusion of Mankar College, Dist. Burdwan under,  
Section 2(f)/12-B of the U.G.C. Act, 1956.

Sir,

I am directed to refer to your letter No. F.IV-2/  
231/120 dated 4.12.91 on the subject cited above and to  
inform you that the Mankar College, P.O. Mankar, Dist.  
Burdwan has been included in the approved list of colleges  
under Section 2(f) of the U.G.C. Act, 1956 under the  
head "Non-Govt. Colleges Teaching Arts, Bachelor's Degree" as  
detailed below :-

Name of College	Year of Estt.
Mankar College P.O. Mankar Dist. Burdwan U.B.	1987
Narayan Chandra Garai	

It has been noted that the college is permanently  
affiliated to University of Burdwan. Mankar College, Mankar  
Dist. Burdwan is declared fit to receive assistance  
from U.G.C. and other central sources in terms of Rules  
framed under Section 12-B of the U.G.C. Act, 1956.

Yours faithfully,  
*(Kishan Chand)*  
(Kishan Chand)  
Under Secretary

Copy forwarded to :

1. The Principal, Mankar College, P. O. Mankar,  
Dist. Burdwan, U.B.
2. The Secy, GOI M/MDU (Deptt. of Edu.) New Delhi.
3. All Officers/Section Officers in UGC
4. S.O. (A/Secy) Section
5. Computer Section
6. Cuck

*(Kishan Chand)*  
(Kishan Chand)  
Under Secretary

13/29.1.92



## Annexure 2: 2f & 12B certificate from Registrar Burdwan University

**Dr. S.Dan**  
REGISTRAR



The University of Burdwan  
RAJBATI, BURDWAN – 713 104  
WEST BENGAL, INDIA.

No. F.IV-2(XI)/323 /206

Dated : 12.5.2008

### TO WHOM IT MAY CONCERN

This is to certify that the Mankar College, P.O. Mankar, Dist. Burdwan (W.B.) is under the affiliation of the University of Burdwan and is recognized under 2f & 12 B of the University Grants Commission. (University Grants Commission Sl.No. 578 vide D.O. No. F.2-6/2002(X) Plan dated 08.1.2003)



REGISTRAR

#### Annexure 4: Receipt & Expenditure Budget

<b>RECEIPT BUDGET</b>					
<b>BUDGET FOR THE YEAR AND ACTUAL RECEIPTS</b>					
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET
<b>CAPITAL RECEIPTS</b>	<b>2006-07</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2007-08</b>	<b>2008-09</b>
GRANT FROM UGC	300,000	507,010	450,000	320,376	350,000
DONATION	5,000	79,697	5,000	0	5,000
GRANT FROM NSS	27,000	0	27,000	27,000	0
BUILDING FUND	200,000	220,281	225,000	255,330	300,000
LIBRARY FUND	30,000	28,408	31,000	25,766	35,000
<b>Total capital receipts</b>	<b>562,000</b>	<b>835,396</b>	<b>738,000</b>	<b>628,472</b>	<b>690,000</b>
<b>REVENUE RECEIPTS</b>					
TUITION FEES (Self Financing)	160,000	183,850	x	x	x
TUITION FEES	700,000	715,020	800,000	809,155	850,000
ADMISSION FEES	60,000	58,800	65,000	66,000	70,000
DEVELOPMENT FEES	200,000	218,020	220,000	241,915	255,000
ACADEMIC DEVELOPMENT FEES	350,000	420,600	450,000	418,945	550,000
COMMON ROOM Charges	50,000	42,612	40,000	38,649	5,000
COLLEGE EXAM FEES	45,000	47,040	50,000	52,800	56,000
COURSE FEES COMP. SCIENCE	500,000	579,000	580,000	621,000	x
COMPUTER APPLICATION FEES	40,000	39,300	40,000	18,200	x
ADMISSION FORM SELLING	50,000	47,420	50,000	55,860	80,000
OTHER FEES	25,000	20,940	25,000	13,275	20,000
COLLEGE WELFARE	60,000	62,246	65,000	61,600	70,000
COLLEGE MAGAZINE	20,000	17,640	20,000	19,800	20,000
STUDENT UNION FUND	45,000	47,024	50,000	52,800	55,000
<b>Total revenue receipts</b>	<b>2,305,000</b>	<b>2,499,512</b>	<b>2,455,000</b>	<b>2,469,999</b>	<b>2,031,000</b>
<b>TOTAL RECEIPTS</b>	<b>2,867,000</b>	<b>3,334,908</b>	<b>3,193,000</b>	<b>3,098,471</b>	<b>2,721,000</b>

<b>EXPENDITURE BUDGET</b>					
<b>BUDGET FOR THE YEAR AND ACTUAL EXPENSES</b>					
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET
<b>CAPITAL EXPENDITURE</b>	<b>2006-07</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2007-08</b>	<b>2008-09</b>
LIBRARY BOOKS, JOURNALS & MAGAZINES	68,000	78,598	100,000	131,650	150,000
COMPUTER	110,000	107,576	200,000	207,317	250,000
BUILDING	580,000	735,794	200,000	296,246	250,000
LABORATORY EQUIPMENTS	20,000	12,065	60,000	54,131	70,000
FURNITURE	70,000	64,914	12,000	11,990	200,000
PLANTATION & GARDENING	1,000	1,028	1,000	470	1,500
SPORTS GOODS PURCHASE	0	0	8,000	7,095	10,000
AQUA GUARD/WATER	0	0	0	0	28,000
FIRE EXTINGUISHERS	0	0	10,000	9,850	0
LAND	1,000	209	35,000	29,970	200,000
<b>Total Capital Expenditure</b>	<b>850,000</b>	<b>1,000,184</b>	<b>626,000</b>	<b>748,719</b>	<b>1,159,500</b>
<b>REVENUE EXPENDITURE</b>					
PRINTING CHARGES	10,000	9,823	15,000	12,721	30,000
POSTAGE	600	569	2,000	1,801	2,000
TRAVELLING ALLOWANCE PAID	14,000	18,497	18,000	15,290	20,000
ELECTRIC CHARGES PAID	25,000	29,799	35,000	33,880	40,000
COLLEGE EXAMINATION	6,000	4,987	40,000	30,944	20,000
AUDIT FEES	4,000	3,928	4,000	3,500	5,000
REMU FOR PART-TIME TEACHERS	650,000	660,000	750,000	734,932	800,000
COMPUTER, XEROX & OTHER CONSUMABLES	35,000	36,243	20,000	16,732	25,000
SEMINAR	7,000	5,352	7,000	2,621	5,000
BUILDING REPAIR & MAINTENANCE	5,000	0	40,000	40,670	150,000

ADVERTISEMENT	1,200	1,000	4,000	4,095	5,000
MERIT AWARD	500	350	500	450	500
STUDENT UNION ELECTION	1,000	1,026	1,100	35	1,200
TELEPHONE	12,000	11,099	12,000	8,411	10,000
STUDENT STIPEND	140,000	143,680	150,000	72,570	100,000
CONTINGENCY	20,000	21,000	25,000	24,200	35,000
LAB CONTINGENCY	2,500	2,595	9,000	9,316	10,000
WEBSITE EXPENSES	0	0	5,000	1,909	3,000
FIELD SURVEY	700	306	700	400	700
COMPUTER, XEROX & OTHER ELECTRICAL EQUIPMENT MAINTENANCE	20,000	20,503	25,000	25,343	25,000
ENTERTAINMENT	5,000	5,824	5,000	3,850	6,000
<b>Total Revenue Expenditure</b>	<b>959,500</b>	<b>976,581</b>	<b>1,168,300</b>	<b>1,043,670</b>	<b>1,293,400</b>
<b>Total Expenditure</b>	<b>1,809,500</b>	<b>1,976,765</b>	<b>1,794,300</b>	<b>1,792,389</b>	<b>2,452,900</b>
	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET
	<b>2006-07</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2007-08</b>	<b>2008-09</b>

Annexure 5:

**ANNEXURE - 5**

**SEMINARS ATTENDED DURING LAST FIVE YEARS (2004-08)**

**1. Seminars attended by Dr. Bithika Mandal, Reader &Head,  
Department of Bengali**

Sl no.	Seminar	Organized by	Date	Topic
1	National Seminar	Dept. of Bengali, BU	25-26 Feb 2004	Shatabarsha- Shraddharghya: Premendra Mitra, Achintya Sengupta and Syed Mujtaba Ali
2	National Seminar	Dept. of Bengali, BU	10-11 Feb 2005	Literature and Science
3	UGC Sponsored Seminar	MUC Women's College Burdwan	24-25 Feb 2005	Empowerment of Women
4	UGC Sponsored Seminar	Hooghly Women's College, Hooghly	27-28 Jan 2006	Women, Science and Literature
5	UGC Sponsored Seminar	Dept. of Bengali, BU	9-10 March 2006	Gender Discrimination and Disability in Language Literature and Society
6	UGC Sponsored National Seminar	Bankura Sammilani College	18 Nov 2006	150 Years of the Great Revolt of 1857 and its Relevance in the Present Indian Scenario
7	UGC Sponsored Seminar	Dept. of Bengali and History, Durgapur Govt. College	24 Nov 2006	Partition of India and its Consequences
8	UGC Sponsored National Seminar	Dept. of Bengali, BU	29-30. March.2007	Stage Performance: Cinematography: Literature
9	UGC Sponsored Seminar	Dept. of Bengali, Durgapur Govt. College	13-14. August. 2007	Human Rights
10	National Seminar	Centre for Interdisciplinary Studies, BU	08 October 2007	India's First War of Independence, 1857: History and Historical Memory

11	National Seminar	Dept. of Bengali, BU	27-28 March 2008	<i>Janma shatabarshe Buddhadeb Basu</i>
12	National Seminar	Dept. of Bengali MUC Women's College Burdwan	13 August 2008	<i>Unish o Bish Shataker Bangla Natoke o Manche Nari o Tar Prakash</i>
13	State Level Seminar	Dept. of Bengali, Durgapur Govt. College	11-12 September 2008	<i>Shatabarsher aloke Manik Bandyopadhyay o Buddhadeb Basu</i>
14	International Seminar	Centre for Interdisciplinary Studies, BU	12 December 2008	Negotiating Women's Experiences: The Tradition of Rokeya Sakhawat Hossain

## 2. Seminars attended by Prof. Chhabi De, Head, Department of Economics

Sl no.	Type of Seminar	Organized by	Date	Topic
1	Seminar	Charuchandra Evening College, Kolkata	22 January 2005	Women entrepreneurship development in West Bengal
2	State Level Seminar	Krishnanagar Dwijendralal College, Nadia.	21 January 2006	Shatabarsher aloke bangabhanga birodhi swadeshi andolan
3	UGC sponsored National Seminar	Bankura Sammilani College, Bankura	18-19 November 2006	150 years of the Great Revolt of 1857 & its Relevance in the Present Indian Scenario
4	UGC Sponsored State Level Seminar	Durgapur Government College	13-14 August 2007	Human Rights
5	Seminar	Burdwan Raj College & WBCUTA, Burdwan District	8 December 2007	The Proposed Indo-US Nuclear Treaty: Implication & Significance
6	UGC sponsored National Seminar	Dept. of Hindi Mankar College	09-10 April 2008	Ramdhari Singh Dinkar: Srijan aur Chintan

**3. Seminars attended by Prof. Kallol Sen, Selection Grade Lecturer & Head,  
Department of English**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	National seminar	Dept. of English, Burdwan University	29&30 March '04	Cultural Memory and Globalisation.
2	Workshop	Triveni Devi Bhalotia College, Raniganj	06 October 2004	The UG-Examinations system under Burdwan University: An in-depth review of the existing system.
3	UGC Sponsored National Seminar	Shibpur Dinobundhoo Institution (College)' Howrah	09 October 2004	Challenges to Education in the present Scenario
4	National Seminar-cum-workshop	Dept. of English, Burdwan University	17&18 February 2005	20 <sup>th</sup> Century English Literature and Language: Pedagogy and Praxis
5	Interactive workshop	Dept of English, Burdwan University	3 & 4 September 2005	Linguistic Components of B.A. English Honours Syllabus
6	UGC sponsored National Seminar	Bankura Sammilani College, Bankura	18-19 November 2006	150 years of the Great Revolt of 1857 & its Relevance in the Present Indian Scenario
7	UGC sponsored National Seminar-cum-Workshop	St. Xavier's College, Kolkata	01-02 April 2007	Evaluation System at Undergraduate Level
8	NAAC Sponsored State Level Seminar	Serampore Girls' College, Hooghly	05-06 October 2007	Impact of Assessment & Accreditation by NAAC on Collegiate Education – Pre and Post Accreditation
9	National Seminar	Centre for Interdisciplinary Studies, BU	08 October 2007	India's First War of Independence, 1857: History and Historical Memory

10	Seminar	Burdwan Raj College & WBCUTA, Burdwan District Unit	08 December 2007	The Proposed Indo-US Nuclear Treaty
11	UGC sponsored National Seminar	Dept of English MUC Women's College, Burdwan	25-26 September 2008	Reconstructing Culture: Postcolonial Problematics

**4. Seminars attended by Prof. Srabanti Ghosh, Head, Department of Geography**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	UGC assisted International Seminar	Dept of History, Jadavpur University	03 & 04 March '06	History of Water in South Asia: Climate, Ecology & Deforestation, Agriculture and Management of Nature
2	National Seminar	Dept. of Geography, Burdwan University	29 March '08	Geo-Spatial Technology & Research in Geography

**5. Seminars attended by Dr. Kusum Rai, Reader & Head, Department of Hindi**

Sl no.	Seminar	Organized by	Date	Topic
1	seminar	Jales, Uday Chand Jilla Granthagar, Burdwan	10.03.2004	Fasiwad ke Khatre aur Aaj ka Sahitya
2	UGC Sponsored National Seminar	MUC Women's College, Burdwan	24.02.2005-25.02.2005	Women Empowerment
3	UGC Sponsored	Raniganj Girls'	22.12.2005	Chhayavad ki prasangikta



	Seminar	College, Raniganj		
4	Seminar *	Jalesh, Munsii Premchand Hindi High School	31.07.2006	Premchand Sahitya Mein Kisan
5	National seminar	Kendriya Hindi Sansthan Agra, Sanskritik Punarnirman Mission, Kolkata	31.12.06- 0101.2007	Baiswikaran, Hindi Aur Rambilash Sharma
6	State level seminar	Hindi Department, Mankar College	07.04.2007	Mahadevi Verna Aur Unka Sahitya Chintan
7	National seminar	Kendriya Hindi Sansthan Agra, aur National Federation Hall	31.07.2007	Istrimukti Vimarsh Aur Mahadevi Verma Ka Sahitya
8	National Seminar	Bharatiya Bhasa Parishad	28- 30.07.2007	Acharya Hajari Prasad Dwivedi. Itihas, Ismriti, Swapna
9	National Seminar	Burdwan University	08.10.2007	India's First War of Independence, 1857: History and Historical Memory
10	UGC Sponsored State Level Seminar	Hindi Department , Savitri Girls' College	28.03.2008	1857 Ka Mahavidroha, Hindi Sahitya ka Punarmulyankan
11	National Seminar*	Hindi Dept Burdwan University	03- 04.04.2008	Hajari Prasad Dwivedi: Chintan Aur Srijan
12	National Seminar**	Hindi Department, Mankar College	09- 10.04.2008	Ramdhari Singh Dinkar: Srijan Aur Chintan
13	Seminar	Marwari Sanatan Vidyalay	08.08.2008	Tulasi Sahitya Mein Samanvay- vad
14	Seminar *	Jalesh	13.08.2008	Premchandki Baiswik Dristi

\* Dr. Kusum Rai presented papers in this seminar.

\*\* Dr. Kusum Rai organised this seminar. She was also a resource person in it.

**6. Seminars attended by Dr. Sukla Parai, Reader & Head, Department of Philosophy**

Sl no	Name of conference/ seminar/ workshop	Organized by	Date	Topic
1	Seminar	Department of Philosophy B.U	28 <sup>th</sup> September 2005	The Philosophy of Sibjiban Bhattacharya
2	ICPR Sponsored Seminar on International Philosophy Day	Dept of Philosophy, University of Burdwan	17 <sup>th</sup> November 2006	Philosophy, Science and Technology.
3	U.G.C Sponsored National Seminar	Hooghly Women's College	27 <sup>th</sup> & 28 <sup>th</sup> January 2006	Women's Society and Literature

**7. Seminars attended by Prof Nihar Ranjan Rakshit, Selection Grade Lecturer & Head, Department of Political Science**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	UGC sponsored National Seminar	Burdwan Raj College, Burdwan	28 Aug 2004	Intellectual Property right: Copy right and Neighbouring right
2	UGC sponsored National Seminar	Shibpur Dinabandhu Institution, Howrah	19 Oct 2004	Challenges to education in the Present Scenario
3	UGC sponsored National Seminar	MUC Women's College, Burdwan	24.Feb 2005	Banga bhanga Birodhi Andolan 150 years

4	UGC sponsored National Seminar	Burdwan Raj College, Burdwan	28 July 2006	Bio - remediation
5	UGC sponsored National Seminar	Bankura Sammilani College, Bankura	18-19 November 2006	150 years of the Great Revolt of 1857 & its Relevance in the Present Indian Scenario
6	International Seminar	Dept of Political Science, BU	27-28 Feb 2007	Globalisation and Democratic Governance: The Indian Experience
7	UGC sponsored National Seminar	Dr. B N Dutta Smriti Mahavidyalaya, BU	18-19 April 2007	Panchayet and Rural Development
8	National Seminar	Burdwan Raj College & WBCUTA, Burdwan District	8 December 2007	The Proposed Indo-US Nuclear Treaty: Implication & Significance
9	International Seminar	Burdwan Raj College	27-28 Aug 2008	The Revolt of 1857: the First War of Independence
10	UGC Sponsored State Level Seminar	WBCUTA & Malda College	15 November 2008	Higher Education & Employability

**8. Seminars attended by Prof Tarun Kumar Roy, Senior Lecturer & Head, Department of Commerce**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	National seminar	Dept of Commerce BU	26-27. March 2004	IPR: its impact on industry, trade and commerce
2	International Seminar	Dept of Economics BU	28-29. August 2004	IPR: copyright and neighbouring rights
3	UGC sponsored National Seminar	Shibpur Dinabandhu Institution	09 October. 2004	Challenges to education in the present scenario

4	UGC sponsored National Seminar	Bankura Sammilani College, Bankura	18-19 November 2006	150 years of the Great Revolt of 1857 & its Relevance in the Present Indian Scenario
5	State Level Seminar	NSS, The University of Burdwan	11-12 February 2007	Healthy Youth for Healthy India
6	UGC Sponsored State Level Seminar	Durgapur Government College	13-14 August 2007	Human Rights
7	National Seminar	Department of Commerce, The University of Burdwan	24-25 August 2007	Global Convergence of Financial Reporting: Emerging Issues & Challenges
8	Seminar	Burdwan Raj College & WBCUTA, Burdwan District	8 December 2007	The Proposed Indo-US Nuclear Treaty: Implication & Significance
9	UGC Sponsored State Level Seminar	WBCUTA & Malda College	15 November 2008	Higher Education & Employability

**9. Seminars attended by Prof Lakshmi Narayan Guin, Lecturer & Head, Department of Mathematics**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	UGC sponsored State Level Seminar	Durgapur Government College	13-14 August 07	Human Rights
2	National Seminar	Department of Mathematics, Visva Bharati University	09-10 February 08	Development of Mathematics Education: special Emphasis on Foundations of Geometry and Soft-ware based Mathematics.

3	National Seminar	Department of Mathematics, Visva Bharati University	28-29 March 2008	Generalizations and Approximations in mathematics.
4	UGC sponsored National Conference	MUC Women's College, Burdwan	23-24 Sept 07	Uncertainty : a Mathematical Approach (UAMA-2008)

**10. a. Papers Presented by Dr. Gopa Samanta, Department of Geography when a faculty here**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	XI National Conference on Women's Studies	Indian Association for Women's Studies, Goa, India	3-6 May, 2005,	'Marginal Lives in Marginal Lands: Livelihood Strategies of Women-Headed Households in Charlands of the Damodar, Lower Bengal, India'
2	National Seminar	French Institute of Pondicherry	2nd November, 2005	'Charland (River Islands): The Vulnerabilities and Livelihood Strategies for Survival'
3	National Seminar	Centre for Urban Economic Studies, Calcutta University, Kolkata.	18th November, 2006	'Burdwan: From small district headquarter to city', Seminar on Area Studies with a Focus on Small and Medium Towns with Special Reference to West Bengal,

**10.b. Seminars attended by Dr. Gopa Samanta**

Sl no.	Type of Seminar	Organized by	Date	Topic
1	National seminar	the Centre for Urban Economic Studies, , Calcutta University, Kolkata	12-13 June 2004	Urban Problems, Policy and Planning

### 11. Seminars attended by Sri Kajal Ghosh, Department of Economics

Sl no.	Type of Seminar	Organized by	Date	Topic
1	State Level Seminar	NSS, The University of Burdwan	11-12 February 2007	Healthy Youth for Healthy India
2	UGC sponsored National Seminar	Dept. of Hindi Mankar College	09-10 April 2008	Ramdhari Singh Dinkar: Srijan aur Chintan

### 12. Seminar attended by Miss Munmun Mondal, department of Geography

Sl no.	Type of Seminar	Organized by	Date	Topic
1	Seminar	Dept. of Geography Asansol Girls' College	30 March 2008	Natural Disaster Management

### 13. Seminars attended by Sri Kishun Murmu, Department of Santali

Sl no.	Organized by	Place	date	topic
1	All India Santali Writers' Association	Singur, Hooghly	12-13 November 2005	Santali Language and its Implementation in Education
2	All India Santali Writers' Association	Baripada, Mayurbhanj Orissa	09-10 September 2006	Santali Education And Syllabus
3	All India Santali Writers' Association	Ghatshila, East Singbhum, Jharkhand	11-12 November 2006	Creation of Education Based Santali Literature
4	All India Santali Writers' Association	Baripada, Mayurbhanj Orissa	03-04 November 2007	Education in Santali Language
5	All India Santali Writers' Association	Zilla Parishad Hall. Midnapore	08-09 November 2008	Santali Trans Literature

