

# Panchmura Mahavidyalaya



Accredited with B+ grade by NAAC in 2007

Website: [www.pmahavidyalaya.org](http://www.pmahavidyalaya.org)  
E-mail: [pmmahavidyalaya@gmail.com](mailto:pmmahavidyalaya@gmail.com)  
Tel.: 03243-268227/205222  
Panchmura, Bankura.  
PIN-722156

*50 Years of Academic Excellence*



Self-study Report  
for  
Assessment to  
National Assessment and Accreditation Council (NAAC)  
Bangalore, India  
for  
2nd Cycle of Accreditation 2015

# सा विद्या या विमुक्तये

আমার মুক্তি সর্বজনের মনের মাঝে  
দুঃখ বিপদ তুচ্ছ করা কঠিন কাজে  
রবীন্দ্রনাথ ঠাকুর

'First make character – that is the highest duty you can perform'.

Swami Vivekananda



# PANCHMURA MAHAVIDYALAYA

(A Degree College of Arts, Science & Commerce)

50 Years of Academic Excellence 1965-2015

Panchmura, Bankura, PIN- 722156 (W.B.)

Phone No. :- (03243) 268227, 205222, website: www.pmahavidyalaya.org

e-mail: pmmahavidyalaya@gmail.com, pmahavidyalayabankura@gmail.com

Ref. No.: PM/NAAC-SSR/1 (2015) 200

Date: 21st March 2015

## Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Panchmura Mahavidyalaya

Panchmura, Bankura

Date: 21<sup>st</sup> March 2015

*Chandan K. Jana*

Signature of the Head of

the institution with seal

*Teacher-in-Charge*

PANCHMURA MAHAVIDYALAYA

PANCHMURA, BANKURA

## CONTENTS

	Page
Certificate of Declaration	3
Preface (Introduction by Teacher-in-Charge)	7
Abbreviation	13
Executive Summary including Post Accreditation Initiatives and SWOC	14
Profile of the College	19
<b>CRITERION WISE INPUTS</b>	<b>29-139</b>
• Criterion I: Curricular Aspects	29
• Criterion II: Teaching- Learning and Evaluation	39
• Criterion III: Research, Consultancy and Extension	55
• Criterion IV: Infrastructure and Learning Resources	76
• Criterion V: Student Support and Progression	94
• Criterion VI: Governance, Leadership & Management	114
• Criterion VII: Innovation and Best Practices	133
<b>PROFILE OF THE TEACHER-IN-CHARGE</b>	<b>140-143</b>
<b>EVALUATIVE REPORTS OF THE DEPARTMENT</b>	<b>144-221</b>
<b>Arts</b>	
• Department of Bengali	144
• Department of English	152
• Department of Geography	157
• Department of History	162
• Department of Philosophy	167
• Department of Physical Education	172
• Department of Political Science	177
• Department of Sanskrit	183
• Department of Santali	190
<b>Science</b>	
• Department of Chemistry	195
• Department of Economics	203
• Department of Mathematics	208
• Department of Physics	213
<b>Commerce</b>	
• Department of Accountancy	218

**List of Tables**

Table No.	Title	Page
1	Peer Team Recommendations and Action taken with achievement	14
2	Programmes offered by the college at different levels	23
3	List of Departments at different levels	24
4	Number of teaching and non-teaching positions	25
5	Qualifications of the teaching staff	26
6	Student Diversities in last four years	26
7	Students enrolment in current academic year	27
8	Trends of students admission in different courses	40
9	Nomination to staff development programmes	47
10	Grievance Readdressal in last four years	51
11	Detail of faculty involvement in different research projects	57
12	Interdisciplinary research projects at Panchmura Mahavidyalaya	61
13	List of equipments available for basic research	63
14	List of equipments purchased in last four years that are used for research	64
15	An accounts of publications of faculty	66
16	Award/recognition received by faculty	67
17	Programmes and activities to promote institution-neighbourhood-community relationship by NSS and NCC.	69
18	Detail of Social survey conducted by NSS, NCC and departments	70
19	Infrastructure developed/augmented in the last four years	82
20	Detail on library resources purchased in last four years	87
21	Annual Budget for maintenance of computer	90
22	Budgetary allocation of funds for repairing and maintenance job.	92
23	Administrative mechanism for maintenance and up keep the Infrastructure	93
24	Scholarships/freeships awarded to the students in last four years	95
25	Percentage of students progressing	100
26	Cohort-wise result of the final year students in last four years wise:	101
27	Students participation in sports and games	103
28	Participation of students in Cultural Events & Extracurricular activities	104
29	Details of major students' achievements at different levels of sports and games	107
30	List of academic and administrative bodies where students representative are members:	113
31	Resolutions of the GB and their status on in implementation in last four years	122
32	Audited income, expenditure, reserved fund and corpus available in last four years	128
33	List of teachers in Interdisciplinary Teaching	137

**List of Annexures**

Annexure No.	Title	Page
1	Last NAAC accreditation certificate	222
2	Peer Team Report	223
3	Sample DDTP of the Department of	235
4	Courses and Programmes	248
5	Detail of OP RC and WS participation	251
6	Detail of Seminar conference attended	254
7	College prospectus of the Academic Session 2014-15	272
8	Ongoing and completed project	288
9	Detail of Publications of the faculty in last four years	290
10	Master Plan of the College	299
11	List of computers with details of users, hardwares and softwares/OS	300
12	Percentage of students received scholarships	307
13	Governing Body	308
14	Details of the Sub-committees and IQAC	309
15	GB approved IQAC plans and programmes and their implementation status	312
16	Certificate showing location of the College in a Backward Block of the district	318

## PREFACE

Envisaged to become an enduring center of learning, Panchmura Mahavidyalaya started its journey with the sacred goal of transforming one of the most backwards area of the country by providing with Higher Education to its rural, underprivileged and poor youths for creating and sustaining an environment of growth, dignity, respect and constructive development. Though, at its inception in 1965, there were only few General courses for College education to less than a hundred students by seven teachers in a few rooms with the help of six staff, it continued expanding with the number of courses and programmes, infrastructure, resources, staff and teachers. At present it has been able to construct nine buildings that cater to the needs of more than two thousand and five hundred students, have sixteen permanent teachers, twelve permanent staff and twenty Government-approved Part-time teachers, and recruited fourteen guest teachers, and ten casual staff on its own. In the year of 2015, it is going to celebrate Golden Jubilee year with much fervour and pride. In its modest glorious history, Panchmura Mahavidyalaya was the only rural College in the district of Bankura that has been accredited by NAAC (Annexure 1).

Since there is a continuous widespread knowledge everywhere with newer subjects, technologies, skills and avenues emerging, Panchmura Mahavidyalaya also have expanded number of courses and programmes to cope with the new horizons of academic and professional demands, and to enable the younger generations to tap their talents and touch greater heights of achievement. The structure of our courses is primarily learner-centric and has flexibility whereby the students have more choices to opt for disciplines of their choice and potential. At present, it offers eleven courses for Honours Graduate Degrees – seven in Arts, three in Science and one in Commerce – and three courses for General Graduate Degree of the University of Burdwan. In addition, Physics, Geography and Physical Education are available as elective subjects for combination with Honours and General Degrees in Science and Arts, respectively. There are ninety-three meticulously designed programmes by combining any two related elective subjects with a Honours subject and three elective subjects for Honours and General Degrees in B.A., B. Sc. or B. Com. Since most of the students are first generation learners and many of them belong to SC, ST, OBC, Minority categories and families of marginal farmers and land labourers with very limited financial capability, the programmes are primarily aimed at attaining long-term perspective of the education to uplift the society with higher education and their advancement. At the same time, some

programmes are suitable for fulfilling the short-term perspective of education by providing with avenues of livelihood through potential in academic and administrative services. The certificate course in Functional and Communication English makes the students conversant with Spoken English that help them perform well in job interview. The College has provided necessary infrastructure and facilities to set up a Computer Teaching Centre under the National Computer Literacy Drive by a reputed professional organisation for training on professional course in Computer for the benefit of job aspirants.

Though located in a terrain which is geographically extreme and demographically weaker, Panchmura Mahavidyalaya is always eager to offer contemporary educational services, infrastructure, facilities and resources of global standard using financial grants available from UGC, Government of West Bengal and from its own fund so that the students it produces become enlightened citizens of the country who can compete nationally as well as globally. Accordingly, it has established state-of-art Smart Class rooms, Media Center, has modern central library, laboratories for students as well as for Researchers, Language Laboratory for Functional and Communicative English, Computer Laboratory for Mathematics and Computer Centre for all the students. There is Seminar Hall and Auditorium equipped with Projector, laptop and audio system catering to the needs of education related programmes as well as for cultural activities and meetings. At the same time for poor achievers of the course objectives, the College has established Remedial Coaching Centre for SC, ST, OBC and other minority students by utilizing financial assistance from UGC. The Mahavidyalaya has established a Career Development and Placement Cell for giving timely and adequate information available in the job market and for organizing workshops and training programmes for the job aspirants. The results of the students in the University's final examination are always above the average with considerably good numbers of 1<sup>st</sup> Class and distinctions that bears the testimony to the overall performance of the Mahavidyalaya.

The authority at Panchmura Mahavidyalaya believes that excellence in teaching and learning can only be achieved by dedicated, sincere, knowledgeable and skilled faculty members. Therefore, it recruits quality teachers as per recommendation of the College Service Commission of West Bengal and encourages the teachers to participate in faculty development programmes and undertake research projects. In the last four years the teachers have participated in five Orientation

Programmes, fourteen Refresher Course, and six Workshops to acquaint themselves with the advancement of teaching-learning methodologies, knowledge and information in their respective subjects. The number of teachers' participation and presentation of papers in seminar/conference in the same period of time are twenty eight and seventy, respectively. They have earned in their credits publications of nine books with ISBN, fifty seminar proceedings, eighteen research papers in the peer reviewed Journals of National and International repute. In addition, research on a project has resulted in application of a National Patent through Technology Information, Forecasting and Assessment Council (TIFAC), DST, Government of India.

The College has organized four National and two State level seminars in the last four years. Four research projects have been completed and six are undergoing in the last four years that have received financial assistance from UGC. In addition, another four teachers are carrying out research for their Ph. D. dissertation though the College has only sixteen permanent teachers at present. Since there are more than 50% teaching posts remaining vacant, the authority recruited twenty Part-time teachers, fourteen Guest Lecturers and fourteen casual staff for the benefit of students.

Realizing the pressing need of its social responsibility and accountability that may be achieved only through reaching out and extending interaction with local community, addressing local issues and problems and environmental consciousness, the Mahavidyalaya assumed its duty of uplifting the locality through extension activity and outreach programmes by engaging its National Service Schemes, National Cadet Cops and interested Departments. They have been successful in generating awareness among the local people on issues like health and hygiene, environment, mass education, child marriage, girl foeticides, girls and women trafficking, and micro-saving. Because of their versatile and praiseworthy activities and programmes, Panchmura Mahavidyalaya has been sanctioned to open six units of NSS which is the highest in number in any College under the University of Burdwan. Many students from even the neighbouring districts enroll at Panchmura Mahavidyalaya for receiving the training of its NCC that helps them secure jobs in the Indian Army and Bengal Police.

Panchmura Mahavidyalaya has been successful in establishing as a brand name in Sports and Games in the district of Bankura. It has developed a Sports complex, multi-gym, football and cricket grounds and provides all sorts of helps and encouragement for facilitating successful

participation of its students. The students are participating in District, State and National meets and championship and earning medals. In the last four years, number of students participated in District, State and National level meets and championship are about three hundred and out of which thirtyfour have been successful in earning medals. To encourage the students in sports, Mahavidyalaya offers special seat reservation in admission and offers them special scholarships. The authority at Panchmura Mahavidyalaya solicits feedbacks for improving its services and development of the infrastructure and resources from the students and ex-students. It has Grievance Redressal Cell to address grievances and fulfill demands of the students.

Panchmura Mahavidyalaya is an autonomous co-educational institute empowered and guided by the Regulation of the Government of West Bengal and the Statute of the University of Burdwan. Mahavidyalaya is run by the Governing Body as the highest administrative and policy making authority in which the Principal/Teacher-in-charge acts as the secretary. The GB forms various Sub-committees and Advisory Bodies to delegate different jobs and responsibilities among the teachers and staff according to the Statute and Ordinance of the University of Burdwan. Academic plans and programmes, test and examinations, review of academic activities and audits are done by the Academic Council. Augmentation, repairing and maintenance of infrastructure and facilities, purchasing and procuring are supervised by the Development and Purchase Sub-committee. The Finance sub-committee makes yearly budget, sanctions and monitors funds and do all the needful for audit by the Government's panel auditor. The College undertakes its financial audits every year and receives the reports without any negative or derogatory comments.

The Internal Quality Assurance Cell collects and analyses data and information, designs plans and programmes, monitors implementation schedule, status and outcome of the activities and shares the results and inputs with the GB, subcommittees, and faculty and staff members. One of the most important activities of IQAC is to prepare yearly Annual Quality Assurance Reports and send them to the National Assessment and Accreditation Council.

The duly formed IQAC has prepared the Self-study Report enthusiastically for the purpose of re-accreditation by the NAAC in the prescribed format. Facts and figures with analytical introspection and review have been presented as suggested by the Council in the seven criteria and in the Profile of the College. Summaries of the Criteria have been included at the beginning of the respective Criterion as a preview for the purpose of focused reading and assessment. Executive

summary along with the SWOC analysis in a tabular form has been presented at the beginning of the SSR. Comparisons of some facts and figures have been presented graphically for easy assessment and introspection. All the data and information presented in the SSR are available with the respective offices and Departments and will be produced at the time of Peer Team visit or when ever asked for.

It gives me immense pleasure to express my sincere thanks to the Coordinator and members of the Internal Quality and Assurance Cell without whose untiring effort and hard work preparation of the SSR was not possible. Sincere efforts put in for preparing the SSR by Dr. Partha Sengupta, Shri Debiprasad Misra, Shri Prasenjit Saha, Shri Dipak Dutta and Bamapada Paramanik deserves special mention. I express my sense of appreciation for the help and cooperation extended to the IQAC by the Heads/Coordinators of the Departments and other faculty members, Convenors of the sub-committees, Office, library and laboratory staff, member of the Students' Union and Alumni Association for the preparation of AQARs and SSR.

I, Dr. Chandan Kumar Jana, Teacher-in-Charge and Secretary of the Governing Body at Panchmura Mahavidyalaya, West Bengal, India gratefully acknowledge and thank the National Assessment and Accreditation Council, Bangalore, India for giving us the opportunity for assessing us for the purpose of re-accreditation for 2<sup>nd</sup> cycle. We sincerely believe that the whole exercise of assessment and accreditation by the NAAC gives an opportunity to introspect into our perspective on its programmes for providing quality higher education and retrospect on its actions, activities and services for achieving them.

On behalf of the Governing Body of Panchmura Mahavidyalaya, I also acknowledge University Grant Commission and the Government of West Bengal for recognition and providing different grants and financial assistances. The University of Burdwan has granted affiliation for all the courses, offers suggestion and guidance for running the College and financial assistance for National Service Schemes. We are thankful to the Vice-chancellor, Registrar, Inspector of Colleges, Controller of Examinations, and all concerned at the University.

Lastly, but not the least, I express my deepest gratitude and sincere thankfulness to the Governing Body of Panchmura Mahavidyalaya for entrusting me with responsibility for achieving

auspicious goal of the institution for the development of the locality through offering quality higher education to the youths.

Panchmura Mahavidyalaya  
Panchmura, Bankura  
26<sup>th</sup> March 2015

Dr. Chandan Kumar Jana  
Teacher-in-charge

## ABBREVIATION

AC	Academic Council
AIDS	Acquired Immune Deficiency Syndrome
APTT	Approved Part-time Teacher by Government of West Bengal
AQAR	Annual Quality Assurance Report
BOS	Board of Studies
BU	The University of Burdwan
CAS	Centre for Advanced Studies
CD	Compact Diskette
CDC	College Development Council
CSC	College Service Commission
CV	Curriculum Vitae
DDTP	Detail Departmental Teaching Plan
DPI	Director of Public Instructions
GB	Governing Body
IAS	Indian Administrative Services
IPS	India Police Services
IQAC	Internal Quality Assurance Cell
LAN	Local Area Networking
LCD	Liquid Crystal Display
MP	Member of Parliament
NCC	National Cadet Crop
NET	National Eligibility Test
OBC	Other Backward Caste
SC	Scheduled Caste
SET	State Eligibility Test
ST	Scheduled Tribe
SWOC	Strength Weakness Opportunity Challenge
UGC	University Grant Commission
WBCS	West Bengal Civil Services
YPC	Youth Parliament Competition

## EXECUTIVE SUMMARY

### Post-accreditation Initiatives

In their report in 2007, the NAAC Peer Team has made some recommendations and suggestions for strengthening academic and administrative activities and programmes at Panchmura Mahavidyalaya (kindly see Annexure 2 for the Peer Team Report 2007). The College authority has been sincere and retrospective steps in almost all cases have been taken in due course of time for achieving goal of providing higher education in the locality. Recommendations/suggestion made by the Peer Team and actions taken with achievements are listed in the table below:

**Table 1: Peer Team Recommendations and Action taken with achievement**

Sl. No.	Recommendation/suggestions/areas of concern	Steps/action taken and achievement
1.	‘The College is required to purchase more latest text and reference books’.	The number of books in the College libraries at present is 19978 which was 12300 in 2007, <i>i.e.</i> , 62.4 % increase in total number of books. Out of 7678 books purchased in the period 4683 (61%) is text books and 2995 (39%) is reference books.
2.	‘There is a need of Central Computer Centre with V- sat facilities’.	The college has established a Computer Centre which housed about ten computers. In addition there is a separate Computer Laboratory for the Department of Mathematics and Language Laboratory for Communicative and Functional English. Both the computer laboratories have more than ten computers each, internet connections to some machines and required software for the respective purposes. However, V-sat facility was not installed due to crunch of fund.
3.	‘Introduction of INFLIBNET in the library’.	The College has subscribed to memberships of N-List for INFLIBNET for all interested teachers and staff. They can read the books and journals available in the resource site and download using individual user name and password from any computer at College or at home.
4.	‘Construction of Girl’s Hostel’.	The College has completed construction of a three-storied girl’s hostel in 2012 which has the seat capacity of 75 students. The boarding in the hostel started since 2012.
5.	‘Establishment of Alumni Association’	The College has an Alumni Association which has got official registration.
6.	‘Teachers should be encouraged for research and publications’	The teachers are encouraged in research which is evident by the fact that in the last four years four UGC sponsored MRP have been completed and six more are undergoing. The research by the teachers resulted in publications of nine books with ISBN, three without ISBN, fourteen papers in national

		and international journals (In National 6 and Int. National 8).
7.	‘Placement Cell’	The College has established a Career Advancement and Placement Cell in 2010-2011. The Cell has been successful in providing necessary help and training to many job aspirants out of which eighty students landed with jobs in last four years.
8.	‘Consultancy Service’	Due to shortage of faculty members, the college did not offer any consultancy service.
9.	‘Instrumentation Centre’	The College does not have instrumentation centre. However, it has hired one full time electrician and one Part-time staff with MCA degree who looks after the electrical equipments computers
10.	‘Introduction of Career Oriented and Self-financed courses like Disaster Management, Yoga and Health, Diet and Nutrition, Child Care, Fisheries, Crop-management, Library Science, Commerce and Management, Certificate courses in Computer and Communicative English, Home Science’.	The University of Burdwan does not allow offering any self-finance course. Therefore, Panchmura Mahavidyalaya could not introduce any such courses as suggested by the NAAC Peer Team in 2007. However, the Mahavidyalaya has provided infrastructure and other facilities to a professional company who is running a certificate course in Computer. In addition, under the scheme of Career Oriented Courses of UGC, Mahavidyalaya received financial assistance for teaching Communicative and Functional English. It is offering a short term certificate course free of cost.

## SWOC

### STRENGTH

1. Panchmura Mahavidyalaya has qualified faculty members – almost 50% of its permanent full time teachers have doctorate degrees and one has carried out post-doctoral research at the University of Southern California, USA. In addition, many teachers are carrying out Ph. D. programmes.
2. Teachers are encouraged to participate in Faculty Development Programmes and carry out Research. In the last four years they have participated in five Orientation Programmes, fourteen Refresher Courses, six Workshops and five Course-work Programmes. Four UGC sponsored MRP have been completed and six are undergoing.

3. The institution encourages the teachers to carry out research. It has provided laboratory for research in science and facilities for research in other subjects. Many teachers are engaged in research; they publish their work and even apply for patent.
4. The College organizes national and state level Seminar for students as well for as for teachers where eminent personalities share their research findings.
5. For the benefit of students, the institution recruits Part-time teachers and guest lecturers for offering sufficient numbers of classes. In addition, it recruits casual staff for smooth running of the office, library and laboratories. The institution pays salaries of the guest lecturers and casual staff from its own fund.
6. All the departments follow Detail Departmental Teaching Plan for timely and efficient delivery of course objectives. Monitoring of students performance are done by taking several unit tests and Test Examination. Based on the performance of the students, appropriate and adequate measures are taken so that the students do well in the University's Final Examination.
7. The teaching-learning at Panchmura Mahavidyalaya is learner-centric and interactive applying state-of-the-art infrastructure and resources like Media Centre, ICT, smart-class rooms.
8. The departments organize quiz, debate, extempore, seminar and class teaching by and for the advanced learners and publish wall magazines. At the same time the College arranges Remedial Classes for weaker students.
9. Deserving and meritorious students are given freeships, conveyance fee and recommendations for applying different fellowships.
10. The College has established Career Advancement and Placement Cell, Anti-ragging Cell, SC/ST Cell, Women Cell, Grievance Redressal Cell, Students' Welfare Committee, Cultural Committee, Girls' Common room, Boys' Common rooms and Students' Union to provide various types of support to the students.
11. There is green generator, two canteens, five water purifiers, Auditorium, seminar hall, bicycle and motor cycle stands, NSS and NCC offices catering to the respective needs of the students, teachers and staff. There are adequate numbers of toilets for girls, boys and staff at different location of the campus and building which are hygienic and well maintained.
12. The College has big play ground for football and cricket, sports complex and multi-gym. It promotes sports and games by offering financial incentives and reservation quota for sports persons in admission to various courses.
13. The institution has a three-storied Girl's hostel with all facilities and amenities to accommodate about a hundred girl students.
14. It has two SC/ST hostels for boys with all necessary facilities to accommodate about eighty students. One more new hostel building is under construction for them.
15. The institution promotes institution-neighborhood community network by engaging its NSS and NCC and other students in diverse activities with socially and economically challenged section of the society. These activities and programmes along with seminars on

value-education instill among the students a sense of moral, social and civic responsibility leading to their holistic development as responsible citizens.

16. Office and Library of the college almost computerized. At present there are fiftyfour desktops, ten laptops, and seventeen broadband internet at different locations like in the office, library, all the departments, Computer Centre, Computer Laboratory for Mathematics, Language Laboratory etc.
17. The main campus of the College boasts of a lush green, plastic and pollution free 'no smoking' zone with well maintained garden area including a medicinal garden.
18. The Eco-club and NSS spread awareness on energy saving and environment protection and take appropriate measures and organize programs and activities.
19. The Mahavidyalaya promotes multi-cultural and multilingual environment to uphold the spirit of national integrity. At the same time, it boasts of local culture and heritage particularly that of the local tribal communities.
20. A single window admission procedure with the help of College website is followed which is semiautomatic. The students are admitted in Honours courses according to their merits as per their score in the H.S (10+2) examination following the rules and regulation of the Government. The admission procedure is free and fair. There is an Admission Committee for helping the authority in enrolling the students in different courses it offers.
21. The College has a strong, stable and responsible Governing Body which is formed duly according to the guidelines of the Government of West Bengal and as per statute of the University of Burdwan. The Governing Body runs the administration and other activities based on participatory management system by delegating assignments, duty and responsibility to different subcommittees and advisory bodies for smooth running and overall development of the institution.

#### **WEAKNESS:**

1. There are very few courses (Honours or General) in Science subjects and no career oriented/self-finance courses offered by the College. In addition, there is no diversity in courses to cope with the demands of the new generation.
2. No new courses and programmes can be offered as the college wishes and limited flexibility in curriculum design due to restricted participation of the teachers at the University BoS.
3. More than fifty percent of the teaching and non-teaching posts are vacant and the College is not able to recruit permanent teachers and staff in the vacant posts as and when required.
4. The College has to recruit adequate numbers of part-time/guest teachers and casual staff for the benefit of students by paying their salaries from its own fund compromising other developmental projects like opening new courses.
5. Poor transport facilities with the near towns/cities make communication of the students and staff difficult.
6. Very poor telephone and internet services at the College make many regular and developmental activities hampered and delayed.

7. Absence of provisions for external auditing of academic and administrative activity undermines sustainable development and optimum use of resources and infrastructure.
8. Accommodation capacity of students in the Boys' Hostel needs to be increased.
9. No staff-quarter facility for teachers and staff.
10. College does not have any vehicle for the students.

#### **OPPORTUNITY:**

1. The College has 39 acre of lands in its possession making its future augmentation plan feasible at ease.
2. The College is located about 2km from a small town adjacent to woods and far from the crowd which makes it an ideal place of learning abode.
3. The people of the locality adore education, extend their help and cooperation for the College and its development.
4. The students are well mannered, considerate, respect teachers and welcome new methodology in teaching-learning.
5. Most of the teachers obey and honour the administration, undertake duties beyond their teaching and research. This is a plus for smooth running of the College and to undertake various developmental projects with out external help and associated expenses.

#### **CHALLENGE:**

1. Attendance of students in the classes of some courses needs to be increased and their dropout rates to be decreased.
2. To stop addiction of the students in private tuition without fruitful result in spite of Remedial/tutorial and special classes offered by the College.
3. Need to offer career -oriented self-finance courses and B.Ed. course as demanded by the local youth.
4. Substantial amount of fund generated by the College from the students' tuition fees are taken by the Government, hampering its own developmental projects.

## Profile of the College

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

Name :	PANCHMURA MAHAVIDYALAYA	
Address :	VILL. & P.O.: PANCHMURA, DIST.: BANKURA	
City :	PIN : 722156	State : WEST BENGAL
Website :	www.pmahavidyalaya.org	

### 2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Teacher-in-charge	Dr. Chandan Kumar Jana	O:03243-268227 R:03243-205222	08967062474	NA	chandanjana09@gmail.com
Vice Principal	NA	NA	NA	NA	NA
IQAC Co-ordinator	Dr. Partha Sengupta	O: 03243-268227 R: 03243-205222	09732609754	NA	psenguptasng@gmail.com

### 3. Status of the Institution:

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

### 4. Type of Institution:

#### a. By Gender

i. For Men	<input type="checkbox"/>
ii. For Women	<input type="checkbox"/>
iii. Co-education	<input checked="" type="checkbox"/>

#### b. By Shift

i. Regular	<input checked="" type="checkbox"/>
ii. Day	<input type="checkbox"/>
iii. Evening	<input type="checkbox"/>

### 5. It is a recognized minority institution?

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

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

6. Sources of funding:

Government	<input type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input type="checkbox"/>
Any other	<input type="checkbox"/>

7. a. Date of establishment of the college: .....20/08/1965..... (dd/mm/yyyy)

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

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	10-03-1970	Entered in Sl. No 584 vide D.O. No F. 2-6/2002(X Plan); dated 8.1.2003
ii. 12 (B)	10-03-1970	

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

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

Under Section/ clause	Recognition/ Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i. AICTE	Not Available	NA	NA	---
ii. NCTE	Not Available	NA	NA	---
iii. MCI	Not Available	NA	NA	---
iv. DCI	Not Available	NA	NA	---

(Enclose the recognition/approval letter)

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

Yes  No

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

Yes  No

9. Is the college recognized

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

Yes  No

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

b. for its performance by any other governmental agency? NA

Yes  No

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

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

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

Location *	Rural
Campus area in sq. mts.	117359 Sq. mt.
Built up area in sq. mts.	7155.5 Sq. mt.

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

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

- Auditorium/seminar complex with infrastructural facilities

- Sports facilities

\* play ground

\* swimming pool  NA

\* gymnasium

- Hostel

\* Boys' hostel

i. Number of hostels  TWO

ii. Number of inmates  THIRTY

iii. Facilities (mention available facilities)

Kitchen, Dining Hall, Aquaguard, Water Purifier, Toilets, Common Room with T.V., Fans, Chairs, Tables, Wall-in-built Selves, Beautiful Garden in front of the Hostel Buildings

\* Girls' hostel

i. Number of hostels  ONE

- ii. Number of inmates 

THIRTY SIX
------------
- iii. Facilities (mention available facilities)

Kitchen, Dining Hall, Aquaguard, Water Purifier, Toilets, Common Room with T.V., Fans, Chairs, Tables, Wall-in-built Selves, Beautiful Garden in front of the Hostel Building.

\* Working women's hostel: Not Available

- i. Number of inmates 

NA
----
- ii. Facilities (mention available facilities) 

NA
----

- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise) 

One guest House for temporary stay and staff quarter for its staff and faculty.
---
- Cafeteria – 

Canteen
---------
- Health centre – 

NA
----

First aid, Inpatient, Outpatient, Emergency care facility,  
Ambulance... First Aid available in the department of Chemistry and  
Physical Education Health centre staff - NA

Qualified doctor	Full time	Nil	Part-time	Nil
Qualified nurse	Full time	Nil	Part-time	Nil

- Facilities like banking, post office, book shops: Not Available
- Transport facilities to cater to the needs of students and staff - Conveyance allowance are provided to meritorious student of financially weak background
- Animal house - NA
- Biological waste disposal - NA
- Generator or other facility for management/regulation of electricity and voltage - One Green and one regular generators
- Solid waste management facility - NA
- Waste water management - NA
- Water harvesting - NA

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

year). **Ans.:** Please see Table 2.

**Table 2: Programmes offered by the college at different levels**

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student	No. of students admitted (in 1 <sup>st</sup> Year)
1.	Under-Graduate	B.A, B.Sc., B.Com. (G+H)	3 Year	H.S. or equivalent	Bengali & English	1521	1487
2.	Post-Graduate	NA	NA	NA	NA	NA	NA
3.	Integrated Programmes PG	NA	NA	NA	NA	NA	NA
4.	Ph.D.	NA	NA	NA	NA	NA	NA
5.	M.Phil.	NA	NA	NA	NA	NA	NA
6.	Certificate courses	NA	NA	NA	NA	NA	NA
7.	UG Diploma	NA	NA	NA	NA	NA	NA
8.	PG Diploma	NA	NA	NA	NA	NA	NA
9.	Any Other (specify and provide details)	Career Oriented course	3 months	Any student of the college	English	No Limit	145

13. Does the college offer self-financed Programmes?

Yes  No

If yes, how many?

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

Yes	√	No		Number	THREE [Chemistry (H),Santali (G),Santali(H)]
-----	---	----	--	--------	--

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.) **Ans.:** Kindly see Table 3.

Table 3: List of Departments at different levels

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Chemistry, Mathematics, Physics, Economics	√	NA	NA
Arts	Bengali, English, Sanskrit, Philosophy, Political Science, History, Geography, Phy. Ed., Santali.	√	NA	NA
Commerce	Accountancy	√	NA	NA
Any Other (Specify)	NA	NA	NA	NA

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

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

17. Number of Programmes with

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

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

Yes  No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.: .....NA..... Date:

.....NA..... (dd/mm/yyyy)

Validity:.....NA.....

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

Yes  No

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

Yes  No

The college offers UG programme in Physical Education according to the guide line of the University of Burdwan Memo No. Aff. BU/82/SCHE/2005, dated 12.05.2005.

If yes,

a. Year of Introduction of the programme(s) 2005 (dd/mm/yyyy) and number of batches that completed the programme

b. NCTE recognition details (if applicable): NA  
Notification No.: ..... NA .....  
Date: ..... (dd/mm/yyyy)  
Validity:.....

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

Yes  No

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

Ans.: Please see Table 4.

**Table 4: Number of teaching and non-teaching positions**

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		M*	F*	M*	F*
	M*	F*	M*	F*	M*	F*	M*	F*	M*	F*
Sanctioned by the UGC / University / State Government authorized bodies	Total=0 (Gender-wise not available)		Total =0 (Gender-wise not available)		Total =26 (Gender-wise not available)		Total =13 (Gender-wise not available)		Total =4 (Gender-wise not available)	
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
<i>Recruited</i>	0	0	5*	0	10	2	7	1	4	0
<i>Yet to recruit</i>	0		0		9		5		1	
Sanctioned by the Management/ society or other authorized bodies	0	0	0	0	0	0	6		3	
<i>Recruited</i>	0	0	0	0	0	0	4	2	3	0
<i>Yet to recruit</i>	0	0	0	0	0	0	0	0	0	0

M\*, Male; F\*, Female

\* Through CAS

## 21. Qualifications of the teaching staff:

**Table 5: Qualifications of the teaching staff**

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	1	0	4	1	6
M.Phil.	0	0	3	0	1	1	5
PG	0	0	1	0	6	0	7
Temporary teachers							
Ph.D.	NA	NA	NA	NA	NA	NA	NA
M.Phil.	NA	NA	NA	NA	NA	NA	NA
PG	NA	NA	NA	NA	9	5	14
Part-time teachers							
Ph.D.	NA	NA	NA	NA	1	NA	1
M.Phil.	NA	NA	NA	NA	NA	2	2
PG	NA	NA	NA	NA	16	1	17

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

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

**Table 6: Student Diversities in last four years**

Categories	2010-11		2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	105	25	112	25	201	48	171	65
ST	78	12	102	16	106	50	112	32
OBC	140	20	130	61	153	77	105	41
General	478	195	579	231	412	308	595	367
Others	8	3	10	3	48	8	61	17

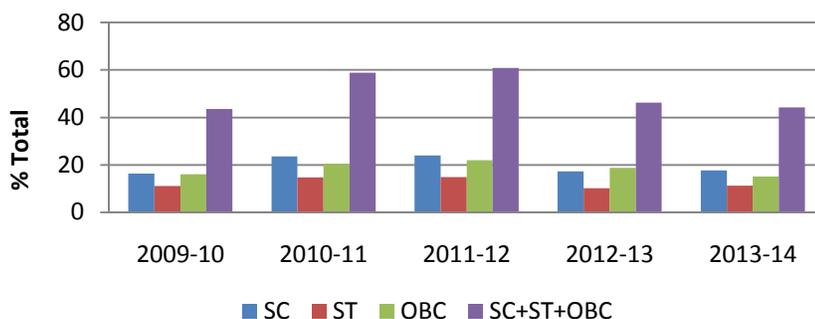
**Percentages of SC, ST and OBC students in last five academic sessions**

Fig.1 Since college has assumed the goal of uplifting the community by providing with higher education, it admits as many as students available from SC, ST and OBC families.

24. Details on students enrollment in the college during the current academic year

**Table 7: Students enrollment in current academic year**

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	2354	0	0	0	2354
Students from other states of India	0	0	0	0	0
NRI students	0	0	0	0	0
Foreign students	0	0	0	0	0
Total	2354	0	0	0	2354

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

UG  PG

26. Unit Cost of Education

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

(a) Including the salary component

(b) Excluding the salary component

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

Yes  No

If yes,

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

Yes  No

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

c) Number of programmes offered

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

Yes  No

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

29. Is the college applying for

Accreditation: Cycle 1  Cycle 2  Cycle 3  Cycle 4   
Re-Assessment:

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

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

Cycle 1: 10/02/2007 Accreditation Outcome/Result B<sup>+</sup> (76.00)

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

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

\* **Kindly see Annexure 1 for accreditation certificate and Annexure 2 for Peer Team Report.**

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

256
166

32. Number of teaching days during the last academic year

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

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

IQAC ...20/04/2013..... (dd/mm/yyyy)

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

- i) AQAR 2009-10 on 29/10/2014, ii) AQAR 2010-11 on 29/10/2014,
- iii) AQAR 2011-12 on 29/10/2014, iv) AQAR2012-13 on 29/10/2014,
- v) AQAR 2013-14 on 29/01/2015

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

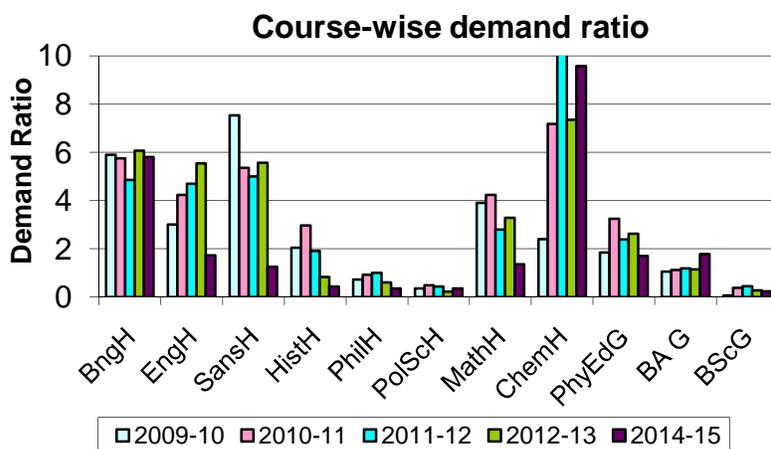


Fig. 2: Demand ratio presented here and in the text is the number of applicants for each seat available in the course. Demand ratio in some subjects, where there was no applicants for the course, are not included in the figure. Number of applicants for the academic session 2013-14 is not available as the online

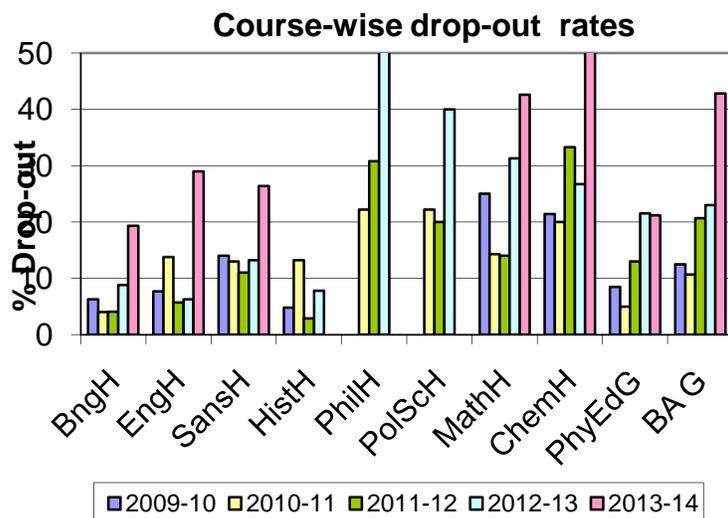


Fig.3: Drop-out rates presented here and given in the text is calculated based on the number of students drop out at the 1<sup>st</sup> Year University Final Examination with respect to their registration in the beginning of the course.

## CRITERIA-WISE INPUTS

### CRITERION I: CURRICULAR ASPECTS

#### Summary

Panchmura Mahavidyalaya is located in one of the most backward blocks of the country. More than fifty per cent of its students are first generation learners. Most of them hail from SC, ST, OBC families and families of marginal farmers or land labourers. Geographically the area falls under laterite zone where weather is extreme in any season because of which agro-economic status of the people is not sound. The poor demographic location as well as non-existence of mine or any such natural resources undermined economic and overall development of the locality. Therefore, in its vision, mission and objective, the institution emphasises developing human resources of the locality by providing with higher education to the local youth. Accordingly, it started with general courses in Arts and Humanities since inception (*i.e.*, 1965) and offered Honours degree later on. General courses on Social and Natural Science were started in 1985 and Honours courses of them were started further later.

At present the Mahavidyalaya offers seven Honours courses in Arts and Humanities, three in Science and one in Accountancy. In addition, it offers General degree courses each in Arts, Science and Commerce with suitable combination of three elective subjects as per the rules and regulation of the University of Burdwan. In total, there are hundred one combination programmes available for Bachelor degrees. The syllabi of the subjects for General and Honours courses are provided by the University of Burdwan. The curricula are mainly designed by the Board of Studies of the respective departments of the University. Though, the College has little role in designing the curricula it asks the departments to deliver lessons systematically using best available resources at Mahavidyalaya and in accordance with the convenience of the learners. Accordingly all the departments prepare and follow Detail Departmental Teaching Plans at the beginning of every academic session. They apply Media Centre aided and ICT enabled teaching-learning methodologies. Field work and practical classes are arranged as required by the syllabi. Monitoring of the students performances are done by taking several Unit tests and 'Test Examinations'. Adequate measures are taken for the poor achievers of the course objectives after every unit test and after the test examination.

The list of elective options is prepared by the College considering employability and prospect of pursuing higher education in future. A student can choose any two elective options from the list available for his Honours course of study. For studying in General courses three elective options are available. As per regulation of the University of Burdwan, the College offers scope for horizontal mobility to the students but within one month of his enrolment. As there is no postgraduate course, there is no scope for vertical mobility. There is no credit based option available but a student gets five years to clear all papers before writing for university final examination. The College arranged for enrichment programmes like Spoken English and Remedial

Courses. The institution does not offer any self-finance course or twining programme as there is no such option given by the University of Burdwan. At present there is no course offered by the College in distance mode though the proposal for it has been made. To groom the students as sensible, responsible and capable citizens of India, the institution arranges for value-based education, participation of the students in National Service Schemes and National Cadet Corps units. All the students are made aware of protection of the environment, energy saving programmes and they are sensitized for climate changing scenario. There is a Grievance Redressal Cell and feedback taking mechanism for the students on all spheres of college activity and programmes is in place. The College authority tries to upgrade the academic activities required and eradicate the deficiencies in any programme in time and adequately.

## 1.1 Curriculum Planning and Implementation

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

**Vision:** To participate in the improvement of the local community and building the nation by providing the local youths with knowledge, information and value-based higher education.

**Mission:** 1) To offer suitable undergraduate courses to enable the young people of the locality fit for educational and administrative services.

2) To offer value-based and value-added education to groom the students as capable, sensible and responsible citizens of the country.

**Objectives:** 1) To offer as many as undergraduate courses in arts, science and commerce.

2) To blend traditional teaching-learning methodology with the modern and technology-enabled methodologies.

3) To employ sufficient number of teachers for all the courses and staff for all kinds of educational services.

4) To provide with adequate resources, infrastructure and facilities required for all the courses and the students.

5) To undertake extension activities by the students and teachers in the locality to make common people aware of various contemporary issues and their solutions.

6) To enable the students fit for employment by giving them training on career-oriented programmes and personality development.

The vision, mission and objectives of the College are communicated to the students, teachers, staff and other stakeholders by the head of the institution and other responsible teachers in their lectures at different functions and seminars. The same are also available in the College website.

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

**Ans.:** All the departments prepare Detail Departmental Teaching Plan (DDTP) at the beginning of the new academic session and follow the same for lesson delivery throughout the year for effective implementation of the curriculum. Several unit tests are taken at different times as given in the yearly Academic Calendar; performances of the students are monitored and communicated to them. Academic Council of the institution discusses with the departmental teachers about the students' achievement of the course objective and/or any lacunae in lesson delivery. Recent Academic Calendar and DDTP of a subject have been attached with the report. Kindly see a sample DDTP given in Annexure 3.

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

**Ans.:** The institution receives a list of holidays, modified syllabi and/or changed regulation, if any, at the beginning of the academic session from the University. Other than those mentioned above, the teachers also receive many supports and facilities as and when procured by the College utilizing UGC/State grants for implementation of the curriculum and improving teaching practices. The institution provides infrastructure and facilities like laboratory, computer, internet, media centre, etc. and resources like books, CD, DVD, etc. in the library for implementation of curriculum as the teachers demand. However, the teachers are encouraged to participate in Orientation Programmes, Refresher Courses, Workshops, Summer or Winter school, etc. at different Universities so that they get updated in the subject teaching and research for improving teaching in the subject at institution.

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

**Ans.:** For effective delivery of lessons according to curriculum, the institution asks all the departments to make DDTP which is the syllabi divided into multiple modules, titles of the respective modules, name of the teachers who will deliver the lesson, number of classes to be taken and tentative dates on which classes will be taken. In addition, several periodical tests during the academic session and 'Test Examination' at the end of the academic session are taken to assess the achievement of the course objectives. Supplementary classes are taken if delivery of lessons is not completed or poor performance in the unit tests is detected.

1.1.5 How does the institution network and interact with beneficiaries such as industry,

research bodies and the university in effective operationalisation of the curriculum?

**Ans.:** The institution does not have any such network in the institutional level. However, some teachers have links with their peers at other university/research institute and they consult with them for effective operationlisation of the curriculum.

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

**Ans.:** At present no one from the institution is involved in the curriculum development by the University as no one from the institution is member of Board of Studies. However, all teachers participate in the preparation of DDTP which is a form of curriculum at the institution. The institution collects students' feedback every year on all activities and programmes of the College including teaching-learning. Based on their feedbacks, the authority takes appropriate step to improve teaching-learning activities and programmes.

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

**Ans.:** No, the institution does not develop any curriculum for any course other than those offered by the Affiliating University.

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

**Ans.:** The Academic Council of the College takes several class tests at different times during an academic session and 'Test Examination' at the end of the academic session. The performances of the students are analyzed after the tests and corrective and supplementary measures are taken to ensure that objectives of the curricula are achieved.



**Workshop on ‘Usefulness of Functional English for Career Development and Grooming’**

## 1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

**Ans.:** Since the institution is located in one of the most backward blocks of the country and most of the students are 1<sup>st</sup> generation learners, the main objective of the institution is to spread higher education by offering General and Honours courses in Arts, Commerce and Science-courses which are preferred by youths of the locality and which do not make any financial constraint on their aspiration for higher education. However, to enable them for employment in educational and administrative services or for pursuing higher education, the College offers various programmes by combining different elective options. In addition, the College offers Career-Oriented certificate course like Communicative and Functional English Course. The course is sponsored by UGC. Students of any year and discipline can participate in the course. Since the institution does not have adequate number of staff, a professional organization which is reputed for providing training in Spoken English and Personality Development is hired by the College for giving training in Communicative and Functional English. Certificates are given to the successful students appeared in a test conducted jointly by the organization and the College.

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

**Ans.:** The institution does not offer any twinning/dual degree programmes.

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

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

**Ans.:** Two types of courses – Honours and General – are offered by the institution in all the three disciplines – Arts, Commerce and Science. For all Honours courses there are several elective options available to the students depending upon the Honours course. Please see detail of the Course and Programmes offered by the College in **Annexure 4**.

- Choice Based Credit System and range of subject options:

**Ans.:** No Choice Based Credit System is offered by the affiliating University; hence, the same is not available in the College.

- Courses offered in modular form

**Ans.:** Syllabi of all courses are divided into modules and details of teaching-learning schedule of the modules, name of the teachers, etc. are listed in the Detail Departmental Teaching Plan for effective delivery of lessons and monitoring.

- Credit transfer and accumulation facility

**Ans.:** As per regulation of the affiliating University, the College does not offer credit transfer and accumulation facilities. However, students are given the opportunity to cancel one or more papers or write some of the papers of their choice in the University final examination and clearing any incomplete paper at the end before getting final result (*i.e.* of Part III).

- Lateral and vertical mobility within and across programmes and courses

**Ans.:** The College offers lateral mobility for choosing another course instead of his/her course of 1<sup>st</sup> choice to 1<sup>st</sup> Year students and that too only to a limited extent before registration for the University. For this purpose, one progress test called 'Eligibility-cum-Elimination Test' is taken at the beginning of the academic session where students are given chance to switch their course of study if his/her result is satisfactory and seats are available in the course of his choice.

Vertical mobility is offered to students only who opt for a General course and if seats are available to Honours course of his/her choice subject to fulfilling eligibility for studying the course as laid down by the affiliating University. Being an undergraduate College, the institution does not offer any other vertical mobility option such as enrollment for Master's Degree.

- Enrichment courses

**Ans.:** The institution does not offer any enrichment course. However, for students who are weak in their study or who belong to SC, ST or OBC categories are enrolled for Remedial Courses offered by the College to make them achieve course objective properly.

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

**Ans.:** As per regulation of the affiliating University, the institution does not offer any self-financed programme.

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

**Ans.:** The College does not offer any skill-oriented programmes. However, to enable the students do well in interview and to make them fit for employment in different fields, it offers a certificate course in Communicative and Functional English. The certificate course was sponsored by UGC. The institution enrolls any number of students for the course. The successful students are given certificate at the end of the course.

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

**Ans.:** The affiliating University does not provide any undergraduate course in Distance Mode of Education in combination with the conventional face-to-face course. Therefore, the institution does not have the scope of offering such programmes.

### 1.3 Curriculum Enrichment

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

**Ans.:** Programmes are chosen according to the demand of the local youths and considering contemporary employment perspective in the region and also in the state level (Please see Annexure 4). However, since the main goal of the institution is to propagate higher education among the youths of the locality, most of the courses it offers fall in Arts and Literature. To supplement the curricula effectively, the University's syllabi are divided into modular forms and they are listed with every detail of their delivery schedule in the subject DDTP. For effective monitoring of the students' achievement of course objective, periodical class tests are taken. The institution recruits adequate number of teachers and laboratory staff wherever required so that curricula of all programmes are completed in time. For example, the College has recruited 14 guest / temporary lectures, two laboratory staff and 10 casual staff in the office. The institution

pays their salary from its own fund. In addition, some Govt.-paid Part time teachers are engaged one or more extra days every week by paying through College fund for providing adequate classes for the students. All these are done for the benefit of students to enable them to achieve course objective.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

**Ans.:** Field work, practical classes, etc. are arranged as per requirement of the courses' curricula. In addition, students are advised to learn spoken English by attending in the Communicative and Functional English classes. Career Advancement and Employment Cell arranges for workshops/seminars related to personality development of the students with a view to doing well in different tests and facing interview well. Students are also taken in educational tour at different places with their teachers to have life-time experience.

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

**Ans.:** The institution develops curricula in the form of DDTP in different courses out of the syllabi as given by the affiliating University. As per regulation of the University, all the students of final year take one paper on Environmental Study. In addition, Eco-club of the institution carries out different activities and programmes on environmental issues. Gender sensitization programmes are arranged by the Women Cell. Though ICT is not included in the curricula, many teachers deliver lessons using ICT and students are given computer facility.

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

**Ans.:** No value-added course or enrichment programmes is offered in the institution.

§ **Emphasis on moral and ethical values:** Career Advancement and Placement Cell of the College arranges seminar where lectures on moral and ethical values are discussed for holistic development of the students.



**Swami Suparnanandaji, Secretary of RMIC delivering Speech on Value Education**

§ Emphasis on employable life skills and better career options: The same cell arranges for workshop for the students for developing their employable skill and to inform them about the various career options.

§ Emphasis on community orientation: The students get the opportunity of community orientation through NSS and NCC activities and by participating in extension activity.

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

**Ans.:** The institution has not adopted any mechanism of collecting feedbacks from stakeholders in enriching the curriculum.

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

**Ans.:** Since the institution does not offer any quality enrichment programme, it does not need to monitor or evaluate such programme.

## **1.4 Feedback System**

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

**Ans.:** Since no one from the institution is at present the member of the Board of Studies of the

UG Council of the University at present, it does not make any contribution for designing or developing curriculum.

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

**Ans.:** The institution collects students' feedback on the courses offered by the College with the general feedback. However, there is no mechanism to obtain feedback from other stakeholders.

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

**Ans.:** General and Honours courses in Santali have been introduced in the College in the last four years. The Taldangra block where the College is situated and its neighbouring blocks like Simlapal, Raipur, Khatra, Sarenga, Ranibandh and Hirbandh from where students seek admission to this College, have more than 20% of their population belonging to ST community and their mother tongue is Santali. Therefore, it was a long time demand of the community people to open language course in Santali.

Any other relevant information regarding curricular aspects which the college would like to include.

**Ans:** The College provides Remedial classes to the students belonging to SC, ST or OBC category or who are weak in obtaining course objective. The College has received grants for the same from UGC. Willing College teachers as well as teachers recruited for the course are engaged in holidays or beyond in general College hours to help the students with notes, suggestion, etc. The Remedial Classes are well liked by the students of General and Hounors courses.

## CRITERION II: TEACHING-LEARNING AND EVALUATION

### Summary

There is an Admission Committee for helping the authority in enrolling the students in different courses it offers. The students are admitted in Honours courses according to their merits as per their score in the H.S (10+2) examination. A single window admission procedure with the help of College website is followed which is semiautomatic – only at the time of counselling manual consent is taken. Reservation of seats for SC, ST, OBC, differently-abled students and Sports quota in all the courses is strictly adhered to as per order of the Government. Selection of the students for elective subjects like Physical Education and Geography is done according to the merit of the students already admitted in General courses. One month after taking admission suitability of the courses for the students is assessed by taking ‘Eligibility-cum-elimination’ test. Deserving students are given a chance to switch over to Honours course of their choice if seat is available in the course sought for.

During the course of study, the performances of the students are monitored by taking two unit tests and one ‘Test Examination’. Data and information of the test and examinations are collected by the Departments, are reviewed and sent to Academic Council and IQAC for appropriate measures. Poor achievers of the course objective are given the chance of participating in Remedial Coaching. Advanced learners are encouraged to participate in extra-academic activities like class teaching, seminar, debate, quiz, etc. Interactive teaching and teaching-learning applying ICT, aids and tools available in the media centre are practiced by almost all the departments. Necessary resources and facilities are provided by the authority. IQAC provides with appropriate monitoring methodology and appropriate actions are initiated for improving teaching-learning activities and programmes.

The institution strives to offer best educational services to its students. Accordingly, it always tries to appoint quality teachers recommended by the Colleges Service Commission of West Bengal. However, since there are many teaching posts remaining vacant for years, the College appoints guest lecturers to cope with the increasing class loads due to increase in number of students and courses. All the interested teachers are encouraged to participate in Staff development programmes for the benefit of the students.

### 2.1 Student Enrollment and Profile

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

**Ans.:** An Admission Committee is formed with representatives from all section of the institution including students’ union which undertake the responsibility of admission procedure. Notice, Merit list, Counselling schedule and Admission fees and other details are published on the College website and also in the College notice board.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

**Ans.:** Merit lists are prepared according to the decreasing order of marks obtained by the students in their H.S. (10+2) examination and as per reservation quota of the Government. For studying in any Honours course one has to score at least 45% in the subject of his choice. No subject-wise

merit list is prepared. Instead, students are given the right to choose a course of his or her choice from the available seats at the time of his or her appearance in the Counselling according to his or her position in the Merit List. However, direct admission is taken if one has extraordinary marks in the subject of his or her choice and in the aggregate. Admission to reserved seats is taken at the beginning. If any reserved seat remains vacant, admission by deserving and meritorious candidate is allowed at the end of 2<sup>nd</sup> or 3<sup>rd</sup> round of counselling and admission.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

**Ans.:** For admission to any Honours programme one has to have 45% in the subject of his choice for Honours subject and 40% in aggregate. There is no maximum percentage barrier for admission to any programme. For General course no such mark barrier is there, but the students need to pass in the 10+2 standard. The percentage of mark criteria is as per direction of the affiliating University. Therefore all the neighboring Colleges follow the same rule.

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

**Ans.:** There is no such mechanism in the institution. The College has adopted the admission procedure as per regulation of the University and the Government. The method adopted by the College is its own, hassle free and well acclaimed.

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

**Ans.:** In the admission procedure, merit lists for the students belonging to SC, ST, OBC, etc. are published separately and Counselling for their admission is given the priority. Reservation policy of the Governments for the SC, ST and OBC are strictly adhered to. The institution has a substantial percentage of its students belonging to the reservation category. There is a provision for reservation for differently-abled person. However, many seats in the reservation category remain vacant even after final round of counseling. The institution does not offer reservation for students belonging to women and economically weaker sections as there is no such reservation policy.

**Table 8: Trends of student admission in different courses in last four years**

Progr.	Year 2010-11			Year 2011-12			Year 2012-13			Year 2013-14			Year 2014-15		
	No. of Applicants	No. of Student admitted	Demand Ratio	No. of Applicants	No. of Student admitted	Demand Ratio	No. of Applicants	No. of Student admitted	Demand Ratio	No. of Applicant*	No. of Student	Demand Ratio*	No. of Applicants	No. of Student admitted	Demand Ratio
BengH	345	83	5.75	320	86	4.85	425	87	6.07		70		510	93	5.80
ChemH	122	18	7.18	210	16	12.35	147	26	7.35		18		268	28	9.56
ECOH	03	00	00	02	00	00	00	00	00		01		01	00	.05
ENGH	254	93	4.23	310	71	4.70	388	79	5.54		65		152	86	1.73

HISTH	178	78	2.97	126	74	1.91	58	55	0.83		26		38	51	0.43
MATHH	254	75	4.23	185	80	2.80	230	50	3.29		53		120	78	1.36
PHILH	23	15	0.92	25	20	1.00	15	15	0.6		04		10	03	0.40
POL SCH	22	18	0.49	20	09	0.44	10	10	0.22		02		16	04	0.36
SNSKH	321	95	5.35	330	86	5.00	389	75	5.56		70		110	84	1.25
ACCONH	01	00	00	00	00	00	00	00	00		00		00	00	00
PHY.EDU .G	389	166	3.24	285	163	2.38	368	169	2.63				238	161	1.7
B.A.GN	560	363	1.12	654	457	1.19	607	406	1.15				792	792	1.78
B.SC.G	48	48	0.38	58	58	0.45	37	37	0.28				27	27	0.23
B.COM.G	00	00	00	00	00	00	00	00	00		00		00	00	00

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement. Ans.: Please see Figure 2 for the demand and Table 8 for the trend in admission in different courses.

## 2.2 Catering to Student Diversity

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

**Ans.:** The institution offers seat reservation for differently-abled students. However, admission of the students of this category in the College is very rare. Considering this fact, the institution has not made any infrastructural provision for such students.

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

**Ans.:** Though admission is taken based on the marks obtained in the last Higher Secondary (10+2) examination, competence and interest of the students in the programme of his choice are assessed by taking 'Eligibility cum Elimination Test' one month after the classes commence. The Test is conducted in order to have an idea about the standard of the students' previous learning as well as what they learn in one month in their undergraduate classes. The students are also given the opportunity of changing programmes based on their performance in the Test. If it is found some students have left, the vacant seats are filled with other eligible students.

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

**Ans.:** The institution offers Remedial Courses for all deserving students, particularly those belonging to SC, ST and OBC categories. In addition, it asks all the departments to take Tutorial Classes to bridge the knowledge gaps of some students and also to help them score well in tests and examinations.

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

**Ans.:** The College has formed Women Cell and Eco-club for carrying out activities and programmes to sensitize its staff and students on the respective issues.



**Women Sensitization programme by Women Cell**

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

**Ans.:** All the departments identify their advanced learners and special needs for them by discussing in their departmental meetings. Based on the subject and course, different activities such as quiz, group discussion, lecture by the students in the class, seminar, etc. are arranged.

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

**Ans.:** All the departments take attendance of the students pursuing their studies in Honours courses. The data is collected by the Office/Academic Council time-to-time particularly at the time of class test. However, data has not been used for identifying the students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. or the students at the risk of drop outs. The same activity has been started recently.

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

**Ans.:** The IQAC has suggested all the departments to follow some essential practices like giving numerical attendances, delivering lesson in time as outlined in the Detail Departmental Teaching Plan (DDTP), applying interactive teaching-learning methodology, using Media Centre and ICT wherever applicable and special activity for advanced learners, etc. In addition, it monitors progress in the achievement of the course objective by the students jointly with the Academic Council. The IQAC has also requested the Departments to form Parent-teacher association and inform the guardians about the performances and attendance of the students from time to time.

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

**Ans.:** Different departments apply different modes of student-centric and interactive learning methods suitable for their subject of teaching. Uses of charts, graphs, models, maps, etc., arranging quiz and group discussion in the topic already taught in the class, brief lecture by the students at the beginning of a class, enacting drama in the topic in linguistic subjects, field work, games, sports and *Bratochari* by the students of Physical Education, practical classes in science subjects, etc. are practised as a part of student-centric and interactive learning methods. The students get the opportunity of collaborative learning by participating in quiz, group discussion, field work, games and sports, practical classes in groups. The institution has a Media Centre for preparing charts, graphs etc., teaching aids, one seminars hall, four smart class rooms, OHP, and necessary support structure and system for the purpose.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

**Ans.:** There is no well defined policy in this regard. However, interested advanced learners in some departments are involved in research projects of their teachers that give them the opportunity to be innovators. Students of the Chemistry department were given the task of developing projects and were sent to participate in Science Model Exhibition in a neighbouring College. They were awarded for the best model presentation. Some students participate in collecting old scripts of Bengali Rhymes from different places of the districts as a part of the Research Project of one of their teachers.

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

**Ans.:** Many teachers use audio and video CDs, LCD projectors for Power Point Presentation and smart class rooms for delivering lessons. Some also use open educational resources.

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

**Ans.:** Teachers participate in seminars, conferences, refresher courses, and workshops to be acquainted with the advanced forms of knowledge and research in their respective subjects. Seminars are also organized at the institution where not only teachers but also students get the opportunity to have advanced level of knowledge and skills. All teachers, non-teaching staff and students are invited in the Popular Lectures organized by the IQAC and delivered by the expert teachers in the topic or field.

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

**Ans.:** Teachers in all the departments provide academic and personal counseling and support to their students in need. Since teachers have good and cordial relationship with most of their students, no formal procedure has been outlined for the purpose. Mentoring of students in groups by departmental teachers has been proposed by the IQAC in its recent proposal and implementation of the programme is underway.

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

**Ans.:** No innovative teaching method has been applied by the faculty in the last four years. However, interactive teaching, brief class lectures by advanced learners, quiz, etc. are practised that made the teaching-learning process enjoyable and memorable. Many teachers apply Media Centre and ICT-enabled teaching learning methodologies.

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

**Ans.:** Journals, e-resources on INFLIBNET, high quality texts and reference books available in the library help teachers to remain updated with the subject of their teaching and help delivering quality education. CDs, DVDs and other library resources are used by the teachers that augment teaching-learning process.

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

**Ans.:** Yes, most of the departments face challenges in completing curricula according to the

teaching plan because of the irregularities of the students in attending classes and poor average attendance. It has been found that many students go for private tuition by skipping the classes at the College. Even then, results of them are not always satisfactory. The College has introduced stringent attendance and qualifying score rule for form fill-up for the final University Examination. Recently, IQAC has announced awards for the most regular students and the best performers for encouraging students to attend the classes regularly.

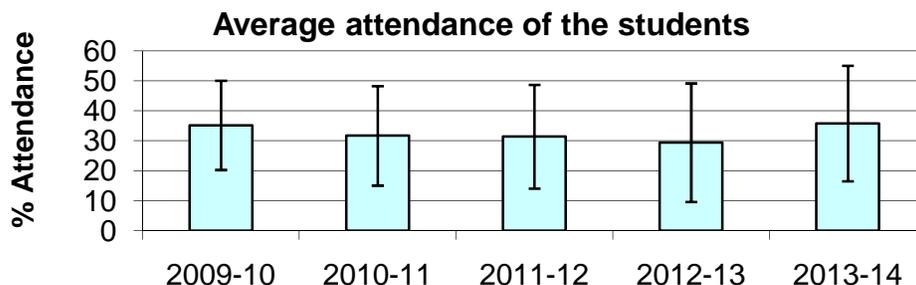


Fig. 4 Average attendance ( $\pm$ SD) of the students given in the text and presented here included attendances of the students of honours course at all the three levels, *i.e.*, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years. Different level of sincerity of the different students in attending classes is indicated by high SD. Though attendance is not satisfactory, a little upward trend has been observed after taking some measures since 2013-2014 academic.

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

**Ans.:** No policy in this regard has been chalked out yet. Recently, IQAC has taken students' feedback on the quality of teaching-learning delivered by all teachers. However, the report is yet to be analyzed.

## 2.4 Teacher Quality

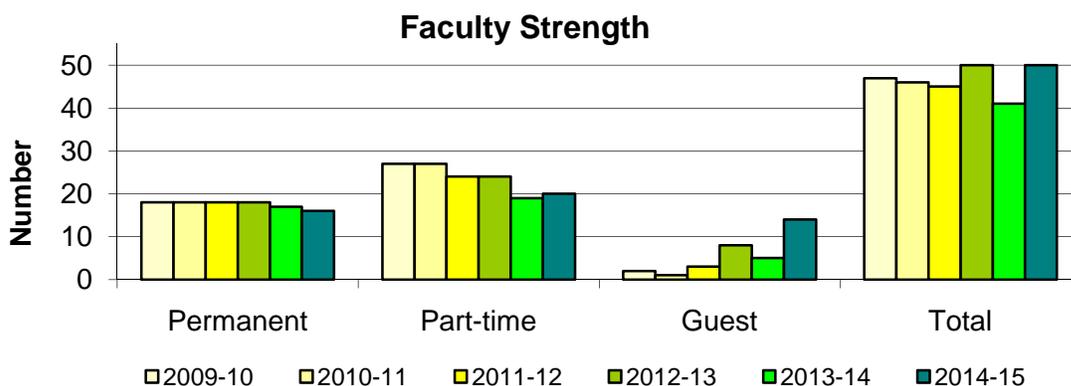
2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

**Ans.:** The College follows the Government of West Bengal's regulation (West Bengal College Service Act, 1978; West Bengal Act LXII of 1978) for recruiting permanent teachers. In brief, it first applies for creation of new post to the Directorate of Public Instruction (Higher Education) through the affiliating University (The University Burdwan Ordinance No. U Ord. 3 (TAC)). For recruiting teachers in the created new post or in a sanctioned vacant post it requests the College Service Commission of West Bengal for sending the recommendation of empanelled candidate. Then the College gives appointment to the candidate as teacher. All the candidates recommended by WBCSC are NET or SET qualified and did well in the selection interview at

the CSC. However, more than fifty percent of the sanctioned posts lie vacant. For the benefit of students the College recruits qualified and competent Part-time teachers by conducting interview. In that selection committee, experts in respective subjects are sent by the affiliating University on request of the College.

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

**Ans.:** No programmes or courses on emerging areas like Biotechnology, IT, Bioinformatics, etc. are offered by the institution till date. Therefore, recruitment of the respective teachers was not done. However, the College will be able to recruit respective teachers following the regulations of the Government and University as there is no scarcity of qualified candidates in the district and



**Fig.5 :** Though number of permanent teachers (full-time and part-time) going down, authority at Panchmura Mahavidyalaya hires guest teachers to maintain proper students to teacher ratio.

the state.

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

**Ans.:** The institution did not organize any staff development programmes since the affiliating University does not allow such activity/programme in its undergraduate Colleges. The institution nominates teachers to participate in Refresher Course, Orientation Programme, Workshop, and Winter/Summer School for keeping themselves updated with the advanced forms of knowledge and skill in their respective subjects.

a) Nomination to staff development programmes: Kindly see Table 9

**Table 9: Nomination to staff development programmes**

Academic Staff Development Programmes	Number of faculty nominated in the last four years
Refresher courses	14
HRD programmes	0
Orientation programmes	5
Staff training conducted by the university	0
Staff training conducted by other institutions	0
Summer / winter schools, workshops, etc.	6

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

- ✓ Teaching learning methods/approaches: YES
- ✓ Handling new curriculum: NO
- ✓ Content/knowledge management: YES
- ✓ Selection, development and use of enrichment materials: NO
- ✓ Assessment
- ✓ Cross cutting issues
- ✓ Audio Visual Aids/multimedia
- ✓ OER's
- ✓ Teaching learning material development, selection and use

c) Percentage of faculty

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

\* participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies: Kindly see **Annexure 5** for detail.

\* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: Kindly see **Annexure 6** for a detail list and **Figure 6** for numbers of participations and presentations of paper.

2.4.4 What policies/systems are in place to recharge teachers? (e.g.: providing research

grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

**Ans.:** The College has established a Research and Publication Committee to approve and monitor research activities at the institution. There is provision for seed money for teachers to encourage them to write projects and perform preliminary study/experiments. Teachers are given 'leave on duty' for performing research or related activity outside the College and study leaves are provided to the teachers for completing research for Ph.D. dissertation. Laboratory space and some infrastructure and facilities are provided to the teachers of Science discipline. Financial support is given for publishing books, seminar proceedings and for applying for patent. Teachers are given permission for taking classes at other institutes without hampering their own duty at the College. However, the institution does not provide research grants and has not established link with industry yet.

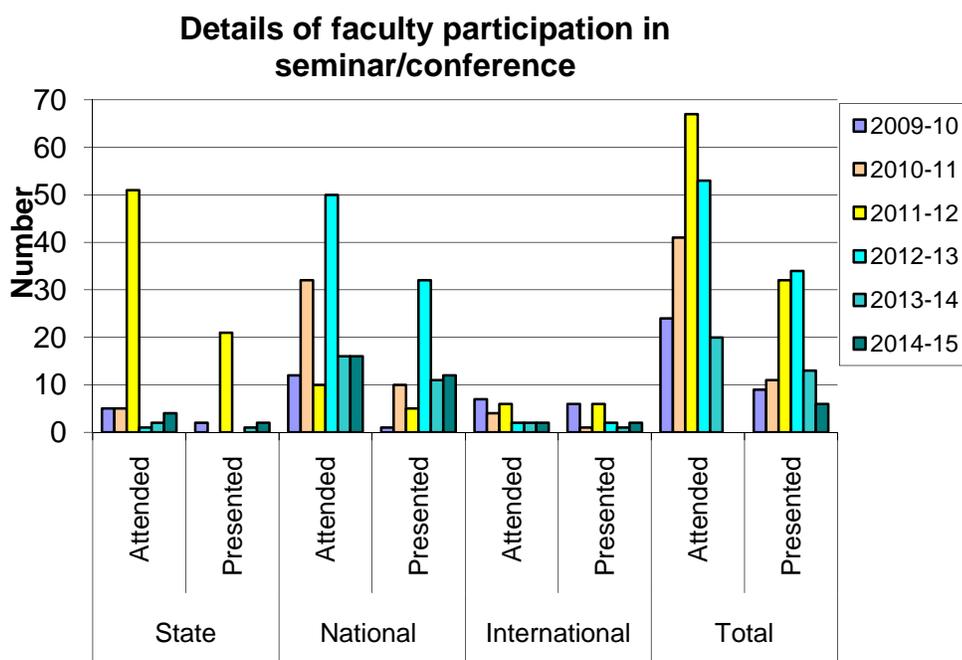


Fig. 6: College always encourages its faculty members to participate and present papers in seminars and conferences.

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

**Ans.:** No teacher has received any award or recognition for excellence in teaching during the last four years.

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

**Ans.:** The IQAC has introduced evaluation of the teachers by the students in their feedback from last academic session. However, assessing the feedback by forming a competent committee is underway.

## 2.5 Evaluation Process and Reforms

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

**Ans.:** Faculty representatives from all the departments participate in framing the evaluation process which is done by the IQAC in consultation with the Academic and Teachers' Councils. Students are informed about the evaluation process through Prospectus (Annexure 7), in different meetings, by the teachers in the classes at beginning of the Academic Session and on the College website.

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

**Ans.:** In the last five years, the University did not introduce any major change in the evaluation and examination reforms. Accordingly, this institution also was not in a position to do anything in the evaluation reform.

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

**Ans.:** Being an affiliated College under the University of Burdwan, this institution always follows the evaluation procedure by the University whenever arises. The institution did not make any change in the evaluation procedure on its own except introducing several periodical class tests for monitoring students' performance from time to time in an academic session.

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

**Ans.:** In every academic session one 'Eligibility cum Elimination Test', two class tests and one 'Test Examination' are taken for 1<sup>st</sup> Year (Part-I) students, two class tests and one 'Test Examination' are taken for 2<sup>nd</sup> Year (Part-II) and 3<sup>rd</sup> Year (Part-III) students. Questions for

evaluation include objective as well as subjective types on the modules taught up to the period of taking tests. Percentage of marks obtained and attendance of the students are recorded and conveyed to them. The same of all the tests are accumulated and students are allowed to seat for University final examination if they attain the qualifying score decided by the Academic Council/Teachers' Council. The students take the tests seriously. There was sudden jump in the students' class attendance and performance in the classes when the system was introduced first time more than a decade ago.

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

**Ans.:** As per the University regulation, Internal Assessment is taken for the students studying in General Course with Chemistry. In the internal assessment, weightages for behavioral aspects, independent learning and communication skills are not there. Instead performance of the students in a miniature Practical Test is the only factor. Scores obtained by the students are judged as per their performance in that test and are submitted to the University. However, in the University Practical Examinations of Physics, Physical Education and Geography that are taken in the College some weightages are given on their communication skills and behaviour but that too are judged by the External Examiner. Therefore, the process of internal assessment is transparent.

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

**Ans.:** During the three-year period of studies in the College, the students acquire not only sound knowledge about the subjects of their studies through theoretical classes(for all subjects) and practical classes (for Science and other subjects like Geography and Physical Education) but learn the basics of communication by attending Compulsory Bengali and English classes and they are made aware of their surroundings as well as the environmental issues and responsibilities through their studies in Environmental Science Paper. Each student must score at least 30% in Compulsory Bengali, English and Environmental Science and 40% in Honours and General subjects for obtaining their Honours and General Degrees. Besides, all the students must enroll themselves either in N.S.S or N.C.C. which engage them in many field work and community activities and train them in physical fitness and nation services.

The College endeavours to equip the students with those skills and aptitudes which are necessary for earning their livelihood. At the same time, the College takes utmost measures to groom the students in such a manner that they become agents for social good in an unknown future.

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

**Ans.:** The College has established a Grievance Redressal Cell for students. However, the students

prefer to go to the Students' Union (which is formed as an important component of the management as per Govt. of West Bengal Students Representation Act) for redressal of any grievance. The representatives of the Students' Union talk to the Principal/Teacher-in-charge about the grievances of the students or they place their demand in the meeting of the Governing Body, if required. With reference to the grievances related to evaluation in the College, the students may go to the Departmental Heads. For redressal of grievances related to results at the University level, the students need to apply to the Controller of Examination through the Principal/Teacher-in-charge of the College. Detail of the students' grievances redressed in the last four years is given in the Table 10.

**Table 10: Grievance Redressal in last four years**

Year	Grievances	Redressal
2010-2011	<ol style="list-style-type: none"> <li>Measures have to be taken so that all the buses ply through the College, because the College is situated almost one and half K.M. away from the main road</li> <li>Few books are given to the students from the College Library.</li> </ol>	<ol style="list-style-type: none"> <li>Initiatives have been taken and busses are plying regularly at least in the full academic session.</li> <li>The college has taken necessary steps and now the Honours students are getting two books each .</li> </ol>
2011-2012	<ol style="list-style-type: none"> <li>The College Canteens serve poor quality food and snacks to the students.</li> <li>Girls' Students face problems in refreshing themselves due to the absence of no common room for them.</li> </ol>	<ol style="list-style-type: none"> <li>The College has taken steps to oversee the quality of food and snacks served in the Canteens.</li> <li>The said problem has been redressed by constructing the Girls' Common Room in the Campus.</li> </ol>
2012-2013	<ol style="list-style-type: none"> <li>There is no provision for learning computer in the College.</li> <li>Few students are able to avail of Half Fee and Full Fee meant for the needy students in the College</li> </ol>	<ol style="list-style-type: none"> <li>The College has tied up with a reputed and Govt. recognized, an ISO 9001:2008 certified Institute, National Computer Literacy Drive which has been provided with rooms and necessary infrastructure in the College and it has started Computer classes so that all the students can learn Computer in the College.</li> <li>Decision has been taken by the College to increase the number of students eligible for availing Free studentship and now 10% of the students are being given this free studentship per year.</li> </ol>
2013-	<ol style="list-style-type: none"> <li>Students find it difficult to keep their</li> </ol>	<ol style="list-style-type: none"> <li>The problem has been addressed</li> </ol>

2014	cycles safe. So, separate Cycle stands for the Staff, Boys' and Girls' Students have to be arranged. 2. There is limited provision for adequate and cold drinking water for students in the campus.	and new cycle stands for boys and girls students have been constructed.  2. The College has installed two big Purifiers and Coolers to meet the drinking water problem in the College.
------	--	--

## 2.6. Student performance and Learning Outcomes

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

**Ans.:** All the departments in the College prepare Detail Departmental Teaching Plan that describes time frame of teaching-learning in the modules. Completion of module in time and fulfilling the course objectives as given in the DDTP and syllabi, doing good in tests and examinations are considered as criteria for achieving the learning outcomes. In addition, the learning outcomes are considered to be achieved if the pass-out students fare well in higher education or get employment after completing his study at the College.

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

**Ans.:** The institution takes several unit tests during and Test Examination at the end of Academic Session to monitor progress and performance of the students studying in Honours courses. The results of the students in the tests and examination are communicated to them time to time. Subject teachers discuss and the departments take necessary measures such as repeating or changing mode of teaching, taking more classes, etc. alternatives to help students perform well and achieve course objective. Some of the departments analyse the students' results/achievements keep the records with them for future discussion in the Academic Council.

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

**Ans.:** Lessons are delivered according to the schedules as written in the DDTP, progress of their study as per syllabi is monitored through meetings of the Academic Council with the Departments and periodical class tests are taken to assess achievement of course objectives by the students.

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

**Ans.:** Since the primary objective of the institution was to propagate higher education among the local youths, it started with offering General courses in undergraduate level. The institution has formed a Career Advancement and Placement Cell which organizes programmes for improving employability of the students in educational and administrative services. The Cell offers them information on suitable jobs available by subscribing different gazettes and bulletins. Classes for Spoken English and Personality Development are arranged for job aspirants. In this affiliating undergraduate institution, research activity by the students is not required. However, some teachers discuss about their research projects and involve interested advanced learners in some activities that help them to develop research aptitude.

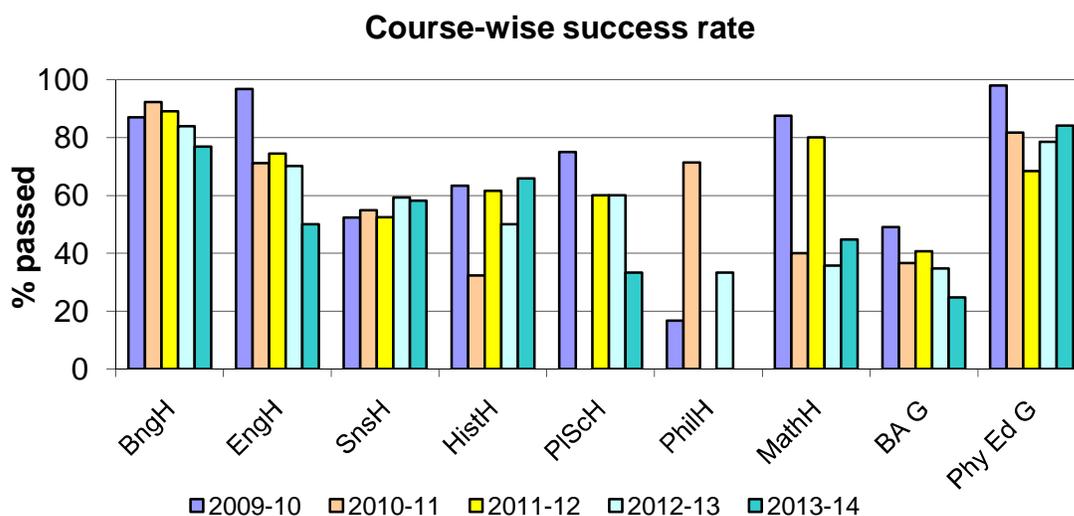


Fig. 7 Success rates of the students given in the text and presented here are at the 3<sup>rd</sup> Final University Examination. Success rates in most of the honours courses are consistent. Special interest of the students in studying Physical Education are evident by their high success rates. Courses in which there

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

**Ans.:** The institution collects data on the performance of the students in class tests and Test Examination from the respective Departments. Final results in the University examination are received by the Office of the College and they are distributed to the departments for analysis and future planning.

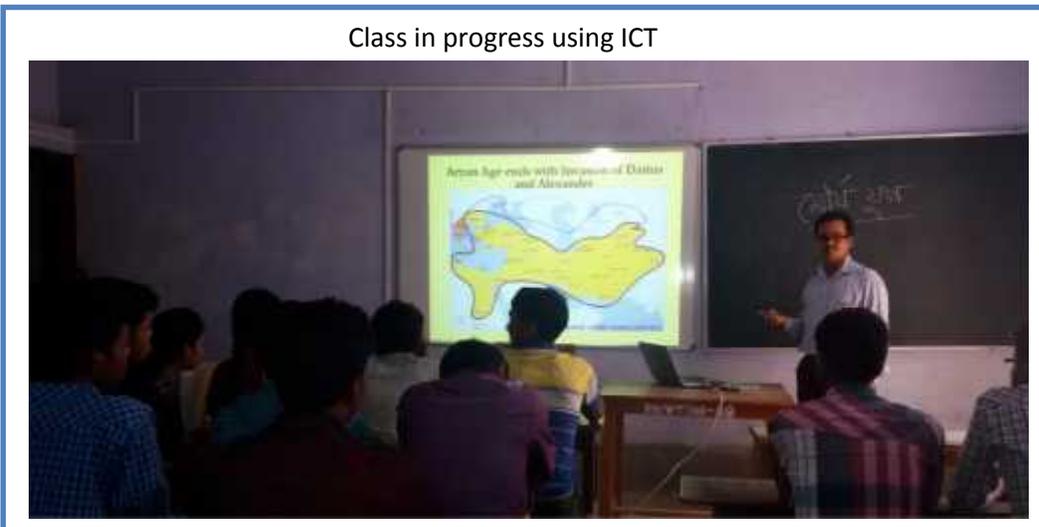
2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

**Ans.:** Students' performance is monitored through their results in the class tests and Test Examination. Academic Council and Departments meet to review students' performance and precautionary measures are taken wherever possible.

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

**Ans.:** Most of the teachers use assessment and evaluation outcomes as an indicator for evaluating students' performance and achievement of course objective. If required, lessons on the topics are repeated by taking additional classes. Interactive method of teaching-learning and using of media center and ICT are adopted. Quiz and seminar by the students are organized for fun learning.

Class in progress using ICT

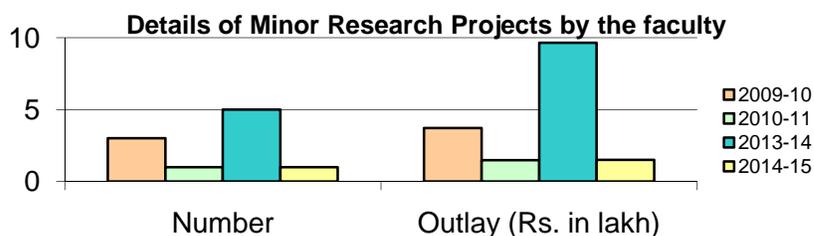


## CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

### Summary

Panchmura Mahavidyalaya encourages research by its teachers. It has made provision for seed money for research project start-ups, sabbatical leave, and relaxation in class for the teachers involved in active research, computer and internet facilities for all researchers and research laboratory and related facilities for research in Science. It has one Research and Publication subcommittee to advise and approve topics of research projects, implementation and monitoring of performances of the projects. All equipments in the department of Chemistry that are purchased from UGC sponsored MRP grants or from the UGC equipment grants to the College are shared by students and researchers alike. Similarly computer, scanner, printers and net are also shared by all teacher /researchers in the Arts departments. At present there are six ongoing research projects undertaken by the faculty of Science and Arts departments. Four research projects have been completed in the last four years that have resulted in an application for a national patent, publication of 13 (thirteen) books (8 with ISBN and 5 without ISBN) and 41 (forty one) original research article(s) in reputed journals. Major extension activities in the adopted villages and locality are undertaken by NSS volunteers, NCC cadets and students of some departments. Consultancy services are not offered by the institution due to scarcity of faculty and staff. It does not have plan and policy for collaborative research since not many science departments are present and most of the arts departments do not have adequate number of faculty. However, Teacher-in-charge has completed a research project in collaboration with the faculty of a national institute and one more research project is undergoing. In addition, he has links with the University of Southern California, Los Angeles and Indian Institute of Chemical Biology, Kolkata.

Some departments which do not have students have been asked by the institution to start consultancy services and extension activity. It has been planning to engage more number of students in extension activity in the locality.



### 3.1 Promotion

3.1.1 Does the Fig. 8 Though there are only sixteen full-time permanent faculty members, their involvement in research is evident by the MRP they have been working on.

University

or any other agency/organization?

**Ans.:** Panchmura Mahavidyalaya does not have any recognized research centre of the University of Burdwan. However, Teacher-in-charge of the institution, Dr. Chandan K. Jana has been provided with one laboratory and some quintessential facilities for carrying out research. There is one scholar working under him and Dr. Jana also has collaborating project with the Department of Biotechnology, Visva-Bharati University from where other scholars visit his laboratory for the specialized expertise. Former Teacher-in-charge has been approved to act as Ph.D. guide by the affiliating University (the University of Burdwan).

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

**Ans.:** Panchmura Mahavidyalaya has a Research & Publication Subcommittee to encourage teachers in research activities and publication. Composition of the existing committee is given below:

- 1) Dr. Chandan Kumar Jana, Teacher-in-charge (Chairman)
- 2) Shri Debiprasad Misra, Joint Convener
- 3) Dr. Partha Sengupta, Joint Coordinator, IQAC
- 4) Dr. Bandana Sinhamahapatra, Member
- 5) Dr. Sudev, Teacher Council's Secretary (member)
- 6) Dr. Mrinmoy Chakraborty
- 7) Shri Subhasis Karak

The subcommittee requests teachers to write research projects that are 1) relevant to local life and community, 2) useful for their upliftment and 3) useful for preservation/proper use of local and/or national resources. Accordingly, several research projects have been sent to the UGC seeking financial assistance. Most of them have received funding. The committee has also advised the teacher-researchers to send annual/final reports and utilization certificates in time. Most of the teachers have submitted annual/final reports and utilization certificates in time. In addition, the following recommendations have been made by the Research and Publication subcommittee:

- 1) Provision for seed money to teachers interested in submitting research project to do preliminary study for preparing project proposal.
- 2) Relaxation in taking class to teachers involved in research by mutual understanding with

the Departmental colleagues.

- 3) Leave on duty to the teacher going to present his/her research finding or any research related activity outside the College
- 4) To provide with laboratory facility for research projects in science subject.
- 5) To provide Special Room/individual carrels for researchers in Arts and Humanities.

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

§ **Autonomy to the principal investigator:** Yes, in execution of the project, for purchasing equipments/books etc., following the College purchase procedure.

§ **Timely availability or release of resources:** Yes, the institution does not delay in releasing sanctioned research grants to the respective teachers.

**Table 11: Detail of faculty involvement in different research projects**

Name of the teacher	Dept.	Project title	Funded by	Present Status
Dr. Chandan K. Jana, Teacher-in-charge	Chemistry	1. ‘Development of simple, cost-effective and fast method for extraction of Humic Acids from Vermicompost and their Characterization’	UGC	Completed
		2. ‘ <i>In vitro</i> Antioxidant activity in Medicinal plants in Bankura’	UGC	Undergoing/guiding student
Dr. Narendranath Ray, (on lien)	Bengali	1. ‘Uttarbangar Lokdevdevi Pujachar O Lokachar: Prosanga Savyota-Sanskriti’	UGC	Completed
		2. ‘Bangalitwa Rakkhai Unish Shataker Boidik Pauranik Prabhavita Sahitya’	UGC	Undergoing
Dr. Sudev	Sanskrit	‘Ved: Iswariya Gyan Hai Athaba Manushyakrito Ek Samikshya-atmak Adhyan’	UGC	Undergoing
Shri Naru Gopal Ghosh	Accountancy	‘Microfinance through Self-help groups and Women Empowerment’	UGC	Completed
Shri Anal Biswas	Bengali	‘Bangla Natoke Pratibader Bhasa’	UGC	Completed
Debi Prasad Misra	English	‘Rabindranath Tagore and Postcolonism’	UGC	Undergoing
Dr. Partha Sengupta	Bengali	‘Rarh banglar chhara: Ekti chirantan shaishaber aadhar’	UGC	Undergoing
Shri Pralay Benerjee	Sanskrit	‘Paramanuvadha-Prachinarbachinaurmatasamiksananam’	For Ph.D. (at RBU)	Undergoing
Shri Prasenjit Saha	Pol. Science	‘Sustainable Rural Development in West Bengal: A Case study of Bankura & Purulia’	For Ph.D. (at VU)	Undergoing

Shri Kanta Mohan Kisku	Chemistry	'Arsenic in drinking water and its Mitigation towards safe water with particular reference to some areas in West Bengal'.	For Ph.D. (at BU)	Undergoing
---------------------------	-----------	---	----------------------	------------

§ Adequate infrastructure and human resources: Infrastructure facility has been provided for laboratory-based research project. Installation of carrels/cubicles for teachers carrying out research in non-laboratory-based project has been approved of. However, no human resources are deployed by the College for any research project under any teacher-researcher due to scarcity of staff.

§ Time-off, reduced teaching load, special leave etc. to teachers are given to limited extent due to scarcity of teaching faculty.

§ Support in terms of technology and information needs: All the departments are provided with computer and internet facility. For printing project proposal, reports, etc. printers in the office are available. Teachers are allowed to use equipments available in the science laboratories that are used for practical classes if they are required for their research purpose. Teachers are also allowed to purchase some reference books that may be used for research. Some journals are being subscribed to the library prescribed by different departments.

§ Facilitate timely auditing and submission of utilization certificate to the funding authorities: The institution advises all teachers having projects sponsored by financial agency like UGC to submit utilization certificate/audit report in time which are being submitted with the yearly audit of the institution.

§ any other: None

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

**Ans.:** In addition to their practical classes, students of science departments are encouraged to participate in science exhibition and model show.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc. Kindly see Table 11 for detail on faculty involvement in active research.

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

**Ans.:** No such programme or activity has been organized or undertaken by the institution. However, in order to build capacity in research and imbibing research culture among the faculty, they are sent to attend workshops, course works, etc.

3.1.7 Provide details of prioritized research areas and the expertise available with the

institution.

**Ans.:** As stated above, the institution prioritizes in research projects that can improve life and livelihood of local people and gather knowledge and information about culture and heritage of the community or the nation. Since the institution is situated in a rural area of Bankura, a district that lacks in arable organic component in its soil, one project entitled '*Development of simple, cost-effective and fast method for extraction of Humic acids from Vermicompost and their Characterization*' has been chosen that has potential to improve local agriculture by supplementing with vermicompost and humic acids extracted from it. Bankura district has major part of its land under forest area that is rich in medicinal plants. Another research project in science entitled '*In vitro Antioxidant activity of Medicinal plants in Bankura*' has the objective to explore natural resource like medicinal plants of the district that may encourage the local people in preserving the important plants. One project entitled '*the role of Self-help groups and Microfinance in the Socio-economic Development of poor people, particularly women in two blocks: Bankura I and Taldangra in Bankura disctrict of West Bengal*' has been aimed at improving social status of rural women through awareness generation and procedural training. In order to gather the knowledge and information about local literature and culture, one teacher has undertaken a project to search for old Bengali rhymes from different parts of the district. Other research projects may not have direct link in enhancing material gain but they have the objective of improving or enriching our literature, culture, and heritage and value education.

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

**Ans.:** Eminent researchers and academicians are invited in seminars that are being organized by different departments. Teachers and students get the opportunity to interact with them. No other effort has been initiated by the institution as yet.

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

**Ans.:** Till the end of the academic session 2013-2014, one teacher has availed himself of Sabbatical Leave for research for two months. Recently, another teacher was on Sabbatical leave for six months. The provision has helped the teachers to complete their Ph.D. dissertation work.

3.1.10 Provide details of the initiatives taken up by the institution in creating

awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

**Ans.:** The institution does not have any written policy on such matter. However, it encourages teachers to share their research findings by publishing articles in reputed research journals and by delivering lectures in seminars/conferences. In addition, it encourages researchers to share their findings with the local people and also offer no objection in filling patent. Three research projects relevant to community life have been earmarked as lab to land projects. Dr. Chandan Kumar Jana, Teacher-in-charge has applied for national patent of his research finding that has been approved by the TIFAC(DST), Govt. India. Some interested students and local people have been trained by Dr. Chandan K Jana to produce vermicompost from agricultural waste that have generated self-employment for them. Presently, he is working on the medicinal plants of Bankura and to let people understand and aware of the valuable natural resources. He has developed a Medicinal Garden as an exhibit in front of his laboratory. The College has encouraged Shri Narugopal Ghosh, Associate Professor of Accountancy to share his research finding on '*The role of Self-help groups and Microfinance in the Socio-economic Development of Poor people, particularly women in two blocks: Bankura I and Taldangra in Bankura district of West Bengal*' with the local women in an UGC-sponsored national seminar organized by himself. The title of the seminar was '*Microfinance through Self-help groups and Women Empowerment*'.

### 3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research?

Give details of major heads of expenditure, financial allocation and actual utilization.

**Ans.:** Being an undergraduate College with limited, financial resource, a meagre amount of the institution's financial budget is earmarked for research every year as seed money. But, no teacher has applied for availing of the fund yet. The entire amount spent in different research projects are received from the UGC through financial assistance for MRP. Dr. Chandan Kumar Jana gets some expensive chemicals from his collaborative projects at Visva-Bharati University.

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

**Ans.:** The institution has made provision to provide with seed money to the teachers to encourage in

research. However, no one has applied for the seed money, though many of them have applied and received research grants from UGC.

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

**Ans.:** Being an undergraduate College it does not have any provision for students to participate in research activity. Therefore, no financial support has been provided for students' research projects.

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

**Ans.:** Till date interdisciplinary research involving different departments/units has not been undertaken in the Institution. However, most of the research projects undertaken by teachers involve subjects of different disciplines. In those cases, they mostly apply their own knowledge and skill in different subjects and disciplines. If required, they consult with their colleagues of other disciplines or eminent researchers in the field at reputed College, University and research institute. For example, in his completed research project Dr. Chandan K. Jana applied knowledge of Soil Science and expertise in Chemistry. However, in the present undergoing project, in addition to his skill and expertise in Chemistry and Medicinal Chemistry, knowledge in Botany is also essential. Names of other teachers and their interdisciplinary research projects are given in the Table 12.

**Table 12: Interdisciplinary research projects at Panchmura Mahavidyalaya**

Name of researcher	Title of the project	Subjects involved in research
Dr. Chandan K. Jana	'Development simple, cost-effective and fast method for extraction of humic acids from vermicompost and their characterization'	Chemistry and Soil Science
Dr. Chandan K. Jana	' <i>In vitro</i> Antioxidant activity in Medicinal plants in Bankura'	Chemistry, Medicinal Chemistry and Botany
Dr. Partha Sengupta	'Rarh Banglar Chhara: Ekti Chirantan Shaishaber Aadhar'	Bengali and Folklore
Shri Narugopal Ghosh	'Microfinance through Self-help groups and Women empowerment'	Economics & Rural Sociology
Dr. Sudev	'Ved: Iswariya Gyan Hai Athaba Manushyakrito Ek Samikshya-atmak Adhyan'	Philosophy
Dr. Narendranath Ray	'Bangalitwa Rakkhai Unish Shataker Boidik Pouranik Prabhabita Sahitya'	Bengali, Sanskrit, History
Shri Debi Prasad Misra	'Rabindranath Tagore and Postcolonism'	English literature, History & Politics

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

**Ans.:** Equipments purchased from the financial assistance grants for MRP by UGC are also available for use by the students as well as by other staff and *vice versa*. However, they are kept under the supervision of the teacher who has brought the MRP assistance grant. The equipments become property of the institution as per guidelines of the funding agency. Equipments purchased from UGC/state grants for practical classes of the students of any department are also used by the teacher for his research need without hampering the interest of the students. User logbook is maintained for all the equipments. Similarly computers, camera, etc. purchased by teachers from financial assistance grants for MRP by UGC are also used by staff and students of the College.

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

**Ans.:** No, the institution has not received any such grant for developing research facilities. However, teachers have purchased some equipment and developed some research facilities from the grants received for MRP from the UGC.

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

**Ans.:** The head of the institution approves research projects being applied for financial assistance from different agencies after the Research and Publication committee clear the projects. Details of the ongoing and completed projects and grants received during the last four years are given in the Annexure 8.

### 3.3 Research Facilities

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

**Ans.:** Since there is no need of doing research by the students in this undergraduate College, no facility has been made available to the students. No research scholar enrollment is carried out at Panchmura Mahavidyalaya except one hiring personnel in the Department of Chemistry working in the MRP by Dr. C. K. Jana. However, some essential facilities that are available in the three laboratories of the Department of Chemistry can be used for basic research in Chemistry and

related subjects. The list of equipments that may be used for basic research in Table 13:

**Table 13: List of equipments available for basic research**

DEPT.	NAME OF THE EQUIPMENTS	QUANTITY
CHEMISTRY	UV/VIS spectrophotometer	02 sets
	Polarimeter	01
	Centrifuge	03
	Rotary-evaporator	01 set
	Colorimeter	03 sets
	Fluorimeter	01 set
	pH meter	04 set
	Water Deionizer plant	01 set
	Conductivity meter	03 sets
	Kjeldahl Apparatus	01 set
PHYSICS	Research Optical Bench	01 set
	Spectrometer	03
	Digital Balance	01
GEOGRAPHY	Barometer	01
	Dumpy level	01
	Weather centre WS	01
	Telescope	01



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

**Ans.:** At present the institution does not have any plan for upgrading and creating infrastructural facilities to meet the needs of research in the new emerging field. However, the Research and Publication subcommittee has recommended for separate research carrels for teachers pursuing research in Arts disciplines and upgradation of the existing Science research laboratory.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments / facilities created during the last four years.

**Ans.:** No such special grant has been received by the institution for developing research facilities. However, Dr. Chandan K. Jana has purchased some equipment and procured some facilities from the financial assistances he has received from UGC for his MRP grants. In addition, some equipment and facilities have been generated by the College for students that can be used for basic research. The list of equipments that have been purchased in the last four years is given in Table 14.

**Table 14: List of equipments purchased in last four years that are used for research**

1.	UV/VIS spectrophotometer	2 sets	Department of Chemistry
2.	Polarimeter	1	Do
3.	Centrifuge	3	Do
4.	Rotary-evaporator	1 set	Do
5.	Colorimeter	3 sets	Do
6.	Fluorimeter	1 set	Do
7.	pH meter	4 set	Do
8	Deionizer plant	1 set	Do
9.	Conductivity meter	3 sets	Do
10	Kjeldahl Apparatus	1 set	Do
11	Barometer	02	Department of Geography
12	Dumpy level	02	Do
13	Theodolite	01	Do
14	Weather centre WS	01	Do
15	Telescope	01	Do

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

**Ans.:** No research facilities are made available to the students and scholars outside the campus since students do not need to undertake such programme for completion of their courses of study and scholars are not generally enrolled at the institution.

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

**Ans.:** The institution does not provide special facilities for researchers in the library and it does not have any information resource centre. It allows teachers to spend part of their book grants for reference books. Accordingly some departments have purchased reference books that are helpful for research in the respective disciplines. Few journals are also subscribed by them in the library that helps teachers in their research. All the departments have internet facility and subscription to INFLIBNET which can be used for research.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

**Ans.:** Since no department in the institution has undertaken collaborative research with the other department(s) of the institution, no such facility has been developed by the College. However, if anyone wishes and requires, he/she may use facilities available in other department for his/her research needs. Dr. Chandan K. Jana is carrying out research in collaboration with the Department of Biotechnology, Visva-Bharati, Shantiniketan, West Bengal in a CSIR sponsored research projects for which equipment and facilities are available at Visva-Bharati.

### 3.4 Research Publications and Awards

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

\* Patents obtained and filed (process and product)

**Ans.:** One national patent (process) has been filed by Dr. Chandan K Jana through and with the financial assistance of TIFAC (DST), Govt. India.

\* Original research contributing to product improvement

**Ans.:** Dr. Chandan K. Jana has published two original research papers (Journal of the Institution of Chemists) on measurement of important products like humic acids. In addition, three more papers are in press for publication in two national journals (Journal of Indian Chemical Society and Journal of the Institution of Chemists) and one international journal (Free Radical Research).

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

**Ans.:** Research studies on ‘Economics and Social Empowerment of Rural Women’ conducted by Shri Narugopal Ghosh through his MRP and Seminar on ‘Microfinance through Self-help groups and Women empowerment’ has immensely benefited local community.

\* Research inputs contributing to new initiatives and social development:

**Ans.:** Research aiming at new initiatives and/or social development has not been conducted in the institution.

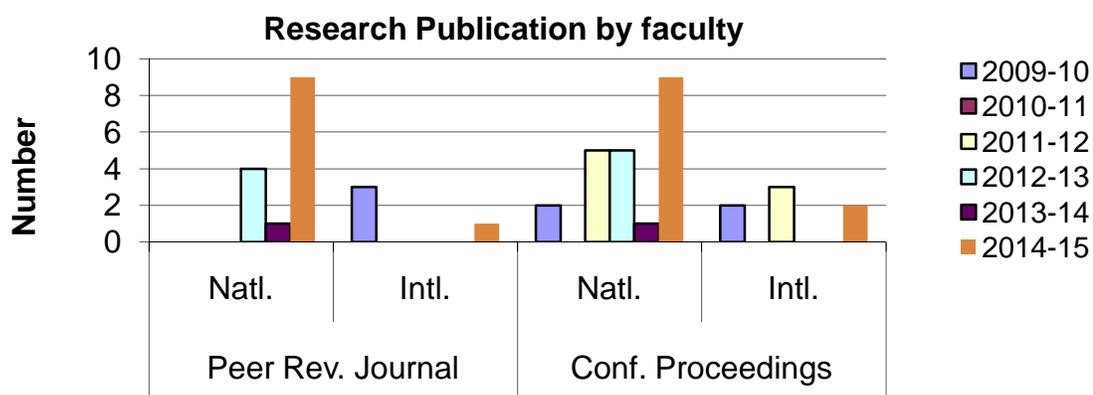


Fig. 9 Number of research publication increasing with number of MRP received by the faculty members.

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

**Ans.:** The institution does not publish or partner in publication of research journal.

3.4.3 Give details of publications by the faculty and students: Kindly see **Annexure 9** for details of publications and **Figure 9** and Table 15 for year-wise comparison.

**Table 15: An accounts of publications of faculty**

Department	No. of papers in Nat/Int Journal	No. of publications listed in Int. Data base	Chap. in Books	Books Edited	Books with ISSN/ISBN	No. of papers in Journal without ISSN	Book/ Chapter without ISBN/ISSN No.
Accountsncy	0	0	1	1	1	0	0
Bengali	1	0	26	6	6	0	1
Chemistry	5	2	0	0	0	0	0
Economics	0	0	0	0	0	0	0
English	3	0	1	0	0	0	0
Geography	0	0	0	0	0	0	0
History	0	0	0	0	0	0	0

Mathematics	0	0	0	0	0	0	0
Philosophy	0	0	4	1	1	0	0
Phy.Education	1	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0
Pol. Science	0	0	12	1	1	1	1
Sanskrit	4	0	15	0	0	0	1
Santali	0	0	0	0	0	0	0
Student in Bengali(H)	0	0	1	0	0	0	0
<b>Total</b>	<b>14</b>	<b>2</b>	<b>60</b>	<b>9</b>	<b>8</b>	<b>1</b>	<b>3</b>

\* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

**Ans.:** Recently Dr. Chandan Kumar Jana has received award for presentation of Poster in a National Science Seminar. Dr. Partha Sengupta, Assistant Professor in Bengali is a reputed scholar-singer. He has received recognitions from professional bodies, institute of higher educations, TV channel for performance as well as for delivering scholarly lectures on Indian Music, its history, evolution, etc (Table 16).

**Table 16: Award/recognition received by faculty**

Name and Dpt. of teacher	Awarded/recognized by	Detail of award/activity/performance
Dr. Chandan K. Jana, Asst. Prof. of Chemistry and Teacher-in-charge	World Science Congress	2 <sup>nd</sup> Prize on Poster presentation at the 7 <sup>th</sup> National Science Conference, Jadavpur Univ., held on 28.2-1.3.2015
Dr. Partha Sengupta, Asst. Prof. of Bengali	Damodar Valley Corporation, Jharkhand	Indian Devotional Song
Dr. Partha Sengupta, Asst. Prof. of Bengali	Dwijendra Dolly Memorial Trust, Silchar, Assam	Old Bengali Songs
Dr. Partha Sengupta, Asst. Prof. of Bengali	Saradmoni Girls College, Bankura	'Songs written and performed by <i>Swami Vivekananda</i> for youth and for making India'
Dr. Partha Sengupta, Asst. Prof. of Bengali	Kamarpukur College, Hoogly	'Songs written and performed by <i>Swami Vivekananda</i> for youth and for making India'

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

**Ans.:** Since no has received any recognition, the institution does not provide any incentive. However, the institution has remitted the application fees to Dr. Chandan Kumar Jana for a

National Patent he has applied for the College.

### 3.5 Consultancy

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

**Ans.:** The institution does not have any strategies for establishing relationship with the industry.

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

**Ans.:** The institution does not have any stated policy to promote consultancy due to lack of adequate faculty and staff. Accordingly, it does not advocate or publicize available expertise.

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

**Ans.:** Though the institution does not have any stated policy, the head of the institution encourages its faculty to utilize their expertise for consultancy service.

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

**Ans.:** Not available till date.

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

**Ans.:** Since the institution does not have any policy for offering consultancy service, it does not earn anything from the same. Accordingly, it does not have any policy for sharing income generated from the consultancy service.

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

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and

holistic development of students?

**Ans.:** The institution has six NSS units and one NCC unit who undertake various programmes and activities in the adopted villages and locality to spread awareness on various issues among the local people. Student volunteers of the NSS units and cadets of the NCC are trained by the respective Programme Officers, ANO and other Staff from the Indian Army to participate in the programmes and activities (Table 17). By organizing this type of programmes and activities, relationship with the community is built; at the same time, students get the opportunity to develop their personality through interaction with the common people. In addition, various departments and IQAC organize Seminars and popular lectures to disseminate knowledge and information among the local people.

**Table 17: Programmes and activities to promote institution-neighbourhood-community relationship by NSS and NCC.**

Unit/Dept	Programme/activity	Beneficiary/village/place
NSS	Health & Hygiene consciousness, Women empowerment, Drinking Water Resources, Sustainable Rural development, Helping school dropouts back to school, micro-savings by the villagers, formation of self-help groups, consumer right, winter gardening programme, construction of sock-pit & cleaning of village wells, etc.	Porasole, Salbagan, Bonkata, Bapmara, Joypur, Kulboni Raypara
NCC	Consumer awareness programme, Blood Donation camp, Polio vaccination, Thalassemia detection camp,	Students, local community and Hospital.
Eco-club	Awareness programmes on energy saving, environment protection, etc.	College campus
IQAC	Popular lecture series	Students, Teachers, Community people.

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

**Ans.:** All the NSS units and the NCC have activity records and register to track students' involvement in various social activities.

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

**Ans.:** The institution does not solicit stakeholder perception on the overall performance and

quality of the institution as yet. Students' feedback is taken to introspect and improve overall performance and quality of the institution.

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

**Ans.:** The institution encourages its all NSS units, NCC and departments to organize extension activities in the locality. However, it does not offer any budgetary allocation for such activity. NSS units and NCC spent from the respective grants they receive from the University and Battalion. The student participants get the opportunity of personality grooming through the activities.

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

**Ans.:** The institution encourages the students by giving them class attendance and different types of scholarship. NSS volunteers are provided with certificate of participation on fulfilling the eligibility criteria. NCC cadets are given training and classes for appearing in 'B' or 'C' certificate examination.

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

**Ans.:** Social surveys are done by the volunteers of the NSS units in their adopted villages (especially SC/ST dominated) and by some departments in the locality for carrying out extension activity (Table 18).

**Table 18: Detail of Social survey conducted by NSS, NCC and departments**

Unit/Dept.	Place of survey	Topic of survey
Unit I	Salbagan, Porasole	Health consciousness, Drinking Water Resources
Unit II	Bankata	AIDS awareness & Health consciousness

Unit III	Kulboni Ray para	Health & Hygiene awareness
Unit IV	Bapmara	Health consciousness & Woman Education
Unit V	Kulboni	Success on small savings drive & Health awareness
Unit VI	Joypur	Literacy & Health awareness
Department of Geography	Dhansole Mouja(Near Bankadaha)	Socio Economic Status Survey

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

**Ans.:** NSS volunteers and NCC cadets build relationship with the villagers, discuss several issues to generate awareness and perform some activities jointly with the villagers and people of the locality while carrying out extension activities and outreach programmes in the locality. The students gather knowledge and information on the subject on which they campaign and get the opportunity to know common fellow citizens. While talking to the common people, the students get the chance of improving their own communication skill, speech delivery and personality. They also learn to respect fellow citizens.



**NCC on the Republic Day**



**Blood Donation Camp organized by NCC**

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the

initiatives of the institution that encourage community participation in its activities?



### **Camp on AIDS Consciousness**

**Ans.:** The institution instructs its NSS volunteers, NCC cadets and interested departments to undertake extension activities in adopted villages and the locality. They perform their activity jointly with the villagers of the adopted villages and locality.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

**Ans.:** No such relationship has been built with other institutions of the locality.

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

**Ans.:** No such award has been received by the institution during the last four years.

### 3.7 Collaboration

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

**Ans.:** The institution does not have official plan and policy for collaboration with research laboratories, institute and industry. However, it encourages teachers to undertake collaborative research with research laboratories and institutions. Accordingly, Dr. Chandan K. Jana, Teacher-in-charge had completed a UGC research project in collaboration with the Department of Soil Science, Pally Siksha Vabana, Visva-Bharati, Sriniketan. At present he has collaboration in a CSIR research project with the Department of Biotechnology, Siksha Bhavana, Visva-Bharati, Santiniketan and acting as Ph.D. co-guide in the project. He has published four research articles on the results of his collaborative projects and applied for a national patent in the last two years.

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

**Ans.:** No MoU has been done with any institute. However, Dr. Chandan K. Jana has established collaboration for research with the Department of Biotechnology, Visva-Bharati, Santiniketan, West Bengal.

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

**Ans.:** The College does not have interaction with industry and its relationship with the community did not result in establishment/creation/upgradation of any facility or infrastructure.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the

college during the last four years.

**Ans.:** No eminent scientists/participants have visited the institution in the last four years.

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

**Ans.:** No linkage/collaboration has resulted in formal MoUs or agreements.

- a) Curriculum development/enrichment: NA
- b) Internship/ On-the-job training: NA
- c) Summer placement: NA
- d) Faculty exchange and professional development: NA
- e) Research: Dr. Chandan K. Jana has collaborative research project with the Department of Biotechnology, Visva-Bharati University, Santiniketan, West Bengal.
- f) Consultancy : NA
- g) Extension: NA
- h) Publication: Dr. Chandan K. Jana has several research articles in Peer Review Journals.
- i) Student Placement: NA
- j) Twinning programmes: NA
- k) Introduction of new courses : NA
- l) Student exchange: NA
- m) Any other: Dr. Chandan Kumar Jana of the institution has applied for a national patent in which Dr. Nilanjana Das and Dr. G. N. Chattopadhyaya of Visva-Bharati, Santiniketan are co-investigators.

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

**Ans.:** No effort has been made for establishing linkages and collaboration with research institution and industry. However, teachers are free to establish any such collaboration with any research institute or university.

## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### Summary

Started with only eight rooms in two small buildings in 1965 for 167 students and offices, at present Panchmura Mahavidyalaya has nine buildings which house about thirty-five class-rooms, five laboratories, one Language Laboratory, one Computer Laboratory and one Computer Centre, one Central Library, five office rooms, one Seminar Hall, five small utility rooms, two canteens, two hostels, two guest rooms, one Girls' Common room, one Boys' Common room, one office for the Students' Union and one for the Alumni Association. There is one Auditorium cum Multi-gym adjacent to the main campus flanked by a Sports Complex and medium size ground that are used for different types of sports, *bratochari* and for organising cultural activities. There is a big play ground for playing football, organising Annual Sports and NCC parades. In addition, one hostel building is under construction. In total, Panchmura Mahavidyalaya owns 75 acres of land out of which 39 acres are under its possession with duly registered ownership deeds and records. The main campus is lush green with well maintained beautiful gardens of seasonal flowers and one medicinal garden.

All the class-rooms and laboratories are well equipped with necessary items and equipments. There are four Smart-class rooms quipped with laptops, LCD/LED Projectors and visualizers. There are five water purifiers with coolers installed at different locations of the College. All the bathrooms are hygienic, fitted with standard sanitary wares and connected to overhead tanks for proper and adequate supply of water.

The Library of the institution has about twenty thousand books, twelve journals, eight magazines and bulletins, four newspapers, reading space for about twenty-five readers, computers, internet, printer and catalogues. INFLIBNET facility is available from the Library and from any internet terminal using user IDs and respective passwords of the registered users. Library resources and lending facilities are semi-automatic that is maintained by indigenously developed library software. Books and journals are purchased from UGC and College fund following the standard purchase rules. The Librarian is the head of the library and under his supervision there are two library attendants working for the benefits of its readers. The institution has a Library sub-committee for planning, resource mobilization and overseeing of library resources, infrastructure and activities.

For development of building infrastructure, the institution mainly depends on the financial assistances from UGC and the Government of West Bengal. There are UGC Building committee and State Building committee for planning and supervision of the buildings under the respective grants. In addition, small scale construction and repairing jobs are done using the College's own fund and under the planning and supervision of Development and Purchase Subcommittee. There are several Sub-committees for maintenance of infrastructure, facilities and equipments that undertake and supervise repairing and maintenance work in time and efficiently.

There are three hostel buildings – one three-storied Girls’ hostel and two buildings for boy boarders. One new hostel building is under construction. All the hostel rooms are equipped with lights, fans, tables, chairs and wall-in shelves. There are kitchens, dinning halls, water purifiers and common rooms in all the Girls’ and Boys’ hostels separately. There are separate mess committees, rules and regulations for the boarders. In front of the hostels buildings there are beautiful gardens maintained mainly by the boarders. For Girls’ hostels a lady teacher has been given the responsibility of warden and for the Boys’ Hostel there is one Assistant Superintendent duly assigned by the Governing Body of the institution.

There are about sixty computers for different purposes and at different locations of the institution. All the Departments are given one computer each with internet connection. In addition there is computer centre exclusively for the students. Maintenance and supervision of the computer and internet facilities are done by Internet and Computer Subcommittee. Computers are purchased from UGC grants and utilising the College’s own fund.

#### 4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Ans.: The institution seeks financial assistance from the Government of West Bengal and UGC for construction of building to cope up with the increasing number of courses and students. In addition to that, the institution spends its own fund for construction, enhancement and repairing of building for the purpose of getting more classrooms, laboratories, common rooms, cycle stands, pump house, store rooms, etc. The Development & Purchase Subcommittee of the institution recommends and places the requirement plan for construction, enhancement and repairing of different types of infrastructure and seeks approval of the Finance Sub-committee and the Governing body of the College. For new and large construction, the institution has formed UGC Building Committee and State Building Committee that manage and supervise the respective construction projects. Reputed construction companies are recruited following the respective Governments’ Tender and Quotation rules. Small projects for construction of new and/or enhancement of building and repairing are managed and supervised by the Development and Purchase Subcommittee involving construction agency from the locality.

4.1.2 Detail the facilities available for

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

**Ans.: Classrooms:** The College has more than thirty classrooms of different sizes including two halls for large population of students. All the classrooms are equipped with lights, fans, black or green boards.

**Digital Classrooms:** The College has four Digital Class Rooms which are equipped with Laptops, LCD Projectors, special interactive screens and software & arrangement for visual exhibition of hard copies. Teachers from several disciplines use these classrooms and students enjoy learning lessons in these modern technology-enabled arrangement.

**Laboratory:** College has five well-equipped laboratories – one each for Honours, General students and Research Laboratory in the Department of Chemistry, one Physics Laboratory and one Geography Laboratory.

The General Chemistry Laboratory can accommodate 24 students. It is well-equipped with instruments and equipments like cantilever balances, centrifuge, magnetic stirrer, hot air oven, distillation plants, pH meter and Calorimeter which are required for the course. The Chemistry Honours Laboratory has equipments like spectrophotometer, polarimeter, rotary evaporator, bench top centrifuges, pH meter, conductivity meter, fume hoods, digital balance in addition to the equipments available in the General Laboratory. The Chemistry research laboratory has spectrophotometer, pH meter, Kjeldahl Apparatus, digital balance, fluorimeter, water deionizer plants, shaker, etc.



**Practical Classes in Chemistry Laboratory**

The Physics and Geography Laboratories are meant for respective General students and are equipped with all the items and equipments required for the course.

**Language Laboratory:** For the students of the Communicative and Functional English there is one Language Laboratory equipped with computers, hearing aids and related software.

**Computer Laboratory:** The Mathematics department has a Computer Laboratory equipped with advanced machines and necessary software for the students studying in Honours programmes.

**Seminar Hall:** The College has one Seminar Hall equipped with laptop, LCD-projector, audio system where seminars and large meetings are organized.



**Seminar on Swamiji and Youth**

**Auditorium:** The College has an Auditorium to organize big events like conference, cultural functions, Fresher's Welcome etc. It has the capacity to accommodate three hundred participants.

**Medicinal Gardens:** The Department of Chemistry has developed one medicinal garden to exhibit valuable medicinal plants of the district to make students and public aware of the importance and preservation of the natural resource.

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

**Ans: National Service Scheme:** The College has six NSS units that help personality grooming of the students through in-campus training, and involving them in awareness campaign on various issues and extension activities in the locality. They infuse a sense of social commitment and fellow feeling in the young minds of students and for the benefit of the local people. Certificates of participation are given to the eligible NSS volunteers which help them score well in different recruitment procedures.



**NSS Activities in Village**



**Cultural Programmes organized by NSS in a Adopted Village**

**National Cadet Cops:** The College has an NCC unit. Students are given NCC training to enable them participate in different certificate courses that help them getting recruitment in Indian Army and Air Force. Cadets of the NCC organize different extension activities in and off campus like Blood Donation Camp, Thalesimia Detection Camp, Free Cataract Surgery, Polio Vaccination, Hospital and Market Place Cleaning etc. On an average, 15-20 cadets get employment in Indian Army every year from the College NCC unit. Many cadets participate in national camps and events.

**The institution has made it mandatory for each student to enroll either in NSS or in NCC at the time of admission to the College.**

**Sports facility:** The College has a Sports Complex where the students can play Football, Volleyball, Basketball and Cricket. Gymnasium, sports complex and other necessary items and accessories cater to the needs of students studying in Physical Education as one of their subjects. College students participate in intra and inter college, state and national level meets and competition. In addition, the College has set up a Multi-Gymnasium armed with the state-of-the-art equipments and apparatus. The students of Physical Education Department can avail of this facility at ease. However, other students need to enroll first for using the gym.

**Cultural Activities:** The College endeavours to make the arduous process of learning a bit relieving by organizing cultural programmes, several local functions and movie shows. The Student's Union of the College organizes Freshers' Welcome involving the College Staff and existing students. The event is enjoyed owing to lively interaction of the freshers with Staff, Teachers and old students followed by cultural activity.



**Students are practicing *Bratochary***

**College Magazines:** Students' Union publishes an issue of the College magazine named '*Kishalaya*' every year. Students and teachers write in the magazine in Bengali and English. Some departments publish Wall Magazines periodically.

**Career Counseling Cell:** The College has a Career Counseling Cell which was initially sponsored by the UGC. It helps the students aspiring for employment by providing with information and guidance on different jobs suitable for them and acts as the placement resource centre. That apart, it organizes training, workshops and seminars related to the employment, entrepreneurship and about the emerging professional trends and events, market needs and risks and national socio-economic policies. Since its inception in the college, more than 80 students got jobs in different spheres of life. It organizes coaching classes to enable aspiring students perform well in competitive examinations and tests.

**Communicative and Functional English:** Since the academic session 2009-2010, Panchmura Mahavidyalaya has introduced UGC sponsored Career-oriented Programme in Communicative and Functional English that aims at enabling the rural youths acquire soft skills in Communicative English. Any student of the College of any course and discipline can enroll for this course every year.

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

**Ans.:** Development & Purchase Subcommittee collects information from the Academic and Teachers' Councils about the numbers and sizes of classrooms, laboratories, etc. to meet the demand that arises from new courses/programmes or increasing number of students. Routine is made in such a way that all the classrooms are used throughout the day for different classes and at different times of the day. Departmental seminars, large internal meetings, Communicative English Classes, big examinations, etc. are organized in a Seminar hall whereas Conference, cultural activities & functions are organized in the Auditorium. Four Smart Classrooms can be used by any teacher through prior booking and maintaining user logbooks. Few printers in the office are used by all concerned and also by the teachers for printing study materials, research projects, etc. Kindly see Table 19 for facilities developed/augmented in the last four years and Annexure 10 for Master Plan of the Institution including existing infrastructure.

**Table 19: Infrastructure developed/augmented in the last four years**

Year	Facilities Developed (Newly created) with No.	Amount Spent (Rs.)
2010-2011	Auditorium/Multi Gym (1)	1215381.00
2011-2012	a. Computer Lab(1) b. 6 Classrooms (in Science Admin. Building)	a. 892028.00 b. 3333653.00

2012-2013	a. Girls Hostel b. Language Lab(1) c. 3 Classrooms (in Science Admin. Building)	a. 8112837.00 b. 96700.00 c. 1215381.00
2013-2014	a. Lab(Physics) b. Lab(Chem.) c. Smart Class	a. 188352.00 b. 105675.00 c. 296000.00 208000.00

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

**Ans.:** Very few students with physical disabilities have enrolled in the College in the last decade. In addition, it is very difficult to construct special room for physically disabled students in the previously constructed building. Therefore; no special attention has been given to their special needs.

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

-Hostel Facility – Accommodation available

**Ans.:** At present the College has three hostels – two Boys’ Hostels and one Girls’ Hostel for residential accommodation of 100 boys and 72 girls, respectively. In both the hostels, separate kitchens, dining rooms and common rooms facilities, drinking water, and modern toilets are available. There are wooden *khats* (beds), table, chair, wall book selves, lights, fans, etc. provided for the boarders.

-Recreational facilities, gymnasium, yoga center, etc.

**Ans.:** The students of the institution organize cultural programmes in the auditorium. In addition, they can enjoy movies for which DVDs are available from the library in the auditorium or seminar hall which are equipped with audio systems and LCD projectors. In the first floor of Auditorium, there is multi-gym for the Physical Education students which can also be used by other students at nominal charge for membership.

-Library, computer facility including access to internet in hostel

**Ans.:** There are no library, computer and internet facilities in the hostels. However, as both the hostels are very adjacent to the main Campus.

college campus, the hostel boarders can use the facilities at will.

-Facilities for medical emergencies

**Ans.:** The institution does not have medical officer. In case of emergency, facilities of the nearby health centre is availed of.

-Internet and Wi-Fi facility

**Ans.:** All the departments, offices and library are connected with internet through BSNL

broadband line. However, due to interruption in their services, internet connection through cable and Wi-Fi is under consideration.

-Recreational facility-common room with audio-visual equipments

**Ans.:** Students' Union room is equipped with audio/video CD players and TV. Girls' and Boys common rooms are provided with the same but they have indoor games facilities like carom board and TT board.

-Available residential facility for the staff and occupancy

**Ans.:** The College does not have adequate residential facility for staff and teachers. It has only one staff quarter and two rooms with kitchen and bathrooms for guests.

Constant supply of safe drinking water

**Ans.:** There are two coolers cum purifiers and two plain water purifiers for constant drinking water supply. In addition, both the hostels are provided with water purifiers.

-Security:

**Ans.:** The College has one day and one night guards. In addition, the College has recruited one night guards exclusively for the Girls' Hostel, the salary of which are given from its own fund.

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

**Ans.:** The College does not provide health care facilities all the time as there is a Government Health Centre within one kilometer distance of its premises. However, during University Examination, the institution recruits one qualified doctor temporarily from the locality for any medical emergency.

4.1.7 Give details of the Common Facilities available on the campus

-Spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

**Ans.:** There are separate rooms for IQAC, NSS office, NCC and Computer Centre. There are two canteens, one Boys' Common-room and one Girls' Common-room. The Counseling and Career Guidance Cell is placed in extended facility of the library where competitive-related books are kept. There is no special room for Grievance Redressal unit but the Complaint Box is placed in front of the office and the file/papers are kept under the custody of Teacher-in-charge. The Seminar hall and the Auditorium are equipped with audio/video CD players and necessary equipments. There are two cooler-cum-purifiers and two plain water purifiers for constant drinking water supply.

## 4.2 Library as a Learning Resource

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

**Ans.:** Yes, the College has an Advisory Committee for the library which is called Library Sub-committee. The composition of the sub-committee includes two to three representatives of the teachers, one non-teaching and one or two library staffs including head of the library. At present, the sub-committee is headed by the head of the institution and one teacher acts as the convener. Initiatives like e-cataloguing and checking the books through computer by the students and teachers, computerized issue and returning of books, adequate space in the reading room, individual carrels for reading by teachers involved in research have been started by the sub-committee as its important initiatives for making the library user friendly.

4.2.2 Provide details of the following:

\* Total area of the library (in Sq. Mts.): 130.5

\* Total seating capacity: 30

\* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

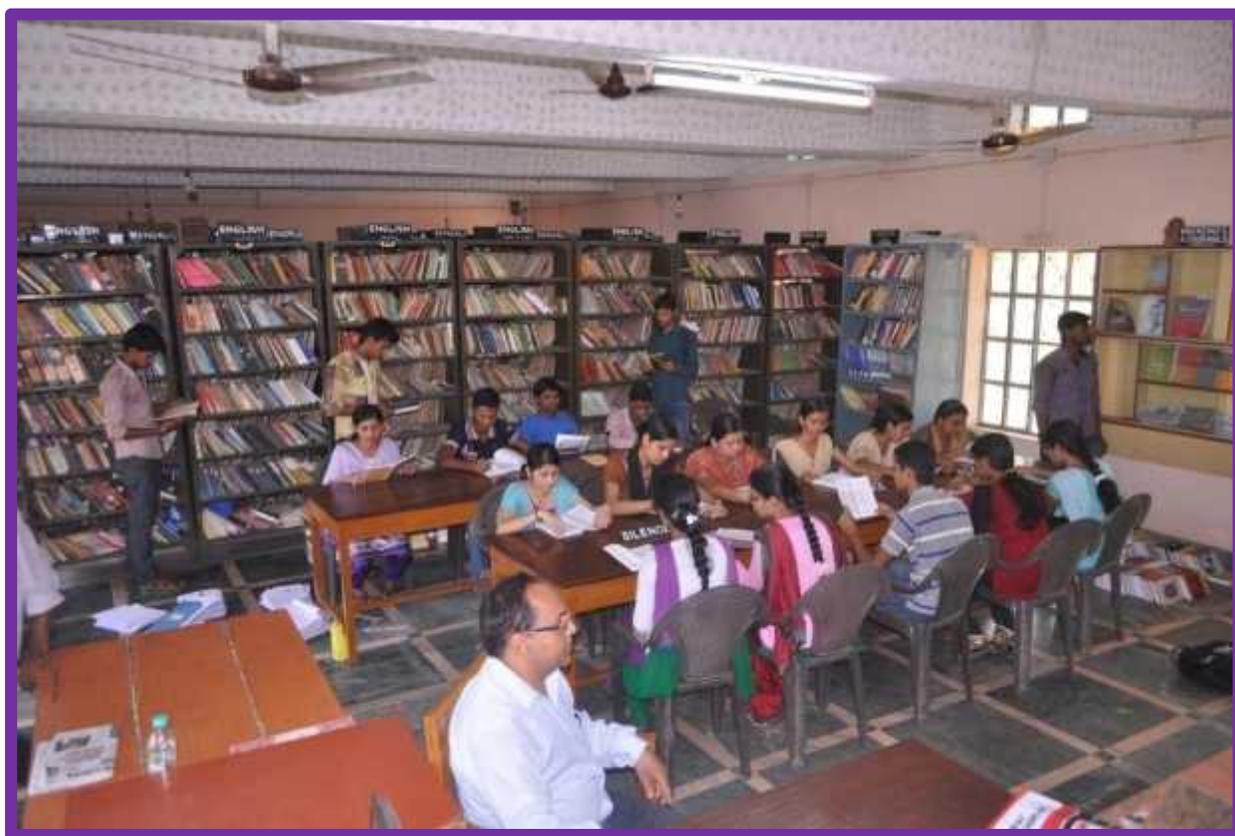
**Ans.** The Library working hours in our College is from 10 a.m. to 5 p.m. in any working day till final examination. However, a notice in advance is circulated in the Library notice board before the University Examination for large number of students.

\* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

**Ans.** Our College Library has individual carrels for teachers between bookshelves and a lounge area for browsing and reading for the students, but there is no IT zone for accessing E-resources.

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

**Ans.:** Library subcommittee allocates available funds for purchasing of books and journals by all the departments. Departmental teachers make list of the books to be purchased and carry out the purchasing procedures by its own obeying minimum discount rule (*i.e.*, at least 10% discount). With the increase in number of students and courses, higher number of books purchased every year (Table 20, Figure 10).



Students in the reading hall of the Central Library

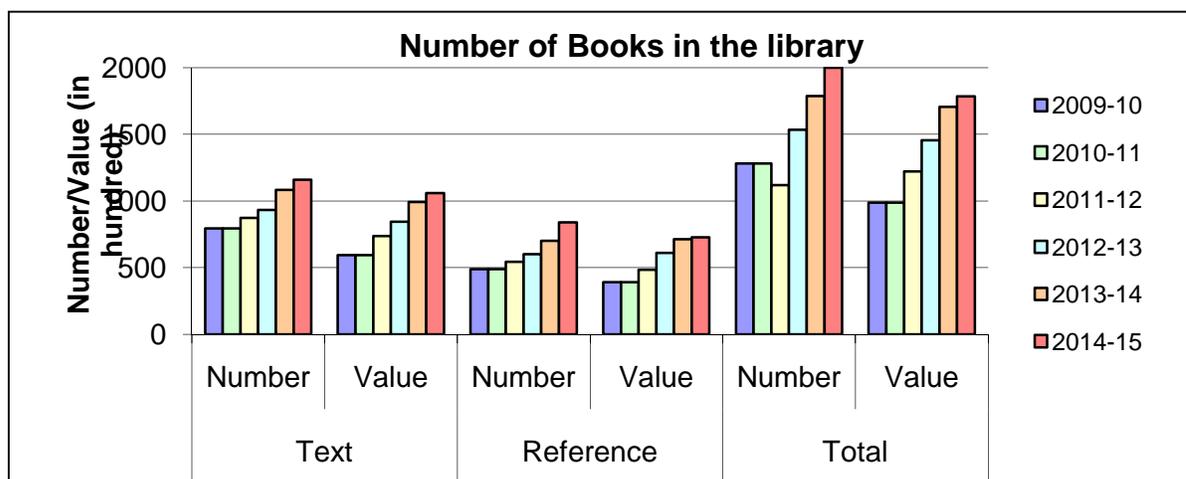


Fig. 10 The authority gives importance in purchasing reading resources in the libraries which is evident by the increasing number of books and its values in the last five years.

**Table 20: Detail on library resources purchased in last four years**

Library holdings	2010-11		2011-12		2012-13		2013-14	
	Number	Total Cost						
Text books	812	141787	1122	253474	210	34586	992	152550
Reference Books	552	91544	901	162057	154	39438	713	96006
Journals/ Periodicals	7	1664	7	1394	7	1674	20	11547
e-resources	0	0	0	0	0	0	0	0
Any other (specify)	0	0	0	0	0	0	0	0

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

- OPAC: Not available
- Electronic Resource Management Package for e-journals: Not available
- Federated searching tools are available to search articles in multiple databases: Not available.
- Library Website: Not available
- In-house/remote access to e-publications: Access to INFLIBNET is available from the library as well from any internet. All the teachers and staffs are provided with user ID and password.
- Library automation: Cataloguing, library resource management and issuing facility are computerized.
- Total number of computers for public access: There is one computer for public access in our College library.
- Total numbers of printers for public access: There is one printer for the official use by the librarian and staff but no printer for public access in College library.
- Internet band width/ speed: 2mbps  10 mbps  1gb (GB)
- Institutional Repository: Not available.
- Content management system for e-learning: Not available.
- Participation in Resource sharing networks/consortia (like Inflibnet): INFLIBNET available

4.2.5 Provide details on the following items:

- Average number of walk-ins: ~ 10 Teachers. ~ 50 Students.

- Average number of books are issued/returned in a day: 80-100
- Ratio of library books to students enrolled: 8.5 (Total number of books: 19998, No.of students: 2354)
- Average number of books added during last three years: 592
- Average number of login to opac (OPAC): Not applicable
- Average number of login to e-resources: Not available
- Average number of e-resources downloaded/printed: Not available
- Number of information literacy trainings organized: Not available
- Details of “weeding out” of books and other materials: In 1991 the College had to keep aside and store about 2000 torn /mutilated books which have been rejected recently. In addition, in 2002 it has donated about 4200 books to the nearby school to prevent ‘weeding’ of unused books.

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

- \* Manuscripts: Not available
- \* Reference: Books are available
- \* Reprography: Not available
- \* ILL (Inter Library Loan Service): Not available
- \* Information deployment and notification (Information Deployment and Notification): Not available
- \* Download: Available to teachers only in case of emergency
- \* Printing: Available to librarian and staff but limited access given to other
- \* Reading list/ Bibliography compilation: Not available
- \* In-house/remote access to e-resources: Not available
- \* User Orientation and awareness: Not available
- \* Assistance in searching Databases: Available
- \* INFLIBNET/IUC facilities: Available

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

**Ans.:** At present there is a Librarian and two library staff in our college Library. They provide information about the availability of books or search for the books as demanded by the students and staff from the selves for issuing to students and staff, and return back the same to the proper places in the shelves. They place journals and newspapers in the proper places for reading and

after reading. They make or supervise entry of the new books in the purchase ledger book and maintain the stock register.

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

**Ans.:** There has been no provision for visually/physically challenged students in the College. So, special facilities for them are not available at present.

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

**Ans.:** There is no provision for getting feedback from its users exclusively on library. However, as per the students' feedback taken verbally, demand of the students and teachers are met including providing two books for each student till they receive Admit Cards for University final examination.

### 4.3 IT Infrastructure

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

- Number of computers with Configuration (provide actual number with exact configuration of each available system): Kindly see **Annexure 11**
- Computer-student ratio: 1:41 (57 Computers for 2354 Students)
- Stand alone facility: Office, Library, Departments, IQAC, etc.
- LAN facility: 4
- Wifi facility: Nil
- Licensed software: 20 (Windows 20 Operating System), 2 (Microsoft Office 2010)
- Number of nodes/ computers with Internet facility : 17
- Any other: NIL

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

**Ans.:** Computer and internet facility are made available to all the teachers of all Departments. For students there is one computer center equipped with computers and internet in addition to the Language Laboratory for the students of Communicative English and Functional English and

Computer laboratory for the students of Mathematics. No off campus facility is, however, available.

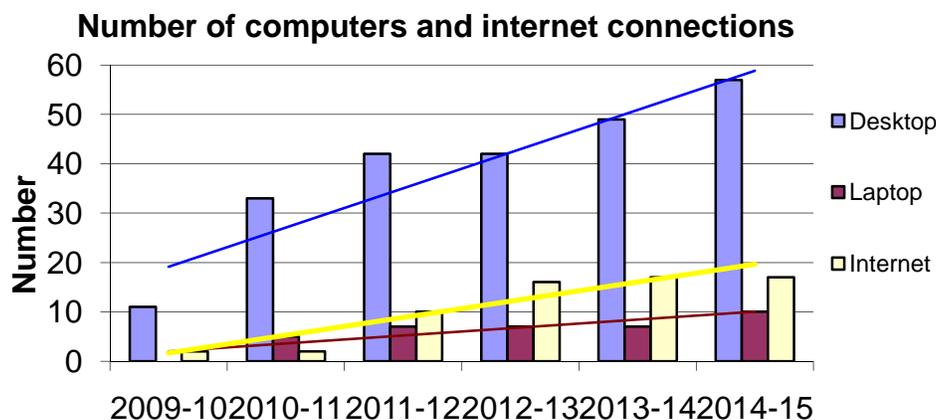


Fig.11 The authority considers technology upgradation is essential in the modern days' teaching-learning. Accordingly it purchases computers and get internet connection with the increasing number of students and their requirement.

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

**Ans.:** The institute always plans for upgrading the IT infrastructure and associated facilities by making yearly request for UGC and other grants from different sources to purchase more number of computers and allied accessories. In addition, for IT related special needs, e.g., Language Laboratory, Smart Class rooms, etc., the institution invites tender from competent vendors for the purchase and installation of required computers, accessories and facilities.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year-wise for last four years): Ans: Kindly see Table 21.

**Table 21: Annual Budget for maintenance of computer**

Academic Year	Budgetary allocation (Rs.)	Amount Spent (Rs.)	Spent for	Remarks (if any)
2010-11	50,000.00	5,26,200.00	15 Desktops, 3 Laptops, 7 UPS, 5 Software was purchased and Media Centre was improved	Additional amount was allocated from UGC Fund.
2011-12	60,000.00	4,59,087.00	10 Desktops and 2 Laptops, 6 UPS, 2 Anti-Virus were purchased and 8	Additional amount was allocated from UGC Fund and

			new Internet connection added and Repairing.	State Government Fund.
2012-13	30,000.00	41,595.00	6 UPS, Other Computer materials & 6 new Internet connections added	Additional amount was allocated from UGC Fund and State Government Fund.
2013-14	30,000.00	2,87,900.00	2 Multimedia Projectors, 8 Desktops.	Additional amount was allocated from UGC Fund

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

**Ans.:** For extensive use of ICT resources and computer-aided teaching and learning, the institution has developed four Smart Classrooms which are equipped with laptop, LCD projector, visualizer and audio system, and are provided with internet to all the departments. All the teachers are requested to purchase CDs, DVDs or procure free software from the internet to be used for teaching their respective subjects. The materials are kept in the library for issuing and teachers can borrow them whenever required.

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

**Ans.:** At present there is an access to the online teaching by using the network INFLIBNET. Also there are four Smart Classrooms where the teacher- student interaction is of great importance. Besides there is a language laboratory where students can interact with individual microphones available to each of them for improving correct pronunciations, word-stress, etc.

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

**Ans.:** The institution does not avail of the facility of National Knowledge Network directly or through the affiliating university (as they did not form NKN yet).

#### 4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities

(substantiate your statements by providing details of budget allocated during last four years)?

**Ans.:** The institution allocates fund in the yearly budget after getting information about the big repairing/maintenance jobs to be undertaken from the Development & Purchase Sub-committee. In addition, before commencing any such big project, approval of the Finance Sub-committee is sought for tentative cost estimation following the tendering procedure. Small scale repairing is done as a part of routine maintenance job. Even then prior approval of the Development & Purchase Subcommittee is required if estimated cost exceeds Rs. 5000/-. Following are the budgetary allocation of funds in last four years:

**Table 22: Budgetary allocation of funds for repairing and maintenance job.**

	Item	2010-2011	2011-12*	2012-13	2013-14
a.	Building	60,000	NA	80,000	75,000
b.	Furniture	50,000	NA	1,00,000	75,000
c.	Equipment	50,000	NA	1,00,000	50,000
d.	Computers	60,000	NA NA	30,000	30,000
e.	Vehicles	N.A	NA	N.A	N.A
f.	Any other(Lib. Maint.)	20,000	NA	20,000	20,000

\* Budget was not made in the FY 2011-2012

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

**Ans.:** The institution has formed different sub-committees which monitor, plan and supervise maintenance work of respective items and equipments. Large scale repairing of building is planned by the Development & Purchase Subcommittee which is subsequently approved by the Finance Subcommittee. The same activity is also well planned in advance and reflected in the budget. Decision, implementation and execution of other repairing and maintenance job are done by respective subcommittees and/or departments (Table 23). Maintenance of the scientific equipments, instruments that are available in the laboratories are done by departmental heads following the rules and regulation of finance of the institution. Below is given the list of some committees and maintenance jobs they undertake:

Table 23: Administrative mechanism for maintenance and up keep the Infrastructure

Subcommittee	Maintenance job undertaken
<b>Infrastructure maintenance subcommittee</b>	Maintaining the existing buildings, Classrooms, Toilets, Chairs, Tables, Boards etc.
Internet and Computer Technology	Maintaining and supervising the College computers, and Internet facilities.
Facilities	Maintaining the water Coolers & Purifiers, Cycle stands for Boys, Girls & Staff and supervising Canteen, toilets.
Departments	Maintain and supervise equipments, facilities of the respective departments.

4.4  
.3

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

**Ans.:** Only in the departments of Physics, Chemistry and Geography, there are some equipments/instruments for precision measures. Departmental teachers take care of the routine calibrations of the equipments/instruments or respective service engineer or company personnel are called for the purpose.

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

**Ans.:** Sensitive equipments are fitted with voltage stabilizers. Almost all the computers are operated through UPS or sine wave inverters to protect them form hazards of voltage and frequency fluctuation. Water supply is provided through several over-head tanks, deep tubewells and using submersible pumps. Power supply for refrigerator in the laboratories and the pumps are well earthed.

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

### Summary

Panchmura Mahavidyalaya gives due importance on various support services since one of the objectives of the College is to groom youths of the locality belonging to SC, ST, OBC and Minority communities and most whom are first generation learners. It publishes yearly Prospectus that provide information on courses and programmes available, rules and regulations, facilities and resources available, examination schedule and Academic Calendar. It offers seat reservation for admission, freeships and scholarships for SC, ST, OBC, students belonging to minority communities and differently-abled students. There is arrangement for remedial classes for the students belonging to SC, ST, OBC, and minority students and for poor achievers of the course objective. In addition, there are programmes and activities for advanced learners like quiz, seminar, project work, etc. To make sure that the pass-outs get employment or can pursue higher education, the institution has formed Career Advancement and Placement Cell for providing them with information by arranging news bulletin, employment gazette and organising seminars, workshops and training. The institution has six NSS Units and one NCC Unit that help the students groom their personality through various programmes and activities. In the last four years about twelve hundred student-volunteers participated in NSS activities in nine villages of the locality. The college NCC provided training to one hundred sixty cadets per year, among which 70% and 40% got 'B', 'C' certificates respectively, and about 10% get employment in the Indian Army.

The institution gives special importance in Sports and Culture. It arranges intra-College tournaments and cultural activities, sends the students in different levels of Meet and Championships and provides required infrastructure, resources and supports. In the last four years three hundred students participated in district, University and State level inter-College tournament, respectively in five types of events. Among them thirty three participants got medals. The College ranked 3rd in the district level Youth Parliament Competition organised by the Ministry of Parliamentary Affairs for the last three years consecutively

The institution helps meritorious students with poor financial background by giving them freeships/half-freeships. In addition, it provides official formalities and helps deserving eligible students get fellowship/scholarship from the Government.

There is Women Cell for girl students, SC/ST Welfare Cell for respective students, Anti-ragging Cell, Grievance Redressal Cell and Students' Union for all students. The Students' Union is formed every year according to the regulation of the Government of West Bengal. In addition, the Governing Body of the College and some Subcommittees have students' representatives for getting their inputs, demand and to inform them about plans and programmes which the college is taking for their benefit.

The College has taken initiative for formation of Alumni Association where ex-students meet and exchange their ideas about several programmes and activities which can benefit the students and contribute to the overall improvement of the institution. Considering remote location not only from

Kolkata but also from a district town, the College does not have any special policy for overseas students.

### 5.1 Student Mentoring and Support

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

**Ans.:** The College publishes its updated Prospectus every year. All kinds of information such as history of the College, admission procedure, fee structure, infrastructure and facilities available, rules and regulation of the library, teaching-learning methodology adopted as a whole, tests and examination schedule, attendance rules, detail about the management, faculty, staff, IQAC, NSS and NCC activities, hostel facilities available, anti-ragging measures taken by the College, Academic Calendar, etc. are given in the prospectus. The GB of the college instructs all concerned to fulfill their duties to ensure their commitment and accountability. It forms different sub-committees and advisory bodies to undertake various activities and programmes so that commitment to the students are fulfilled.

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

**Ans.:** The institution provides half and full freeships to meritorious and needy students every year. In addition, it recommends the names of the eligible students for scholarships from outside agency and organization. Details of the institutional fellowships given in last four years are listed in Table 24.

**Table 24: Scholarships/freeships awarded to the students in last four years**

Scholarship/ freeship	Year 2010-11		Year 2011-12		Year 2012-13		Year 2013-14	
	No. of Students	Amount Disbursed						
Full Freeship	45	40,500	49	44,100	45	40,500	40	36000
Half Freeship	92	30,900	96	32,150	90	30,150	80	29000
Others	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

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

**Ans.:** Percentage of the students received financial assistance from state government, central government and other national agencies are given in Annexure 12.

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

**Ans.:** The students from SC, ST and OBC enjoy reservation quota in admission to the College. They and also the students with economically poor background are given free/half free studentships. Remedial classes are arranged for all of them. Official recommendation is given for receiving SC, ST scholarship from the government. There is a hostel exclusively for SC and ST students. There is a SC/ST Cell to ensure that different benefits and welfare of the SC, ST and OBC students are availed in time and properly.

- Students with physical disabilities

**Ans.:** Students with physical disabilities are given reservation quota in admission. They are also given freeships, award, conveyance fees and preference in hostel accommodation. Remedial classes and other educational care are provided to them.

- Overseas students

**Ans.:** There is no any special facility and support system provided to the overseas students till date as chance of their admission to the College is very thin.

- Students to participate in various competitions/National and International

**Ans.:** Students participating in national level competitions are given special training free of cost, jersey, boots, and expenses for food during training and during trip to the place of participation, conveyance fees and some contingency. They also receive freeships and relaxation in class attendance. Students with commendable background in games and sports are admitted under special reservation category.

- Medical assistance to students: health centre, health insurance etc.

**Ans.:** The College had taken Students' Health Home membership in 2005 for all the students but no student had availed of the facilities till 2013. Therefore, it did not renew the membership for students. In case of any medical emergency, students and staff go to the Government Health Centre which is situated within a kilometer of the main campus. During examination one medical officer is appointed for treating examinees in case of any medical emergency.

- Organizing coaching classes for competitive exams

**Ans.:** The College has established a Career Guidance and Placement Cell. The Cell organizes coaching classes for job aspirants with the willing teachers.

- Skill development (Spoken English, computer literacy, etc.)

**Ans.:** The College provides special certificate courses for Spoken English under the UGC scheme of Communicative and Functional English. Students of any course, programme and year can enroll

for the classes. No computer literacy classes are organized. However, students can avail of the computer facilities available in the Computer Centre of the College.

- Support for “slow learners”

**Ans.:** Tutorial and remedial classes are arranged for slow learners. In addition, they are given special attention by the respective teachers in and outside of the class. Special classes are arranged for them after the test examination is over.

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

**Ans.:** Till date no arrangement for exposures of students with institution of higher learning/corporate/business, etc. has been provided.

- Publication of student magazines

**Ans.:** Students’ Union of the College publishes yearly students’ magazine. The institution provides monetary assistance for the purpose. In addition, it encourages and provides necessary support for publishing Departmental magazines.

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

**Ans.:** The Career Advancement and Placement Cell of the College organizes workshop with outside agency for developing entrepreneurial skills among the students. Many ex-students have shown interest on entrepreneurship but limited records are available with the Cell.

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

**Ans.:** The institution has marked four to five days in the Academic Calendar for College Annual Sports, Freshers’ Welcome where sports, games and cultural activities are organized. It has Cultural and Sports subcommittees to organize events of extracurricular and co-curricular activities. In addition, quiz, debate and group discussions are also organized by different Departments as part of their academic activities for advanced learners. Students participating in district, state and or national level competitions are given financial support to facilitate their participation.

\* Additional academic support, flexibility in examinations

**Ans.:** Students who participate in sports and games are given extra classes and relaxation in examination schedules or allowed for the next level.

\* Special dietary requirements, sports uniform and materials

**Ans.:** Special dietary requirements are suggested by the teachers of Physical Education. Students are provided with financial support for special diets during training, at and before their

participation in any big event. The college also provides sports materials for practising at the College. For the students of Physical Education, there are special uniforms which are purchased by the students themselves.

\* any other

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

**Ans.:** Being an undergraduate College, it provides limited supports and guidance to its students as they do not directly compete for examinations like UGC -CSIR- NET, UGC-NET, SLET, ATE etc. No students have ever yet shown interest in preparing for CAT / GRE / TOFEL / GMAT. For central and state public services and for similar examination, the Career Advancement and Placement Cell provides various kinds of help like organizing Workshop, arranging for coaching classes for competitive examinations, subscribing employment related newspapers, magazines, bulletins, etc. The Cell arranges for special classes for the Final Year or passed out students appearing for School Service Commission examination.

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

**Ans.:** During admission, students are given counseling services for helping them to choose appropriate course/programmes. Personal counseling is provided to the students in need by some teachers at personal level. Career counseling is provided by the Career Advancement and Placement Cell.

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

**Ans.:** To ensure that its students become capable of enjoying successful life in the future with suitable jobs, the College has established a career guidance scheme under the UGC scheme and the financial support of UGC. The Cell organizes various workshops on career development of the students and has subscribed various magazine, newspapers and bulletins that are helpful to students aspiring for jobs. In the academic year of 2010-11, the Cell has arranged an awareness programme on Career Development of students in collaboration with Indian Institute of Psychometry, Kolkata. Near about 300 students participated in that programme. Almost every year the students of our College get job either in government or in privet sector, by getting the

useful help of this Career Advancement and Placement Cell. Though the list of beneficiaries is not very large, the Cell is trying to give the students all kinds of facilities which are much in demand. The Cell receives generous help of some teachers who took extra classes to enhance skill and knowledge for competing examination and interview.

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

**Ans.:** Yes, the institution has Grievance Redressal Cell to receive grievances from the students regarding any activity, plan, programme, infrastructure or resource and redress them. Some of the grievances received and redressed in the last four years are given in Table 10.

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

**Ans.:** The institution has formed a Women Cell that deals with the complaints against sexual harassment. As per provision of the Government of India and relevant articles in the Constitution of India, the Cell recommends for resolving any harassment related issues or recommends action to be taken guided by the act. Fortunately, no such case has been reported till date at Panchmura Mahavidyalaya.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

**Ans.:** The institution has established an Anti-ragging Cell as directed in the Anti-ragging Act, 2000 of Govt. of West Bengal and the Supreme Court's order of May 2007. It has made the provisions of lodging F.I.R. and rustivating the students involved in any form of ragging. Punishments of the students indulged in ragging include jail for 2 years or penalty of Rs. 5000 or both.

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

**Ans.:** The institution provides various welfare schemes for its students. It offers freeships to meritorious and deserving students, makes concession in admission fees and provides conveyance fees. There is special help desk for SC and ST students for availing different government scholarships.

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

**Ans.:** The institution has an Alumni Association which has applied for registration recently. Following are the activities that it has adopted as its stated objectives:

- To act as forum of human interaction for the alumni of Panchmura Mahavidyalaya, Panchmura and their dependent children.

- To help and support their Alma Mater to improve Educational and Professional standards, help and support needy meritorious students, help in vocational training and Placement, and strive for improvement of the college.
- To provide, without remuneration, dissemination of knowledge, and to undertake publication of magazines/journals of the association, etc., towards this goal.
- To provide a forum for exchange of technical and professional information within the members of the Association.
- To work for the wellbeing of the fraternity as a whole and Panchmura Mahavidyalaya, in particular.
- To acquire movable & immovable properties and assets and to administer the same in the furtherance of the activities of Society.
- To do such things as may be deemed incidental or conducive to the attainment of forging and related objects of society.
- The society will be a nonprofit organization.
- To do all such acts, deeds, matters and things as may be deemed incidental or conducive to the above mentioned objectives.

Some alumni are members of the IQAC. They provide suggestion and opinion on overall development of the College. As of now, no contribution has been received from the association.

## 5.2 Student Progression

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

Ans.: Percentage of students progressing to higher is consistently good (Table 25). However, the number students getting employment is increasing though not upto the level. In addition, there is communication gap by the students after leaving the college and after getting employments.

**Table 25: Percentage of students progressing**

Student progression	%			
	Year 2010-11	Year 2011-12	Year 2012-13	Year 2013-14
UG to PG	60.47	54.82	64.74	58.79
PG to M.Phil.	NA	NA	NA	NA

PG to Ph.D.	NA	NA	NA	NA
Employed- Campus selection	NA	NA	NA	NA
- Other than campus recruitment*	0.50	2.50	4.00	5.50

\* The data provided here includes Government services as well as Private services, Such as SSC (W.B), Jangal Mohal Police (W.B.P), BPO Call Centre, Civic Police (W.B), Defense, Primary School Service, Postal, & PSC (W.B) etc. However, since students get the appointments after leaving College many of the information are not available to the Career Development Cell.



### Annual Prize giving Function to Promising Students

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

**Ans.:** Kindly see the Table 26 below for cohort-wise pass percentage and completion rate.

**Table 26: Cohort-wise result of in last four years wise:**

Subject	2010 (Admission in 2008)		2011 (Admission in 2009)		2012(Admissi on in 2010)		2013(Admissi on in 2011)		2014(Admissi on in 2012)	
	Appeared	Passed (No. 1 <sup>st</sup> Class)	Appeared	Passed (No. 1 <sup>st</sup> )	Appeared	Passed (No. 1 <sup>st</sup> )	Appeared	Passed (No. 1 <sup>st</sup> )	Appeared.	Passed (No. 1 <sup>st</sup> )

				Class)		Class)		Class)		Class)
Bengali	54	46	47	44(1)	35	33(3)	42	38(6)	46	42
Sanskrit	27	19 (4)	31	20(3)	27	18(1)	33	23(2)	21	19
English	17	08	25	17(2)	23	16(1)	21	17	10	07
History	41	25	20	09	27	16(2)	10	06	28	21
Philosophy	06	00	08	06(1)	01	00	12	01	01	00
Political Science	03	02	00	00	04	02	00	00	04	01
Chemistry*	--	--	--	--	--	--	04	02	04	00
Mathematics	02	01	03	00	04	03(1)	03	03(1)	05	01
B.A. (G)	136	74(2)	145	72	155	91(1)	149	74(1)	137	30
B.Sc. (G)	0	0	1	0	0	0	6	2	3	1

\*Chemistry Honours was open on 2009.

Programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district are not available from the University and the neighbouring Colleges.

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

Ans.: The Career Advancement and Placement Cell provides information about the admission procedure to Master's Programmes and schedules of joint entrance examinations to the aspiring students at different universities/institutions/IITs. By providing sincere teaching-learning activities to its students, the institution tries to ensure that all the passed out students get good marks to be able to get admitted to Master's degree programmes at reputed university. For employment of the students, the Career Advancement and Placement Cell plays important roles as described earlier.

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

Ans.: For them the College arranges for Remedial Classes and tutorial classes. Special attention is also given to the students who are at the risk of failure after their Test Examination is over.

### 5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Ans.: Every year our College organizes the annual sports and cultural programmes held on different occasion in our College campus. The students of our College participate in all these various activities. Apart from that, students of our College participate in different levels of sports organized by various authorities. Kindly see Table 27 and 28 for

the list of sports, games, cultural and other extracurricular activities available to students, their participation and detail on medals won.

**Table 27: Participation of students in Sports and Games**

Year	Events	Uni./State/National/Inter college (organized by)	No. of Participants	Ranks/Medal
2012	Football	13 <sup>th</sup> Inter college (District level)	18	District Champion
	Football	13 <sup>th</sup> Inter college (State level Championship)	18	Semifinalist
	Athletics	13 <sup>th</sup> Inter college (District level)	12	9 participants got Medals
	Athletics	13 <sup>th</sup> Inter college (State level)	9	Nil
	Athletics	University of Burdwan	15	Nil
	Football	University of Burdwan	18	Semifinal
	Brotochari	Kendriyo Nayakmondali	8	Nil
2013	Football	University of Burdwan	18	Semifinal
	Athletics	Inter college (District level)	17	12 Participants got Medal
	Football	Inter college (District level)	18	Semifinal
	Athletics	Inter college (State level)	4	Nil
	Netball	16 <sup>th</sup> senior State netball championship	6	Nil
	Netball	11 <sup>th</sup> National East zone netball championship	1	Nil
	Brotochari	Kendriyo Nayakmondali	4	Nil
2014	Athletics	Inter college championship	14	8 participants got Medal
	Athletics	State level championship	4	Nil
	Football	Inter college state championship	18	Nil
	Athletics	University of Burdwan	12	1 participant got Medal
	Athletics	Inter University All India level	1	22 <sup>nd</sup> Rank
	Football	University of Burdwan	18	Runner in final
	Netball	31 <sup>st</sup> senior National Championship	2	2 participants got Medal
	Netball	All India Team selection Trial	1	1 participant got

				Medal
--	--	--	--	-------

**Table 28: Participation of students in Cultural Events & Extracurricular activities**

Year	Events	Organized by College*	In the occasion of	No. of Participants
2010-11	Song (Rabindra Sangeet).	Students Union	Teachers' Day Celebration	20
	Song (Najrul Geeti).	Students Union	Teachers' Day Celebration	15
	Recitation	Students Union	Teachers' Day Celebration	22
	Quiz competition	Students Union	Teachers' Day Celebration	24
	Song (Rabindra Sangeet).	Students Union	Freshers' welcome & Annual cultural programme	22
	Debate	Students Union	Freshers' welcome & Annual cultural programme	10
	Extempore	Students Union	Fresher's welcome & Annual cultural programme	8
	Dance : Rabindra Nrittya & Modern Songs.	Students Union	Freshers' welcome & Annual cultural programme	20
2011-12	Song (Rabindra Sangeet).	Students Union	Teachers' Day Celebration	18
	Extempore	Students Union	Teachers' Day Celebration	9
	Recitation	Students Union	Teachers' Day Celebration	10
	Quiz competition	Students Union	Teachers' Day Celebration	20
	Song (Rabindra Sangeet).	Students Union	Freshers' welcome & Annual cultural programme	12
	Debate	Students Union	Freshers' welcome & Annual cultural programme	6
	Recitation	Students Union	Freshers' welcome & Annual cultural programme	8
Dance : Rabindra Nittya & Modern	Students Union	Freshers' welcome & Annual cultural programme	18	

	Songs.			
2012-13	Song (Rabindra Sangeet).	Students Union	Teachers' Day Celebration	24
	Song (Najrul Geeti).	Students Union	Teachers' Day Celebration	18
	Recitation	Students Union	Teachers' Day celebration	14
	Quiz competition	Students Union	Teachers' Day Celebration	18
	Song (Rabindra Sangeet).	Students Union	Freshers' welcome & Annual cultural programme	15
	Extempore	Students Union	Freshers' welcome & Annual cultural programme	7
	Recitation	Students Union	Freshers' welcome & Annual cultural programme	9
	Dance : Rabindra Nittya & Modern Songs.	Students Union	Freshers' welcome & Annual cultural programme	20
2013-14	Song (Rabindra Sangeet).	Students Union	Teachers' Day Celebration	19
	Extempore	Students Union	Teachers' Day Celebration	8
	Recitation	Students Union	Teachers' Day Celebration	9
	Quiz competition	Students Union	Teachers' Day Celebration	24
	Song (Rabindra Sangeet).	Students Union	Fresher's welcome & Annual cultural programme	22
	Debate	Students Union	Freshers' welcome & Annual cultural programme	6
	Recitation	Students Union	Fresher's welcome & Annual cultural programme	8
	Dance : Rabindra Nittya & Modern Songs.	Students Union	Freshers' welcome & Annual cultural programme	15

\*N.B: Since the University of Burdwan recently has stopped arranging Inter-College cultural Meet, the College does not have the opportunity or scope to participate in the University or higher level cultural programmes.



**Annual Sports**



**Prize giving Ceremony in Annual Sports**

5.3.2 Furnish the details of major student achievements in co-curricular,

extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

**Ans.:** Kindly see table 29 for the detail.

**Table 29: Details of students' achievements at different levels of sports and games**

Names/types of activity	Participation detail and achievement in 2010-11	Participation in 2011-12	Participation in 2012-13	Participation in 2013-14
Sports, Games and athletics	In University Level: Athletics Championships Female: 6 Male: 9	<b>In State Level:</b> Qualified for Semifinal Football match	<b>In State Level:</b> Netball: 6 Athletics: 4 <b>in University level:</b> Bratochari qualified	<b>In National level:</b> Athletics (100/200) Run, Net Ball: 2
Extracurricular activities (YPC /Quiz Contest)	Participated, not awarded	<b>In State level</b> Quiz competition 2 students joined. <b>In District level</b> College ranked 2 <sup>nd</sup> position (Quiz contest)	<b>In District level</b> YPC College ranked 3 <sup>rd</sup> position and have got 1 award in individual category.	<b>In District level</b> YPC College ranked 3 <sup>rd</sup> position and got 2 awards in individual category.



**Winning Team of Youth Parliament Competition**



**State Level Runners-up & District Champion Football Team**



**Teachers' Day Celebration**



**Golden Jubilee Cultural Celebration**



**Freshers' Welcome Function**



**Rally on Golden Jubilee Celebration**



**Tribal Dance by Students**

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

**Ans.:** The institution started collecting written feedback from its students since 2012-13 academic session. However, no analysis has been done as yet; so the data has not been used for any purpose. Recently, the authority has started collecting verbal feedbacks from the students by arranging course-wise meeting on teaching-learning and related services and activities. The authority uses their feedback for improving educational resources and providing with extra classes and or tutorial classes as demanded by the students. Other than from students, the institute does not collect any feedback from any stakeholder.

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

**Ans.:** The College provides funds for publishing College magazine every year by the students. Departments are encouraged to publish wall magazines for which notice board and provision for

some funds have been made available.

Publication Details:

Year	Name of Publication	Published by
2012	<i>Kishalay</i>	Students' Union
2013	<i>Kishalay</i>	Students' Union
2014	<i>Kishalay</i>	Students' Union

Beside that several departments publishes wall magazines.

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

Ans.: The College has Students' Union which is formed every year as per the respective regulation of WB Act. XXIII of 1981 & conferred upon it by clause (c) of section 51 Burdwan University Act 1981. Student's representatives from each class/programme are elected through voting by their fellow students once in a year.

Election: Every year the Students' Union is formed in a democratic way. The College has an election committee to form the Students' Union through election. The elected members select one Secretary of the Union who becomes member of the Governing Body of the College. In addition to the Secretary, there are office bearers like vice-President, Treasurer, sports and games secretary, cultural secretary, etc., who are also selected by the body of the elected members. The Principal/Teacher-in-charge of the College acts as President of the Union.

Activities: The members of the Students Union are informed about academic activities, infrastructure, resources and services available and required for the students. They organize Freshers' Welcome, Cultural activities and celebrate different important days, help needy students, provide and recommend for monetary assistance to the deserving students. They also organize blood donation camp, Thalassemia detection camp, assist the NSS units in organizing different activities.



**Students' Union**

Fund: Students' Union fees are collected from all the students at the time of admission which is later provided to the Union for undertaking their activities.

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

Ans.: The College has followed a participatory method to form various academic and administrative bodies (committee & Sub- committee). The following academic and administrative bodies have student representative.

**Table 30: List of academic and administrative bodies where students representative are members:**

Name of the Administrative Bodies	Name of the Academic Bodies
Governing Body	Academic Sub- committee
IQAC	Library Sub- committee
Students welfare cell	Internet and Computer Sub- committees
Grievance cell	Examination Sub-committee
Maintenance and Infrastructure Sub-Committees	Facilities Sub-committee
SC, ST & OBC cell	
Women's cell	

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

Ans.: The Alumni members are given information through internet and College notice board and through their peers. Along with them, the former faculty members are invited in different occasions at the College.

## CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

### Summary

Since the institution is situated in a remote location of the state which suffers from extreme climates and weaker demography, the chief missions of the College are to offer suitable undergraduate courses to enable the young people of the locality fit for educational and administrative services, to offer value-based and value-added education to groom the students as capable, sensible and responsible citizens of the country and to improve quality of peoples' life in its adjacent area. Therefore, it undertakes extension activity by the students and teachers in the locality to make common people aware of various contemporary issues and their solutions.

Top management *i.e.*, Governing Body of the institution design plans and policies after taking necessary inputs from the concerned subcommittees and advisory bodies under the Chairmanship of the Principal/Teacher-in-charge. He acts as the Secretary of the GB and communicates all about plans and policies to the conveners of the advisory bodies/subcommittees for implementation. Under his leadership all plans and policy are executed once they are endorsed by the GB. The Governing Body of the institution forms different Advisory Bodies/subcommittees as per statute of the University of Burdwan to monitor and evaluate plans and policies time to time. It takes inputs, updates and suggestion about the plans and policies and acts accordingly. It relies on the conveners of the subcommittees to act cohesively with the other members for effective implementation of the plans, programmes and policies. Need analysis is done by respective sub-committees and advisory bodies. Important policy and planning regarding teaching-learning, courses to be offered, infrastructure, facilities and resources needed etc., are framed by the GB of the college considering needs/ demands of the stake holders and aiming at overall development of the college after getting inputs from the sub-committees and advisory bodies. The Academic Council plays vital roles in planning academic plans and programmes, their implementation and supervision. The recently formed IQAC provides necessary inputs and information in this regard and for other sustainable development of the college. The IQAC has given the responsibility of planning various programmes and activities at the beginning of an academic session, to act cohesively with different subcommittees and departments for implementation through out the year and analysis of the outcome at the end of the academic session. It encourages the teachers for participating in different faculty development programme, writing research projects, papers and books. The institution has formed Research and Publication Subcommittee to encourage teachers in carrying out research. It has made provision for seed money, relaxation in teaching and other duties for teachers involved in active research. The College provides laboratory space, infrastructure and facilities for research in Science subjects.

The College makes perspective plan at the beginning of Plan period that are written meticulously and well in advance. Recently it has established a Planning Board that made all inclusive developmental plan of the College including the Master Plan. Annual budget is prepared the Finance Sub-committee and approved by the GB at the beginning of every financial year considering available grants, plans and programmes to monitor effective and efficient use of available financial resources. The College has a Financial Subcommittee approval of which is required for any large scale construction work or any such expensive activities, plans and

programmes.

The IQAC makes yearly plans and programmes for overall improvement of academic activities and programmes and for development of infrastructure and facilities which are given due consideration for implementation by the Governing Body. Concerned advisory bodies and sub-committees are given their specific duties and responsibilities for implementation of the plans and programmes and activities maintaining proper records for institutionalizations of the assurance process.

The institution has an official website [www.pmahavidyalaya.org](http://www.pmahavidyalaya.org) and all information are provided on that. In addition, the head of the institution and other important personalities of the college announce different quality assurance policies and mechanisms in their lectures and communications.

## 6.1 Institutional Vision and Leadership

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

Ans.:

Visions: to participate in the improvement of the local community and building the nation by providing with knowledge, information and value-based higher education to the local youths.

Mission: 1) to offer suitable undergraduate courses to enable the young people of the locality fit for educational and administrative services.

2) to offer value-based and value-added education to groom the students as capable, sensible and responsible citizens of the country.

Since the institution is situated in a remote location of the state which suffers from extreme climates and weaker demography, it offers undergraduate courses in arts, science and commerce that are demanded by the local students especially for the benefit of SC, ST and other students of poor financial backgrounds. In the admission procedure, the institution ensures that not a single eligible SC, ST or OBC students is left out of the College. The courses offered by the institution are suitable for employment in teaching and administrative services. In addition, to enable the students compete successfully in competitive examinations for employment, the institution trains them on career oriented programmes and personality development.

The institution constructs infrastructure, procure adequate resources and facilities required for all the courses and the students. To offer quality higher education it blends traditional teaching-learning methodology with the modern and technology dependent methodologies to enable the students compete nationally.

One of the primary objectives of the College is to improve quality of peoples' life in its adjacent area. Therefore, it undertakes extension activity by the students and teachers in the locality to make common people aware of various contemporary issues and their solutions.

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

**Ans.:** Top management of the institution designs plans and policies after taking necessary inputs from the concerned subcommittees and advisory bodies under the Chairmanship of the Principal/Teacher-in-charge. For framing and implementation of the plans and policies, the role of the Principal/Teacher-in-Charge is vital. He acts as the Secretary of the GB and communicates all about plans and policies to the members of the advisory bodies/subcommittees for implementation. Under his leadership all plans and policy are executed/implemented once they are endorsed by the GB. All faculty members help by giving their inputs in the framing of plan and policy and perform their own specific duties in implementation of the projects and programmes.

6.1.3 What is the involvement of the leadership in ensuring:

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

**Ans.:** The leadership keeps in mind the stated mission of the College and directs the whole institution towards fulfilling the mission through its plans and policies.

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

**Ans.:** In the formulation of the action plans, the leadership follows the rules and regulations of the State Government, UGC and the Affiliating University. Adhering to the rules and regulations, appropriate human resources are deployed by the institutional heads in consultation with the management for operationalization of the plans and policies.

- Interaction with stakeholders

**Ans.:** The students are the first stakeholder of the institution. They are invited (class-wise) to interact with the Academic Council for their input on teaching learning and related activities. At the end of an academic session, they are asked to give written feedback. The head of the institution ensures formation and functioning of the Students Union according to the rules and regulation of the Government of West Bengal (WB Act. XXIII of 1981 & conferred upon it by clause (c) of section 51 Burdwan University Act 1981). Other stakeholders like ex-students, community representative and general people are invited to the College in different occasions like seminars, popular lectures, cultural activities, etc., for interaction and their inputs for overall development of the College are given priority. Recently formed Alumni Association holds meetings regularly

where Teacher-in-charge and the Staff get the opportunity to interact with them. Since the College offers mainly General courses, no policy /mechanism for interacting with industry or any other potential employer has been outlined.

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

**Ans.:** Need analysis is done by respective sub-committees and advisory bodies. Important policy and planning regarding teaching-learning, courses to be offered, infrastructure, facilities and resources needed etc., are framed by the GB of the College considering needs/ demands of the stake holders and aiming at overall development of the College after getting inputs from the sub-committees and advisory bodies.

- Reinforcing the culture of excellence

**Ans.:** The leadership always encourages excellence in all institutional activities and programmes to its level best.

- Champion organizational change

**Ans.:** Since the Statutes and Ordinance of the University of Burdwan provide excellent organizational framework for all kinds of activities and programmes through delegation of jobs and duties involving important executive components of the College, no organizational change has been solicited in the recent past. The GB of the College only ensures that all the people/committees concerned are doing their duties as assigned to them.

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

**Ans.:** The Governing Body of the institution forms different Advisory Bodies/subcommittees as per statute of the University of Burdwan to monitor and evaluate plans and policies from time to time. It takes inputs, updates and suggestion about the plans and policies and acts accordingly. It relies on the conveners of the subcommittees to act cohesively with the other members for effective implementation of the plans and policies.

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

**Ans.:** Academic leadership is delegated to the Academic Supervisor, Teachers' Council Secretary and Heads/Coordinators of the Departments, respectively. Teachers' Council elects its secretary as the leader; Academic Supervisor is selected by the head of the institution in consultation with the Teachers' Council Secretary and a faculty with commendable teaching

skill and experience is generally considered for the position. Heads of the Departments are chosen from full time senior faculty members in general. If the senior most full time faculty is engaged in any important assignment, the next full time teacher of the Department acts as the Head of the Department. If any department does not have any full time teacher, then the senior most part-time teacher acts as the coordinator of the Department who is responsible for academic and administrative leadership of the Department.

6.1.6 How does the college groom leadership at various levels?

**Ans.:** The College has limited scope of grooming leadership at various levels. Instead, it selects them according to their knowledge, skill and credential.

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

**Ans.:** The College has formed various subcommittees for undertaking different programmes and activities to delegate authority and responsibility. The subcommittees are given operational autonomy to a large extent and conditional financial autonomy. Except in hiring of teacher and staff, all the departments are given full operational autonomy. Financial autonomy is not given to the Departments. However, for purchasing of books and equipments, they are given the liberty as long as they adhere to the centralized purchase rules of the institution.

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

**Ans.:** As per Statutes of the University of Burdwan [St. 3 and 7 (G.B.) and clauses therein] according to the Government of West Bengal Act of 1984, April 15 sub-clause (5) under section 57 and the Governing Body as the top management, various subcommittees are formed based on the principle of participative management. In the GB there are members from the teachers, staff and students. All the subcommittees have members from teaching and non-teaching staff. In addition, some subcommittees also have student members. Kindly see Annexures 13 and 14 for detail of the GB and composition of IQAC and Sub-committees.

## **6.2 Strategy Development and Deployment**

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

**Ans.:** The Governing Body of the institution advises respective sub-committees for framing policy on maintenance of quality in some of its activities and programmes that are given formal approval. For infrastructure building and procurement of equipments, it tries to give quality of work and credential as criteria for the selection of contractor. Brands and user lists are considered

important for procurement of equipments. Students are admitted according to their position in the merit list that helps in maintaining quality students' inputs. To ensure good performance of the students in the University examination, the Academic Council has developed quality benchmarking of the student for appearing in the final examination. Students are made aware of the policy well before the Test Examination and throughout the academic year via notices and lectures. The bench-marking criteria are reviewed every year after the result of the Test examinations are out.

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

**Ans.:** The College makes perspective plan at the beginning of Plan period that is written meticulously and well in advance. Recently it has established a Planning Board that makes all inclusive developmental plan of the College including the Master Plan (Annexure 10).

6.2.3 Describe the internal organizational structure and decision making processes.

**Ans.:** As per regulation of the Department of Higher Education of West Bengal (Act of 1984, April 15 sub-clause (5) under section 57) and the University of Burdwan [St. 3 and 7 (G.B.) and clauses therein] the autonomous, Government -aided College like us is governed by the Governing Body. It forms different advisory bodies and subcommittees to run the college smoothly. In addition, Academic Council, Teachers' Council and Non-teaching Council are also formed for monitoring academic performance and activities, welfare of the teachers and staff. As per regulation of the Govt. West Bengal, Students Union is formed every year for the benefit of students. In all the subcommittees, Councils and Union, the Principal/Teacher-in-charge acts as the Chairperson. They have their functional heads who are either elected or selected by the body or the Chairman. All the subcommittees are involved in participative decision making process that is approved by the GB with some notes and necessary alternation, if essential.

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

-Teaching & Learning

**Ans.:** All the departments are asked to prepare and follow Detail Departmental Teaching Plans for completion of the syllabi in time and effectively. The institution provides Media Centre and

Digital Class Rooms for improved delivery of lessons. Computer and internet are provided for teaching-learning. Interactive teaching methodologies like quiz, debate, group discussion, etc. are practiced in most of the Departments. Advanced learners are encouraged to participate in seminars, class teaching, and group discussion. Remedial Classes for poor achievers of course objective and students from the weaker section of the society are arranged. Best students in all the Departments are awarded for encouragement in studies. Unit tests are taken periodically. Academic Council monitors and supervises teaching-learning activity through meetings. IQAC has planned several activities and programmes for improving teaching-learning activity with the help of Academic Council.

**-Research & Development**

**Ans.:** The institution has formed Research and Publication Subcommittee to encourage teachers in carrying out research. It has made provision for seed money, relaxation in teaching and other duties for teachers involved in active research. The College provides laboratory space, infrastructure and facilities for research in Science subjects. There is plan for providing individual carrels and rooms for the teachers carrying out research in arts and humanities.

**-Community engagement**

**Ans.:** The College has six NSS units. They adopt six villages and carryout different activities and programmes with the students- volunteers. In addition to them, NCC cadets and other students also undertake different awareness programmes and activities related to health and hygiene, mass education, micro-saving by self-help groups, dowry, child labour, etc. in the locality. Community members are invited in seminars, functions and other various kinds of programmes in the College to make good relationships with them. Important community members are engaged as IQAC and Alumni members.



**Awareness campaign on Health and Hygiene By NSS Volunteers**

-Human resource management

**Ans.:** In addition to teaching their subjects, teachers are encouraged to participate in interdisciplinary teaching programme with other departments. The institution has many advisory bodies and sub-committees in which teachers are given specific duty as per their skill, knowledge and experience.

-Industry interaction

**Ans.:** Till date the institution did not chalk out any strategy to interact with the industry as it does not offer any course on technology or engineering subjects.

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

**Ans.:** The institution keeps all information and data ready for inspection and auditing by the University of Burdwan, Government Panel Auditor. Governing body of the College (which is top management of the institution) is shown any data and information regarding any activity, programmes, and infrastructure, properties, etc., whatever they wish at the meeting of the GB. In addition, the secretary of the GB acts as the Information Officer of the institution in case any one

seeks any information under the RTI act 2005.

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

**Ans.:** In addition to their designated duty, staff members are encouraged to volunteer in programmes and activities as they like. Many staff members are included in several subcommittees and advisory bodies (Annexure 14) as members for improving effectiveness and efficiency of the institutional process. They carry out their duties with the teacher members.

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

**Ans.:** The meeting of the Governing Body is held at least four to six times in an academic year and resolutions are implemented as soon as possible. Kindly see Table 31 for the resolutions adopted in last year and their status of implementation.

**Table 31: Resolutions of the GB and their status on in implementation in last four years**

Date	Resolutions adopted	Status of Implementation
22.07.2013	Necessary formalities for CAS of Prof. N. Ghosh to be initiated	Initiated and the incumbent has been promoted to the next level
03.08.2013	i) Boarding in Women Hostel to be Started	Boarding has been started
	ii) Ph. D Academic facility for faculty members	Official Permission has been given to five Assistant Professors of different subjects-Debi Prasad Misra in English, Narugopal Ghosh in Commerce, Anal Biswas in Bengali, Kanta Mohan Kisku in Chemistry, and Prasenjit Saha in Political Science to pursue their research at different Universities.
	iii) Study leave of D.P. Misra (Approved)	The study leave has been granted
	iv) CAS of the Teachers	Processing is going on
	v) IQAC to be provided with all possible facilities	IQAC has been given its necessary and urgent facilities
	vi) Winter recess modified at the cost of Summer	Done

	recess	
	vii) Part-time Teacher to be paid 500/- for absence of any full time teacher above 10 days	No such circumstances have arisen as yet.
	viii) Approved Part-Time Teacher may be appointed as a NSS Coordinator	Few Part-Time Teachers are appointed as NSS Programme officers
	ix) creation of HoD/ Incharge post of every Department	Done
	x) Renovation of Cycle stand	Done
	xi) Construction of Boys Hostel building	Has been started
29.09.2013	Ajit Kumar Dutta's application expressing his willingness to continue his service in the post of Head Clark	The D.P.I and the Higher Education Department Govt. of West Bengal are requested accordingly and for extending their permission for filing up the vacant post of the Cashier of Panchmura Mahavidyalaya
	Boys Hostel Construction(M/S. Mondal Construction)	Work in progress
24.12.2013	i) Appointment of Hostel Superintendent – Prof. Sahin Sultana	Appointed(Now there are 38 students in Girls Hostel)
	ii) Construction of 2 <sup>nd</sup> Floor of New Building (Bricks /roof construction)	Work in progress
	iii) Construction of ST Boys Hostel	Work in progress
28.04.2014	ii) Selection of TIC (Dr. Narendranath Ray, Department of Bengali is selected as TIC)	Done
	i) Formation of Anti-Ragging cell	Done
12.06.2014	ii) Formation of Planning Board as per XII plan Guide line of UGC	Done
	iii) Promotion of Teachers	Process is going on

	i) Recruitment of Gust Teacher & Casual Staff to full fill Newly Vacant Post due to retirement of Staff & resignation of Part time Teachers for being appointed as the Assistant Teachers in School	Done
21.06.2014	ii) Approved Part Time Teachers will be given the status to be members of different Sub-Committees	Done
	iii) Restructuring the various Sub-Committees	Done

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

**Ans.:** The affiliating University does not have any provision for offering autonomy to the institution. It provides affiliation.

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

**Ans.:** The institution has Grievance Redressal Cell where students, guardians, staff, people from the locality and teachers may complain against services, activities, programmes, etc. The cell tries to attend and resolve the grievances as early as possible in its meetings and complainants are informed accordingly (Table 10).

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

**Ans.:** There had been no court case filed in last four years.

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

**Ans.:** The IQAC has collected Students' Feedback and requested to form a sub-committee to analyse the collected feedback. The recently formed Feedback sub-committee has started analyzing the feedbacks and the report is to be placed in the GB for consideration for any activity and action, if needed.

### 6.3 Faculty Empowerment Strategies

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

**Ans.:** The institution does not organize any such programme for the professional development of its teaching and non-teaching staff as the affiliating University does not provide related permission. However, the head of the institution always allows them for participating in workshops, seminars etc. which are related to their professional development.

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

**Ans.:** The faculty members are encouraged to participate in Orientation Programme, Refresher Course, Seminar, Conference, Workshop and Winter/Summer Schools for their empowerment through gathering of knowledge and skills enhancement training. Kindly see Annexure 5 for detail. Recently, the IQAC has proposed for the best teacher and staff awards to motivate them (kindly see Annexure 15).

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

**Ans.:** The institution has performance appraisal system of the faculty members, not for the staff. However, recently the IQAC has proposed for staff appraisal system which has been approved the G.B. for implementation



### Office Section

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

Ans: The performance appraisal reports of the permanent teachers are collected but no review has been made. No performance appraisal report from the staff is collected. Therefore no decision in this regard was taken by the GB and it was not communicated with any stake holder.

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

Ans.: The College has Employees' Cooperative Society from which any permanent teaching and non-teaching member can avail of different financial loan including home loan. Almost all its members have been benefited from the Cooperative. In addition, the institution has made a provision for financial assistance to its employees in case of any medical emergency. Some non-teaching staff have received financial assistance from the Society's own fund.

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

Ans.: The institution does not have any such policy for attracting and retaining eminent faculty.

## 6.4 Financial Management and Resource Mobilization

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

Ans.: Annual budget is prepared and approved by the GB at the beginning of every financial year considering available grants and plans and programmes to monitor effective and efficient use of available financial resources. The College has a Financial Subcommittee the approval of which is required for any large scale construction work or any such expensive activities, plans and programmes. Concerned subcommittees and persons are involved in prior planning of projects and programmes. Care is taken by the GB, Finance Subcommittee and the concerned subcommittee to avoid unnecessary delay in implementing or accomplishing any project so that budgeted expenditure does not escalate. Quotation and tender seeking practices are followed for any purchase and construction work, respectively. Payments are made if all the conditions and rules and regulations are observed thoroughly which are supervised by the Bursar and the account section.

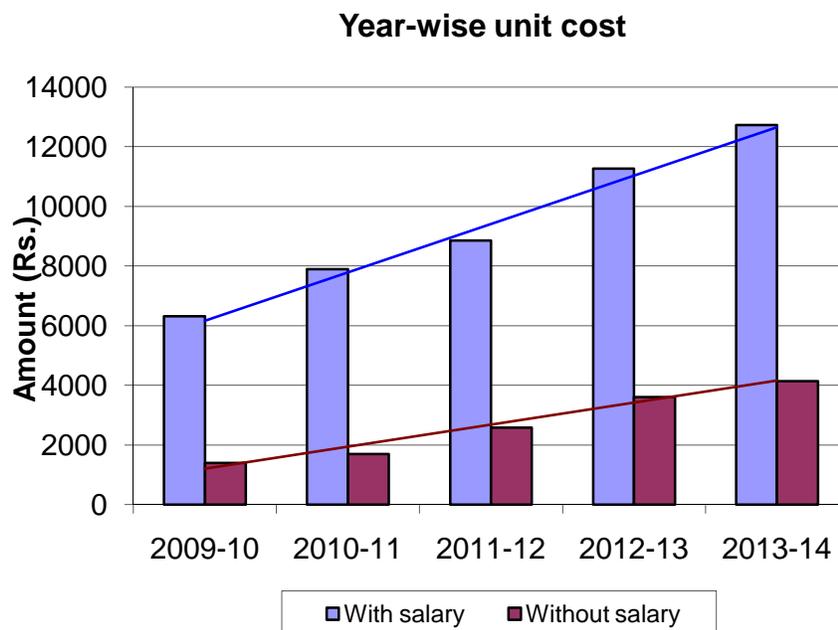


Fig. 12: The authority spends adequately proportional amount the increasing number of students and augmentation of courses and

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

Ans.: The external audit is done by the Government Auditor appointed by the DPI once after every financial year. Before that the Bursar of the College usually makes final audit preparation. The accountant prepares the vouchers and the cashier makes the payment, prepares the cash book on day to day basis. Then receipts & payments A/C, income and expenditure A/C, different schedules and Balance sheet are prepared by the accountant under the supervision of Bursar. Purchase and procurement lists are retrieved from different departments and units for verification by the auditor.

No internal audit is done by any agency. However, the proposal to start the same has been approved by the GB and one agency will be hired soon for regular internal audit.

The external audit for the Financial Year 2012-13 was done on 10<sup>th</sup> Jan. 2014. There was not any audit objection. The audit for the Financial Year 2013-14 is also done by the government empaneled auditor on 9<sup>th</sup> Sept. 2014. This year also there is no objection in the report.

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

Ans.: The major sources of institutional receipts / funding are State Government's Grant-in-Aid, grants received from the UGC for specific purposes, and collection of different fees from the students. The deficit is managed by the College fund, major amount of which is accumulated by charging fees from the students. However, 50% of the collected students' fees are deposited to the State Government Treasury as per G.O. No. 114-Edn (CS)/5P-47/12 dtd. 11/02/2013.

**Table 32: Audited income, expenditure, reserved fund and corpus available in last four years**

	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
<b>Income:</b>				
1) Tuition Fees	13,48,140	16,00,450	15,13,005	12,18,680
2) State Grant	---	---	---	---
3) UGC Grant	2,29,250	8,70,250	1,44,735	5,17,000
<b>Expenditure:</b>				
1) Academic	12,00,194	8,72,577	5,12,643	17,57,475
2) Administrative	68,102	77,725	1,03,927	93,710
Reserved Fund	25,200	25,200	25,200	25,200
Corpus Fund	7,00,000	36,108	6,710	Nil

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

Ans.: The institution does not have any strategy for securing additional funding. However, it earns some money from the forestry by selling trees once in five to seven years. The corpus fund so generated is used in the developmental purposes of the College.

## 6.5 Internal Quality Assurance System (IQAS)

### 6.5.1 Internal Quality Assurance Cell (IQAC)

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

**Ans.:** The institution has established IQAC in April, 2013. The IQAC makes yearly plans and programmes for overall improvement of academic activities and programmes and for development of infrastructure and facilities which are given due consideration for implementation by the Governing Body. Concerned advisory bodies and sub-committees are given their specific duties and responsibilities for implementation of the plans and programmes and activities maintaining proper records for institutionalization of the quality assurance process.

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

**Ans.:** Since the establishment of IQAC only two academic sessions have passed. The initial plans and programmes were not discussed in the GB. Almost all the plans and programmes for the second academic session have been approved for implementation. The plans and programmes which have been implemented in 2014-2015 are given in annexure 15.

c. Does the IQAC have external members on its committee?

If so, mention any significant contribution made by them.

**Ans.:** Yes the IQAC has external members. They attend IQAC meetings, offer their opinions and suggestions for development and quality assurance in the College.

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

**Ans.:** There are members in the IQAC from the present students and alumni of the College who offer their opinions, suggestions and services for the IQAC. Students members participated in collecting and compiling various data from the College's NSS, NCC, etc. The alumni attend IQAC meetings, offer their opinions and suggestions for development and quality assurance in the college, help in collecting data and information on extension activities in the locality and from any outside agency.

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

**Ans.:** The IQAC convenes meetings with them separately and sometime jointly to communicate

and engage in different activities and programmes. In addition, notices are served from time to time to inform them about programmes and activities. They are asked to participate in different activities, provide with data and information for preparing different reports.

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

**Ans.:** Yes, the institution has integrated framework for quality assurance of academic and administrative activities. Academic activities are monitored and supervised by Academic Council in association with the Teachers' Council. The Academic Council also helps in conducting tests and examinations to monitor performances of the students. All the departments have designated Heads or Coordinators who provide data and information to the Councils, act as nodal persons for communicating with the Departmental teachers, staff and students.

As per Statute of the University of Burdwan [St. 3 (G.B.) and the clauses therein] and according to the notification of the Government of West Bengal under sub-section 5 of Section 57 which came into effect from April 15, 1984, the institution is autonomous and run by the Governing Body. The Governing Body is headed by the President who is elected by the other members. Composition of the members includes head of the institution (Principal/Teacher-in-charge) as the Secretary of the GB, representatives from Teachers, staff, University and the State Government. All important and major administrative decisions are taken by the GB. For smooth running of the College, the GB forms different advisory bodies/subcommittees as per Statute of the University of Burdwan [St. 7 (G.B.) and clauses therein] collect inputs from them, ask them implement and supervise respective projects and programmes. The head of the institution acts as Chairperson to all the Advisory Bodies/subcommittees. Members from teachers and staff are included in the Advisory subcommittees and subcommittees according to their knowledge and skill. Proper, just and timely functioning of the GB, Advisory Bodies and Subcommittees ensure quality assurance in administrative activities.



**President of GB is giving his speech in a Seminar**

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

**Ans.:** No, the institution does not provide training to its staff for effective implementation of the quality assurance procedures. However, some of the staff received training on basic computation by some teachers and specialized operation for specific office software by the vendors that help in implementing quality assurance programmes.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

**Ans.:** The institution does not undertake academic audit by any external agency. However, the Academic Council prepares internal academic audit every year.

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

**Ans.:** The institution does not have any alignment policy of its quality assurance measures with any external quality assurance agency and regulatory authorities. However, it provides data and information on its activities and programmes related to academic, infrastructure and resources to the Inspector of Colleges of the University of Burdwan, UGC and Director of Public Instruction as and whenever asked for or on their visit to the College. The College always strives to improve all its activities and programmes, recruits quality teachers and staff, develops state of the art

infrastructure and resources as information available to the best of the knowledge and expertise of its different stakeholders and adhering to the funding authorities' conditions and criteria.

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

**Ans.:** Till date there is no such review mechanism of teaching-learning process. Teachers are encouraged to participate in Orientation Programmes, Refreshers Course, Summer/Winter School, Seminars and Conferences to update their knowledge and skill in teaching-learning in their subject. They are given freedom to adopt new methodologies or replace old one if considered suitable and beneficial for the learners. Recently formed IQAC has made provisions for reviewing teaching-learning process with the help of Academic Council and Teachers' Council. However, monitoring of the students performance are done regularly by taking Unit Tests and Test Examinations.

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

**Ans.:** The institution has website [www.pmahavidyalaya.org](http://www.pmahavidyalaya.org). All information is provided on that. In addition, the head of the institution and other important personalities of the College announce different quality assurance policies and mechanisms in their lectures and communications. No analysis was done to measure outcomes of quality assurance policies and mechanisms.

## CRITERIA VII: INNOVATIONS AND BEST PRACTICES

### Summary

The Main campus of Panchmura Mahavidyalaya has been meticulously developed in lush green vegetation in the pristine solitude of the Mother Nature. To maintain it as an eco-friendly beautiful hub of higher education, the College authority has formed Eco-club which works in collaboration with the NSS units, NCC and the Students' Union to maintain and upkeep its environment. They undertake green audit, do plantation, organize sensitization programmes on energy saving and bad effect of plastics on the environment. They have been successful in making Panchmura Mahavidyalaya 'No Smoking' and 'Plastic Free' campus. Recently the authority has decided in participating in "MAKE IN INDIA" programme through "GO GREEN" Initiative that will facilitate installation of solar energy generation unit that not only bring carbon neutrality but also earn Carbon credit.

Since there are only few buses plying on the road leading to Panchmura Mahavidyalaya, the authority prepares a class routine that requires the students of different years and classes to come to the College at different periods of the day. The innovation not only eases the students' traffic to and fro the college but also allows the College to optimally use its infrastructure like class rooms since the same class rooms can be used for different classes at different times of the day.

The authority considers teaching-learning through Detail Departmental Teaching Plan (DDTP) and involvement of the teachers in Interdisciplinary Teaching Practices as two 'Best Practices'. Timely and efficient delivery of lessons, sincerity of the teachers in teaching-learning and monitoring of the students' performance are done with the help of DDTP. Involvement of the teachers in interdisciplinary teaching minimizes deficiency occurred due to the absence or non-recruitment of any subject teachers and provides the scope of optimum use of human resource. At the same time it helps them to satisfy their intellectual urge. By both the practices students are immensely benefited and therefore, they are well acclaimed.

### 7.1 Environment Consciousness

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

**Ans.:** Yes, the institution conducts Green Audit of its campus and facilities. The Eco-club is entrusted for the process.

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

- \* Energy conservation: Several practices have been adopted to save energy in the main campus.
  - i) CFL lamps are being used for lightening the campus at night.
  - ii) Day guard has been instructed to be vigilant on the misuse of electricity when lights and fans are on after class time in the campus, class rooms, office and corridors.

- iii) Students, teachers and staff have been made aware of energy saving measures and practices everyone needs to follow.
  - iv) Main switch has been installed outside the classrooms/laboratories/offices to turn off any light or fan running inside when no one is inside or the machine/computer is mistakenly left without the switch turn-off.
  - v) Water supply line to the cooler cum purifiers has been covered with proper insulation.
  - vi) Discussion and campaigning for appropriate energy saving needs and measures have been conducted.
  - vii) Green generator has been purchased and installed for its fuel efficiency and smoke free emission capacity.
  - viii) Different awareness programmes and activities have been taken to make the campus plastic and pollution free.
  - ix) Use of plastics has been totally banned in the campus and defaulters are penalized monetarily.
- \* Use of renewable energy: As of now, no use of renewable energy has been started. However, there is a plan for installing solar energy units/lamps.
  - \* Water harvesting: No water harvesting procedure has been started.
  - \* Check dam construction: Not done.
  - \* Efforts for Carbon neutrality: No programme/activity has been undertaken for carbon neutrality. However, recently there is a proposal for participating in 'MAKE IN INDIA' programme through 'GO GREEN' initiative that will facilitate installation of solar energy generation unit that not only brings carbon neutrality but also earns Carbon credit.
  - \* Plantation: Eco-club and the NSS units do plantation on a regular basis wherever and whenever needed.
  - \* Hazardous waste management: Very little chemical effluent is produced from the undergraduate Chemistry laboratories which are not very hazardous. However, they are drained off to sewerage or to low deep soak-peat at a distant place.
  - \* e-waste management: No e-waste management practice has been in place as very little e-waste is generated from the College and is stored in a small room with proper labeling.

## 7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created

a positive impact on the functioning of the college.

**Ans.:** The block under which Panchmura Mahavidyalaya falls is considered one of the backward blocks of the state (Annexure 16). Communication system in the area is very poor. Only few buses ply on the route where the College is situated and it is about 2km away from the main bus road. To ease the traffic of transportation of the students to and fro the College on few buses, the College has designed routine in such way so that all students do not need to board same or few buses at the same time. For example, students of Physical Education and NCC cadets need to come to the College in the morning first followed by students of 3<sup>rd</sup> year, 2<sup>nd</sup> year and 1<sup>st</sup> year, respectively. Their classes also end in the same order. Preparation of the class routine has been made keeping transportation problem in mind and it is help in increasing attendances of the students and optimum use of infrastructure available in the College.

### 7.3 Best Practices

7.3.1 Elaborate on any two best practices **in the given format at page no. 98**, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

**Ans.:** Panchmura Mahavidyalaya considers **Interdisciplinary Teaching Practice (ITP)** and the **Detail Departmental Teaching Plan (DDTP)** as two important teaching-learning best practices.

#### BEST PRACTICE - I

1. Title of practice: **Interdisciplinary teaching**
2. Goal:
  - i) To disseminate specialized knowledge in specific topics to the students of different programmes by the teachers of other departments but possessing specialized knowledge and information.
  - ii) To make the learning process exhaustive by engaging the interested teachers to deliver lesson to the students of other programmes where some similarities in the syllabi/curricula exist.
  - iii) To encourage the advanced learners, in the process, to plumb deep into the knowledge and move beyond the limited and conventional information and learning contained within the prescribed syllabi/curricula.
  - iv) To broaden academic relation across students of divers programmes and teachers of different departments.

v) To facilitate exchanging knowledge and information among faculty members and enrich themselves mutually through discussion on topics common to their main subject of teaching.

vi) To offer environment that is conducive and encouraging enough for the teachers to excel in teaching-learning as well as they can satisfy their intellectual urge.

### 3. Context:

‘A’ – The practice was introduced as similarities existed in the syllabi of some subjects. For instance, the history of English Literature is taught both in English and Bengali Honours courses. For instance, the history of Sanskrit literature is taught both in Sanskrit and Bengali Honours. In science, thermodynamics is common both in Physics and Chemistry. Static, vector, etc. are common both in Physics and Mathematics. In those instances, introduction of interdisciplinary teaching practice across programmes is beneficial in optimum use of human resources.

‘B’ – Most of the permanent teaching positions are vacant and there are many more post remained to be created because of which there is shortage of teachers in most of the departments. In addition, shortage of teaching staff also occurs due to participation of teachers in career advancement programmes outstation and resignation of teachers to their positions in the college. The interdisciplinary teaching practice helps to a great extent to overcome challenges occurred due to shortages of teachers.

‘C’ – Lastly, but not the least, by pursuing this interdisciplinary teaching practice we wanted to deliver the best in education.

4. **The Practice:** At the beginning of academic session list of the teachers interested in interdisciplinary teaching is made, supplied to the respective departments and Detail Departmental Teaching Plans are made accordingly. Head of the Departments take the responsibility of inviting teachers from the list for interdisciplinary teaching and arranging classes by informing the students in advance. The practice is executed through oral/written mutual consent of the interested teachers from the departments for which written records are preserved. Details of the interdisciplinary teaching practice in the last academic session are given in Table 33.

### 5. Evidence of success:

In spite of shortage of teachers in most of the departments, syllabi in most of the subjects are completed in time by engaging teachers in interdisciplinary teaching. The College authority and the Heads of the Departments receive encouraging feedbacks from the students who attend such classes. In the oral feedback, the students describe the classes

quite illuminating and inspiring. Excellent relation of the students with the teachers of other departments provides evidence of success of the practice.

#### 6. Problems encountered and resources required:

Though the interdisciplinary classes were quite successful, we encountered, however, few problems. However, due to the constraints in the allotment of classes in the routine, especially during the full session it is difficult to allot the classes for the interdisciplinary lecturer by name of the faculty members belonging to other department in the routine. Though one of the objectives of the interdisciplinary teaching is to manage shortage of teachers, at the same time organizing such classes as demanded become real challenge to the College authority due to the same reason. The problem could have been solved by inviting retired teachers and academicians from outside but, it is not possible due to the financial constraint of the College.

**Table 33: List of teachers in Interdisciplinary Teaching**

Name of the Teachers	Of the Department	Beneficiary Department	Area to be taught
Anal Biswas	Bengali	History / Philosophy/Santali	Bangla Sahityer Itihas/ Philosophy of Rabindranath and Aurobinda/ Impact on Bengal of Banga Bhaga and Swadesi Movement
Pralay Banerjee	Sanskrit	Philosophy / Political Science/Bengali	Koutilya Arthasastha, Tarkasangraha (Pratyaksa), History of Sanskrit Litarature
Dr. Sudev	Sanskrit	Philosophy / Bengali/Physical Education	Vedanta
Swapan Kumar Maji (Math)	Mathematics	Philosophy	Logic (Probability)
Dr. Subodh Kumar Pal	Philosophy	Sanskrit / Political Science	Tarkasangraha,
Mrinal Sinhababu	Physical Education	History	Position of Olympic in Greek History
Krishna Das Pathak	History	Physical Education	History of Sports in Greek
Srimanta Mahadani	History	Physical Education / Political Science	Position of Olympic in Greek History
Dr. Mrinmoy Chakraborty	Sanskrit	Bengali	History of Sanskrit Litarature
Prasenjit Saha	Political Science	Philosophy / History	Political History of Freedom Movement, Mahatma Gandhi on God and Truth, Nature of Man According to Swami Vivekananda
Goutam Mahanta	Geography	Environmental Studies	Sustainable Development

Dr. Bandana Sinha Mahapatra	Bengali	History / Sanskrit	Linguistics
Dr. Partha Sengupta	Bengali	Sanskrit	Alamkara
Sugandha Roy	Political Science	Philosophy / History	Political Philosophy of Indian Freedom Fighter, Communist Manifesto
Samarendra Jana	Economics	Political Science / Sanskrit	Globalization
Dr. Narendranath Ray	Bengali	History	History of Bengal
Kanta Mohan Kisku	Chemistry	Physics / ENVS	Radioactivity
Debi Prasad Misra	English	Bengali	History of English Literature
Sanjit Kumar Nayek	English	Bengali	History of English Literature
Firoz Mir	English	Sanskrit	Translation
Saikat Bose	Philosophy	Political Science	Philosophy of Marxism
Suchandra Nandi	Philosophy	Political Science	Philosophy of Vivekananda

### Best Practice - II

1. **Title of the practice:** Detail Departmental Teaching Plan
2. **Concept:** To have a comprehensive programme schedule of teaching-learning activity as per syllabi and for periodical monitoring of the students' performance. The students to receive date-wise lesson delivery schedule of the syllabi in the forms of modules at the beginning of the academic session that to be followed strictly by the teachers of every department through out the whole academic year.

#### Goals:

Following are its avowed goals:

- i) To inform the students about the syllabi/curricula at the beginning of the session.
- ii) To divide the syllabi into units (*i.e.*, modules) that require smaller number of lectures for effective and timely delivery of lesson.
- iii) To allow the teachers to devise the plans and programmes as they think most suitable for the students and to deliver the lessons in the most effective ways possible.
- iv) To monitor the progress of the teaching-learning as stipulated in the schedule of DDTP.
- v) To monitor the achievement of the course objectives by the students by taking unit tests once a portion of the syllabus is duly completed.
- vi) To arrange for remedial measures for the poor achievers of the course objective by informing the concerned teachers/departments in case of any action to be taken.

### 3. The Context:

There was no mechanism in place to monitor the progress of the teaching-learning activities throughout the year and whether syllabus was completed at the end of an academic session. Accordingly, evaluation of the students' achievement of the course

objective, involvement and sincerity of the teachers in discharging their teaching-learning duty were not given due consideration while reviewing students performance in the final examination. By applying DDTP all these lacuna were overcome in a single go.

#### **4. The Practice:**

Before an academic session commences syllabi and regulations of the course and availability of the teachers and their choice of teaching are discussed departmentally to prepare DDTP. The whole syllabi in a course are divided into small units that required three to ten classes to deliver. According to the nature of the contents the units are arranged in the order of simple to complex and placed date-wise in the DDTP considering holidays and schedule for other non-academic programmes of the Academic Calendar. The total DDTP is typed; copies are kept in the Departments and provided to the students and library for reference. Teaching-learning activities, unit test and examinations are carried out according to the schedule of the DDTP. Review of the students' performance are done after every unit test/examination and measures are taken to supplement teaching if any deficiency in the activity was noticed.

#### **5. Evidence of success:**

It has been observed that the practice is well liked by the students as well as by most of the teachers since it enables the students to come to the classrooms a bit prepared and informed about the topic to be discussed. The teachers also get the opportunity to devise lesson plans and prepare themselves well to deliver in the most systematic and synchronized manner. Therefore, the prior information to both the teachers and the students make them focused and the classrooms teaching quite interactive and learner-centric.

The students no more complain about the incompleteness of the syllabi and their performance have been improved a lot.

#### **6. Problem encountered and resource required:**

To make the practice more effective and elaborate, supplying of the DDTP to all the students is required but due to financial constraint it has not been possible to provide each and every student with the printed copy of their DDTP. Instead, it is kept in the library and in the department as reference so that interested students may get that copied by at their own cost. Since most of the teachers needed to participate in Orientation Programme, Refresher Course, Workshop, Seminar or Conference for advancing their skill and knowledge and there is replacement due to shortage of teachers on such occasions, respective part of the DDTP remain untouched for quite a long period of time that ultimately disturbs the practice.

## PROFILE OF THE TEACHER-IN-CHARGE

**Name: Dr. Chandan Kumar Jana.**

### A. QUALIFICATIONS:

1. Ph.D. at Indian Institute of Chemical Biology (CSIR), Kolkata; Degree of Jadavpur University in Science Kolkata
2. M. Sc. (Chemistry, Calcutta University)



### B. AWARDS/FELLOWSHIP:

NET 1992 (CSIR), GATE (1992), Post-Doctoral Fellowship of NIH, USA(1999-2002), Paper Presentation award in the 7<sup>th</sup> National Science Conference of the World Science Congress, Jadavpur University, Kolkata (2015)

C. Important Academic/Administrative Positions held at Panchmura Mahavidyalaya:

#### Positions held in the recent past

1. Coordinator, IQAC
2. Convener, College Planning Board
3. Convener, Admission Subcommittee
4. Convener, Library Subcommittee
5. Convener, Internet and Computer Subcommittee
6. Convener (Jt.), Research and Publication Subcommittee
7. Director, Communicative and Functional English
8. Member, Development and Purchase Subcommittee
9. Member, Academic Subcommittee
10. Member, Building Committee (UGC)

#### Positions held in the past

1. Coordinator, NAAC Steering Committee (2004-2007).
2. Member of the GB as Teachers' Representative from 2005 to 2012.
3. Member, Finance sub-committee (2006-2012)
4. Convener of the Development and Purchase Committee (2006 - 2012).
5. Member, Building Committee (UGC)
6. Member, Grievance Cell (2004-2012)
7. Member, Academic Council (2001-2012)
8. Programme Officer and Programme Supervisor of NSS (2002-2007)

### D. RESEARCH PROJECTS:

#### 1. Ongoing:

- a) (Own project at Panchmura Mahavidyalaya): '*In vitro* antioxidant activity of medicinal plants in Bankura' sponsored by UGC.

b) (Collaborative at Visva Bharati): 'Evaluation of age associated alterations in anti-oxidative defence in *Saccharomyces cerevisia* and its role in accumulation of oxidative stress' sponsored by CSIR, New Delhi

2. Completed (Own project at Panchmura Mahavidyalaya): 'Development of simple, cost effective and fast method for extraction of humic acids from vermicompost and their characterization' sponsored by UGC.

### **E. RESEARCH EXPERIENCE:**

1. Supervising Ph. D. scholars and Project students at the Department of Biotechnology, Visva-Bharati University as a Co-guide since 2013.

2. Post-doctoral project at USC, Los Angeles (1999-2001): "In vivo Macromolecular Modification in Mammals during Aging and under Oxidative Stress" at University of Southern California, Los Angeles, USA.

3. Ph.D. research work at IICB (CSIR), Kolkata (1994-1999): 'Chromatographic Resolution of Polyclonal Antibodies' at Indian Institute of Chemical Biology, Kolkata.

4. Research Assistant (1999) in the field Study of Protein Kinase C at NICED, Kolkata.

5. Research Associate (1998) in the field of Molecular biology of microorganisms at Department of Physiology, Calcutta University.

6. Junior Research Fellow at North Eastern Hill University, Shillong (Feb. – Sept., 1993) in the field of Bio-inorganic Chemistry.

7. Project Fellow at IIT, Kanpur (1992) in the field of Cryptand Chemistry

**F. PATENT:** Applied in the topic of Development of Extraction Method of Humic Acids; TIFAC (DST) has kindly approved the patent application for at processing fees.

### **G. TEACHING EXPERIENCE:**

Teaching Chemistry at UG (General) course since 2001 and Chemistry in Honours Course since 2009 at Panchmura Mahavidyalaya.

Takes classes of research scholars for Course Work at the Department of Biotechnology, Visva-Bharati University.

### **H. RESEARCH PUBLICATIONS:**

1. Nilanjana Das and **Chandan K. Jana\*** (2015). Age-associated oxidative modification of mitochondrial  $\alpha$ -subunit of  $F_1$ ATP synthase from mouse skeletal muscle. *Free Radical Research* (available online; *doi.10.3109/10715762.2015.1017477*) .
2. **Chandan K. Jana\*** and Nilanjana Das (2015). Effect of Calorically Restricted Dietary Regime on Oxidative Post-translational Modification of Plasma Proteins in Mice and Rats. *J. Indian Chemical Society* (in Press).

3. Nilanjana Das and **Chandan K. Jana\*** (2015). Tissue specific attenuation of oxidative post-translational modification in the mouse supplemented with dietary  $\alpha$ -tocopherol. J. Institution of Chemists (India). (in Press)
4. **Chandan K. Jana** and Nilanjana Das\* (2014). Role of dietary antioxidants in improving health: a minireview. J. Institution of Chemists (India), 86 (3), 65-76.
5. **Chandan K. Jana\*** and Nilanjana Das (2014). Determination of Humic Acids in Vermicomposted Organic Wastes by Microwave Assisted Fast Extraction. J. Institution of Chemists (India), 86 (2), 43-62.
6. **Chandan K. Jana**, Nilanjana Das and Rajinder S. Sohal\* (2002). Specificity of Age Related Carbonylation of Plasma Proteins in the Mouse and Rat. Arch. Biochem. Biophysics 397, 433-439.
7. L K Kwong, S. Kamzalov, I. Rebrin, A C Bayne, **Chandan K Jana**, P Morris, M J Forster, R S Sohal\* (2002). Effects of Coenzyme Q(10) Administration on its Tissue Concentrations, Mitochondrial Oxidant Generation and Oxidative Stress in the Rat. Free Radic Biol Med 33, 627-38.
8. **Chandan K. Jana** and Esahak Ali\* (1999). High resolution Affinity Chromatography of an Antisteroid Antiserum by Gradient Elution with Propionic Acid. J. Immunol. Methods. 225, 95-103.
9. **Chandan K. Jana** and Esahak Ali\* (1999). Antibody Binding Characteristics of Geometrical Isomers of Testosterone 3-(O-Carboxymethyl) oxime. Steroids 64, 220-232, 1999.
- I. Paper presented at Seminar/Conference and/or abstract published in the Proceedings
10. **Chandan K. Jana\*** and Esahak Ali (2015). Different cross-reactivity of anti-testosterone antibody with geometrical isomers of testosterone 3-(O-carboxymethyl)oxime in competitive testosterone immunoassay. In: the Proceedings of the 7<sup>th</sup> National Science Conference of the World Science Congress. Jadavpur University, Kolkata. pg. 11, Feb. 28 and March 1.
11. **Chandan K. Jana\*** and Nilanjana Das (2014). Fast Extraction of Humic Acids by Microwave Assisted Fast Extraction from Vermicomposted. In: the Proceedings of the 4<sup>th</sup> International Conference of the World Science Congress. Jadavpur University, Kolkata. PR-5, Dec. 16-18.
12. **Chandan K. Jana\*** and Esahak Ali (2014). High Performance Liquid Chromatographic Separation of Geometrical Isomers of Testosterone 3-(O-carboxymethyl)oximes and its Derivatives with Histamine used in Steroid Immunoassays. In: the Proceedings of the 51<sup>st</sup> Annual National Convention of Chemists (Indian Chemical Society). Kurukshetra University, Punjab. AEC(PP)-21, Dec. 9-12.
13. **Chandan K. Jana\*** and Nilanjana Das (2013). Determination of Humic Acids in Vermicomposted Organic Wastes by Microwave Assisted Fast Extraction. In: the Proceedings of the 50<sup>th</sup> Annual National Convention of Chemists (Indian Chemical Society). Punjab University, Chandigarh. AEC(PP)-33, Dec. 3-7.
14. **Chandan K. Jana\*** and Nilanjana Das (2012). Characterization of Humic Acids Extracted from Vermicompost by an Improved Method. In: the Proceedings of the 49<sup>th</sup> Annual National Convention of Chemists (India Chemical Society), National Inst. Technical Teachers' Training and Research, Bhopal. AEC(PP)-17, Dec. 12-15.

- 15. Chandan K Jana\***, Nilanajana Das and Rajinder S. Sohal (2012). Oxygen Acts as Poison by Generating Reactive Oxygen Species and Modifying Essential Biomolecules: a Demonstration in Mammals Identifying Protein Carbonyls. In: the Proceedings of UGC sponsored National Seminar on 'Recent Advances in Chemical Sciences', Department of Chemistry, The University of Burdwan. OP-14, March 15-17.
- 16. Nilanajana Das, Chandan K Jana\*** and Rajinder S. Sohal (2012). Selectivity of Age-associated Post-translational modification of Plasma Proteins of Some Mammalian Species: Evidence from Mus, Rattus and Rhesus. In: the Proceedings of National Seminar on Ecotoxicology and Human Health, Beharampur University, Beharampur, 8-9 Jan. Poster 20.
- 17. Nilanajana Das, Chandan K Jana\*** and Rajinder S. Sohal (2010). Albumin: a Marker of Oxidative-stress in Mammals. In: the Proceedings of National Conference on Zoology, Life Process and Nano Technology, Goa University, Goa, 8-10<sup>th</sup> Feb. 2010, p.12.
- 18. Chandan K Jana\***, Dipika Roy and Gunindra Nath Chattopadhyay (2006). Possibilities of using humic acids for sustaining soil health. In: the Proceedings of National Centre of Organic Farming sponsored National Seminar on 'Technology Options of organic inputs for sustaining soil health in Indian agriculture' Palli Siksha Bhavana, Visva-Bharati. Nov. 25-27. NSSH-55.
- 19. Chandan K. Jana** and Esahak Ali\* (1999). Chromatographic Separation of Immunoglobulins G Raised in Rabbit Against Testosterone. In: the Proceedings of the **National Symposium on Recent Advances in Structure, Synthesis and Function of Biomolecules**, Bose Institute, Calcutta, PP-25, 5-6<sup>th</sup> Feb.

#### J. MEMBERSHIPS:

1. Life member of Indian Chemical Society since 2001
2. Life member of The Society of Biological Chemists (India Chapter) since 2001
3. Life member of the Society for Free Radical Research – India, since 2004
4. Life member of Institution of Chemists (India Chapter) since 2014

#### I. PARTICIPATION IN OP/RC/WORKSHOP

1. UGC Sponsored on 'Computational Tools ... Software'	1. Acad. Staff Coll. + Burdwan University	1. Burdwan Univ.	1.29/8-4/9/2013
2.NAAC sponsored Workshop on 'Quality Assurance ... Education'	2. NAAC sponsored	2.MUC Women's Coll., Burdwn	2.25/09/2013 – 26/09/2013
3. RC in Chemistry	3.UGC sponsored	3. Pune University, Pune	3. 11/11-1/12/2013
4.Science Camp on 'Learning by Doing: Science Mysteries Demystified '	4.SINP & CARE, Kolkata	4.Ramananda College, Bankura	4.08/09/2014
5.Workshop for academic administrators	5.NQRI of NAAC sponsored	5. Univ. Burdwan, Burdwn	5.30-31/10/2014

## EVALUATIVE REPORTS OF THE DEPARTMENTS

1. Name of the Department : **Bengali**
2. Year of Establishment : 1965
3. Names of Programmes / Courses offered (UG, ~~PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.~~): **UG with Honours in Bengali and as elective subject for B.A (General)**
4. Names of Interdisciplinary courses and the departments/units involved: **Sanskrit, History and Philosophy.**
5. Annual/~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: English.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil
8. Details of courses/programmes discontinued (if any) with reasons: N.A
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	04	04

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Partha Sengupta	M.A, B.Ed, M.Phil, Ph.D	Asst.Prof.	Rabindra Sahitya	14 Years	Nil
Anal Biswas	M.A, B.Ed.	Asst.Prof.	Drama	13 Years	Nil
Dr. Bandana Singha Mahapatra	M.A, Ph.D	Asst. Prof.	Linguistics	13 Years	Nil

Dr. Narendranath Roy	M.A, Ph.D	Asst. Prof.	Katha Sahitya	10 Years	Nil
Sudhansu Dutta	M.A	APTT	Rabindra Sahitya	14 Years	Nil

11. List of senior visiting faculty : **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **20%**
13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I 18:1; Part-II 11:1; Part- III 13:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **N.A**
15. Qualifications of teaching faculty with ~~D.Sc./ D.Litt/~~ Ph.D/ MPhil / PG.: 3 Ph.D., 1 M.Phil., 1 P.G, (Three with Ph.D., One with M.Phil. and One with P.G)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 2(please see details)

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant(Rs.)
MRP	12.04.2014 - 11.04.2016	'Bangalitwa Rakkhai Unish Shataker Boidik Pauranik Prabhavita Sahitya' by N. Ray	UGC	150000
MRP	12.04.2014 - 11.04.2016	'Rarh banglar chhara: Ekti chirantan shaishaber aadhar' by Dr. P. Sengupta	UGC	190000

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: 0
18. Research Centre /facility recognized by the University: 0
19. Publications: Detail given below

**1. Dr. Partha Sengupta:**

**A. Research Experience:**

- 1) Title of M. Phil. Dissertation: "Rabindranather Pratham Parjayer Prabandha (1883-1888)"
- 2) Title of Ph.D. Dissertation: "Monoranjan Bhattacharya, the Writer of Juvenile Literature: Life And Works"
- 3) Presently involved in UGC sponsored on-going project

**B. Publications:**

1. **Partha Sengupta**, 2007, Rabindranather Beejoyee:Kobita Theke Gaan, Communique,1:99
2. **Partha Sengupta**, 2010, Raarh Banglar Chhara: Ekti Chirantan Soisaber Adhar, Bangovidya (International Journal of Bengal Studies), ed. Amitava Chakraborty, Pub. International Society of Bengal Studies, Kolkata, Vol.1, p. 22
3. **Partha Sengupta**, 2011, Bhumika Lekhak Rabindranath, in: Anyo Rabindranath Nana Rabindranath, ed. Barun Chakraborty,Pustak Bipani, Kolkata, p.31
4. **Partha Sengupta** 2012, Bangla Samajik Uponyase Protibadi Chetona: Bankimchandra, Rabindranath, Sharatchandra, in: Pratibader Uponyas, ed. Debabrata Biswas, Banglar Mukh, Kolkata, p.31
5. **Partha Sengupta**, 2012, Rabindrangaane Katha O Surer Sammilan:Ekti Sankhipta Aalochana, in: Chintanayok Rabindranath O taanr Sristi, ed. Narendra Nath Ray, Boioyala, Kolkata, p.201
6. **Partha Sengupta**, 2011,Bandhon Chherar Sadhon:Prasongo Rabindrasangeeter Sur, in: Rabindranath Sristi o Srosta, ed. Milan Kanti Satpathi, Balorampur College, Purulia, p.60
7. **Partha Sengupta** ,2011, Abohelar Nana Star:Rabindra Upanyase Nayoker Bandhura, in: Bangla Kathasahitye Abohelito Charitro, ed. Narendra Nath Ray, Boioyala, Kolkata, p.27
8. **Partha Sengupta**, 2013,Bharat Anusandhaner Pathe Swamiji Rabindranath O Gora, in: Swami Vivekanander Bikkhane Jatiyo Sanhati: Samasya O Uttaran, ed. Prasenjit Saha, Avnil Press, Barddhaman,p.125
9. **Partha Sengupta**, 2012, Swami Vivekanander Sangit Chinta, in: Swami Vivekanander Darsan Bhabna, ed. Subodh Kumar Pal, Boioyala and Panchmura Mahavidyalaya (Joint publisher), p.69

**EXTRACURRICULAR ACTIVITY:** Singer of Rabindrasangit and Devotional songs of well repute - performs in various TV channels and invited stage programmes. Released Audio CD in Rabindra Sangit '**Gahon Rater Bondhu**' in 2014.

## 2. Dr. Narendranath Ray:

### A. Research Experience

- (I) Title of the Ph.D. Thesis: Unish Satoker Bangla Sahitye Swadesh Bhabna.
- (II) Title of the UGC-MRP on going research project: Unish Satoke Bangalitya Rakhsay Baidik-Pouranik Provabito Sahitya.
- (III) Title of the completed UGC-MRP research project: Uttarbanger Lokedevevi Pujachar O Lokachar: Prosanga Savyata Sanskriti
- (IV) Recognized as a research Guide Leading to Ph.D degree in Bengali under Burdwan University.

### B. Publications

- a. **Narendranath Ray**, 2012, Nirbachito Chotogalpe Jyotirindranindir Annaya Chitrakalpa, Manavumi, I, 104.
- b. **Narendranath Ray**, 2012, Narayan Gangapadhyayaer Chotogalpe Duars-Tarai-Pahar: Ekti Parjalochana, Harit, I,8

- c. **Narendranath Ray**, 2012, Narir Kshamatayan: Prosanga Uttarbanger Mangolkabye Devi O Lokodevi, in: Mukta vabnay, ed. Manjari Biswas Bhowmik, Pub. Prograsiv Publishers. Kol. p.76
- d. **Narendranath Ray**,2012,Rabindra Kabya Deshprem,Rabindranath Nana Chokhe Nana Vabe,Narayen Basunia,Sangbedan,Malda,78.
- e. **Narendranath Ray**,2011,Rabindra Jibone Maharsir Provab:Ekti
- f. Parjalochana, Dr.Milankanti Satpathi, Amode Book Publishing House, Balorampur, 64.
- g. **Narendranath Ray**,2012, Uttarbanger Lokayato Aitijyer Sandhane,Lokosanskriti:Uttarbanga O Assam,Biplob Kumar Saha,Chhaya Publication,Kol
- h. **Narendranath Ray**, 2012, Jibonananda O Rabindranath: Ekti Prasangik Tulonamulok Parjalochona, Bangla Sahitya O Jibonananda Dash, Narayan Basunia, Sangbedan, Malda, 136.
- i. **Narendranath Ray**,2012,Bangla Vasa-Sahitya Darshanik Swami Vibekananda,Swami Vibekanander Darshan Vabna,Dr. Subodh Kumar Pal,Baiwala,kol,72.
- j. **Narendranath Ray**, 2012, Bangla Natoke Udvab Parbo:Prosanga Natyotkarsher antorale Protibad,Bangla Natoke Protibader Starantor,Anal Biswas,Baiwala,Kol,203.
- k. **Narendranath Ray**,2014,swanirvarata-e Prokrika Kshmatayan:Prosanga Nirbachita Mangalkabyar Nari Charitra,Self-Help Group and Women Empowerment in India,Prof. Narugopal Ghosh,Baiwala,Kol,66

### C. Books Published (Sole Author)

**Narendranath Ray**, 2011, Unish Satoker Bangla Sahitya Swadesh Bhabna, Pub. Bangio Sahitya Samsad, Kol.

- i. **Narendranath Ray**, 2011, Baronier Swaronio Antorangota O Sanghat, Bangio Sahitya Samsad, Kol, 80.
- ii. **Dr. Narendranath Ray**, 2012, Sabhyta –Sanskritir Sandhane Uttarbanger Lokadevdevi O Lokachar, Chhaya Publication, Kol, 167.

### D. Books Published (As Editor)

- i. **Dr. Narendranath Ray**, 2011, Bangla Kathasahitye Abohelito Charitra, Baiwala, Kol, 167.
- ii. **Dr. Narendranath Ray**, 2012, Chintanayok Rabindranath O tanr Sristi, Baiwala, Kol, 248.
- iii. **Dr.Narendranath Ray** and Binoy Barman, 2012, Uttarbanger Itihash O Sanskriti,Chhaya Publication,Kol,191.

- iv. **Narendranath Ray**, 2012, Bangla Sahitye Bitarkamulok Rachana:Ekaler Chokha, Baiwala,Kol,209.

### **E. Title of Seminar Organized**

- i. Bangla Katha Sahitye Abohelita Charitra, Funding Agency UGC. 2008. Panchmura Mahavidyalaya.
  - ii. Bangla Sahitye Bitarkita Rachana: Ekaler Chokha, Funding Agency UGC, 2012. Panchmura Mahavidyalaya.
1. Life Member of Bangio Sahitya Parisad

### **3. Anal Biswas:**

#### **A. Research Projects:**

Submitted: M.R.P on 'Bangla Natoke Pratibader Bhasa' funded by UGC

#### **B. Teaching Experience:**

12 years Honours and General course in Bengali.

#### **C. Publications:**

1. **Anal Biswas**, Nabakumar-Sandip:Abohelar Sristi-Anasristi: Bangla Katha Sahitya Abohelito Charitro,2010, ISBN: 81-89115-16-2
2. **Anal Biswas**, Natyakaya: Rabindra Nirmaner Ekdik,Wesleyan Journal of Research,2010,ISSN:0975-1386
3. **Anal Biswas**, Rabindra Chhoto Galpe Jamidar Sreni O Samaj bastabata: Chintanayak Rabindranath O Tanr Sristi,2011,ISBN:978-81-923685-0-4
4. **Anal Biswas**, Ram Narayaner Kulin Kul Sarbaswa:Bangla Natoke Pratibader Pratham Prastab,2012,ISBN:978-81-923685-1-1

#### **D. Co-Curricular Activities:**

1. Worked as NSS Programme Officer, Unit II, Panchmura Mahavidyalaya,(2002 to 2006).
2. Associate NCC Officer (ANO), Panchmura Mahavidyalaya, 53 Bengal Bn. NCC, Bishnupur (10<sup>th</sup> ,October, 2005 to till date).

### **4. Dr. Bandana Sinhamahapatra:**

**A. Research Experience:** Ph.D. Dissertation title: 'Bangla Natoker Udbhav Yug'

#### **B. Publications:**

1. **Bandana Sinhamahapatra**, Rabindra Chhoto Golpo: Charitra Srijane Lekhaker Abohela. Bangla Katha Sahitya Abohelito Charitro,2010, ISBN:81-89115-16-2
2. **Bandana Sinhamahapatra**, Udbhav Yuger Bangla Natok O Samakalin Samaj-Bastabata: Bangla Natoke Pratibader Starantar,2012,ISBN:978-81-923685-1-1
3. **Bandana Sinhamahapatra**, Rabindra Upanyase Narir Byakti Swatantra: Chintanayak Rabindranath O Tanr Sristi,2012,ISBN: 978-81-923685-0-4

20. Areas of consultancy and income generated: **NA**

21. Faculty as members in: N.A

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

22. Student projects: NA

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

23. Awards / Recognitions received by faculty ~~and students~~:

Award/recognition of Dr. Partha Sengupta:

Sl.No.	Awarded/recognized by	Detail of activity/performance
1	Damodar Valley Corporation, Jharkhand	Indian Devotional Song
2	Dwijendra Dolly Memorial Trust, Silchar, Assam	Old Bengali Songs
3	Saradmoni Girls College, Bankura	'Songs written and performed by Swami Vivekananda for youth and for making India'
4	Kamarpukur College, Hoogly	'Songs written and performed by Swami Vivekananda for youth and for making India'

24. List of eminent academicians and scientists / visitors to the department: NA

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: Nil

b) International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
BENG(H) Part I	Not Available	70	42	28	Not Publish.
BENG(H) Part II	Not Available	43	23	20	Not Publish.
BENG(H) Part III	Not Available	51	18	33	76.90

\*M = Male \*F = Female

## 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	0	0

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

## 29. Student progression

Student progression	Against % enrolled
UG to PG	80% (Approx)
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b> - Campus selection - Other than campus recruitment	Nil 10%
Entrepreneurship/Self-employment	70% (Approx)

## 30. Details of Infrastructural facilities

a) Library: **NA**

b) Internet facilities for Staff & Students: For teacher's only

c) Class rooms with ICT facility: **No**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: From College = 55, other agencies = 13

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **NA**

33. Teaching methods adopted to improve student learning: CD, DVD, Quiz, Seminar etc.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:  
Nil
35. SWOC analysis of the department and Future plans: **Yes**

**Strength:** Young and energetic, faculty, advanced methodologies of teaching-learning using modular curricula, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achiever and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods, access to library books. Department has four fulltime teachers having four different special papers which is helpful for the students.

**Weakness:** Disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform.

**Opportunity:** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, especially suitable for nurturing literary sensibilities and susceptibilities of the students, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

**Future Plan(s):** To apply for postgraduate course in Bengali so that the department gets truly updated and the enormous talent of the local youth properly nurtured.

### Evaluative Reports of the Departments of English

1. Name of the Department : **English**
2. Year of Establishment : 1965
3. Names of Programmes / Courses offered (UG, ~~PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.~~): B.A. ENG. HONS. & B.A. Eng. General.
4. Names of Interdisciplinary courses and the departments/units involved: **History** of English Literature, Department of Bengali.
5. Annual/~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: Bengali & Sanskrit
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **None./N.A.**
8. Details of courses/programmes discontinued (if any) with reasons: **NA**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	03	01

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,) Attached.

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Debi Prasad Misra	M.A(Eng.)	Assistant Prof.	American Literature, Classical Drama	14 Years	NA

Firoj Mir	M.A(Eng.)	APTT	Colonial and Post- Colonial studies	6 Years	NA
Sanjit Kumar Nayek	M.A(Eng.)	APTT	Tennyson as Victorian Representative	4 Years	NA
Debashis Dey	M.A(Eng.)	GL	Post Fifty's British literature	1 Year	NA
Prakash Chandra Giri	M.A(Eng.)	GL	Indian English	1 Year	NA

11. List of senior visiting faculty : **Nil**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 60%
13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I 11:1; Part-II 12:1; Part-III 8:1  
In General course: Part-I 15:1; Part-II 12:1; Part-III 9:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NA**
15. Qualifications of teaching faculty with ~~DSc/ D.Litt/ Ph.D/ MPhil / PG.~~: 5 P.G (Five with P.G)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 1 MRP (National)
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: None
19. Publications: 3
  - \* a) Publication per faculty: **NA**
  - \* Number of papers published in peer reviewed journals (national /international) by faculty and students: 3
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) :NA

- \* Monographs: NA
- \* Chapter in Books: NA
- \* Books Edited: NA
- \* Books with ISBN/ISSN numbers with details of publishers: NA
- \* Citation Index: NONE
- \* SNIP: NONE
- \* SJR: NONE
- \* Impact factor: NONE
- \*h-index: NONE

20. Areas of consultancy and income generated: **None**

21. Faculty as members in:

- a) National committees b) International Committees c) Editorial Boards: **NONE**

22. Student projects: **NONE**

- a) Percentage of students who have done in-house projects including inter departmental/programme: **NONE**
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **NONE**

23. Awards / Recognitions received by faculty and students: **NONE**

24. List of eminent academicians and scientists / visitors to the department: **NONE**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
ENGH Part-I	Not Available	55	25	30	Not Publis.

ENGH Part- II	Not Available	58	32	26	Not Publis.
ENGH Part -III	Not Available	37	23	14	50%

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA (Hons)	100%	Nil	Nil
BA (General)	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? None

29. Student progression

Student progression	Against % enrolled
UG to PG 20 Out of 35	57.14
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b> - Campus selection - Other than campus recruitment	NA One in postal Dept. & two in S.S.C(WB)
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities a) Library: NA

b) Internet facilities for Staff & Students: One Desktop with Internet connection for Teacher & students.

c) Class rooms with ICT facility : NA

d) Laboratories: NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Part-I ST: 01; SC: 06; OBC:12;

Part-II ST: 02; SC: 02; OBC:12; MINORITY:01

Part-III ST: 02; SC: 02; OBC: 03;

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **NONE**
33. Teaching methods adopted to improve student learning: CD, DVD, Quiz, Seminar etc.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **NA**
35. SWOC analysis of the department and Future plans: Yes

**Strength:** Young and energetic, faculty, advanced methodologies of teaching-learning using modular curricula, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achiever and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods, access to library books.

**Weakness:** Paucity of full time faculty members and poor transport system, disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform.

**Opportunity:** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, especially suitable for nurturing literary sensibilities and susceptibilities of the students, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

**Future Plan:** The future plan of the department is to take proper step to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library and also to inspire the poor and meritorious students by any kind of help to prevent dropout.

### Evaluative Reports of the Department of Geography

1. Name of the department : **Geography**
2. Year of Establishment : 2008
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UG
4. Names of Interdisciplinary courses and the departments/units involved: No
5. Annual/ ~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: Environmental Studies
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No
8. Details of courses/programmes discontinued (if any) with reasons: Nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Goutam Mahanta	M.A	APTT	Climatology	6 Years	NA
Papia Kar	M.A	G.L	Pedology	1 Year	NA

11. List of senior visiting faculty : **None**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise):  
Part-I 17:1; Part-II 12:1; Part-III 8:1;
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: 2 P.G (Two with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NA**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : **NA**
18. Research Centre /facility recognized by the University: **NA**
19. Publications: Nil
  - \* a) Publication per faculty : **NA**
  - \* Number of papers published in peer reviewed journals (national /international) by faculty and students: **NA**
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **NA**
  - \* Monographs: **NA**
  - \* Chapter in Books: **NA**
  - \* Books Edited: **NA**
  - \* Books with ISBN/ISSN numbers with details of publishers:
  - \* Citation Index: **NA**
  - \* SNIP: **NA**
  - \* SJR: **NA**
  - \* Impact factor: **NA**
  - \* h-index: **NA**

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: **None**

a) National committees b) International Committees c) Editorial Boards: **NA**

22. Student projects: **None**

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **NA**

23. Awards / Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists / visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding: **Nil**

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
Part-I	Not Available	33	16	17	Not Publish
Part-II	Not Available	21	10	11	Not Publish
Part-III	Not Available	14	08	06	61.50

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

GEOG	100	0	0
------	-----	---	---

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?None

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b> - Campus selection - Other than campus recruitment	NO
Entrepreneurship/Self-employment	Self-employment

30. Details of Infrastructural facilities

a) Library: Nil

b) Internet facilities for Staff & Students: For teacher's only: Nil

c) Class rooms with ICT facility : NO

d) Laboratories: **Yes**

31. Number of students receiving financial assistance from college, university, government or other agencies:

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **NA**

33. Teaching methods adopted to improve student learning: Using CD,DVD and organise Quiz, etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35. SWOC analysis of the department and Future plans: Yes

**Strength:** Young and energetic, faculty, advanced methodologies of teaching-learning using modular curricula, well-equipped laboratories, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achievers and/or students from the

weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods and access to library books.

**Weakness:** Disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform, paucity of full time faculty members, unavailability of sufficient lab. assistants.

**Opportunity:** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

**Future Plan(s):** To improve the infrastructure of the college so that the best students are encouraged to take admission and the enormous talent of the local youth properly nurtured, to take proper steps to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library.

### Evaluative Report of the Department of History

1. Name of the department : **History**
2. Year of Establishment : 1996
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UG
4. Names of Interdisciplinary courses and the departments/units involved: Dept.of Bengali/Pol. Sc./Phy.Edu.
5. Annual/~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Political Science, Bengali.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **NA**
8. Details of courses/programmes discontinued (if any) with reasons: **No**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Srimanta Mahadani	M.A	APTT	History of Modern India	12 Years	NA
Krishnadas Pathak	M.A	APTT	Ancient Indian History	09 Years	NA
MD Osman Sekh	M.A	APTT	History of Modern Europe	06 Years	NA

Nimai Patra	M.A	APTT	History of Modern India	08 Years	NA
Sampa Goswami	M.A	GL	Ancient Indian History	01 Year	NA

11. List of senior visiting faculty: **NA**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I 5:1; Part-II 4:1; Part-III 4:1  
In General course: Part-I 60:1; Part-II 30:1; Part-III 15:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NA**
15. Qualifications of teaching faculty with ~~DSc/ D.Litt/ Ph.D/ MPhil~~ / PG.: 5 P.G (Five with P.G)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NA**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **NA**
18. Research Centre /facility recognized by the University: **NA**
19. Publications: **NO**
  - \* a) Publication per faculty: **NA**
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : **NA**
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **NA**
  - \* Monographs: **NA**
  - \* Chapter in Books: **NA**
  - \* Books Edited: **NA**
  - \* Books with ISBN/ISSN numbers with details of publishers: **NA**

\* Citation Index: **NA**

\* SNIP: **NA**

\* SJR: **NA**

\* Impact factor: **NA**

\* h-index: **NA**

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: **Nil**

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

22. Student projects: **NO**

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: **Nil**

23. Awards / Recognitions received by faculty and students: **NA**

24. List of eminent academicians and scientists / visitors to the department: **None**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
HIST(Hon.)Part-I	Not Available	26	23	03	Not Publish
Part-II	Not Available	18	12	06	Not Publish
Part-III	Not Available	19	17	02	65.90

\*M = Male \*F = Female

## 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA (Hons)	100%	NA	NA
BA (General)	100%	NA	NA

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

## 29. Student progression (Last 2 Years)

Student progression	Against % enrolled
UG to PG	28%
PG to M.Phil.	NO
PG to Ph.D.	NO
Ph.D. to Post-Doctoral	NO
<b>Employed</b> - Campus selection - Other than campus recruitment	NA Three in SSC & 2 in Defence.
Entrepreneurship/Self-employment	NA

## 30. Details of Infrastructural facilities

- a) Library: **Yes**
- b) Internet facilities for Staff & Students: Staff only.
- c) Class rooms with ICT facility : Common facility
- d) Laboratories: NO

31. Number of students receiving financial assistance from college, university, government or other agencies: NA

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Special lectures, Seminar.

33. Teaching methods adopted to improve student learning: Quiz , Map table, Departmental Seminar.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities:  
NA
35. SWOC analysis of the department and Future plans: Yes

**Strength:** Young and energetic, faculty, advanced methodologies of teaching-learning using modular curricula, well-equipped laboratories, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achievers and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods and access to library books.

**Weakness:** Disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform, paucity of full time faculty members.

**Opportunity:** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

**Future Plan(s):** To improve the infrastructure of the college so that the best students are encouraged to take admission and the enormous talent of the local youth properly nurtured, to take proper steps to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library.

## Evaluative Report of the Department of Philosophy

Name of the Department : **Philosophy**

2. Year of Establishment : 1970
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., ~~Integrated Masters; Integrated Ph.D., etc.~~) UG
4. Names of Interdisciplinary courses and the departments/units involved: **Sanskrit, mathematics, Pol. Sc.**
5. Annual/ ~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Sanskrit and Pol. Sc.**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **Nil**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	1	01(through CAS)
Asst. Professors	02	Nil

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Subodh Kumar Pal	M.A, Ph.D	Associate Professor	1.Ny ya-vai e ika 2.Theory of knowledge	29 Years	NA
Suchandra Nandi	M.Phil	APTT	Logic	9 Years	NA

Saikat Bose	MA, BE.d	Part – Time	1.Ved nta 2.Cognitive philosophy	7 Years	NA
Anusree Khan	MA	Guest Lecturer	Ved nta	1 Year	NA

11. List of senior visiting faculty: **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 60%
13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I 1:1; Part-II 2:1; Part-III 2:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ M.Phil / PG.: 1 Ph.D, 1 M.Phil, 2 P.G (One with Ph.D., One with M.Phil and Two with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 2 (From UGC)
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:

**Dr. Subodh Kumar Pal**

**A. Research Experience:** Title of the Ph.D. dissertation “Athesim in Indian Thought”

**B. Publications:**

1. **Subodh Kumar Pal**, (ed.).2012. Vikanander Darshan Bhavna., Pub.Baiwala,Kolkata & Panchmura Mahavidyalaya, Bankura.
2. **Subodh kumar Pal**, 2013. Swami Vivekananderbhabanai Bharatiya Narijagaran-Ekti Paryalochana. In: the proceedings of UGC sponsord National seminar On ‘Swami Vivekananda: Relevance of His Thoughts in the Present Era.Dt.28-29 August,2013,at Rampurhat College,Bhirbhum, West Bengal. p.22-23.
3. **Subodh Kumar Pal**.2013 Indian Spiritualism Integrates A Nations : Vivekananda’s Approach. In: Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. Prasenjit Saha (ed.). Pub. Avenel Press, Memari, Burdwan. p .77-83.

4. **Subodh kumar Pal.** 2012. Bharater Jatiya sanhati O Rabaindranath. In: Chintanayak Rabindranath O Tar Srsti , Narendranath Roy (ed.), Pub. Baiwala, Kolkata & Panchmura Mahavidyalaya, Bankura. p. 122-128..
5. **Subodh Kumar Pal.** 2012. Vedanter Alope Swamijir Swadesh Bhabna-Ekti Adhyapana. In. **Subodh Kumar Pal,**(ed.).Vikanander Darshan Bhavna., Pub.Boiwala,Lolkata & Panchmura Mahavidyalaya, Bankura .p.116-124.
6. **Subodh Kumar Pal.**1995. A Note on Sankhya Denial of A Creator God. In. The Visva-Bharati Journal of Philosophy. Volume- XXXI,No-II: 37-44.
7. **Subodh Kumar Pal.**1990. Mimamsakas’polemic against the Notion of a personal God. In. The Visva-Bharati Journal of Philosophy. Volume- XXVII,No-I: 39-46.
8. **Subodh Kumar Pal.**1989. A Note on the Mimansa Conception of Apurba . In. The Visva-Bharati Journal of Philosophy. Vol. XXV & XXVI .No-2 &1: 50-52
9. **Subodh Kumar Pal.**1989. A Note on Jaina Athesim. In. Jain Journal . Vol. XXIV , No-2 :48-53

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: **Nil**

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

22. Student projects: **Nil**

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**

23. Awards / Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists / visitors to the department: **None**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the	Applications		Enrolled	
-------------	--------------	--	----------	--

Course/programme (refer question no. 4)	received	Selected	M*	F*	Pass percentage
PHIH Part-I	Not Available	4	2	2	Not Publish
PHIH Part-II	Not Available	6	4	2	Not Publish
PHIH Part-III	Not Available	6	3	3	00

\*M = Male \*F = Female

#### 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
U.G. (Hons+General both)	All Students from the same state	Nil	Nil

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

#### 29. Student progression

Student progression	Against % enrolled
UG to PG	45
PG to M.Phil.	Not Available
PG to Ph.D.	Not Available
Ph.D. to Post-Doctoral	Not Available
<b>Employed</b> - Campus selection - Other than campus recruitment	Not Available
Entrepreneurship/Self-employment	Not Available

#### 30. Details of Infrastructural facilities

- a) Library: **No**
- b) Internet facilities for Staff & Students: **Yes**
- c) Class rooms with ICT facility : **No**

d) Laboratories: NA

31. Number of students receiving financial assistance from college, university, government or other agencies: 8
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Special Lectures
33. Teaching methods adopted to improve student learning: **Quiz Contest, Chart**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NA
35. SWOC analysis of the department and Future plans:

**Strength:** The strength of the department is that the faculty members are trying their best to teach the students of the department . For this purpose, they are updating themselves, by using the library facilities of the college. They are also enriching themselves by attending seminars, refresher & orientation courses, workshops and also by organising seminar in the department. Again, class taking by the students, Quiz competition are also arranged to enrich the students academically.

**Weakness:** The main weakness of the department is the paucity of full time faculty members and its geographical location causing the poor admission of the students both in quantity and quality gradually.

**Opportunity:** In the recent time, the sense of values is gradually decreasing in the society. So the opportunity of the department is to build up moral character of the students. Again, to enrich them academically, so that they can easily get a suitable job and also prove themselves as a conscious responsible citizen of the country.

**Challenge:** The challenge of the department is to cater higher education with philosophy among the students coming from the rural and backward classes and also enable them to overcome all the constraints in advancing their higher education.

**Future Plan:** The future plan of the department is to take proper step to fulfil the post of fulltime Lectures through proper authority to meliorate the transport system with the help of respective authority, to enrich the library and also to inspire the poor and meritorious students by any kind of help to prevent dropout.

### Evaluative Report of the Department of Physical Education

1. Name of the Department : **Physical Education**
2. Year of Establishment : 2005, 20<sup>th</sup> June
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: History, Sanskrit
5. Annual/ semester/choice based credit system (programme wise): **No**
6. Participation of the department in the courses offered by other departments: History
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **No**
8. Details of courses/programmes discontinued (if any) with reasons: **NA**
9. Number of Teaching posts :

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrinal Sinha Babu	M.P.Ed	APPT	N.A	9 Year	N.A
Shri Dipbendu Sannigrahi	M.P.Ed	G.L	N.A	2 Year	N.A

11. List of senior visiting faculty : **None**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:100%
13. Student -Teacher Ratio (programme wise):  
Part-I 90:1; Part-II 65:1; Part-III 50:1.
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: 2 P.G (Two with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : **Nil**
18. Research Centre /facility recognized by the University: No
19. Publications: No
  - \* a) Publication per faculty: **Nil**
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : **Nil**

\*Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) :

- \* Monographs: **NA**
- \* Chapter in Books: **NA**
- \* Books Edited: **NA**
- \* Books with ISBN/ISSN numbers with details of publishers: **NA**
- \* Citation Index: **NA**
- \* SNIP: **NA**
- \* SJR: **NA**
- \* Impact factor: **NA**

\* h-index: **NA**

20. Areas of consultancy and income generated: N.A

21. Faculty as members in:

a) National committees b) International Committees c) Editorial Boards: No

22. Student projects: Nil

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department: **None**

25. Seminars/ Conferences/Workshops organized & the source of funding : No

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
Part- I(Gen.)	Not Available	193	154	39	Not Publish
Part- II(Gen.)	Not Available	124	99	25	Not Publish
Part- III(Gen.)	Not Available	99	85	14	84.10

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A/B.Sc(Gen)	100%	00	00

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?NET-1 Student

29. Student progression

Student progression	Against % enrolled
UG to PG	10
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b>	
- Campus selection	NA
- Other than campus recruitment	Six in Defence.
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

a) Library: **No**

b) Internet facilities for Staff & Students: **For teacher's only(Staff)**

c) Class rooms with ICT facility : **No**

d) Laboratories: No

31. Number of students receiving financial assistance from college, university, government or other agencies:**Nil**

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

33. Teaching methods adopted to improve student learning: CD,DVD,Quiz, Seminar etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: **No**

35. SWOC analysis of the department and Future plans:

**Strength:** Young and energetic, faculty, advanced methodologies of teaching-learning using modular curricula, well-equipped gymnasium for physical training of the students, special

teaching-learning activity and programmes for advanced learners, remedial classes for poor achievers and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods and access to library books.

**Weakness:** Disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform, paucity of full time faculty members.

**Opportunity:** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, friendly and cooperative local people for the development of college and community.

**Challenges:** The increasing tendency of the young generation to study in the institutes located in cities and towns, motivating the local youth to opt for Physical education and building a career on it.

**Future Plan(s):** To improve the infrastructure of the college so that the best students are encouraged to take admission and the enormous talent of the local youth properly nurtured, to take proper steps to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library.

### Evaluative Report of the Department of Political Science

1. Name of the department : **Political Science**
2. Year of Establishment : 1965
3. Names of Programmes / Courses offered (UG, ~~PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.~~) UG
4. Names of Interdisciplinary courses and the departments/units involved: Phi/His
5. Annual/ ~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: Phi/His
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **NA**
8. Details of courses/programmes discontinued (if any) with reasons: No Course discount.
9. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
Professors	00	00
Associate Professors	00	00
Asst. Professors	04	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sugandha Ray	M.A, M.Phil	Asst. Prof.	Political Sociology	5 Years	N.A
Prasenjit Saha	M.A, M.Phil	Asst. Prof.	Public Administration	5 Years	N.A
Basudev Chatterjee	M.A, B.Ed.	APPT	International Relations	11 Years	N.A

Sanat Kumar Pradhan	M.A, B.Ed.	APPT	Public Administration	11 Years	N.A
Soumen Bhattacharyaa	M.A, B.Ed.	APPT	International Relations	6 Years	N.A
Sahin Sultana	M.A, M.Phil, B.Ed.	APPT	Public Administration	6 Years	N.A

11. List of senior visiting faculty : **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I 2:1; Part-II 1:1; Part-III 1:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NA**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ M.Phil / PG.: 3 M.Phil, 3 P.G (Three with M.Phil and Three with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil
18. Research Centre /facility recognized by the University: **Nil**
19. Publications:

**1. Sugandha Roy**

**A. Research Experirnce:** M.Phil, title of the dissertation: “Democracy and Decentralisation in West Bengal: A case study of Durgapur Municipal Corporation”.

**B. Publications:**

1. **Sugandha Roy** 2012. Adhadmik Samajbad Naki Baigwanik Samajbad - Vivekanada-Phire Dheka.. In: Vivekanander Darshan Bhavna, (ed.) Subodh Kumar Pal, Pub. Boiwala & Panchmura Mahavidyalaya, Kolkata. p.105-108.

2. **Sugandha Roy** 2013. Bharate Prantik Rajnitir Jagarane Vivekananda. In: Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. (ed.) Prasenjit Saha. Pub. Avenel Press, Memari, Burdwan. p.105-109.

## 2. Prasenjit Saha

**A. Research Experirnce:** M.Phil., dissertation title: “Capacity Building, Good Governance and Self Help Group: A case study on Nabadwip Block”.

### B. Publications:

1. **Prasenjit Saha**, 2014. ‘Samajik banchanar utse Arthanaitik Baisamaya: Tin Bondhopadhyar Sahityer Darpan.’ In: the Proceedings of ICSSR sponsored International Seminar on ‘Samajik Asamya O Sahitya’. Dt. 16-17 january2014. At Tripura University. p. 54-55.

2. **Prasenjit Saha**, 2013. Prasanga Manab Unnayan-Prekshet Rabindranath O Vivekananda (A comparative Study). In: the proceedings of UGC sponsored National seminar On ‘Swami Vivekananda: Relevance of His Thoughts in the Present Era.Dt.28-29 August,2013,at Rampurhat College,Bhirbhum, West Bengal. p.22-23.

3. **Prasenjit Saha** and Nirmalendu Hui, 2013. ‘Concept of Human Development :A Socio-Economic Sustainable theory of Vivekananda’. In: the proceedings of UGC- Sponsored National Seminar on “Relevance of Swami Vivekananda in the present Social and Economic Scenario”. p-56.

4. **Prasenjit Saha**. 2011, Mahiskurar Upakatha:Antebasi samaj, samajik O baktik Itehaser Nirmane Abyashik Upadan. In.University of Dhaka and Bangala Academy Sponsored 2<sup>nd</sup> International Congress of Bengal Studies on Bangabidya.Dt. 17-20, University of Dhaka. p -85-86.

5. **Prasenjit Saha**. 2012. Sthitishil Unnayan O Rabindranath. In: Chintanayak Rabindranath O Tan Sistri , (ed.) Narendranath Roy, Pub. Baiwala,kolkata & Panchmura Mahavidyalaya, Bankura. p. 165-175.

7. **Prasenjit Saha** 2012. Samyer samdhane Ranindranath O Vivekananda- Ekti Pajalochona. In: Vikanander Darshan Bhavna. (ed.) Subodh Kumar Pal, Pub.Baiwala,Kolkata & Panchmura Mahavidyalaya,Bankura p- 108-115.

8. **Prasenjit Saha** 2013. Samyer Samdhane Vivekananda.In Vivekananda O Nabajagrity. (ed) Debabrata Ghosh, Pub- Ebong Mushayera.Kolkata- 700009, p. 115-132.

9. **Prasenjit Saha** 2013. Bharate Samprodayekata, Dharmiya bahutra O Sanghati: Prekshet Vivekananda. In: Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. (ed.) **Prasenjit Saha**. Pub. Avenel Press, Memari, Burdwan. p. 131-170.

10. **Prasenjit Saha** (ed.) 2013. Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. Pub. Avenel Press, Memari, Burdwan.

11. **Prasenjit Saha/Ayan Chakraborty** 2014. Pratham Biswayudha Samrajyabad: Pratham Biswayudha Shatabarshe Fire dekha. (ed) Debabrata Ghosh o Sanat Naskar, Pub- Deep Prakason. Kolkata.

12. **Prasenjit Saha/** Nirmalendu Bhui 2014. Manab Unayan o Vivekananda: Artha Samajik Sthitishilatar Dristibhangi: Bisay Vivekananda. (ed) Amaresh Mandal, Pub- Bangiya Sahitya Sansad. Kolkata, p.136-143.

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: **Nil**

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

22. Student projects: **Nil**

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**

23. Awards / Recognitions received by faculty and students: **Nil**

24. List of eminent academicians and scientists / visitors to the department: **Nil**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **Nil**

b) International: **Nil**

c) State Level: (UGC Sponsored)

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
Pol. Sc.(H) Part-I	Not Available	4	4	0	Not Publis.
Pol. Sc.(H) Part-II	Not Available	5	5	0	Not Publis.
Pol. Sc.(H) Part-III	Not Available	6	4	2	33.3

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Hons	100%	0	0
Pass	100%	0	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Two students have joined in defence service.

29. Student progression

Student progression	Against % enrolled
UG to PG	45%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b>	NA
- Campus selection	NA
- Other than campus recruitment	2
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities

a) Library: **No**

b) Internet facilities for Staff & Students: For Staff.

c) Class rooms with ICT facility : **Yes**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: 06(S.C- 1, S.T-2, OBC-1, M-2)

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Special Lectures, seminar held by the dept. on "National Integration in the Perspective of Swami Vivekananda" (2011) in the

presence of honourable resource persons.

33. Teaching methods adopted to improve student learning: To improve student learning procedure some innovative steps had been taken, like classes taken by students within the department, exchange of ideas, departmental seminar, Quiz etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: There is a project of extensive activities under the Supervision of dept. of Pol. Sc. In adjacent area. The activity based on female participation in electoral politics in the context of Panchayat system. Women active participation is very important as well as relevant in promatia of vibrant democracy and as because “India lives in villages” it is our duty to explore the actual condition of rural women in India. A swerly was initiated by the students of the dept. and later it analysed and concluded.

35. SWOC analysis of the department and Future plans: Yes

**Strength:** The department has full strength of teachers, both full and part time, so it is one of the strength point of the department.

**Weakness:** Due to less merit student, the result of the department continuously decreasing. Actually the subject is not attractive to the student because it seems tough and complex, and remote situation of the college perhaps one of the weakness.

**Opertunity:** There are so many avenues in the field of job market. There is also well equipped library, adequate books and references, helps by the teachers.

**Chalange:** It is always be a big challenge for the student from backward area to overcome various obstacles, and the subject is become moribund in rural colleges due to unavailability of job opportunity. Due to uncertainty of job security common, ordinary students doesnt take interest in that subject and become aloof about the subject. To bring them again in the discipline is a real challenge, not only for concern College but for all.

### Evaluative Report of the Department of Sanskrit

1. Name of the Department : **Sanskrit**
2. Year of Establishment : Since 1965 as in UG Level(General), 2002 as in UG Level(Hons.)
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/~~semester/choice based credit system~~-(programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **No**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **NONE**
8. Details of courses/programmes discontinued (if any) with reasons: **No**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors	02	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Sudev	M.A, M.Phil, D.Phil.	Assistant Prof.	Indian Philosophy (Samkhya Yoga)	7 Years	No
Pralay Banerjee	M.A	Assistant Prof.	Nyaya.Vaishashik	4 Years	No
Dr. Mrinmoy Chakraborty	M.A, Ph.D	APTT	VEDA	8 Years	No
Bandana Malgope	MA	APTT	VEDA	6	No

11. List of senior visiting faculty : **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **20%**
13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I 16:1; Part-II 15:1; Part-III 14:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical : NONE, Administrative: NONE
15. Qualifications of teaching faculty with DSe/ D.Litt/ Ph.D/ MPhil / PG.: 2 Ph.D, 1 M.Phil, 2 P.G (Two with Ph.D., One with M.Phil and Two with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 2Asst. Professor, MRP (Founded by UGC)

Nature of the Project	Duration Year From To	Title of the project	Name of the funding	Total Grant(Rs.)
MRP	12.04.2014 - 11.04.2016	'Ved: Iswariya Gyan Hai Athaba Manushyakrito Ek Samikshya-atmak Adhyan' by Dr. Sudev	UGC	300000
MRP	03.02.2015 - 03.02.2017	'Naya Darsane Jagatnidana Nirupana' by Pralay Benenrjee	UGC	150000

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **UGC**

18. Research Centre /facility recognized by the University: **Not Available**

20. Publications:

**1. Dr. Sudev**

**A. Research Experirnce:**

i. Title of M. Phil . Dissertation “ KSHEMENDRA VIRACHITA- SAMKHYATATTWA VIVECHANA KA SAMIKSHATMAKA ADHYAYANA”

i. Title of D.Phil. Thesis “ MAHABHARATA MEIN YOGADARSHANA ”

**B. Publications:**

- i. **Sudev**, 2014 ‘Aekale Yugbyadhir Mahoushadhi Swamijir Vani’ In: the Proceedings of UGC sponsored National Seminar on ‘Reflection of Vedantic Thoughts in Swami Vivekenanda’ Raghunath pur College. Purulia. P.115-118

- ii. **Sudev**, 2013 ‘Upanisader Pat Bhunikay Devendra Jeeban darshan’ In: the Proceedings of UGC sponsored National Seminar on ‘Jorasanko Thakurbarir Sahitya Charcha – O – Rabindranath’ PRMS Mahavidyalaya, Jambani, Bankura. P.52-57
- iii. **Sudev**, 2013 ‘Swami Vivekanander drishtite asamhatir sarbanidan oushadha Vedanta shiksha’ In: the Proceedings of UGC sponsored State level Seminar on ‘ National Integration in the Perspective of swami Vivekananda’ Panchmura Mahavidyalaya. Bankura. P.84-87
- iv. **Sudev**, 2012 ‘Manabatabader Prerak Swami Vivekananda’ In: the Proceedings of UGC sponsored State level Seminar on ‘Philosoph of Swami Vivekananda’ Panchmura Mahavidyalaya. Bankura. P.82-85
- v. **Sudev**, 2012 ‘Srimadbhagabad Gita ka Nishkam Karmayoga Swami Vivekananda ke Drishti mein’ In : the Proceedings of UGC sponsored National Seminar on ‘The Srimadbhagabad Gita And Modern soiety’ Saldiha college , Bankura, P. 89-96
- vi. **Sudev**, ed ‘Raghuvamsam’ ( Canto 13<sup>th</sup> ) of KaliDas ( A Tex book of Sanskrit poetry for class B. A. Part – 1 ) Published by Sanskrit Book Depo . 28/1 Bidhan Sarani. Kolkata – 6 , First Edition – 2010

## 2. Pralay Banerjee:

### Publications:

1. **Pralay Banerjee**. 2011. Gitar barnababostha: bartamana prasongikota. In: the Proceedings of UGC sponsored National Seminar on ‘The Srimadbhagbad- Gita and Modern Society’, Saldiha College. Bankura. Mar.15& 16. p. 27- 28.
2. **Pralay Banerjee**. 2012. Rabindra Lekhanite Avhijnana-sakuntalam. In: Chintanayak Rabindranath o tar shisthi. (ed.) Narandra Nath Roy, Pub. Panchmura Mahavidyalaya, Bankura & Boiowala, Kolkata. p. 129- 142.
3. **Pralay Banerjee**. 2012. Vivekanander dristi ta garhastha. In: Swami Vivekanander darsan bhabona. (ed.) Subodh Kr. Pal, Pub. Panchmura Mahavidyalaya, Bankura & Boiowala, Kolkata. p. 101- 104.
4. **Pralay Banerjee**. 2013. Vivekanander samhati bhabonay Vedanta. In: Swami Vivekanander bekhana jateya samhati: samasha o uttran. (ed.) Prasenjit Saha, Pub. Avanal Press. Burdwan. p.88- 90.
5. **Pralay Banerjee**. 2013. Rabindranather tapabon chintay Avhijnana-sakuntalam. In: the Proceedings of UGC sponsored National Seminar on ‘Jorasanko Thakurbarir Sahitya Charcha – o – Rabindranath’, Pandit Raghunath Murmu Smriti Mahavidyalaya. Bankura. April 4&5.p. 58 – 63.

## 3. Dr. Mrinmoy Chakraborty:

**D. Research Experirnce:** Ph.D. Dissertation Title: “Rgveder Mukhya Ekak Devata: Ekti Samiksa”.

### A. Publications:

1. **Mrinmoy Chakraborty**.2010. Rigved-e Sampurna Sukta Bihin Ekti Devata: Nihriti. Wesleyan Journal of Research.3. 156-157
2. **Mrinmoy Chakraborty** and Soumen Goswami.2011. Viswakarma: Sekal o Ekal. Wesleyan Journal of Research.4. 160-163.
3. **Mrinmoy Chakraborty**.2012. Sanskrit Sahityaakshe Rabindranath.In: Chintanayak Rabindranath o tar shisthi.(ed.)Dr.Narandra Nath Roy, Pub. Panchmura Mahavidyalaya, Bankura & Boiowala, Kolkata. p. 22-26.
4. **Mrinmoy Chakraborty**.2012. Swamiji Uddipitwa Netaji.In: Swami Vivekanander darsan bhabona. (ed.)Dr. Subodh Kr. Pal, Pub. Panchmura Mahavidyalaya, Bankura & Boiowala, Kolkata. p. 86-89.
5. **Mrinmoy Chakraborty**.2013. Vivekananda er Bichare Jatiya Sanhati. In: Swami Vivekanander bekhana jateya samhati: samasha o uttran. (ed.) Prasenjit Saha, Pub. Avanal Press. Burdwan. p. 91-94.
6. **Mrinmoy Chakraborty** & Shikha Bisui.2013. Veda o Barnabevag. Udbodhan.(ed.)Ritananda .Pub . 1UdbodhanLane.Kolkata.115.p.171-175.
7. **Mrinmoy Chakraborty**2013. Veda-a-Rastrachina: Sekal o Ekal. Udbodhan.(ed.)Chyatanananda, Pub. 1 Udbodhan Lane . Kolkata.115.p.653-657.
8. **Mrinmoy Chakraborty**. 2013. Rabindra Chattya Gita Prasanga. In: the Proceedings of UGC sponsored National Seminar on 'Jorasanko Thakurbarir Sahitya Charcha – o – Rabindranath', Pandit Raghunath Murmu Smriti Mahavidyalaya. Bankura. April 4&5.p. 48 –51.
9. **Mrinmoy Chakraborty**. 2013. Rgvede Rishider Dristite Narir Abastan: Ekaler Chokhe.In:Nari: Samasamoyek Chokhe.(ed.)Eyasin Khan. Pub. Desh Prakashan.Kolkata.p. 244-247.
10. **Mrinmoy Chakraborty**. 2014. Ajo kane baja vedanter sai bani... Swamijeer dristite. In: Reflection of Vedantic Thoughts in Swami Vivekenanda. (ed.) Jyotiprakash Mandal & Pradipta Guptaray. Pub. SPS Education india Pvt. Ltd, Kolkota. p.128-130

### **B. Membership:**

Life member of the Wesleyan Journal of Research

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: 1

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

22. Student projects: **NO**

a) Percentage of students who have done in-house projects including inter departmental/programme: No

b) Percentage of students placed for projects in organizations

outside the institution i.e.in Research laboratories/Industry/  
other agencies: No

23. Awards / Recognitions received by faculty and students: **None**

24. List of eminent academicians and scientists / visitors to the department: NA

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
Part-I	Not Available	64	34	30	Not Publis.
Part-II	Not Available	56	19	37	Not Publis.
Part- III	Not Available	54	30	24	56.2

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
SANKH	100%	00	00

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

29. Student progression

Student progression	Against % enrolled
UG to PG	45
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil

<b>Employed</b>	
- Campus selection	NA
- Other than campus recruitment	06
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities

a) Library: **No**

b) Internet facilities for Staff & Students: Staff only

c) Class rooms with ICT facility : **Yes**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: sixteen students .

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **NA**

33. Teaching methods adopted to improve student learning: Interactive teaching learning, using model, power point, OHP Quiz, Class seminars etc. are held.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35. SWOC analysis of the department and Future plans: Yes

**Strength:** Young and energetic, faculty, advanced methodologies of teaching-learning using modular curricula, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achiever and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods, access to library books.

**Weakness:** Disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform.

**Opportunity :** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, especially suitable for nurturing literary sensibilities and susceptibilities of the students, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the

institutes located in cities and towns.

**Future Plan(s):** To apply for postgraduate course so that the department gets truly updated and the enormous talent of the local youth properly nurtured.

### Evaluative Report of the Department of Santali

1. Name of the Department : **Santali**
2. Year of Establishment : 2012
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: **Bengali**
5. Annual/ semester/~~choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NA
8. Details of courses/programmes discontinued (if any) with reasons: NA
9. Number of Teaching posts: To be filed in by IQAC

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
R.Saren	M.A	Guest Lecturer	Katha Sahitya	2 Yeas	NA
R.Murmu	M.A	Guest Lecturer	Katha Sahitya	2 Years	NA

11. List of senior visiting faculty : **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **100%**
13. Student -Teacher Ratio (programme wise): **37:1**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical: 2 (Sanctioned & filled ), Administrative: **None**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG.: 1 P.G (One with P.G)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **None**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **NA**
18. Research Centre /facility recognized by the University: **NA**
19. Publications: Nil
- \* a) Publication per faculty
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students :

\* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **NA**

- \* Monographs: **NA**
- \* Chapter in Books: **NA**
- \* Books Edited: **NA**
- \* Books with ISBN/ISSN numbers with details of publishers: **NA**
- \* Citation Index: **NA**
- \* SNIP: **NA**
- \* SJR: **NA**
- \* Impact factor: **NA**
- \* h-index: **NA**

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: **None**

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

22. Student projects: Nil

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

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards / Recognitions received by faculty and students: NA

24. List of eminent academicians and scientists / visitors to the department: None

25. Seminars/ Conferences/Workshops organized & the source of funding : Nil

a) National: Nil

b) International: Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
SANTH	Not Available	10	7	3	Not Publish
SANTG	Not Available	75	47	28	Not Publish

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
SANTH	100%	0%	0%
SANTG	100%	0%	0%

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

## 29. Student progression

<b>Student progression</b>	<b>Against % enrolled</b>
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b> - Campus selection - Other than campus recruitment	NA
Entrepreneurship/Self-employment	NA

## 30. Details of Infrastructural facilities

- a) Library: **No**
- b) Internet facilities for Staff & Students: **Nil**
- c) Class rooms with ICT facility: **Nil**
- d) Laboratories: **No**

31. Number of students receiving financial assistance from college, university, government or other agencies:

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **None**

33. Teaching methods adopted to improve student learning: Quiz, Map table, Departmental Seminar.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

35. SWOC analysis of the department and Future plans: Yes

**Strength:** Students studying Santali subject are all Santali in caste. Since Santali is their mother tongue, students have their own special strength. For the purpose of teaching there are two

teachers. The teachers teach carefully in their classroom.

**Weakness:** Students who have taken their subject Santali (H) (Alchiki) to study, they did not learn Alchiki from Primary education. So they have to learn primary Alchiki in the College.

**Opportunity:** Santali is a new subject to the students. So students who are studying in Santali Hons. have many possibilities of employment in near future.

**Challenge:** To make the best result of students every year.

**Future Plan:** The future plan of the department is to take proper step to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library and also to inspire the poor and meritorious students by any kind of help to prevent dropout.

### Evaluative Report of the Department of Chemistry

- Name of the Department : **CHEMISTRY**
- Year of Establishment : 1985 with General Chemistry, 2004 with Honours.
- Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., ~~Integrated Masters; Integrated Ph.D., etc.~~) : UG with Honours in Chemistry and as elective subject for B. Sc. General.
- Names of Interdisciplinary courses and the departments/units involved: **Physics (General)**
- Annual/ ~~semester/choice based credit system~~ (programme wise): **Annual**
- Participation of the department in the courses offered by other departments : **Physics**
- Courses in collaboration with other universities, industries, foreign institutions, etc.: No collaboration for courses. However, one faculty member has collaborative research projects with the Department of Biotechnology, Visva-Bharati University.
- Details of courses/programmes discontinued (if any) with reasons: **No** course/programme discontinued.
- Number of Teaching posts:

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.Chandan Kumar Jana	M.Sc., Ph.D.	Assistant Professor	Analytical Chemistry	14 Years	Acting as co-guide since 2013

Shri Kanta Mohan Kisku	M.Sc.	Assistant Professor	Nuclear & Analytical Chemistry	6 Years	Nil
Shri Amit Kumar Sen	M.Sc.	APTT	Organic Chemistry	4 Years	Nil
Shri Bikash Ghosh	M.Sc.	Guest Lecturer	Physical Chemistry	2 Years	Nil
Shri Milan Shuali	M.Sc.	Guest Lecturer	Physical Chemistry	2 Years	Nil
Shri Arindam Patra	M. Sc.	Guest Lecturer	Organic Chemistry	1 year	Nil

11. List of senior visiting faculty: **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 30%

## Part-I (Honours)

Sl. No	Name of the Teacher	Theoretical(Total Class taken 192)		Practical(Total Class taken 21x3)	
		Taken	% of classes	Taken	% of classes
1	Tarak Dey	13	6.77	0	0
2	Bikash Ghosh	37	19.27	0	0
3	Milan Shulai	29	15.1	2x3	9.52x3

## Part-II (Honours)

Sl. No	Name of the Teacher	Theoretical(Total Class taken 214)		Practical(Total Class taken 24x3)	
		Taken	% of classes	Taken	% of classes
1	Tarak Dey	19	8.88	0	0
2	Bikash Ghosh	41	19.15	0	0
3	Milan Shulai	30	14.01	1x3	4.16x3

## Part-III (Honours)

Sl. No	Name of the Teacher	Theoretical(Total Class taken 183)		Practical(Total Class taken 19x4)	
		Taken	% of classes	Taken	% of classes
1	Tarak Dey	11	6.01	0	0
2	Bikash Ghosh	38	20.76	1x4	5.26x4

3	Milan Shulai	21	11.45	0	0
---	--------------	----	-------	---	---

13. Student -Teacher Ratio (programme wise):  
In Honours course: Part-I: 3:1; Part-II: 2:1; Part -III: 2:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical : 2 (Sanctioned & filled ), Administrative: 0
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/ PG: 1 Ph.D., 5 P.G. (One with Ph.D and five with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: One faculty member has two research projects running - one project sponsored by UGC and another by CSIR.
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : Departmental project nil but one MRP sanctioned by UGC to one Assistant Professor is running.
18. Research Centre /facility recognized by the University: The college did not apply for recognized research center. However, Dr. C. K. Jana has been given one room for developing as Receasrch Center from his MRP assistance.

#### 19. PUBLICATIONS:

##### Dr. Chandan Kumar Jana

1. -Nilanjana Das and **Chandan K. Jana\*** (2015). Age-associated oxidative modification of mitochondrial  $\alpha$ -subunit of  $F_1ATP$  synthase from mouse skeletal muscle. Free Radical Research (in Press).
2. **Chandan K. Jana\*** and Nilanjana Das (2015). Effect of Calorically Restricted Dietary Regime on Oxidative Post-translational Modification of Plasma Proteins in Mice and Rats. J. Indian Chemical Society (in Press).
3. Nilanjana Das and **Chandan K. Jana\*** (2015). Tissue specific attenuation of oxidative post-translational modification in the mouse supplemented with dietary  $\alpha$ -tocopherol. J. Institution of Chemists (India). (in Press)
4. **Chandan K. Jana** and Nilanjana Das\* (2014). Role of dietary antioxidants in improving health: a minireview. J. Institution of Chemists (India), 86 (3), 65-76.
5. **Chandan K. Jana\*** and Nilanjana Das (2014). Determination of Humic Acids in Vermicomposted Organic Wastes by Microwave Assisted Fast Extraction. J. Institution of Chemists (India), 86 (2), 43-62.
6. **Chandan K. Jana**, Nilanjana Das and Rajinder S. Sohal\* (2002). Specificity of Age Related Carbonylation of Plasma Proteins in the Mouse and Rat. Arch. Biochem. Biophysics 397, 433-439.

7. L K Kwong, S. Kamzalov, I. Rebrin, A C Bayne, **Chandan K Jana**, P Morris, M J Forster, R S Sohal\* (2002). Effects of Coenzyme Q(10) Administration on its Tissue Concentrations, Mitochondrial Oxidant Generation and Oxidative Stress in the Rat. *Free Radic Biol Med* 33, 627-38.
8. **Chandan K. Jana** and Esahak Ali\* (1999). High resolution Affinity Chromatography of an Antisteroid Antiserum by Gradient Elution with Propionic Acid. *J. Immunol. Methods*. 225, 95-103.
9. **Chandan K. Jana** and Esahak Ali\* (1999). Antibody Binding Characteristics of Geometrical Isomers of Testosterone 3-(O-Carboxymethyl) oxime. *Steroids* 64, 220-232, 1999.
  - I. Paper presented at Seminar/Conference and/or abstract published in the Proceedings
10. **Chandan K. Jana\*** and Esahak Ali (2015). Different cross-reactivity of anti-testosterone antibody with geometrical isomers of testosterone 3-(O-carboxymethyl)oxime in competitive testosterone immunoassay. In: the Proceedings of the 7<sup>th</sup> National Science Conference of the World Science Congress. Jadavpur University, Kolkata. pg. 11, Feb. 28 and March 1. (own 2<sup>nd</sup> prize for poster in res.group).
11. **Chandan K. Jana\*** and Nilanjana Das (2014). Fast Extraction of Humic Acids by Microwave Assisted Fast Extraction from Vermicomposted. In: the Proceedings of the 4<sup>th</sup> International Conference of the World Science Congress. Jadavpur University, Kolkata. PR-5, Dec. 16-18.
12. **Chandan K. Jana\*** and Esahak Ali (2014). High Performance Liquid Chromatographic Separation of Geometrical Isomers of Testosterone 3-(O-carboxymethyl)oximes and its Derivatives with Histamine used in Steroid Immunoassays. In: the Proceedings of the 51<sup>st</sup> Annual National Convention of Chemists (Indian Chemical Society). Kurukshetra University, Punjab. AEC(PP)-21, Dec. 9-12.
13. **Chandan K. Jana\*** and Nilanjana Das (2013). Determination of Humic Acids in Vermicomposted Organic Wastes by Microwave Assisted Fast Extraction. In: the Proceedings of the 50<sup>th</sup> Annual National Convention of Chemists (Indian Chemical Society). Punjab University, Chandigarh. AEC(PP)-33, Dec. 3-7.
14. **Chandan K. Jana\*** and Nilanjana Das (2012). Characterization of Humic Acids Extracted from Vermicompost by an Improved Method. In: the Proceedings of the 49<sup>th</sup> Annual National Convention of Chemists (India Chemical Society), National Inst. Technical Teachers' Training and Research, Bhopal. AEC(PP)-17, Dec. 12-15.
15. **Chandan K Jana\***, Nilanjana Das and Rajinder S. Sohal (2012). Oxygen Acts as Poison by Generating Reactive Oxygen Species and Modifying Essential Biomolecules: a Demonstration in Mammals Identifying Protein Carbonyls. In: the Proceedings of UGC sponsored National Seminar on 'Recent Advances in Chemical Sciences', Department of Chemistry, The University of Burdwan. OP-14, March 15-17.
16. Nilanjana Das, **Chandan K Jana\*** and Rajinder S. Sohal (2012). Selectivity of Age-associated Post-translational modification of Plasma Proteins of Some Mammalian Species: Evidence from Mus, Rattus and Rhesus. In: the Proceedings of National Seminar

on Ecotoxicology and Human Health, Beharampur University, Beharampur, 8-9 Jan. Poster 20.

17. Nilanajana Das, **Chandan K Jana\*** and Rajinder S. Sohal (2010). Albumin: a Marker of Oxidative-stress in Mammals. In: the Proceedings of National Conference on Zoology, Life Process and Nano Technology, Goa University, Goa, 8-10<sup>th</sup> Feb. 2010, p.12.
18. **Chandan K Jana\***, Dipika Roy and Gunindra Nath Chattopadhyay (2006). Possibilities of using humic acids for sustaining soil health. In: the Proceedings of National Centre of Organic Farming sponsored National Seminar on 'Technology Options of organic inputs for sustaining soil health in Indian agriculture' Palli Siksha Bhavana, Visva-Bharati. Nov. 25-27. NSSH-55.
19. **Chandan K. Jana** and Esahak Ali\* (1999). Chromatographic Separation of Immunoglobulins G Raised in Rabbit Against Testosterone. In: the Proceedings of the **National Symposium on Recent Advances in Structure, Synthesis and Function of Biomolecules**, Bose Institute, Calcutta, PP-25, 5-6<sup>th</sup> Feb.
20. Areas of consultancy and income generated: None
21. Faculty as members in: One Assistant professor is member of the following committees
  - a) National committees: 04; b) International Committees: 00; c) Editorial Boards: 00.
21. Student projects:
  - a) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**
22. Awards / Recognitions received by faculty and students: One National award by faculty and one state level award by three students jointly.
23. List of eminent academicians and scientists / visitors to the department: **None**
25. Seminars/ Conferences/Workshops organized & the source of funding
  - a) National: **Nil**
  - b) International: **Nil**
26. Student profile programme/course wise:

Name of the	Applications	Enrolled
-------------	--------------	----------

Course/programme (refer question no. 4)	received	Selected	M*	F*	Pass percentage
B.Sc ( Hons in Chemistry ) P-I	Not Available	12	7	5	Not Publis.
B.Sc ( Hons) P-II	Not Available	10	9	1	Not Publis.
B.Sc ( Hons) P-III	Not Available	6	6	0	36.4
B. Sc. (Gen.) P-I	Not Available	19	13	6	Not Publis.
Pass – P-II	Not Available	7	7	0	Not Publis..
Pass – P-III	Not Available	7	5	2	Not Publis.

\*M = Male \*F = Female

#### 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc (Hons)	100	00	00
B.Sc (Gen.)	100	00	00

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

#### 29. Student progression

Student progression	Against % enrolled
UG to PG	90
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b> - Campus selection - Other than campus recruitment	NA
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities
- a) Library: Has one Departmental library with books received from donation or received as sample copy.
  - b) Internet facilities for Staff & Students: For Teachers & Students
  - c) Class rooms with ICT facility: Available as central facility.
  - d) Laboratories: One Laboratory for Hons., one for General Course and one Research lab.
31. Number of students receiving financial assistance from college, university, Government or other agencies: **Six students received scholarship in last academic year.**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Student enrichment program are done not with external experts but with the Departmental teachers.
33. Teaching methods adopted to improve student learning: Interactive teaching leaving, using model, power point projector, OHP for all Quiz and Class, Seminars, etc. are organized for advanced learners.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Medicinal plants gardens to make students and people aware of the valuable natural resource and their preservation.
35. SWOC analysis of the department and Future plans: Yes

**Strength:** Qulaified, young and energetic faculty members, advanced methodologies of teaching-learning using modular curricula, well-equipped laboratories, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achievers and/or students from the weaker section of the society, effective examination and evaluation system, ICT enabled and Media centre aided teaching methods and access to good quality and adequate numbers of books in the library, well equipped reseach laboratory.

**Weakness:** Only two permanent teachers, same special papers of the two permanent teachers, no participation in curriculum development by its own, unavailability of sufficient laboratory attendant and no laboratory assistants.

**Opportunity:** Well behaved students ready to accept new approach and methodologies, location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

**Future Plan(s):** To improve the infrastructure and other facilities in the Department so that the best students are encouraged to take admission, opening of departmental library, application of research proposal for funding, organizing seminar conference, providing extension activities like soil and water testing, arsenic detection center, science model exhibition to encourage students to participate young generation of the locality to study science.

## Evaluative Report of the Department of Economics

1. Name of the department : **Economics**
2. Year of Establishment : 1965
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): UG Program
4. Names of Interdisciplinary courses and the departments/units involved: Dept. of Pol.Sc., Dept. of Sanskrit.
5. Annual/ ~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Yes**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **NA**
8. Details of courses/programmes discontinued (if any) with reasons: No
9. Number of Teaching posts

	Sanctioned	Filled
Professors	00	00
Associate Professors	01	01
Asst. Professors	03	00

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Samarendra Jana	M.A & M.Phil	Associate Professor	Money & Banking	28	Nil

11. List of senior visiting faculty : **None**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **NA**

13. Student -Teacher Ratio (programme wise): 1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **NA**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: M.Phil: 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NA**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **NA**
18. Research Centre /facility recognized by the University: **NA**
19. Publications: **Nil**
  - \* a) Publication per faculty: **Nil**
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : **NA**
    - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : **NA**
    - \* Monographs: **NA**
    - \* Chapter in Books: **NA**
    - \* Books Edited: **NA**
    - \* Books with ISBN/ISSN numbers with details of publishers: **NA**
    - \* Citation Index: **NA**
    - \* SNIP: **NA**
    - \* SJR: **NA**
    - \* Impact factor: **NA**
    - \* h-index: **NA**

20. Areas of consultancy and income generated: To alleviate poverty in the rural areas,, goats provided to the tribal people(ST) in Gayenbandh Village under Panchmura Gram Panchayat
21. Faculty as members in: Fortnightly newspaper ‘**AJKER GRAM BANGLA**’  
a) National committees b) International Committees c) Editorial Boards: Editorial Board
22. Student projects:  
a) Percentage of students who have done in-house projects including inter departmental/programme: Small savings scheme programme generated in the rural area under NSS Programme : 70%  
b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NA
23. Awards / Recognitions received by faculty and students: Youth Parliament Award; State Govt. Award; Local BDO, BMOH & BLDO office recognition.
24. List of eminent academicians and scientists / visitors to the department: Agricultural seminar Attended by agricultural Scientists & Academicians from Kalyani Agriculture University.
25. Seminars/ Conferences/Workshops organized & the source of funding  
Agricultural Workshop funded by IFFCO INDIA.  
a) National: Yes, Agricultural Workshop funded by IFFCO INDIA  
b) International: Nil
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
ECO(H)	Not Available	01		1	Not Available

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc (Hons)	100	00	00

B.Sc (Gen.)	100	00	00
-------------	-----	----	----

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

29. Student progression: **NA**

Student progression	Against % enrolled
UG to PG	N.A
PG to M.Phil.	N.A
PG to Ph.D.	N.A
Ph.D. to Post-Doctoral	N.A
<b>Employed</b>	N.A
- Campus selection	N.A
- Other than campus recruitment	N.A
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

a) Library: No

b) Internet facilities for Staff & Students: Staff only

c) Class rooms with ICT facility: **Yes**

d) Laboratories: **NA**

31. Number of students receiving financial assistance from college, university, government or other agencies: **NA**

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

33. Teaching methods adopted to improve student learning: Teaching by Student

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NSS Programme.

35. SWOC analysis of the department and Future plans:

Not applicable since there is at present no student pursuing the undergraduate course in

Economics. Due to bad situation in the job market and back-dated syllabus, the students are not taking admission in this department. We expect that in near future the syllabus will be up-to-date and as per the demand of the market and we believe that we must overcome the situation as we have adequate infrastructure.

Our challenge is that we have to convince the member of the Board of studies of the University to update the syllabus regularly so that the students may be encouraged to opt for this course.

### Evaluative Report of the Department of Mathematics

1. Name of the department : **Mathematics**
2. Year of Establishment : 12.8.1985
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., ~~Integrated Masters; Integrated Ph.D., etc.~~): UG with Honours in Mathematics and as elective subject for B. Sc. General.
4. Names of Interdisciplinary courses and the departments/units involved: **Nil**
5. Annual/~~semester/choice based credit system~~ (programme wise): **Annual**
6. Participation of the department in the courses offered by other departments: **Philosophy**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
8. Details of courses/programmes discontinued (if any) with reasons: **No**
9. Number of Teaching posts

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	00	01 (CAS)
Asst. Professors	03	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Swapan Kr. Maji	M.Sc.	Associate Professor	Math. Probability & Statistical Inference	29 Years	Nil

Tushar Kanti Biswas	M.Sc.	Assistant Prof.	Algebraic Topology	1 Month +	Nil
Swadesh Ghosh	M.Sc.	APPT	Oceanography & Meteorology	7 Years	Nil
Tanmoy Roy	M.Sc.	APPT	Numerical Analysis & Deferential Geometry	4 Years	Nil
Debipsrad Singha Mahapatra	M.Sc.	Guest Lecturer	---	1 Years	Nil

11. List of senior visiting faculty: **None**
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: **60%**
13. Student -Teacher Ratio (programme wise):  
In Honours: Part-I 12:1; Part-II 5:1; Part-III 9:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical: NA
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. – 5 (Five with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : **Nil**
18. Research Centre /facility recognized by the University: **Nil**
19. Publications: **Nil**
  - \* a) Publication per faculty :Nil
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil
  - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International

Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : Nil

- \* Monographs: Nil
- \* Chapter in Books: Nil
- \* Books Edited: Nil
- \* Books with ISBN/ISSN numbers with details of publishers: 0
- \* Citation Index: Nil
- \* SNIP: Nil
- \* SJR: Nil
- \* Impact factor: Nil
- \* h-index: Nil

20. Areas of consultancy and income generated: **None**

21. Faculty as members in: **Nil**

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

22. Student projects: **Nil**

- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil

23. Awards / Recognitions received by faculty and students: **None**

24. List of eminent academicians and scientists / visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **Nil**

b) International: **Nil**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
Part-I	Not Available	47	44	3	Not Publish
Part-II	Not Available	21	16	5	Not Publish
Part-III	Not Available	34	26	8	44.8

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. Math (Hons)	100	00	00

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

29. Student progression

Student progression	Against % enrolled
UG to PG	25
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
<b>Employed</b>	NA
- Campus selection	NA
- Other than campus recruitment	Three in SSC(WB)
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities

- Library: No
- Internet facilities for Staff & Students: For Staff
- Class rooms with ICT facility: Yes
- Laboratories: Yes (Computer Practical)

31. Number of students receiving financial assistance from college, university, government or other agencies: 20 (Form College 5, Other 15)
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Nil
33. Teaching methods adopted to improve student learning: Mainly by traditional Lecture method, Asking student to deliver Lectures, Model answer of University Question.
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil
35. SWOC analysis of the department and Future plans: Yes

**Strength:** Energetic faculty, advanced methodologies of teaching-learning using modular curricula, well-equipped laboratories, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achievers and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods and access to library books.

**Weakness:** Disproportionate teacher student ratio, no participation in curriculum development, no participation in University Examination reform, paucity of full time faculty members.

**Opportunity:** Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, friendly and cooperative local people for the development of college and community.

**Challenges:** Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

**Future Plan(s):** To improve the infrastructure of the college so that the best students are encouraged to take admission and the enormous talent of the local youth properly nurtured, to take proper steps to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library.

### Evaluative Report of the Department of Physics

1. Name of the Department : Physics
2. Year of Establishment : 1985
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Dept. of Chemistry
5. Annual/ semester/choice based credit system (programme wise): Annual
6. Participation of the department in the courses offered by other departments: :NA
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NA
8. Details of courses/programmes discontinued (if any) with reasons: NA
9. Number of Teaching posts

	Sanctioned	Filled
Professors	0	0
Associate Professors	1	1
Asst. Professors	0	0

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

Sibdas Pujaru	M.Sc., M.Phil.	Associate Professor	Radio Physics & Electronics	28	0
Rita De	M.Sc.	Guest Lecturer	Electronics	1	0

11. List of senior visiting faculty: None
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 30%
13. Student -Teacher Ratio (programme wise):  
Gen: Part-I 39:1; Part-II 19:1 ; Part -III 4:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: M.Phil.-1, PG.-1 (One with M. Phil. and one with P.G.)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NA
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications: Nil
  - \* a) Publication per faculty
  - \* Number of papers published in peer reviewed journals (national / international) by faculty and students :
    - \* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : NA
    - \* Monographs: NA
    - \* Chapter in Books: NA

- \* Books Edited: NA
  - \* Books with ISBN/ISSN numbers with details of publishers: 0
  - \* Citation Index: NA
  - \* SNIP: NA
  - \* SJR: NA
  - \* Impact factor: NA
  - \* h-index
20. Areas of consultancy and income generated: Nil
21. Faculty as members in: Nil
- a) National committees b) International Committees c) Editorial Boards....
22. Student projects: Nil
- a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: Nil
23. Awards / Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department: None
25. Seminars/ Conferences/Workshops organized & the source of funding
- a) National: Nil
- b) International: Nil
26. Student profile programme/course wise:

Name of the	Applications		Enrolled	
-------------	--------------	--	----------	--

Course/programme (refer question no. 4)	received	Selected	*M	*F	Pass percentage
B. Sc.(Gen) Part-I	Not Available	78	64	14	Not Publis.
B. Sc.(Gen) Part-II	Not Available	38	32	6	Not Publis.
B. Sc.(Gen) Part-III	Not Available	07	5	2	38.6

\*M = Male \*F = Female

#### 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B. Sc.(Gen) Part-I	100	00	00
B. Sc.(Gen) Part-II	100	00	00
B. Sc.(Gen) Part-III	100	00	00

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

#### 29. Student progression

Student progression	Against % enrolled
UG to PG	Not Available
PG to M.Phil.	Not Available
PG to Ph.D.	Not Available
Ph.D. to Post-Doctoral	Not Available
<b>Employed</b> - Campus selection - Other than campus recruitment	Not Available
Entrepreneurship/Self-employment	Not Available

#### 30. Details of Infrastructural facilities

- a) Library: No
  - b) Internet facilities for Staff & Students: Yes (for Staff only)
  - c) Class rooms with ICT facility : Yes (As Central Facility)
  - d) Laboratories: Yes (1 for General students)
31. Number of students receiving financial assistance from college, university, government or other agencies: NA
  32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : NA
  33. Teaching methods adopted to improve student learning: Class taken by students
  34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NA
  35. SWOC analysis of the department and Future plans: Yes

Strength : - Energetic faculty, advanced methodologies of teaching-learning using modular curricula, well-equipped laboratories, special teaching-learning activity and programmes for advanced learners, remedial classes for poor achievers and/or students from the weaker section of the society, effective examination and evaluation system, ITC-enabled teaching methods and access to library books.

Weakness: - Disproportionate teacher student ratio, no participation in curriculum development, paucity of full time faculty members.

Opportunity : Location of the college - far from crowds and in the pristine and green solitude of nature - makes it an ideal abode of learning, friendly and cooperative local people for the development of college and community.

Challenges: Decreased attendance of the students in the classes, dependence of the students on private tuition, the increasing tendency of the young generation to study in the institutes located in cities and towns.

Future Plan(s): To improve the infrastructure of the college so that the best students are encouraged to take admission and the enormous talent of the local youth properly nurtured, to take proper steps to fulfil the post of fulltime faculty through proper channel, to improve the transport system with the help of respective authority, to enrich the library. Applied for Hons course (Physics)

**COMMERCE**

1. Name of the department : **Accountancy**
2. Year of Establishment : 1976
3. Names of Programmes / Courses offered (UG, PG, ~~M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.~~) UG
4. Names of Interdisciplinary courses and the departments/units involved: **No**
5. Annual/ ~~semester/choice based credit system~~ (programme wise): Annual
6. Participation of the department in the courses offered by other departments: **No**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: No
8. Details of courses/programmes discontinued (if any) with reasons: **No**
9. Number of Teaching posts

	<b>Sanctioned</b>	<b>Filled</b>
Professors	00	00
Associate Professors	00	00
Asst. Professors	Due	One

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Naru Gopal Ghosh	M.Com., M.Phil	Associate Professor	Accounting	14 year	Nil

11. List of senior visiting faculty : **None**
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **Nil**
13. Student -Teacher Ratio (programme wise): **Nil**

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical: **Nil**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: MPhil: 1
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **Nil**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Rs.109250/- (Funded byUGC)
18. Research Centre /facility recognized by the University: Nil
19. Publications: Details given below

Self Help Group and Women Empowerment in India, Editor: **Narugopal Ghosh**; Publisher(s): Panchmura Mahavidyalaya and Boiwala, Kolkata, Year: 2013, ISBN-978-81-923685-7-3

20. Areas of consultancy and income generated: None
21. Faculty as members in: Nil
  - a) National committees b) International Committees c) Editorial Boards: Nil
22. Student projects: Nil
  - a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
  - b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: No
23. Awards / Recognitions received by faculty and students: Nil
24. List of eminent academicians and scientists / visitors to the department: **N.A**
25. Seminars/ Conferences/Workshops organized & the source of funding
  - a) National: Yes (UGC)
  - b) International: Nil

26. Student profile programme/course wise: N.A. because last few years there is no student applied for Commerce.

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	

\*M = Male \*F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

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

29. Student progression

Student progression	Against % enrolled
UG to PG	NO
PG to M.Phil.	NO
PG to Ph.D.	NO
Ph.D. to Post-Doctoral	NO
<b>Employed</b> - Campus selection - Other than campus recruitment	NA
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: Yes
- b) Internet facilities for Staff & Students: Yes
- c) Class rooms with ICT facility: **Yes**

d) Laboratories: **No**

31. Number of students receiving financial assistance from college, university, government or other agencies: **Nil**
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : **Nil**
33. Teaching methods adopted to improve student learning: **Nil**
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Through online project, seminar and NSS activities
35. SWOC analysis of the department and Future plans:

Not applicable since there is at present no student pursuing the undergraduate course in Commerce. Due to bad situation in the job market and back-dated syllabus, the students are not taking admission in this department. We expect that in near future the syllabus will be up-to-date and as per the demand of the market and we believe that we must overcome the situation as we have adequate infrastructure.

Our challenge is that we have to convince the member of the Board of Studies of the University to update the syllabus regularly so that the students may be encouraged to opt for this course.

## Annexure 1

## Accreditation Certificate of Panchmura Mahavidyalaya of 2007 by NAAC



# Annexure 2

**Peer Team Report for Institutional Accreditation of  
Panchmura Mahavidyalaya, Panchmura, Bankura, West Bengal.**

**Section 1  
Preface**

Panchmura Mahavidyalaya, Panchmura, Bankura, West Bengal volunteered to be assessed by the National Assessment and Accreditation Council and conducted the Preliminary Self Study. The Self Study Report was submitted to NAAC by the Institution. A Peer-Team comprising Prof. Rajmani Prasad Sinha, former Vice-Chancellor, Lalit Narayan Mithila University, Darbhanga as Chairman, Professor Girish Sharma, Department of Philosophy, Gauhati University, Gauhati as member and Professor Madhuranath. L. former Principal A.P.S. College of Commerce, Bangalore as member co-ordinator was constituted by the Council to visit the Mahavidyalaya and validate their SSR for two days i.e. January 17 - 18, 2007. Dr. Shyamasundar was the Co-ordinating Officer from the NAAC, Bangalore.

Panchmura Mahavidyalaya affiliated to the University of Burdwan (West Bengal) covering a total area of 29.00 acres was established in the year 1965. It is an Undergraduate Degree College of Arts, Commerce and Science. It is a grant-in-aid College recognized under 2F and 12B by the UGC since 1970. The College was established with the sacred goal of providing higher education to the underprivileged youth of the locality. Initially the college started teaching of general courses and gradually offered advance and Honours courses. It introduced general courses in Commerce in 1976 and in Science in 1985, with Physics, Chemistry and Mathematics.

Starting with seven teaching and six non-teaching staff for a student strength of 88 in 1965, the college is having now a strength of 39 teaching and 16 non-teaching members along with 1590 students. The college is located in a rural area and the unit cost of the college education is Rs. 9326.16. The temporal plan of academic work of college is annual system. The College has support service in the form of Central Library, Sports facilities, hostels, guesthouse, canteen, welfare schemes, grievance redressal cell, photocopying machine, a vehicle parking shed and P.C.O. with S.T.D. facilities.

The Peer Team carefully perused and analyzed the SSR submitted by the Institution. During the institutional visit the team went through all the relevant documents, visited departments and facilities and interacted with various constituents of the Institution (total no. of interactions – 22). The academic, co-curricular, extra-curricular, sports and extension facilities of the institution were visited. The Peer Team also interacted at length with the steering Committee, Head of the Institution, faculty, administrative staff, alumni, students and their parents. Based on the above exercise and keeping in mind the criteria identified by NAAC, the Peer team has taken a value judgment assessment of the institution under various criteria. The commendable features of the institution as well as the issues of concern are given in the following pages.

## **Section 2** **Criterion-wise Analysis**

### **Criterion I : Curricular Aspects**

As this college is affiliated to the University of Burdwan it follows the syllabi prescribed by the parent university for Arts, Science and Commerce

faculties in the annual pattern. The College offers nine three-year Honours and three three-year general courses at the undergraduate level. By making combination of three suitable subjects (one honours and two pass) or three pass subjects it offers 74 programmes - 68 in Arts, 2 in Commerce and 4 in Science disciplines.

The programmes are flexible enough to offer the students time-frame matching, student's convenience, horizontal mobility and elective options for their benefits. The existing curricula are revised annually by the University and updated from time to time as and when necessary for initiation, redesigning and review of teaching programmes. The college has limited role to play in the above matter.

With regard to time frame, the college abides by the rules and regulations of the University of Burdwan. There is inter-disciplinary approach in the college.

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

The College enrolls students based on their academic records. Students with 45% in aggregate in +2 are considered for admission into Honours courses. The college takes Eligibility cum Elimination tests in honours subjects to assess students' knowledge and skills one month after their admission. However, the college does not provide any remedial course to the educationally disadvantaged students. Teachers make teaching plans and all the teachers provide necessary help and co-operation to the students. Teaching aids like OHP, LCD Projector, Computer and Educational CDs etc. are provided through a media centre. The number of teaching days in the college is 183 while the working days are 261. The workload for permanent teachers is 19 average classes per week. The

evaluation methods like class tests are communicated to students through prospectus and academic calendar. The overall performance of students is monitored. The college appoints part-time teachers from its own fund and fund provided by the Government. Altogether 12 teachers have attended National level Seminars and 06 teachers have attended International Seminars. The college follows self-appraisal method to encourage teachers in teaching. The college has evolved a mechanism to take feedback from the students about the teaching imparted by teachers. However, the college has not conducted any seminar or Symposium even of regional level. Three teachers have also participated in U.G.C. sponsored Articulation programme. Two teachers have attended 3 weeks NSS programme and two teachers have participated in Refresher course. The college needs to take steps to encourage teachers to participate in faculty development programmes.

The faculty contributes to the administration in many ways e.g. as members of the different subcommittees Boards, Societies and unions. The college may establish more national and international linkages for teaching and research. Departmental Societies can be formed which will facilitate holding inter and intra-departmental competitions like debates, paper reading contests etc. Inter College Competitions may also be organized to give better exposure to the students.

### **Criterion III : Research, Consultancy and Extension.**

The College has initiated some measures to promote research activity among members of the teaching staff like granting study leave and adjusting their teaching schedule. However, financial support is not provided to the teachers for carrying out any research work but they are encouraged to apply for minor research projects to UGC and such other funding agencies. The principal of the college Dr. Ranjit Kumar Medya has developed a software package for creating

database of students admitted and college employees. He has also developed a software package for the teaching of physics subject. He has taken keen interest in computerizing administrative and Account functions of the college and in the process of automation of the library etc. This has saved the College more than Rs. 1,00,000/-. Dr. C. K. Jana, Senior lecturer in the Dept. of Chemistry is actively involved in research activities. In particular he has successfully established collaboration with the soil testing laboratory, Vishwa Bharati and the Indian Institute of Chemical Biology in pursuit of his academic activities. He has also developed a linkage with the University of Southern California, U.S.A. for research activities.

The institution is actively engaged in various extension activities and also conducts programmes through its NSS unit. Some of them are Community Development, Health and Hygiene Awareness, Adult Education and Literacy, Aids Awareness, Medical Camp, Blood Donation Camp and Environment Awareness. They have also adopted villages for annual NSS Camps.

The college plans and executes extension activities with the local Gram Panchayat and willing NGOs. It has been undertaking various types of health related programmes in association with Radha Rani Community Health Service at Bakura. The College has established linkages with the Departments of soil Science and Agronomy, Shantiniketan for carrying out research on comprehensive nutrients management schemes for the soil of Bakura. The college is also collaborating with the awareness and usefulness of Vermi-compost and its production in the locality. One of the teachers of the college Dr. S. Jana is freelance writer and contributes columns in newspapers. The College has also setup a Terracotta Museum to showcase beautiful crafts of the local artists and to encourage the students in their glorious heritage.

**Criterion IV : Infrastructure and Learning Resources.**

Panchmura Mahavidyalaya established in 1965 is the first rural degree college in Bankura District. The College is affiliated to the University of Burdwan and recognised under 2F and 12B by UGC. It is a grant-in-aid College as categorized by the Govt. of West Bengal. It is situated on a vast tract of land donated by people of Joypur and Kulbani. It has its own building. Initially it had eight classrooms and three rooms for office and other purposes. At present, it has built-up 30 classrooms and 16 rooms for other purposes which encompass about 3400 sq.mt. floor area. The college owns 4 acres of land for its main campus, 1 acre for its two hostel campuses and the rest for playground, forestry and tank. There are one two storied, 4 single storied buildings, one canteen and one parking shed situated in the main Campus. The two-storied building houses the principal's office, administrative and account section and a multi-utility hall in the first floor. Library, several class rooms, media centre, multi gym, and one storeroom are situated in the ground floor. One guest house, one girl's Common room and one class room are accommodated in a separate small building which is adjacent to the main building. A small medicinal garden is also maintained near by this building. The Chemistry laboratory, one store room and three class rooms are situated next to the medicinal garden. In the Western corner of the main campus the canteen is located. A small building houses NCC Office and Student's Union Room. The cycle parking shade is also situated nearby. There is one L-shaped building where teacher's Common room, some classrooms, store room and the Xerox centre are situated. There are two hostel buildings for boys.

Library is an important learning centre for all educational institutions. The Library of this college is housed in a hall occupying 130.5 sq.mt. floor area. It is partly computerised and is having 12300 books. Three journals, ten magazines,

two newspapers and six bulletins are available to students. The library provides a reading hall well furnished with adequate number of chairs and tables.

The two laboratories, one of chemistry and the other of physics caters to the need of science students.

The college has purchased three computers from its own fund and other three by using UGC computer grant. There is no central Computer facility in the college but the college plans to establish a computer centre in near future.

The NSS unit undertakes campus cleaning, road repairing, tree plantation and gardening as part of their in-campus activity. The library has the facility of audio-video cassettes and Internet linkage. The library opens for 7 hours every day excluding holidays.

The college lays special emphasis on student's health care with the co-operation of the local physicians. The college has universal membership with Student Health Home for availing free medical benefit to students. The college also has a sports complex and gymnasium.

#### **Criterion V : Student Support and Progression.**

The College has been providing support services through student's concession and scholarships. The college undertakes extra-curricular activities such as cultural, sports and social work for the benefit of students. Teachers take personal interest in identifying the talented students and they also participate in academic and personal counseling. Though the dropout figure is high in Part-I, the performance in University Examinations is fairly good. The toilet facility and the facility for drinking water for boys and girls is very good. They have also

initiated construction of a new building and have renovated boys hostels. Alumni, boys and other employees have a sense of belonging to the college. The college has a big field for football and volleyball plays. The prospectus published by the college gives information about state-of-the-art. Facilities are provided both for indoor and outdoor games. Many cultural activities are undertaken in the college. Financial aids in the form of Post Matric Scholarship for SC, ST students are available. A computer centre is functioning in the college, which requires further upgradation.

#### **Criterion VI : Organization and Management**

The College has a well-organized internal system of management. There is a Governing Body in the college which is the highest body. Governing Body takes all major decisions based on the recommendations of the sub-committees. There is an academic committee which co-ordinates the academic activity of the college. The efficiency and competence of non-teaching staff is evaluated periodically by the Principal in consultation with the Head Assistant. Some of the staff have been given computer training leading to their improved efficiency. Funds and Accounts of the college are taken care of by the Bursar of the college and the auditing is done by government auditors. The college has a Co-operative society which provides loan to the employees. The college has a Grievance Redressal cell for students and staff members. The principal discusses the matter with the members of Governing Body and shorts out the problem amicably. Refundable and non-refundable PF loans are granted to employees as per the rules.

For the purchase of major items in the college quotations are invited, comparative charts are prepared and only then the order is placed as per the purchase norms and rules.

**Criterion VII : Healthy Practices.**

The college has adopted mechanism for internal quality checking in some of its affairs. It collects feedback from the students and self-appraisal reports from the teachers every year. The college organizes discussion and debate on national integrity where teachers, students and prominent personalities particulate their views. The college inculcate civic responsibilities among the students through NSS and NCC. NCC has done remarkable work in the field of its activity. Purnendu Das Chakraborty, a student of the college has represented the college in the Republic Day celebrations held in New Delhi. 160 boys and 30 Girls are enrolled in the NCC. 17 students of the NCC of the previous batches have joined the Indian Army. The College has established Academic Council who looks after the academic affairs and its improvement. The college organizes annual function and Fresher's welcome where all the local folk are invited. Departmental Seminars are often organized and students are asked to lecture or read papers on selected topics. They are also encouraged to participate in Essay Writing, Quiz Competition and Debate Competition for improving their learning capacity. To improve communication skill College holds Spoken English class once in a week. It is really heartening to note that students actively participate in such activities and make the college campus environment lively.

**Section 3****Overall Analysis**

On an in-depth perusal of the SSR and assessment of the academic activities, infrastructure facilities and interest of the students, teachers and management the Peer Team is highly impressed by the efforts put forwarded by the various stake holders of the institution.

It is with immense pleasure that the team places on record services rendered by the interested parties in achieving vision of the college to provide opportunities for higher learning to the local students.

The academic freedom by the management to the Principal and teaching staff has paved way for successful implementation of higher education in this area. The college has maintained its records well. The students are well mannered and disciplined.

The Peer Team complements the college for adopting good practices in imparting quality education. The Peer Team also wishes to draw the attention of the authorities of the college to some of the areas of concern. The college is required to purchase more number of latest edition of reference and text books. There is a need to establish a central computer centre with V-sat facilities. However, the Peer Team gives the following suggestions for strengthening the quality of the academic and administrative system of the college.

- Introduction of INFLIBNET in the library.
- Establishment of Central Computer Centre with latest configurations of computers.
- Construction of Girl's Hostel.
- Introduction of Carrier Oriented and Self-financed courses like Disaster Management, Yoga and Health, Diet and Nutrition, Child Care, Fisheries, Crop-management, Library Science, Commerce and Management, Certificate courses in Computer and Communicative English, Home Science.
- Establishment of Alumni Association.
- Teachers should be encouraged for research and publications.
- Instrumentation Centre.
- Placement Cell.
- Consultancy Service.

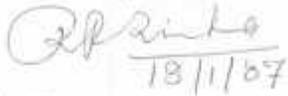
The Peer Team takes this opportunity to thank the management, the Principal, steering Committee Co-ordinator, teaching and non-teaching staff and the students for their co-operation during the visit.

The team wishes all the best to the college in its endeavors.

THE PEER TEAM.

Names :

Signature:

- |  |   |   |
|--|---|---|
| 1. Professor Rajmani Prasad Sinha<br>(Chairman)      | : | <br>18/11/07  |
| 2. Professor Girish Sharma<br>(Member)               | : | <br>18.11.07  |
| 3. Professor Madhuranath L.<br>(Member Co-ordinator) | : | <br>18/11/07 |

I agree with the observations and recommendations made by the Peer Team in this Report.

  
Name and Address  
of the Head of the  
Institution with seal  
Principal  
Panchmura Mahavidyalaya  
Bankura

## **Annexure 3**

### **Detail Departmental Teaching Plan: 2014-2015**

**SANSKRIT (HONOURS)**  
[ 2014-2015 ]

**ABBREVIATION USED**

**NAME OF THE TEACHER**

- |  |      |
|--|------|
| 1. DR.SUDEV MATIA (ASST. PROFESSOR, H.O.D) | - SM |
| 2. Mr. PRALAY BANERJEE (ASST.PROFESSOR)    | - PB |
| 3. DR.MRINMOY CHAKRABORTY(P.T.T)           | - MC |
| 4. Mrs. BANDANA MALGÖP(P.T.T)              | - BM |
| 5. Mrs. Mamoni Mal (G.L)                   | - MM |

**MODULE CODE**

SANSKRIT HONOURS –SNSH

**PAPER CODE-**

PAPER	CODE
1 <sup>ST</sup>	I
2 <sup>ND</sup>	II
3 <sup>RD</sup>	III
4 <sup>TH</sup>	IV
5 <sup>TH</sup>	V
6 <sup>TH</sup>	VI
7 <sup>TH</sup>	VII
8 <sup>TH</sup>	VIII

PART – I Full Marks – 200PAPER – I Full Marks – 1001<sup>ST</sup> Year – 2014 – 2015

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
SNSHII	Poetry :			
SNSHIIai	<b>Bhattikavyam</b> (Canto – II,1 to19) As in Sanskrit Pathamala,B.U.			
SNSHIIai(1)	Introduction – Kavyam: Definition & Classification. Bhattikavyam : pen-picture.	03	7.7- 12.7.14	SM
SNSHIIai(2)	Bhattikavyam : <i>A poetical Grammar</i> Or <i>Grammatical poetry</i> .	02	14.7-18.7.14	SM
SNSHIIai(3)	Bhattikavyam Canto-II: pen-picture of autumn. Sloka by Sloka taken disjoining of Sandhi word meaning in Bengali & Sanskrit, discussion on grammar & Explanation.	15	19.7-19.8.14	SM
SNSHIIaii	<b>Raghuvamsam</b> (Canto – 13 <sup>th whole</sup> ) As in Sanskrit Pathamala,B.U.			
SNSHIIaii(1)	Introduction – Kavyam: Definition, Classification & development.	04	7.7-22.7.14	MC
SNSHIIaii(2)	Kalidasa as a poet, his other works & his brief History.	05	23.7-23.8.14	MC
SNSHIIaii(3)	Raghuvamsam: pen picture.	05	25.8-20.9.14	MC
SNSHIIaii(4)	Raghuvamsam Canto – 13 : pen picture, Sloka by Sloka taken disjoining of Sandhi word meaning in Bengali & Sanskrit, discussion on grammar & Explanation.	25	22.9.14-14.2.15	MC
SNSHIIaiii	<b>Kiratarjuniyam</b> : (Canto 1 <sup>st</sup> ) As in Sanskrit Pathamala,B.U.			
SNSHIIaiii(1)	Introduction – Kavyam: Definition, origin & Development.	02	7.7-14.7.14	BM
SNSHIIaiii(2)	Kiratarjuniyam: Place in Sanskrit literature as kavyam & Bharabi as a poet – its place in the history of Sanskrit literature.	02	15.7-28.7.14	BM
SNSHIIaiii(3)	Banachar speech: Slokas are read over line by line disjoining of Sandhi word meaning in Bengali & Sanskrit, discussion on grammar & Explanation.	09	30.7-10.11.14	BM

SNSH11a(i)(4) Droupadi speech: Shlokas are read over line by line disjoining of Sandhi word meaning in Bengali & Sanskrit, discussion on grammar & Explanation.	09	11.11.14-14.2.15	BM
SNSH11b <b>Dasakumaracaritam</b> (Rajabhasacaritam)			
SNSH11b(1) Introduction – Prose: Definition, Origin, Classification, & Development.	02	7.7-31.7.14	MM
SNSH11b(1) Dasakumaracaritam: Read over line by line, disjoining of Sandhi, word meaning in Bengali & Sanskrit.	20	1.8.14-14.2.15	MM

**PAPER - II Full Marks – 100**

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
SNSH11i	<b>Drama:</b>			
SNSH11i(i) <b>Abhijnana Sakuntalam</b>				
SNSH11i(i) Introduction – Drama: Definition, origin & Classification. Kalidasa: Poet, Dramatist & Nature poet.	06	7.7-19.7.14	PB	
SNSH11i(i)(2) 1 <sup>st</sup> – 3 <sup>rd</sup> act: Bengali meaning, Analysis of different characters (Dusanta, Shukuntala, Vidushaka etc.)	20	21.7-30.8.14	PB	
SNSH11i(i)(3) 4 <sup>th</sup> – 5 <sup>th</sup> act: Bengali meaning, analysis, discussion on inner meaning & Explanation.	20	1.9-15.11.14	PB	
SNSH11i(i)(4) 6 <sup>th</sup> – 7 <sup>th</sup> act: Bengali meaning, Analysis of different characters of the play – situation from top to bottom of the drama.	30	17.11.14-14.2.15	PB	
SNSH11i(ii) <b>Dramaturgy- Sahityadarpana, Chapter –VI</b>				
SNSH11i(ii)(1) Introduction – Drama & Dramaturgy: Definition, Classification & development	02	20.8-23.8.14	SM	
SNSH11i(ii)(2) Ropaka, Nandi, Vrittis (Without Angas), Prastavana: Bengali meaning & analysis.	12	25.8-19.9.14	SM	
SNSH11i(ii)(3) Arthaprakriti, Arthopaksepa & Pataksathanakus: Bengali meaning, analysis & Explanation.	12	20.9-15.11.14	SM	

SNSHIIai(4) Karya, Avastha, Sandhi(without Angas), & Natika: Bengali meaning, analysis & Explanation.	14	17.11-17.12.14	SM
<b>SNSHIIb Metrics:</b>			
SNSHIIb(1) Introduction – A General Conception of Sanskrit metres.	02	18.12-23.12.14	SM
SNSHIIb(2) Anustubh, Upajati, Puspitagra and Sundari: Definition, analysis & Explanation.	10	24.12.14-22.1.15	SM
SNSHIIb(3) Indravajra, Upendravajra, Rathoddhata, Drutavilamvita, Vamsasthavila, Vasantatilaka, Malini, Mandakranta, Sikharini, Sardulavikridita, Sragdhara: Definition, analysis & Explanation.	10	25.12.14-14.2.15	SM

**PART – II Full Marks – 200****PAPER – III Full Marks – 100**2<sup>nd</sup> Year – 2014 – 2015

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
<b>SNSHIII</b>	<b>History of Sanskrit Literature :</b>			
SNSHIIIa(1)	Introduction – A General Conception of Sanskrit Literature	06	7.7-26.7.14	MC
SNSHIIIa(2)	Ramayana, Mahabharata, Purana & Drama: Definition, origin, Classification & development.	10	28.7-6.9.14	MC
SNSHIIIa(3)	Court Epics, Historical Kavya, Lyrical Kayva; Prose Literature, Champu Kavyas Tales and Fables: Definition, origin, Classification Development & analysis.	10	8.9-15.11.14	MC
SNSHIIIa(4)	Outline of Six-systems of Indian Philosophy: origin, Classification Development & analysis.	10	17.11-27.12.14	MC
<b>SNSHIIIb</b>	<b>Isopanisad : (Whole)</b>			
SNSHIIIb(1)	Introduction – Upanisad: Defination, Origin, Classification, & Development.	03	7.7-26.7.14	BM
SNSHIIIb(2)	Isopanisad: Slokas are read over line by line, disjoining of Sandhi, word meaning in Bengali & Sanskrit.	10	28.7-22.11.14	BM
SNSHIIIb(3)	Isopanisad: Discussion on grammar, Explanation & Amplifacation in Sanskrit.	06	24.11.14-17.1.15	BM
<b>SNSHIIIc</b>	<b>Dasakumaracaritam (Rajabahanacaritam)</b>			
SNSHIIIc(1)	Introduction – Prose: Defination, Origin, Classification, & Development.	02	7.7-31.7.14	MM
SNSHIIIc(1)	Dasakumaracaritam: Read over line by line, disjoining of Sandhi, word meaning in Bengali & Sanskrit.	20	1.8.14-14.2.15	MM
<b>SNSHIIId</b>	<b>Comprehension test(Sanskrit to Sanskrit)</b>			
SNSHIIId(1)	Tales & Fables of Panchatantram: Read over line by line, disjoining of Sandhi, word meaning in Bengali & Question Answers.	04	19.1-14.2.15	BM
SNSHIIId(2)	Tales & Fables of Hitopoudesha: Read over line by line, disjoining of Sandhi, word meaning in Bengali & Question Answers.	04	16.2-7.3.15	BM

SNSHIIIe <b>Translation:</b> From English or Bengali to Sanskrit with Devnagari Scripts				
SNSHIIIe(1) Sanskrit Translation : Rules, Shabdarup, Dhaturupa, Pratyay, & Devnagari script.	05	29.12.14-12.1.15	MC+FM	
SNSHIIIe(2) Sanskrit Translation : Some Bengali Tales & Fables.	12	13.1-7.3.15	MC	

**PAPER – IV Full Marks – 100**

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
<b>SNSHIV</b>				
<b>SNSHIVa Siddhanta Kaumudi :-</b>				
<b>SNSHIVai Karaka (Full)</b>				
SNSHIVai(1) Introduction – Sanskrit Grammar: Origin, Classification, & Development.	06	7.7-19.7.14	SM	
SNSHIVai(2) General idea on Astadhayayi & Karaka.	05	21.7-2.8.14	SM	
SNSHIVai(3) Karaka(1 – 3): Read Sutras, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	32	4.8-15.11.14	SM	
SNSHIVai(4) Karaka(4, 5, 7): Read Sutras, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	37	17.11.14-7.3.15	SM	
<b>SNSHIVaii Samasa (Selected sutras Upto Dvandva Compound)</b>				
SNSHIVaii(1) Introduction – Sanskrit Grammar: Origin, Classification, & Development.	02	7.7-10.7.14	PB	
SNSHIVaii(2) General idea on Siddhanta Kaumudi & Samasa.	02	11.7-17.7.14	PB	
SNSHIVaii(3) Sutras – 2.1.1, 2.1.4, 2.4.71, 2.1.5, 2.1.6, 1.2.43, 2.2.30, 1.2.44, 2.1.9, 2.1.11, 2.1.19, 2.1.22, 2.1.13, 2.1.24, 2.1.30, 2.1.32, 2.1.36, 2.1.37, 2.2.8, 2.2.10, 2.2.16, 2.2.2 : Read Sutras, meaning in Bengali & Sanskrit, Explanation & analysis.	25	18.7-27.9.14	PB	
SNSHIVaii(4) Sutras – 2.1.52, 2.4.1, 2.1.55, 2.1.56, 2.1.57, 2.2.18, 3.1.92, 2.2.19, 5.4.91, 2.4.22, 2.4.23, 6.3.46, 2.2.23, 2.2.24, 2.2.27, 2.2.28, 6.1.66, 5.4.135, 5.4.150, 2.2.35, 2.2.29, 2.4.2, 2.4.9, 6.3.26, 1.2.46 : Read Sutras, meaning in Bengali & Sanskrit, Explanation & analysis.	30	27.10.14-2.1.15	PB	

<b>SNSHIVb Elements of Linguistics</b>			
SNSHIVb(1) Introduction – Language: Definition, Origin, Classification, & Development.	02	3.1.-8.1.15	PB
SNSHIVb(2) Primitive Indo-European, Divisions of Indo-European, Indo-Iranian (Aryan), Emergence of Indo-Aryan, Non-Aryan Influence on Sanskrit, Vedic & Classical Sanskrit.	09	9.1-31.1.15	PB+BS
SNSHIVb(3) Some Phonetic Laws and Tendencies, Grimm's Law, Verner's Law, Grassmann's Law & Collitz's Law.	07	2.2-19.2.15	PB
SNSHIVb(4) Assimilation, Dissimilation Metathesis, Prothesis, Epenthesis, Anaptyxis and Haplology.	04	20.2-7.3.15	PB

**PART III Full Marks – 400****PAPER – V Full Marks – 100**3<sup>rd</sup> Year – 2014 – 2015

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
<b>SNSHV</b>				
<b>SNSHV a Vedic Literature :</b>				
<b>SNSHV ai Vedic Texts (Six Hymns )</b>				
SNSHV ai(1)	Introduction – Veda: Origin, Classification, & Development.	03	7.7.-12.7.14	MC
SNSHV ai(2)	Agni, Indra & Pusan: Read Mantras, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	30	14.7-22.9.14	MC
SNSHV ai(3)	Hirānyagarbha, Devi & Akṣa: Read Mantras, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	26	24.9-23.12.14	MC
<b>SNSHV ai Sunasepakatha</b>				
SNSHV ai(1)	Harishchandra – Narada-Baruna katha: Read text, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	05	29.8-4.9.14	PB
SNSHV ai(2)	Indrarahitasambada: Read text, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	05	1.9-6.9.14	SM
<b>SNSHV b Vedic Grammar :</b>				
SNSHV b(1)	Introduction – Grammar: General Idea on Vedic & Classical Sanskrit.	02	24.12-31.12.14	MC
SNSHV b(2)	Sandhi, Declension of a-stems, Position of Upasargas: Explanation, Example & analysis.	05	2.1-14.1.15	MC
SNSHV b(3)	Subjunctive, Aorist and Infinitive: Explanation, Example & analysis.	04	15.1-24.1.15	MC
<b>SNSHV c History of Vedic Literature :</b>				
SNSHV c(1)	Vedic Literature: General Survey	02	17.11-22.11.14	MM
SNSHV c(2)	Rigveda & Samveda: Origin, Classification, Commentary, Mythology, Dialogue & Lyrical Hymns,	05	24.11-13.12.14	MM
SNSHV c(3)	Jajus & Atharva : Origin, Classification, Commentary & Mythology.	06	15.12-31.12.14	MM
SNSHV c(4)	Brahman sahitya, Aranayak, & Vedanga: Definition & Classification.	07	1.1-24.1.15	MM

PAPER – VI Full Marks – 100

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
SNSHVI				
SNSHVIa	Poetics :-			
SNSHVIai	<b>Dandin's Kavyadarsa (1)</b>			
SNSHVIai(1)	Introduction – Kavya: Origine, Dandi: poet.	06	7.7-12.7.14	PB
SNSHVIai(2)	Mangalacharana, importance of speech, Varieties of Kavya: Explanation, Example & analysis.	15	14.7-31.7.14	PB
SNSHVIai(3)	Mahakavya, Gunas, Distinction between Baidharbi & Gourio: Explanation, Example & analysis.	21	1.8-23.8.14	PB
SNSHVIai(4)	<i>Is a poet born or made</i> : Explanation, Example & analysis.	04	25.8-28.8.14	PB
SNSHVIaii	<b>Yamana's Kavyalamkara Sutravritti – 1<sup>st</sup> (Whole) &amp; 3<sup>rd</sup> Adhikarna – 1<sup>st</sup> Chapt(upto Sutra No. 3)</b>			
SNSHVIaii(1)	Introduction – Kavyam: Definition, Classification & development. Alamkara: Definiton,	05	7.7-12.7.14	SM
SNSHVIaii(2)	1 <sup>st</sup> / 1 <sup>st</sup> Chapter: Read Sutras, meaning in Bengali & Sanskrit, Explanation, & analysis.	13	14.7-31.7.14	SM
SNSHVIaii(3)	1 <sup>st</sup> / 2 <sup>nd</sup> & 3 <sup>rd</sup> Chapter: Read Sutras, meaning in Bengali & Sanskrit, Explanation, & analysis.	15	1.8-20.8.14	SM
SNSHVIaii(4)	3 <sup>rd</sup> / 1 <sup>st</sup> Chapter(upto Sutra No. 3): Read Sutras, meaning in Bengali & Sanskrit, Explanation, & analysis. Difference between Guna & Alamkara	08	21.8-30.8.14	SM
SNSHVIaiii	<b>Sahityadarpana – Chapter X</b>			
SNSHVIaiii(1)	Introduction – Alamkaras: Definition, Classification & analysis.	02	8.9-11.9.14	SM
SNSHVIaiii(2)	Slesa, Upama, Rupaka, Utpaksa, Parinama: Definitions, examples and applications excepting classifications.	10	12.9-25.9.14	SM+PSG
SNSHVIaiii(3)	Bhrantiman, Apahnuti, Atisayokti,	09	26.9-7.11.14	SM

Tulyayogita, Dipak, Prativastupama, Definitions, examples and applications excepting classifications.				
SNSHVIIiii(4) Dristanta, Nidarsana, Vyatireka, Samasokti, Aprastutaprasamsa, and Arthantaranyasa; Definitions, examples and applications excepting classifications.	09	8.11-18.11.14	SM	

PAPER –VII Full Marks 100

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
SNSHVII				
SNSHVIIa	<b>Kadambari –</b>			
SNSHVIIa(1)	Introduction – Kadambari: Origine, Katha or Akhayakia.	03	1.1-3.1.15	PB
SNSHVIIa(2)	Sukanasopadesa: Read text, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	22	5.1-24.1.15	PB
SNSHVIIb	<b>Manusamhita</b> (Chapter VII, 1 - 150 slokas)			
SNSHVIIb(1)	Introduction – Manu: History. Manusamhita: Origine, Definition, Classification & analysis.	05	7.7-19.7.14	BM
SNSHVIIb(2)1	– 53 slokas: Read slokas, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	16	21.7-30.8.14	BM
SNSHVIIb(3)	54 – 109 slokas: Read slokas, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	16	1.9-15.11.14	BM
SNSHVIIb(4)	110 – 150 slokas: Read slokas, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	18	17.11.14-24.1.15	BM
SNSHVIIc	<b>Arthasastra :</b>			
SNSHVIIc(1)	Introduction – Chanaka: History. Arthasastra: Origine, Definition, Classification & analysis.	07	7.7-19.7.14	MM+SR+SJ
SNSHVIIc(2)	Amatyotpatti : Read text, disjoining of Sandhi, meaning in Bengali & Sanskrit,	07	21.7-9.8.14	MM

Explanation & analysis. SNSHVIIIc(3) Duttapranidhi: Read text, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	07	11.8-30.8.14	MM
<b>SNSHVIII d Silalekha – Rudradaman</b> (As in Sanskrit Pathamala, B.U.)			
SNSHVIII d(1) Introduction: Silalekha: Origine, Definition & Classification.	05	01.9-13.9.14	MM
SNSHVIII d(2) Silalekha – Rudradaman: Read text, disjoining of Sandhi, meaning in Bengali & Sanskrit, Explanation & analysis.	12	15.9-15.11.14	MM

**PAPER – VIII Full Marks –100**

Module Code	Contents	Lect. Allotd	Tentative Period	Teacher
<b>SNSHVIII</b>				
<b>SNSHVIII a Tarkasamgraha –</b>				
SNSHVIII a(1) Introduction – Indian Philosophy: Origine, Definition, Classification & development.	05	1.12-5.12.14	SM	
SNSHVIII a(2) Mangalacharanam & Padartha: Definition, Classification, Explanation & analysis.	14	6.12-23.12.14	SM	
SNSHVIII a(3) Buddhi & Caranam: Definition, Classification, Explanation & analysis.	14	24.12.14-8.1.15	SM+SP	
SNSHVIII a(4) Anumanam, Paramarsa, Hetyabhasa & Padajnanam: Definition, Classification, Explanation & analysis.	14	9.1-24.1.15	SM	
<b>SNSHVIII b Vedantasara – (Excluding the last portion beginning with Mahavakyartha)</b>				
SNSHVIII b(1) Introduction – Vedanta: Origine, Definition, Classification & development.	07	5.9-13.9.14	PB+PS	
SNSHVIII b(2) Mangalacharanam, Anubandha & Adhikari: Definition, Classification, Explanation & analysis.	09	15.9-8.11.14	PB	
SNSHVIII b(3) Ajnanam, Parinam & Bibarta: Definition, Examples, Explanation & analysis.	12	10.11-22.11.14	PB	
SNSHVIII b(4) Panchikaranam, Ataman, Iswar: Definition, Examples, Explanation & analysis.	12	24.11-9.12.14	PB	

<b>SNSHVIIIc Essay in Sanskrit –</b>				
SNSHVIIIc(1) Sanskrit Essay: Rules, Sanskrit writing & editing, examples etc.	03	10.12-13.12.14		PB
SNSHVIIIc(2) Analysis some topics – Sanskrit, Kalidasa, Rabindranath, Vivakananda, Netaji, Gandhi, Nature, TV, Computer etc.	12	15.12-31.12.14		PB
<b>SNSHVIII d Substance – (From Sanskrit Language to Sanskrit Language with Devnagri Scripts)</b>				
SNSHVIII d(1) Introduction – Substance: Rules, writing & editing, examples etc.	02	19.11-21.11.14		SM
SNSHVIII d(2) Analysis some Sanskrit Tales & Fables of Panchatantram & Hitopodesh: Read over line by line, disjoining of Sandhi, word meaning in Bengali & Question Answers.	06	22.11-29.11.14		SM

## Annexure 4: Courses and Programmes

### 1. Course: B. A. Honours in Bengali

Prog.	Major	Elec 1	Elec 2	Course Id
1	BengH	Hist	Sans	110110
2	BengH	Hist	PolSc	110120
3	BengH	Phil	Sans	110210
4	BengH	Phil	PolSc	110220
5	BengH	Eng	Sans	112010
6	BengH	Eng	PolSc	112020
7	BengH	Eng	Hist	112100
8	BengH	Eng	Phil	112200

### 2. Course: B. A. Honours in English

Prog.	Major	Elec 1	Elec 2	Course Id
9	EngH	Hist	Sans	120110
10	EngH	Hist	PolSc	120120
11	EngH	Phil	Sans	120210
12	EngH	Phil	PolSc	120220
13	EngH	Beng	Sans	121010
14	EngH	Beng	PolSc	121020
15	EngH	Beng	Hist	121100
16	EngH	Beng	Phil	121200

### 3. Course: B. A. Honours in Sanskrit

Prog.	Major	Elec 1	Elec 2	Course Id
17	SansH	Hist	PolSc	130120
18	SansH	Phil	PolSc	130220
19	SansH	Beng	PolSc	131020
20	SansH	Beng	Hist	131100
21	SansH	Beng	Phil	131200
22	SansH	Eng	PolSc	132020
23	SansH	Eng	Hist	132100
24	SansH	Eng	Phil	132200

### 4. Course: B. A. Honours in History

Prog.	Major	Elec 1	Elec 2	Course Id
25	HistH	Phil	Sans	140210
26	HistH	Phil	PolSc	140220
27	HistH	Beng	Sans	141010
28	HistH	Beng	PolSc	141020
29	HistH	Beng	Phil	141200
30	HistH	Eng	Sans	142010
31	HistH	Eng	PolSc	142020
32	HistH	Eng	Phil	142200

### 5. Course: B. A. Honours in Political Science

Prog.	Major	Elec 1	Elec 2	Course Id
33	PolSch	Hist	Sans	150110
34	PolSch	Phil	Sans	150210
35	PolSch	Beng	Sans	151010
36	PolSch	Beng	Hist	151100
37	PolSch	Beng	Phil	151200
38	PolSch	Eng	Sans	152010
39	PolSch	Eng	Hist	152100
40	PolSch	Eng	Phil	152200

**6. Course: B. A. Honours in Philosophy**

Prog.	Major	Elec 1	Elec 2	Course Id
41	PhilH	Hist	Sans	160110
42	PhilH	Hist	PolSc	160120
43	PhilH	Beng	Sans	161010
44	PhilH	Beng	PolSc	161020
45	PhilH	Beng	Hist	161100
46	PhilH	Eng	Sans	162010
47	PhilH	Eng	PolSc	162020
48	PhilH	Eng	Hist	162100

**7. Course: B. Sc. Honours in Chemistry**

Prog.	Major	Elec 1	Elec 2	Course Id
49	ChmH	PhyP	MtmP	231100

**8. Course: B. Sc. Honours in Mathematics**

Prog.	Major	Elec 1	Elec 2	Course Id
50	MtmH	PhyP	ChmP	211100

**9. Course: B. Sc. Honours in Economics**

Prog.	Major	Elec 1	Elec 2	Course Id
51	EcoH	MtmP	PhyP	221010

**10. Course: B. Com. Honours in Accountancy**

Prog.	Major	Elec 1	Elec 2	Course Id
52	AccH	Egr1	Bgr2	310000

**11. Course: BA General**

Prog.	Elec1	Elec2	Elec3	Course Id
53	Hist	Sans	PhEd	100111
54	Hist	Sans	Geo.	100112
55	Hist	PolSc	PhEd	100121
56	Hist	PolSc	Geo.	100122
57	Phil	Sans	PhEd	100211
58	Phil	Sans	Geo.	100212
59	Phil	PolSc	PhEd	100221
60	Phil	PolSc	Geo.	100222
61	Beng	Sans	PhEd	101011
62	Beng	Sans	Geo.	101012
63	Beng	PolSc	PhEd	101021
64	Beng	PolSc	Geo.	101022
65	Beng	Hist	PhEd	101101
66	Beng	Hist	Geo.	101102
67	Beng	Hist	Sans	101110
68	Beng	Hist	PolSc	101120
69	Beng	Phil	PhEd	101201
70	Beng	Phil	Geo	101202
71	Beng	Phil	Sans	101210
72	Beng	Phil	PolSc	101220
73	Eng	Sans	PhEd	102011
74	Eng	Sans	Geo	102012
75	Eng	PolSc	PhEd	102021
76	Eng	PolSc	Geo	102022
77	Eng	Hist	PhEd	102101
78	Eng	Hist	Geo	102102
79	Eng	Hist	Sans	102110
80	Eng	Hist	PolSc	102120
81	Eng	Phil	PhEd	102201

82	Eng	Phil	Geo	102202
83	Eng	Phil	Sans	102210
84	Eng	Phil	PolSc	102220
85	SNT	Hist	PolSc	103120
86	SNT	Phil	PolSc	103201
87	SNT	Hist	PhEd	103101
88	SNT	Phil	PhEd	103220
89	SNT	Phil	Geo	103202
90	SNT	PolSc	Geo	103022

**12. Course: B.Sc. General**

	Elec1	Elec2	Elec3	Course Id
91	Chm	Mtm	Phy	201110
92	Eco	Mtm	Phy	201210

**13. Course: B.Com General**

	Elec1	Elec2	Elec3	Course Id
93	Acc	Egr1	Bgr2	300000

**14. Course: B.A. Honours in Santali (Newly added)**

	Elec1	Elec2	Elec3	Course Id
94	SantH	Hist	Sans	170110
95	SantH	Hist	PolSc	170120
96	SantH	Phil	Sans	170210
97	SantH	Phil	PolSc	170220
98	SantH	Eng	Sans	172010
99	SantH	Eng	PolSc	172020
100	SantH	Eng	Hist	172100
101	SantH	Eng	Phil	172200

**Abbreviation:**

BNG- Bengali; ENG- English; SNS- Sanskrit; PHI- Philosophy; PLS- Pol. Sc.; HIS- History  
 PHY- Physics; CHM- Chemistry; MTM- Mathematics; ACC- Accountancy; ECO- Economics, GEO-  
 Geography PHE- Physical Education; SNT- SANTALI; H - Honours; G- General; Elec- **Elective**

## Annexure 5

Details on teachers' participation in OP, RC, Workshops from 2010 till date.

Name of the Teachers	Detail orientation/refresher course or workshop	Name of the organizing University/Institute/Aut hority	Venue	Date
Shri Anal Biswas, Asst. Prof. in Bengali.	18 <sup>th</sup> RC (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	02 - 22/08/2013
Dr. Bandana Singh Mahapatra, Asst. Prof. in Bengali.	18 <sup>th</sup> RC (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	02 - 22/08/2013
Dr. Partha Sengupta, Asst. Prof. in Bengali.	Workshop on NSS	Ministry of Youth affairs, Col.	Calcutta University	10- 12/02/2011
Dr. Narendranath Ray, Asst. Prof. in Bengali.	1. 19 <sup>th</sup> RC(UGC sponsored)	1. UGC & University of Burdwan	1. Academic Staff College, BU	04- 24/12/2013
Dr. Chandan Kr. Jana, Asst. Prof. in Chemistry and Teacher-in-charge	1. UGC Sponsored on 'Computational Tools ... Software' 2.NAAC sponsored Workshop on 'Quality Assurance ... Education' 3. RC in Chemistry 4.Science Camp on 'Learning by Doing: Science Mysteries Demystified ' 5. Workshop for academic administrators	1. Acad. Staff Coll. + Burdwan University 2. NAAC sponsored 3.UGC sponsored 4.SINP & CARE, Kolkata 5.NQRI of NAAC sponsored	1. Burdwan Univ. 2.MUC Women's Coll., Burdwn 3. Pune University, Pune 4.Ramananda College, Bankura 5. Univ. Burdwan, Burdwn	29/8-4/9/2013 25 - 26/09/2013 11/11-1/12/2013 08-09/09/2014 5.30-31/10/2014

Kantamohan Kisku, Asst. Prof. in Chemistry	1. 1 <sup>st</sup> RC in Materials Science 2. 97 <sup>th</sup> Orientation Programme(UGC sponsored)	1. UGC & University of Burdwan 2. UGC & University of Burdwan	1. Academic Staff College, BU 2. Academic Staff College, BU	1. 28/06/2013 – 18/07/2013 2. 9/10/2014 – 05/11/2014
Debjprasad Mishra, Asst. Prof. in English	(UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	
Krishna Das Pathak, APPT in History	1 <sup>st</sup> RC on Oriental & Cultural Studies (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	21/02/2014 - 13/03/2014
Srimanta Mahadani, APPT in History	5 <sup>th</sup> RC on woman's studies (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	22/10/2013 – 11/11/2013
Saikat Bose, APPT in Philosophy	1 <sup>st</sup> RC on Oriental & Cultural Studies (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	21/02/2014 - 13/03/2014
Prasenjit Saha, Asst. Prof. in Pol. Sc.	1. 92 <sup>nd</sup> orientation Programme(UGC sponsored) 2. Workshop on YPC	1. UGC & University of Burdwan 2. Minister of Parliamentary affairs	1. Academic Staff College, BU 2. Legislative Assembly House of W.B	1. 06/09/2013 – 03/10/2013 2. 31/10/2013
Sanat Kr. Pradhan, APPT in Pol. Sc.	5 <sup>th</sup> RC on woman's studies (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	22/10/2013 – 11/11/2013
Sugandha Roy, Asst. Prof. in Pol. Sc.	1. Workshop on YPC. 2. Workshop on UG Syllabus	1. Minister of Parliamentary affairs 2. University of Burdwan	1. Saradmoni College, Bankura 2. Department of Political Science	1. 22/01/2011 2. 30/03/2012

	3. 86 orientation programme (UGC sponsored)	3. UGC & University of Burdwan	3. Academic Staff College, BU	3. 07/06/2012 - 04/07/2012
Dr. Mritinoy Chakraborty, APPT in Sanskrit	1 <sup>st</sup> RC on Oriental & Cultural Studies (UGC sponsored)	UGC & University of Burdwan	Academic Staff College, BU	21/02/2014 - 13/03/2014
Pralay Banerjee, Asst. Prof. in Sanskrit.	2 <sup>nd</sup> RC (UGC sponsored)	UGC & University of North Bengal	Academic Staff College, NB	04/06/2013 - 24/06/2013
Dr. Sudev, Asst. Prof. in Sanskrit.	1. 84 <sup>th</sup> Orientation Programme (UGC sponsored) 2. 2 <sup>nd</sup> RC (UGC sponsored)	1. UGC & University of Burdwan 2. UGC & University of North Bengal	1. Academic Staff College, BU 2. Academic Staff College, NB	1. 18/02/2012 - 16/03/2012 2. 04/06/2013 - 24/06/2013

## Annexure 6

List of teachers' participation in Seminars/ Conference/ Symposium / Congress since 2010

Name of the Teachers	Details of Seminars/ Conference	Name of the organizing University/Institute/Authority	Presented Paper	Venue	Date
Shri Anal Biswas, Asst. Professor in Bengali	1.National Seminar on Bangla Nataka Profibader Starantar	1.Department of Bengali. Panchmura Mahavidyalaya	1. Organiser of the Seminar	1.Department of Bengali. Panchmura Mahavidyalaya	1.13/09/2010 – 15/09/2010
	2.National Seminar on Recent reforms in Education in India: Trends and Challenges	2. University BT and Evening college, Coochbehar	2. Attended	2. Coochbehar	2. 1/10/2010- 2/10/2010
	3. National Seminar on Terrorism and Human Rights : WB.Experience with existing Law	3. Saradmoni College , Bankura	3. Paper presented	3.Saradmoni College , Bankura	3. 20/08/2010- 21/08/2010
	4. International Congress on Bengal Studies	4. International Congress for Bengal Studies	4. Paper presented	4. Dhaka University, Bangladesh	4.17/12/2011 – 20/12/2011
	5.International Seminar on NSS	5. Kalyani University, WB	5.Paper presented	5.NSS, KU	5. 03/05/2012— 04/05/2012
	6. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda	6. .Department of NCC. Panchmura Mahavidyalaya	6. Organiser	6.Panchmura Mahavidyalaya, Bankura	6. 26/09/2012- 28/09/2012
	7.International Seminar on Jorasbako Thakur Barir Lokosanskriti Charcha	7. Rabindra Bharati University, Kolkata	7. Paper presented	7. Rabindra Bharati University, Kolkata	7. 21/01/2013
	8. . National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe.	8. Department of Bengali. Panchmura Mahavidyalaya	8. Paper presented	8. Panchmura Mahavidyalaya	8.16/10/2012 – 18/10/2012

Mrs. Bandana ShinghaMahapatra, Asst.Prof. in Bengali	1. National Seminar on Bangla Nataka Protibader Starantiar 2. National Seminar on Terrorism and Human Rights : WB. Experience with existing Law 3. National Seminar on Recent reforms in Education in India: Trends and Challenges 4. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 5. National Seminar on Bangla Sahitye Ditorkito Rachona- Ekaler Chokhe.	1. Department of Bengali, Panchmura Mahavidyalaya 2. Saradamoni College, Bankura 3. University BT and Evening college, Coochbehar 4. Department of N.C.C. Panchmura Mahavidyalaya 5. . Department of Bengali, Panchmura Mahavidyalaya	1. Paper presented 2. Attended 3. Attended 4. Paper presented 5. Paper presented	1. Panchmura Mahavidyalaya 2. Saradamoni College, Bankura 3. Coochbehar 4. Panchmura Mahavidyalaya 5. Panchmura Mahavidyalaya	1.13/09/2010 – 15/09/2010 2. 20/08/2010- 21/08/2010 3.1/10/2010- 2/10/2010 4.26/09/2012- 28/09/2012 5. 16/10/2012- 18/10/2012
--	--	---	--	---	---

Dr. Partha Sengupta, Asst.Prof. in Bengali	<p>1.National Seminar on Bangla Nataka Protibader Starantar</p> <p>2.International Seminar On Rabindranath 150<sup>th</sup></p> <p>3. State Level Seminar on National Integration in the perspective of Swami Vivekananda</p> <p>4.National Seminar on Rabindra Sahitye Narir Ma.Attendedbhumii O Nari Moner Bahumatrikata</p> <p>5. State Level Seminar on Philosophy of Swami Vivekananda</p> <p>6. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaer Chokhe.</p> <p>7.National Seminar on Bangla Natoke pratibad</p> <p>8. National Seminar on Unish Shatak O Sahityo Samaj Sanskriti</p> <p>9. National Seminar on Jorashako Thakur Barir Sahitya Charcha O Rabindranath</p> <p>10. National Seminar on Sardhasatobarsho Dwihendralal Roy</p> <p>11. National Seminar on Microfinance through scif help group and Women Empowerment</p>	<p>1.Department of Bengali, Panchmura Mahavidyalaya</p> <p>2. Department of Bengali, Jadavpur University</p> <p>3.Department of Political Science, Panchmura Mahavidyalaya</p> <p>4. Department of Bengali , Khatra Adibasi Mahavidyalaya, Bankura</p> <p>5.Department of Philosophy, Panchmura Mahavidyalaya</p> <p>6.. Department of Bengali, Panchmura Mahavidyalaya</p> <p>7. Department of Bengali, Shyamaprasad College, kolkata</p> <p>8. Department of Bengali, University of Burdwan</p> <p>9. Department of Bengali, PRMS college , Bankura.</p> <p>10. Department of Bengali, Saradamoni College , Bankura</p> <p>11.Department of Commerce, Panchmura Mahavidyalaya</p>	<p>1. Convener of the Seminar</p> <p>2. Attended</p> <p>3. Paper presented</p> <p>4. Paper presented</p> <p>5.Paper presented</p> <p>6. Paper presented</p> <p>7.Paper presented</p> <p>8.Paper presented</p> <p>9.Paper presented</p> <p>10. Resource person</p> <p>11.Paper presented</p>	<p>1.Department of Bengali, Panchmura Mahavidyalaya</p> <p>2. Jadavpur University, Kolkata</p> <p>3.Panchmura Mahavidyalaya</p> <p>4. Khatra Adibasi Mahavidyalaya, Bankura</p> <p>5.Panchmura Mahavidyalaya</p> <p>6.Panchmura Mahavidyalaya</p> <p>7. Shyamaprasad College, kolkata</p> <p>8. Department of Bengali, University of Burdwan</p> <p>9. PRMS College Bankura.</p> <p>10. Saradamoni College, Bankura</p> <p>11. Panchmura Mahavidyalaya</p>	<p>1.13/09/2010 – 15/09/2010</p> <p>2. 04/03/2010- 05/03/2010</p> <p>3.22/09/2011- 23/09/2011</p> <p>4. 18/11/2011- 19/11/2011</p> <p>5.02/03/2012- 03/03/2012</p> <p>6.16/10/2012 – 18/10/2012</p> <p>7.8/3/2013- 9/3/2013</p> <p>8. 25/03/2013- 26/03/2013</p> <p>9. 4/4/2013- 5/4/2013</p> <p>10.30/08/2013</p> <p>11. 1/03/2013- 2/03/2013</p>
--	---	---	---	--	--

	<p>12.National Seminar on Praksepone Swami Vivekananda : Sardhasatobarsha Pore</p> <p>13. College level Seminar On Rabindranather Uponyase Rabindradsarshan Bhavna</p>	<p>12. Department of Bengali, Kamarpukur College , Hoogly.</p>	<p>12. Resource Person</p>	<p>12.Kamarpukur College , Hoogly.</p>	<p>12. 27/09/2013</p>
<p>Dr. Narendranath Roy. Asst. Prof. in Bengali</p>	<p>1. . National Seminar on Bangla Nataka Protibader Starantar</p> <p>2. . National Seminar on Recent reforms in Education in India: Trends and Challenges</p> <p>3.National Seminar On Rabindrachitrakala: Sahitya O Rangarekha</p> <p>4. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda</p> <p>5. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe</p> <p>6. National Seminar on Bangla Natoke Pratibad</p> <p>7. National Seminar on Unish Shatak O Sahityo Samaj Sanskriti</p> <p>8. National Seminar on Jorashako</p>	<p>1. Department of Bengali, Panchmura Mahavidyalaya</p> <p>2. University BT and Evening college , Coochbehar</p> <p>3. Panskura Banamali College, East Medinipur</p> <p>4. Department of NCC, Panchmura Mahavidyalaya</p> <p>5. Department of Bengali, Panchmura Mahavidyalaya</p> <p>6. Department of Bengali, Shyamaprasad College. kolkata</p> <p>7. Department of Bengali, University of Burdwan</p> <p>8. Department of Bengali,</p>	<p>1.Paper presented</p> <p>2.Attended</p> <p>3.Paper presented</p> <p>4. Paper presented</p> <p>5.Organiser</p> <p>6.Paper presented</p> <p>7.Paper presented</p> <p>8.Paper</p>	<p>1., Panchmura Mahavidyalaya</p> <p>2. Coochbehar</p> <p>3. Panskura Banamali College, East Medinipur</p> <p>4.Panchmura Mahavidyalaya</p> <p>5. Panchmura Mahavidyalaya</p> <p>6. Shyamaprasad College, Kolkata</p> <p>7. University of Burdwan</p> <p>8. PRMS college,</p>	<p>1.13/09/2010-15/09/2010</p> <p>2. 1/10/2010-2/10/2010</p> <p>3.02/03/2012-03/03/2012</p> <p>4. 26/09/2012-28/09/2012</p> <p>5. 16/10/2012-18/10/2012</p> <p>6. 8/3/2013-9/3/2013</p> <p>7. 25/03/2013-26/03/2013</p> <p>8. 04/04/2013-</p>

	Thakur Barir Sahitya Charcha O Rabindranath 9. National Seminar on Sardhasatobarshe Dwhendralal Roy 10. National Seminar on Microfinance through self help group and Women Empowerment 11. International Seminar on Jorashako Thakur Barir Lokosanskriti Charcha	PRMS college, Bankura. 9. Department of Bengali, Saradmoni College, Bankura 10. Department of Commerce, Panchmura Mahavidyalaya. 11. Rabindra Bharati University, Kolkata	presented 9. Paper presented 10. Paper presented 11. Paper presented	Bankura 9. Saradmoni College, Bankura 10. Panchmura Mahavidyalaya 11. Rabindra Bharati University, Kolkata	05/04/2013 9.30/08/2013-31/08/2013 10. 01/03/2013-02/03/2013 11. 21/01/2013
Sudhanshu Datta, in APPT, in Bengali	1. National Seminar on Bangla Nataka Protibader Starantiar 2. State Level Seminar on Philosophy of Swami Vivekananda 3. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 4. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaier Chokhe	1. Department of Bengali, Panchmura Mahavidyalaya 2. Department of Philosophy, Panchmura Mahavidyalaya 3. Department of NSS, Panchmura Mahavidyalaya 4. Department of Bengali, Panchmura Mahavidyalaya	1. Attended 2. Attended 3. Attended 4. Attended	1. Panchmura Mahavidyalaya 2. Panchmura Mahavidyalaya 3. Panchmura Mahavidyalaya 4. Panchmura Mahavidyalaya	1. 13/09/2010-15/09/2010 2. 02/03/2012-03/03/2012 3. 26/09/2012-28/09/2012 4. 04/04/2013-05/04/2013

Dr. Chandan K. Jana, Asst. Prof. in Chemistry And Teacher-in-charge	<p>1. Acharya Prafulla Chandra Ray Memorial Symposium on Chemistry</p> <p>2. State Level Seminar on National Integration in the perspective of Swami Vivekananda</p> <p>3. State Level Seminar on Philosophy of Swami Vivekananda</p> <p>4. National Seminar on Recent Trends in Chemical Science</p> <p>5. National Seminar on Recent Advances in Chemical Science</p> <p>6. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda</p> <p>7. 49<sup>th</sup> Annual Convention of Chemistry 2012</p> <p>8. 50<sup>th</sup> Annual Convention of Chemists</p> <p>9. 51<sup>st</sup> Annual Convention of Chemists</p> <p>10. 4<sup>th</sup> International Conference</p> <p>11. 7<sup>th</sup> National Science Conference</p>	<p>1. Indian Chemical Society, Kolkata.</p> <p>2. Department of Political science. Panchmura Mahavidyalaya</p> <p>3. Department of Philosophy. Panchmura Mahavidyalaya</p> <p>4. Department of Chemistry, Bankura Chistan College</p> <p>5. Department of Chemistry, University of Burdwan</p> <p>6. Department of NCC. Panchmura Mahavidyalaya</p> <p>7. Indian Chemical Society</p> <p>8. Indian Chemical Society</p> <p>9. Indian Chemical Society</p> <p>10. World Science Congress</p> <p>11. World Science Congress</p>	<p>1. Attended</p> <p>2. Attended</p> <p>3. Attended</p> <p>4. Paper presented</p> <p>5. Paper presented</p> <p>6. Attended</p> <p>7. Paper presented</p> <p>8. Abstract published</p> <p>9. Abstract Published</p> <p>10. Paper presented</p> <p>11. Paper presented</p>	<p>1. Indian Chemical Society, Kolkata</p> <p>2. Panchmura Mahavidyalaya</p> <p>3. Panchmura Mahavidyalaya</p> <p>4. Bankura Chistan College</p> <p>5. University of Burdwan</p> <p>6. Panchmura Mahavidyalaya</p> <p>7. NITTR, Bhopal</p> <p>8. Punjab Univ., Chandigarh</p> <p>9. Kurukshetra Univ., Haryana</p> <p>10. Jadavpur Univ., Kolkata</p> <p>11. Jadavpur Univ., Kolkata</p>	<p>1. 02/08/2010-04/08/2010</p> <p>2. 22/09/2011-23/09/2011</p> <p>3. 02/03/2012-03/03/2012</p> <p>4. 18/11/2011-19/11/2011</p> <p>5. 15/03/2012-17/03/2012</p> <p>6. 26/09/2012-28/09/2012</p> <p>7. 12/12/2012-15/12/2012</p> <p>8. 04-07/12/2013</p> <p>9. 09-12/12/2014</p> <p>10. 16-18/12/2014</p> <p>11. 28/2-1/3/2015</p>
---	---	---	---	--	---

Shri Kanta	1. Acharya Prafulla Chandra Ray	1. Indian Chemical Society,	1. Attended	1. Indian	1. 02/08/2010-
------------	---------------------------------	-----------------------------	-------------	-----------	----------------

Dr. Chandan K. Jana, Asst. Prof. in Chemistry And Teacher-in-charge	<p>1. Acharya Prafulla Chandra Ray Memorial Symposium on Chemistry</p> <p>2. State Level Seminar on National Integration in the perspective of Swami Vivekananda</p> <p>3. State Level Seminar on Philosophy of Swami Vivekananda</p> <p>4. National Seminar on Recent Trends in Chemical Science</p> <p>5. National Seminar on Recent Advances in Chemical Science</p> <p>6. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda</p> <p>7. 49<sup>th</sup> Annual Convention of Chemistry 2012</p> <p>8. 50<sup>th</sup> Annual Convention of Chemists</p> <p>9. 51<sup>st</sup> Annual Convention of Chemists</p> <p>10. 4<sup>th</sup> International Conference</p> <p>11. 7<sup>th</sup> National Science Conference</p>	<p>1. Indian Chemical Society, Kolkata.</p> <p>2. Department of Political science. Panchmura Mahavidyalaya</p> <p>3. Department of Philosophy. Panchmura Mahavidyalaya</p> <p>4. Department of Chemistry, Bankura Chistan College</p> <p>5. Department of Chemistry, University of Burdwan</p> <p>6. Department of NCC. Panchmura Mahavidyalaya</p> <p>7. Indian Chemical Society</p> <p>8. Indian Chemical Society</p> <p>9. Indian Chemical Society</p> <p>10. World Science Congress</p> <p>11. World Science Congress</p>	<p>1. Attended</p> <p>2. Attended</p> <p>3. Attended</p> <p>4. Paper presented</p> <p>5. Paper presented</p> <p>6. Attended</p> <p>7. Paper presented</p> <p>8. Abstract published</p> <p>9. Abstract Published</p> <p>10. Paper presented</p> <p>11. Paper presented</p>	<p>1. Indian Chemical Society, Kolkata</p> <p>2. Panchmura Mahavidyalaya</p> <p>3. Panchmura Mahavidyalaya</p> <p>4. Bankura Chistan College</p> <p>5. University of Burdwan</p> <p>6. Panchmura Mahavidyalaya</p> <p>7. NITTR, Bhopal</p> <p>8. Punjab Univ., Chandigarh</p> <p>9. Kurukshetra Univ., Haryana</p> <p>10. Jadavpur Univ., Kolkata</p> <p>11. Jadavpur Univ., Kolkata</p>	<p>1. 02/08/2010-04/08/2010</p> <p>2. 22/09/2011-23/09/2011</p> <p>3. 02/03/2012-03/03/2012</p> <p>4. 18/11/2011-19/11/2011</p> <p>5. 15/03/2012-17/03/2012</p> <p>6. 26/09/2012-28/09/2012</p> <p>7. 12/12/2012-15/12/2012</p> <p>8. 04-07/12/2013</p> <p>9. 09-12/12/2014</p> <p>10. 16-18/12/2014</p> <p>11. 28/2-1/3/2015</p>
---	---	---	---	--	---

Shri Kanta	1. Acharya Prafulla Chandra Ray	1. Indian Chemical Society,	1. Attended	1. Indian	1. 02/08/2010-
------------	---------------------------------	-----------------------------	-------------	-----------	----------------

Mohan Kisku, Asst. Prof. in Chemistry	Memorial Symposium on Chemistry 2. State Level Seminar on National Integration in the perspective of Swami Vivekananda 3. State Level Seminar on Philosophy of Swami Vivekananda 4. National Seminar on Recent Trends in Chemical Science 5. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 6. National Seminar on System of Governance in Higher Education	Kolkata. 2. Department of Political science. Panchmura Mahavidyalaya 3. Department of Philosophy. Panchmura Mahavidyalaya 4. Department of Chemistry, Bankura Chistan College 5. Department of NCC, Panchmura Mahavidyalaya 6. Department of Political Science, Medinipur College	2. Attended 3. Attended 4. Attended 5. Attended 6. Attended	Chemical Society, Kolkata 2. Panchmura Mahavidyalaya 3. Panchmura Mahavidyalaya 4. Bankura Chistan College 5. Panchmura Mahavidyalaya 6. Medinipur College	04/08/2010 2.22/09/2011-23/09/2011 3. 02/03/2012-03/03/2012 4. 18/11/2011-19/11/2011 5.26/09/2012-28/09/2012 6. 08/12/2012
---------------------------------------	--	--	---	---	---

Shri Debiprasad Misra, Asst. Professor, in English	1. International Conference On Rabindranath Tagore 2. International Conference Of Decolonising the stage, Paradigm, Practice and Politics 3. International Congress Of Bengal Studies 4. Tagore: The Global Impact of a Writer in the Community	1. Department Of English, CCSU Merrut, U.P 2. Department Of English, B.H.U. Benaras 3. University of Dhaka, Bangladesh. 4. Edinburgh Napier University	1. Paper presented 2. Paper presented 3. Paper presented 4. Paper presented	1. Department Of English, CCSU Merrut, U.P 2. Department Of English, B.H.U. Benaras 3. University of Dhaka, Bangladesh 4. The Gillis Centre Edinburgh	1.07/04/2011-08/04/2011 2.15/11/2011-17/11/2011 3.17/12/2011-20/12/2011 4.04/06/2012-06/05/2012
--	--	---	--	--	--

Sanjit Kumar Nayek, APP T in English.	1.. State Level Seminar on National Integration in the perspective of Swami Vivekananda 2. State Level Seminar on Philosophy of Swami Vivekananda	1..Department of Political science, Panchmura Mahavidyalaya 2. Department of Philosophy, Panchmura Mahavidyalaya	1. Attended 2. Attended	1. Panchmura Mahavidyalaya 2. Panchmura Mahavidyalaya	1.22/09/2011-23/09/2011 2. 02/03/2012-03/03/2012
---------------------------------------	--	---	----------------------------	--	---

Krishnadas Pathak, APPT in History	1. State Level Seminar on Philosophy of Swami Vivekananda 2. National Seminar on Colonial Studies 3. National Seminar on Jorashako Thakur Barir Sahitya Charcha O Rabindranath	1. Department of Philosophy, Panchmura Mahavidyalaya 2. Department of History, Bankura Christian College 3. Department of Bengali, PRMS College, Bankura	1. Attended 2. Attended 3. Attended	1. Panchmura Mahavidyalaya 2. Bankura Christian College 3. PRMS College, Bankura	1.02/03/2012-03/03/2012 2. 16/08/2012-18/08/2012 3. .04/04/2013-05/04/2013
Srimanta Mahadani, APPT in History	1. State Level Seminar on Philosophy of Swami Vivekananda 2. National Seminar on Colonial Studies 3. National Seminar on Jorashako Thakur Barir Sahitya Charcha O Rabindranath	1. Department of Philosophy, Panchmura Mahavidyalaya 2. Department of History, Bankura Christian College 3. Department of Bengali, PRMS College, Bankura.	1. Attended 2. Attended 3. Attended	1. Panchmura Mahavidyalaya 2. Bankura Christian College 3. PRMS College, Bankura.	1.02/03/2012-03/03/2012 2. 16/08/2012-18/08/2012 3. .04/04/2013-05/04/2013
Md. Osman	.1. State Level Seminar on	1. Department of Philosophy.	1. Attended	1. Panchmura	1.02/03/2012-

Sekh, APPT in History	Philosophy of Swami Vivekananda 2.National Seminar on Microfinance through self help group and Women Empowerment 3. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe	Panchmura Mahavidyalaya 2. Department of Commerce, Panchmura Mahavidyalaya 3. Department of Bengali, Panchmura Mahavidyalaya	2. Attended  3. Attended	Mahavidyalaya 2. Panchmura Mahavidyalaya  3.Panchmura Mahavidyalaya	03/03/2012 2.01/03/2013- 02/03/2013  3. 16/10/2012- 18/10/2012
Swapan Kumar Maji, Associate Professor, in Mathematic s	1. National Seminar on Bangla Natake Protibader Starantar 2. State Level Seminar on National Integration in the perspective of Swami Vivekananda 3. State Level Seminar on Philosophy of Swami Vivekananda 4. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 5. National Seminar on Terrorism and Human Rights: WB. Experience with existing Law  6. State level Seminar on Human Rights : Its Dimensions  7.State level Seminar on Some Approaches in Mathematical Discipline  8.Symposium on The Legacy of Srinivasa Ramanujan(1887-1920)  9. Symposium On ISRO- Improving Quality of life Science Education in India	1.Department of Bengali, Panchmura Mahavidyalaya 2. Department of Political Science, Panchmura Mahavidyalaya 3. Department of Philosophy, Panchmura Mahavidyalaya 4. Department of NSS, Panchmura Mahavidyalaya  5.Saradmoni College , Bankura  6.Department of Commerce, Mahatma Gandhi College, Lalpur, Purulia 7. Department of Mathematics, Ramananda College, Bishnupur, Bankura  8.Durgapur Viswagandha Science Society  9. Durgapur Viswagandha Science Society	1. Attended  2. Convener  3..Attended  4.Attended  5.Attended  6.Attended  7. Attended  8. Attended  9. Attended	1.Panchmura Mahavidyalaya 2.Panchmura Mahavidyalaya  3.Panchmura Mahavidyalaya 4. Panchmura Mahavidyalaya  5. Saradmoni College , Bankura  6. Mahatma Gandhi College, Lalpur, Purulia 7. Ramananda College, Bishnupur, Bankura 8. CMERI, Durgapur 9.Srijani Auditorium, Durgapur	1. 13/09/2010- 15/09/2010 2.22/09/2011- 23/09/2011  3. 02/03/2012- 03/03/2012 4. 26/09/2012- 28/09/2012  5. 20/08/2010- 21/08/2010  6.02/12/2011- 03/12/2011  7.19/03/2012  8.22/12/2012  9. 22/02/2014

Saikat Bose, APPT in Philosophy	1.State Level Seminar on National Integration in the perspective of Swami Vivekananda 2.. State Level Seminar on Philosophy of Swami Vivekananda 3. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda	1.Department of Political science, Panchmura Mahavidyalaya 2. Department of Philosophy. Panchmura Mahavidyalaya 3. Department of NSS. Panchmura Mahavidyalaya	1. Paper presented 2.Organiser 3.Paper presented	1.Panchmura Mahavidyalaya 2.Panchmura Mahavidyalaya 3. Panchmura Mahavidyalaya	1.22/09/2011-23/09/2011 2. 02/03/2012-03/03/2012 3. .26/09/2012-28/09/2012
---------------------------------	--	---	--	--	--

Dr. Subodh Kumar Pal, Associate Professor in Philosophy	1. National Seminar on Terrorism and Human Rights : WB. Experience with existing Law 2.National Seminar on Bangla Natak Profibader Starantar 3. State Level Seminar on National Integration in the perspective of Swami Vivekananda 4. State Level Seminar on Philosophy of Swami Vivekananda 5. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 6. National Seminar on Prama, Pramana and Pramanya in Indian Philosophy	1..Saradamoni College , Bankura 2. Department of Bengali. Panchmura Mahavidyalaya 3. Department of Political science, Panchmura Mahavidyalaya 4. Department of Philosophy. Panchmura Mahavidyalaya 5. Department of NSS. Panchmura Mahavidyalaya 6.ICPR and Bankura Zilla Saradamoni College	1.Attended 2..Paper presented 3. Paper presented 4.Organiser 5.Paper presented 6. Attended	1.Saradamoni College , Bankura 2.Panchmura Mahavidyalaya 3.Panchmura Mahavidyalaya 4.Panchmura Mahavidyalaya 5. Panchmura Mahavidyalaya 6. Bankura Zilla Saradamoni College	1. 20/08/2010-21/08/2010 2. 13/09/2010-15/09/2010 3.22/09/2011-23/09/2011 4. 02/03/2012-03/03/2012 5. .26/09/2012-28/09/2012 6.28/09/2011-29/09/2011
---	--	---	---	--	---

Mrinal Sinha Babu, APPT in Physical Education.	1.National Seminar on Bangla Nataka Protibader Starantar 2.State Level Seminar on Philosophy of Swami Vivekananda 3. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 4. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe	1.Department of Bengali, Panchmura Mahavidyalaya 2.Department of Philosophy, Panchmura Mahavidyalaya 3. Department of NSS, Panchmura Mahavidyalaya 4. .Department of Bengali, Panchmura Mahavidyalaya	1. Attended 2. Attended 3. Attended 4. Attended	1. Panchmura Mahavidyalaya 2. Panchmura Mahavidyalaya 3. Panchmura Mahavidyalaya 4. Panchmura Mahavidyalaya	1. 13/09/2010- 15/09/2010 2. 02/03/2012- 03/03/2012 3. 13/09/2010- 15/09/2010 2. 02/03/2012- 03/03/2012
Sibdas Pujaru. Asso. Professor Pysics.	1.National Seminar on Bangla Natake Protibader Starantar 2. State Level Seminar on National Integration in the perspective of Swami Vivekananda 3. State Level Seminar on Philosophy of Swami Vivekananda 4. National Seminar on Microfinance through self help group and Women Empowerment 5.National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe	1. Department of Bengali, Panchmura Mahavidyalaya 2. Department of Political Science, Panchmura Mahavidyalaya 3. Department of Philosophy, Panchmura Mahavidyalaya 4. Department of Commerce, Panchmura Mahavidyalaya 5. Department of Bengali, Panchmura Mahavidyalaya	1. Attended 2. Attended 3. Attended 4. Attended 5. Attended	1. Panchmura Mahavidyalaya 2. Panchmura Mahavidyalaya 3. Panchmura Mahavidyalaya 4. Panchmura Mahavidyalaya 5. Panchmura Mahavidyalaya	1.13/09/2010 – 15/09/2010 2. 22/09/2011- 23/09/2011. 3.02/03/2012- 03/03/2012 4. 1/03/2013- 2/03/2013 5.16/10/2012 – 18/10/2012

Prasenjit Saha, Asst. Prof. in Pol. Sc.	1. International Seminar on 'Post Cold War Global Order'	1. Netaji Institute of Asian Study	1. Attended	1. Kolkata	1. 26/08/2010
	2. National Seminar on Human rights and Social Security	2. Department of Political Science, Ramananda College, Bankura	2. Paper presented	2. Ramananda College, Bankura	2. 25/09/2010-26/09/2010
	3. International Congress on Banga Vidya	3. International Congress for Bengal Studies	3. Paper presented	3. Dhaka University, Bangladesh	3. 17/12/2011-20/12/2011
	4. State Level Seminar on National Integration in the perspective of Swami Vivekananda	4. Department of Political Science, Panchmura Mahavidyalaya	4. Organiser	4. Panchmura Mahavidyalaya	4. 22/09/2011-23/09/2011
	5. National Seminar on Bangla Nataka Protibader Starantar	5. Department of Bengali, Panchmura Mahavidyalaya	5. Paper presented	5. Panchmura Mahavidyalaya	5. 13/09/2010-15/09/2010
	6. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe.	6. Department of Bengali, Panchmura Mahavidyalaya	6. Attended	6. Panchmura Mahavidyalaya	6. 16/10/2012-18/10/2012
	7. National Seminar on Microfinance through self help group and Women Empowerment	7. Department of Commerce, Panchmura Mahavidyalaya	7. Attended	7. Panchmura Mahavidyalaya	7. 01/03/2013-02/03/2013
	8. National Seminar on Bangla Nataka Protibad	8. Department of Bengali, Shyamaprasad College	8. Paper presented	8. Shyamaprasad College, Kolkata	8. 08/03/2013-09/03/2013
	9. National Seminar on Relevance of Swami Vivekananda in the Present Social & Ecomic Scenario	9. Coochbihar College	9. Paper presented	9. Coochbihar College	9. 01/04/2013-02/04/2013
	10. National Seminar on Corruption in India: Sources, Structures & solution	10. Department of Political Science, Kalyani University	10. Paper presented	10. Kalyani University	10. 27/08/2013
	11. National Seminar on Swami Vivekananda: Relevance of his thoughts in present Era	11. Department of Political Science, Rampurhat College	11. Paper presented	11. Rampurhat College, Birbhum	11. 03/09/2013-04/09/2013
	12. International Seminar on Social Inequality and Literature	12. Department of Bengali, Tripura University & ICSSR	12. Paper presented	12. Tripura University	12. 16/01/2014-17/01/2014

Sahin Sultana, APPT in Political Science	1.State Level Seminar on National Integration in the perspective of Swami Vivekananda 2. State Level Seminar on Philosophy of Swami Vivekananda	1. Department of Political science, Panchmura Mahavidyalaya 2. Department of Philosophy, Panchmura Mahavidyalaya	1. Attended 2. Attended	1.Panchmura Mahavidyalaya 2.Panchmura Mahavidyalaya	1.22/09/2011-23/09/2011 2. 02/03/2012-03/03/2012
Sanat Kumar Pradhan, APPT, in Political Science	1.National Seminar on Human rights and Social Security 2. National Seminar on Bangla Nataka Protibader Starantar 3. State Level Seminar on National Integration in the perspective of Swami Vivekananda 4. State Level Seminar on Philosophy of Swami Vivekananda 5. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda 6. State Level Seminar on Education For the Promoting of Human Resource In India 7. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe	1.Department of Political Science , Ramananda College, Bankura 2.Department of Bengali, Panchmura Mahavidyalaya 3. Department of Political science, Panchmura Mahavidyalaya 4. Department of Philosophy, Panchmura Mahavidyalaya 5. Department of NSS, Panchmura Mahavidyalaya 6.Department of Political Science, PRMS Mahavidyalaya, Bankura 7..Department of Bengali, PRMS Mahavidyalaya, Bankura	1. Attended 2. Attended 3. Paper Presented 4. Paper presented 5. Presented Paper 6. Attended 7. Attended	1.Ramananda College, Bankura 2. Panchmura Mahavidyalaya 3.Panchmura Mahavidyalaya 4.Panchmura Mahavidyalaya 5. Panchmura Mahavidyalaya 6. PRMS Mahavidyalaya, Bankura 7. PRMS Mahavidyalaya, Bankura	1.25/09/2010-26/09/2010 2. 13/09/2010-15/09/2010 3.22/09/2011-23/09/2011 4. 02/03/2012-03/03/2012 5. .26/09/2012-28/09/2012 6. 03/02/2012-04/02/2012 7 .04/04/2013-05/04/2013

Soumen Bhattachary a, APPT in Political Science	1.State Level Seminar on National Integration in the perspective of Swami Vivekananda 2. State Level Seminar on Philosophy of Swami Vivekananda	1. Department of Political science, Panchmura Mahavidyalaya 2. Department of Philosophy, Panchmura Mahavidyalaya	1. Attended  2. Attended	1.Panchmura Mahavidyalaya  2.Panchmura Mahavidyalaya	1.22/09/2011- 23/09/2011  2. 02/03/2012- 03/03/2012

Sugandha Roy, Asst. Prof. in Pol. Sc.	1.National Seminar on Bangla Natake Protibader Starantar  2. State Level Seminar on National Integration in the perspective of Swami Vivekananda 3. State Level Seminar on Philosophy of Swami Vivekananda 4. National Seminar on Microfinance through self help group and Women Empowerment 5. One Day National Symposium on ISRO – Improving and Science Education India. 6.National Seminar on Poverty Alleviation Social Inclusion and Democratic Governance	1. Department of Bengali, Panchmura Mahavidyalaya  2. Department of Political Science, Panchmura Mahavidyalaya 3. Department of Philosophy, Panchmura Mahavidyalaya 4. Department of Commerce, Panchmura Mahavidyalaya 5. Durgapur Viswagandha Science Society 6. Department of Political Science, University of Burdwan	1. Attended  2. Organiser  3. Paper presented 4. Attended  5. Attended  6. Attended	1.Panchmura Mahavidyalaya  2. Panchmura Mahavidyalaya 3.Panchmura Mahavidyalaya 4. Panchmura Mahavidyalaya 5. Srijani Auditorium 6. DDE, Auditorium, Burdwan	1.13/09/2010 – 15/09/2010  2. 22/09/2011- 23/09/2011.  3.02/03/2012- 03/03/2012 4. 1/03/2013- 2/03/2013  5.22/02/2014  6. 27/03/2014- 28/03/2014

Dr. Mrinmoy Chakraborty, APPT, in Sanskrit	<p>1. National Seminar On Srimadbhagavadgita and Modern Society</p> <p>2. State Level Seminar on National Integration in the perspective of Swami Vivekananda</p> <p>3. State Level Seminar on Philosophy of Swami Vivekananda</p> <p>4. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda</p> <p>5. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe</p> <p>6. National Seminar on Microfinance through self help group and Women Empowerment</p> <p>7. National Seminar on Jorashako Thakur Barir Sahitya Charcha O Rabindranath</p> <p>8. National Seminar on Reflection of Vedantic thoughts in Swami Vivekananda</p> <p>9. National Seminar on Sardhasatbarshe Dwihendralal Roy</p> <p>10. National Seminar on Society And Culture in Ancient Literature: A Retrospective Enquiry</p>	<p>1. Department of Sanskrit, Shaldiha College, Bankura</p> <p>2. Department of Political science, Panchmura Mahavidyalaya</p> <p>3. Department of Philosophy, Panchmura Mahavidyalaya</p> <p>4. Department of NCC, Panchmura Mahavidyalaya</p> <p>5. Department of Bengali, Panchmura Mahavidyalaya</p> <p>6. Department of Commerce, Panchmura Mahavidyalaya</p> <p>7. Department of Bengali, PRMS College, Bankura.</p> <p>8. Department of Sanskrit, Ragunathpur College</p> <p>9. Department of Bengali, Saradmoni College, Bankura</p> <p>10. Department of Sanskrit, University of Burdwan</p>	<p>1. Paper presented</p> <p>2. Paper presented</p> <p>3. Paper presented</p> <p>4. Paper presented</p> <p>5. Paper presented</p> <p>6. Paper presented</p> <p>7. Paper presented</p> <p>8. Attended</p> <p>9. Paper presented</p> <p>10. Attended</p>	<p>Shaldiha College, Bankura</p> <p>2. Panchmura Mahavidyalaya</p> <p>3. Panchmura Mahavidyalaya</p> <p>4. Panchmura Mahavidyalaya</p> <p>5. Panchmura Mahavidyalaya</p> <p>6. Panchmura Mahavidyalaya</p> <p>7. PRMS College, Bankura.</p> <p>8. Ragunathpur College, Purulia</p> <p>9. Saradmoni College, Bankura</p> <p>10. University of Burdwan</p>	<p>1.15/03/2011-16/03/2011</p> <p>2.22/09/2011-23/09/2011</p> <p>3. 02/03/2012-03/03/2012</p> <p>4.26/09/2012-28/09/2012</p> <p>5.16/10/2012-18/10/2012</p> <p>6. 01/03/2013-02/03/2013</p> <p>7.04/04/2013-05/04/2013</p> <p>8. 23/08/2013-24/08/2013</p> <p>9. 30/08/2013-31/08/2013</p> <p>10. 31/03/2013-01/04/2013</p>
--	--	---	--	--	---

Pralay Banerjee, Asst. Professor in Sanskrit	<p>1. National Seminar on Bangla Nataka Protibader Starantar</p> <p>2. National Semionar On Srimadbhagabadgita and Modern Society</p> <p>3. State Level Seminar on National Integration in the perspective of Swami Vivekananda</p> <p>4. State Level Seminar on Philosophy of Swami Vivekananda</p> <p>5. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekaler Chokhe</p> <p>6. National Seminar on Jorashako Thakur Barir Sahitya Charcha O Rabindranath</p> <p>7. National Seminar on Society And Culture in Ancient Literature: A Retrospective Enquiry</p>	<p>1. Department of Bengali, Panchmura Mahavidyalaya</p> <p>2. Department of Sanskrit, Shaldiha College, Bankura</p> <p>3. Department of Political science, Panchmura Mahavidyalaya</p> <p>4. Department of Philosophy, Panchmura Mahavidyalaya</p> <p>5. Department of Bengali, Panchmura Mahavidyalaya</p> <p>6. Department of Bengali, PRMS College , Bankura.</p> <p>7. Department of Sanskrit, University of Burdwan</p>	<p>1. Paper presented</p> <p>2. Paper presented</p> <p>3. Paper presented</p> <p>4. Paper presented</p> <p>5. Paper presented,</p> <p>6. Paper presented</p> <p>7. Attended</p>	<p>1. Panchmura Mahavidyalaya</p> <p>2. Shaldiha College, Bankura</p> <p>3. Panchmura Mahavidyalaya</p> <p>4. . Panchmura Mahavidyalaya</p> <p>5. Panchmura Mahavidyalaya</p> <p>6. PRMS College , Bankura.</p> <p>7. University of Burdwan</p>	<p>1. 13/09/2010-15/09/2010</p> <p>2. 15/03/2011-16/03/2011</p> <p>3. 22/09/2011-23/09/2011</p> <p>4. 02/03/2012-03/03/2012</p> <p>5. 16/10/2012-18/10/2012</p> <p>6. 04/04/2013-05/04/2013</p> <p>7. 31/03/2013-01/04/2013</p>
--	---	---	---	---	---

Dr. Sudev, Asst. Professor in Sanskrit	<p>1. National Semionar On Srimadbhagabadgita and Modern Society</p> <p>2. State Level Seminar on National Integration in the perspective of Swami Vivekananda</p> <p>3. National Seminar on Vivekananda</p>	<p>1. Department of Sanskrit, Shaldiha College, Bankura</p> <p>2. Department of Political Science, Panchmura Mahavidyalaya</p> <p>3. Department of Sanskrit, Asansol Girls College,</p>	<p>1. Paper presented</p> <p>2. Paper presented.</p> <p>3. Paper presented.</p>	<p>1. Shaldiha College, Bankura</p> <p>2. Panchmura Mahavidyalaya.</p> <p>3. Asansol Girls College, Burdwan</p>	<p>1. 15/03/2011-16/03/2011</p> <p>2. 22/09/2011/-23/09/2013</p> <p>3. 08/12/2011-10/12/2013</p>
--	--	---	---	---	--

<p>4. State Level Seminar on Philosophy of Swami Vivekananda</p> <p>5. National Seminar on National Integration And Youth Day: A Tribute to Swami Vivekananda</p> <p>6. National Seminar on Jorashako Thakur Barir Sahitya Charcha O Rabindranath</p> <p>7. National Seminar on Bangla Sahitye Bitorkito Rachona- Ekalal Chokhe</p> <p>8. National Seminar on Reflection of Vedantic thoughts in Swami Vivekananda</p> <p>9. National Seminar on Sardhasatobarshe Dwihendralal Roy</p> <p>10. National Seminar on Colonialism , Post Colonialism</p> <p>11. National Seminar on Society And Culture in Ancient Literature: A Retrospective Enquiry</p> <p>12. International Seminar on Human Values in Indian Perspective</p>	<p>Burdwan</p> <p>4. Department of Philosophy, Panchmura Mahavidyalaya</p> <p>5. Department of 53/2 Bengal Bn. NCC, Panchmura Mahavidyalaya</p> <p>6. Department of Bengali, PRMS college , Bankura.</p> <p>7. Department of Bengali, Panchmura Mahavidyalaya</p> <p>8. Department of Sanskrit, Ragunathpur College.</p> <p>9. Department of Bengali, Saradmoni College, Bankura</p> <p>10. Department of Sanskrit, Ramananda College, Bankura</p> <p>11. Department of Sanskrit, University of Burdwan.</p> <p>12. Department of Sanskrit, Sidho-Kanho University. Purulia</p>	<p>4. Paper presented</p> <p>5. Paper presented</p> <p>6. Paper presented</p> <p>7. Paper presented</p> <p>8. Paper presented</p> <p>9. Paper presented</p> <p>10. Attended</p> <p>11. Attended</p> <p>12. Attended</p>	<p>4. Panchmura Mahavidyalaya</p> <p>5. Panchmura Mahavidyalaya</p> <p>6. PRMS College , Bankura</p> <p>7. Panchmura Mahavidyalaya</p> <p>8. Ragunathpur College, Purulia</p> <p>9. Saradmoni College , Bankura</p> <p>10. Ramananda College, Bankura</p> <p>11. University of Burdwan</p> <p>12. Sidho-Kanho University. Purulia</p>	<p>4. 02/03/2012-03/03/2012</p> <p>5. 26/09/2012-28/09/2012</p> <p>6. 04/04/2013-05/04/2013</p> <p>7. 16/10/2012-18/10/2012</p> <p>8. 23/08/2013-24/08/2013</p> <p>9. 30/08/2013-31/08/2013</p> <p>10.</p> <p>27/09/2013-28/09/2013</p> <p>11.31/03/2013-01/04/2013</p> <p>12.29/04/2014-30/04/2014</p>
---	---	---	---	---

**Annexure 7**  
**College Prospectus of 2014-15 Academic Session**



2540

# Panchmura Mahavidyalaya

**A DEGREE COLLEGE OF ARTS, SCIENCE & COMMERCE**

Panchmura ★ Bankura ★ Tel. -03243-268227/205222  
 Website : [www.pmahavidyalaya.org](http://www.pmahavidyalaya.org)  
 E-mail : [office@pmahavidyalaya.org](mailto:office@pmahavidyalaya.org)  
[pmahavidyalayabankura@gmail.com](mailto:pmahavidyalayabankura@gmail.com)

2014  
 P  
R  
O  
S  
P  
E  
C  
T  
U  
S





**Estd : 1965**

### Brief History of Panchmura Mahavidyalaya

**F**ar from the maddening crowd's ignoble strife and in the pristine, green solitude of nature, there beckons the adobe of learning - Panchmura Mahavidyalaya. Established in 1965, and located in a rural area at Panchmura, a place renowned for its terracotta, the college is the product of untiring efforts of the local people led by late Dr. Pasupati Mandal, and is the manifestation of the long-cherished dream of the locality to bring the light of education to the cottages of marginal farmers and the poor. The generous families of the village of Joypur and Kulbani contributed considerable tracts of land on which the college was founded, 1.5 k.m. away from Panchmura Bazar.

The classes of the college started on 20th August, 1965 in the premises of Panchmura High School with three year Degree courses and University Entrance courses in Arts. In 1968, the college was shifted to its own premises in the newly-constructed buildings. Setting off its enlightened journey with limited resources and infrastructure the college has been steadily advancing in course of time.

The college has been accredited 'with B+' grade in 2007 by NAAC, Bangalore, for its students friendly courses and programmes, adequate resources & infrastructures, sincere and dedicated teaching-learning activities, effective evaluation procedures and whole hearted student support service.

### Aim & Objective

**S**ince its inception, the college is committed to transforming the darkened demographic situation into an awakened one by imparting higher education to the aspiring youth. It plans to offer courses that have great potential for career-building and that will ensure today's local youths' acceptance in the global society.



### College Organisation and Management

**T**he college administration, academic affairs and development programmes and projects are organised and managed by the Governing Body with the help of several advisory sub-committee. The Teacher-in-charge of the college acts as secretary and looks after day-to-day administration, execution of development projects and implementation of plans and programmes. There are Grievance Readdressal Cell for readdressing students' grievances, demands and claims on nay affairs promptly.

Please see Table -1

### Courses & Programmes

At present, the college offers Honours Courses in Bengali, English, Sanskrit, History, Philosophy, Political Science, Economics, Mathematics, Chemistry, Accountancy, besides Physic (P), Physical Education (P), Santali (P), and Geography (P) in addition to general courses in Arts, Science and Commerce. Considering job and higher education opportunities for the students the college offers more than seventy programmes by making suitable combination of the Honours and Pass subjects.

### Admission Procedure

Successful students in the Higher Secondary Examination (or any 10+2 standard) required to apply in the prescribed admission form which is attached with the prospectus for admission to Honours and General Courses. For admission to any Honours course at least 45% in the subject is required. Ultimate selection will be according to the merit in the list will be published in due course of the time before admission. 'A single window and single list' method will be followed to admission all honours courses. For admission to General course 'First come first serve' method will be followed. Reservation according to Govt. Rules. Programme of choice should be opted from the Table-1 and appropriate Programme Code to be mentioned in the Admission Form. Original certificates / marksheets need to be produced at the time of admission / submission of form candidate willing to be admitted in general courses will have to submit attested xerox copies of the same and required admission fees are to be deposited at the time of admission.

### FEES STRUCTURE FOR THE SESSION 2014-15

	Name of Head	B.A.		B.Sc.		B.Com	
		Hons.	Pass	Hons.	Pass	Hons.	Pass
1.	Tuition Fee	75	50	110	85	85	60
2.	Admission / Transfer Fee	75	50	110	85	85	60
3.	Development Fee	500	500	500	500	500	500
4.	B.U. Registration / Sports Fee / Computer Fee	100	100	100	100	100	100
5.	Laboratory Charges	-	-	152	152	-	-
6.	Library Charges	150	100	150	100	150	100
7.	Union Fee	120	120	120	120	120	120
8.	Electric Charges	110	110	110	110	110	110
9.	Session Charges	30	30	30	30	30	30
10.	Miscellaneous Fee	50	50	50	40	50	50

Total Laboratory Development fee for Geography, Mathematics (H) :- ₹ 900/-,  
Chemistry (H) :- ₹ 3000/- and total Sports Fee for Physical Education subject :-  
₹ 900/- will be collected at the time of 1st year admission only.

2014

P  
R  
O  
S  
P  
E  
C  
T  
U  
S

3

2014

P  
R  
O  
S  
P  
E  
C  
T  
U  
S

4

**Method of Teaching & Learning**

**W**ithin the capacity of its human and infrastructural resources, the college is always eager to offer best educational services to its students. It has adapted modular curricula, applies modern teaching-learning methodology, uses advanced teaching aids and tools, and facilitates the departments to organise studytours, seminars, quizzes debates and similar extra-academic activities.

**Modular Curricula**

**S**yllabi in all Honours and Pass subjects are unitised in the subject modules. They not only provide informations on topics/chapters to be studied but also tell when and who will deliver the lessons. Subject modules are available in the library and respective departments at a nominal cost.

**Academic Calendar**

**F**or smooth running of its different programmes and activities and to help students make their study plan in advance, the college publishes yearly Academic Calendar which is followed seriously by all concerned.

Please see backpage for the Academic Calendar 2014-2015.

**Test and Examination**

**U**nder the rules and regulations of the University of Burdwan a student has to appear in Part-I one year after admission, followed by Part-II examinations with a gap of one year each.

However, to ensure good results in the University Examinations, the college monitors students' sincerity and progress in achieving subject objective by holding several periodical tests after completion of few modules and organises Test Examination before University final examination.



TO BE ALLOWED FOR FILLING UP THE FORM FOR THE UNIVERSITY FINAL EXAMINATIONS, STUDENTS MUST SCORE AT LEAST 40% IN THE TEST EXAMINATION AND ATTEND AT LEAST 75% OF CLASSES HELD IN THE LAST ACADEMIC SESSION.

### IQAC

**A**s the post accreditation measure, the college has formed Internal Quality Assurance Cell to stimulate the academic environment for promotion of quality of teaching and learning and to collaborate with the other stakeholders of the institution. In addition, IQAC aims at overall quality sustenance in its academic and related activities.

### Academic Facilities :- Library

**T**he college is embellished with a spacious library that has learning resources like books, journals, several magazines, University Question Bank and modules. The library is computerised for its resource management and catalogue checking. To help students get through competitive examination, a Career Development Cell is also housed in the library with the relevant gazettes, magazines and news papers. The students can make the best use of the quiet Reading Hall by gleaning valuable bits of insight and information from the handy reference books and study materials. Side by side several departments of the college have Departmental libraries where reference books, books for advance studies and journals are available for in-house reading.



### PUBLICATIONS



### Computer Centre

**T**here are some computers exclusively for students use in the Computer centre, which has been upgrade recently for use of large scale of students.

2014

# P R O S P E C T I V S

5

2014

P  
R  
O  
S  
P  
E  
C  
T  
U  
S

6

## Science Laboratory



GEOGRAPHY FIELD WORK

There are two modern laboratories at Panchmura Mahavidyalaya - Physics and Chemistry. The laboratories are well-equipped with up-to-date instruments and equipments, and machines, electricity, water and LPG. In addition there is one more well-equipped laboratory for the students of Geography Dept.

## Hostel

The college has two hostel buildings for boys and one hostel building for girls close to the campus. The boys hostel can board about a hundred S.C., S.T. and deserving general students. For accommodation in the hostels, students are required to apply in the prescribed form, which is available in the office, at the time of admission in the first year. Hostel admission fees has to be submitted at the time of seat allotment. Monthly seat rent and mess charge have to be paid at the end of every month. However, Poor conditions of boys' hostel building have compelled the college to reduce its intake for those hostels. A grant for construction of a new Hostel building has been received and construction work has started.



**Multi-Gym**

**R**ightly it is said "healthy and balanced mind resides in the healthy body only." Realising the underlying truth of the time-tested proverb and with the mission of achieving the all-round development of the learning youth, the college has set up a Multi Gymnasium armed with the state-of-the-art equipments and apparatus. The students of Physical Education Department can avail of the benefit. Other students may avail the facility at a nominal cost.

**Sports**

**T**he college has a Sports Complex where the students can play Football, Volleyball, Basketball and Cricket. Gymnasium, sports complex and other necessary items and accessories cater to the needs of students studying Physical Education as one of their subjects. Panchmura Mahavidyalaya has represented Bankura District in the Inter-State College Football meet after being District Champion.



**Canteen**

**T**here are two canteens in college campus to provide snacks and wholesome meals at reasonable rate.

**Xerox & PCO**

**T**he college has a xerox centre in premises for the benefit of students.

**Students' Union**

**U**nder the ordinance of the Ministry of Higher Education, Govt. of West Bengal, the college facilitates formation of a Students' Union every year by holding election and include their representative as member of the Governing body.



2014

**P  
R  
O  
S  
P  
E  
C  
T  
U  
S**

7

2014

P  
R  
O  
S  
P  
E  
C  
T  
U  
S**Extra-curricular Activities****National Cadet Corps**

Since 1997, the college has an NCC Unit. The cadet strength of NCC is 160 (including girl cadets). They are given several training through out the year.

The NCC also engages its cadets in social services to make the environment green.

The NCC unit arranges eligible candidate for attending 'B' and 'C' Certificate Examinations which are held by the Indian Army. In the last three years, 28 cadets secured employment in the Indian Army. The State Government also plans to recruit NCC Certificate holders in various Departments.

**Extra-curricular Activities****National Service Scheme**

The college has harnessed six NSS units, each comprising one hundred students, to infuse a sense of social commitment and fellow feeling in the young minds of students and for the benefit of the local people. Numerous certificates have been given to the eligible volunteers which helped them score well in different interviews.

It is mandatory for each student to enroll either in NSS or NCC at the time of admission in the first year.

**College Magazine**

The College publishes a yearly magazine, "Kishalaya". All the students and teachers are wellcomed to write in the magazine which is edited by some teachers. In addition, some departments publishes wall magazine time-to-time



### Remedial Coaching Classes – A Special Programme

**P**anchmura Mahavidya has introduced a subject-oriented programme "Remedial Coaching Classes". This programme, which is sponsored by the University Grants Commission, aims at increasing the subject basis knowledge & skill of those young learners (Hons. & Pass) who are educationally backward, to ensure good results in the University Examinations.

This subject-oriented programme is meant for those students of this college who belong to S.C., S.T., O.B.C., Minority Community and General students coming from financially backward families.

### Career Counseling Cell

**T**he college has a Career Counseling Cell. It acts as a resource centre of information, counseling and guidance with accessibility, global connectivity and exchange of information on professional placements to the students. The cell gathers information on job avenues and placements in different institutions and concerns related to the courses that the college offers. That apart, it organizes seminars and guidance workshops for informing students about the emerging professional trends and events, job profiles, leadership roles, entrepreneurship, market needs and risks, implementation of national socio-economic policies and to impart training in soft skills.

### COMMUNICATIVE AND FUNCTIONAL ENGLISH

**F**rom the academic session 2009 - 2010, Panchmura Mahavidyalaya has introduced the Career-oriented Programme in Communicative and Functional English. This Programme, which is sponsored by the University Grants Commission, aims at enabling the young learners to acquire skills in Communicative English so that they can express themselves in English and find avenues for employment in industry and IT-enabled service like BPO and KPO.

This programme is meant for anyone who is taking admission in the college or who is already a student and interested Ex-students aspiring for jobs. Anyone who has a passion for English and wishes to make his skills job-oriented is advised for this course. The college is trying to tie-up with the BPO industry so that after the completion of any of the courses, the efficient students can find scopes for employment.

2014

P  
R  
O  
S  
P  
E  
C  
T  
I  
V  
S

9

2014

**P  
R  
O  
S  
P  
E  
C  
T  
U  
S**

10

**Anti-ragging Measures**

**P**anchmura Mahavidyalaya takes stern action against ragging as per the Anti-ragging Act, 2000 of Govt. of West Bengal and the Supreme Court's order of May 2007. It will lodge F.I.R. and rusticate the students involved in any form of ragging. Punishments of ragging include jail for 2 years or penalty of Rs. 5000 or both.



Teacher-in-charge

**Conclusion**

**T**he sincere, dedicated and cordial lecturers are always enthusiastic for the well-being of the students and efficient non-teaching staff are ever anxious to sort out their problems. They strive to foster a sense of fraternity among the students. The ex-students of the college are indicators of our success majority of them are fairly settled in educational and administrative jobs in Governmental and Non-Governmental sectors.

We do admit that much has to be achieved in areas of rural development and providing vocational, job oriented training programmes in the college campus.

We invite all the well-wishers to share their valuable thoughts with us for the all-round development of the college and to accompany us in disseminating the fruits of education, culture and heritage in the remotest corner of this vast rural area.





## পাঁচমুড়া মহাবিদ্যালয়



2014

P  
R  
O  
S  
P  
E  
C  
T  
U  
S

11

প্রত্যেক ছাত্র-ছাত্রীকেই কলেজের নিয়মনীতি সম্পর্কিত জ্ঞান থাকা বাঞ্ছনীয়। আর এ জনাই নিয়মনীতি সম্পর্কিত একটি ন্যূনতম ধারণা দেওয়ার চেষ্টা করা হল।

- ১) প্রত্যেক ছাত্র-ছাত্রীকেই ক্লাসে ন্যূনতম 75% উপস্থিত থাকা বাঞ্ছনীয়। 75%-এর কম ক্লাসে হাজিরা থাকলে Form Fill up করার ক্ষেত্রে অসুবিধার সৃষ্টি হয়।
- ২) কলেজে অনেক ক্ষেত্রে স্কলারশিপ পাওয়ার সুযোগ থাকে। 75% হাজিরা না থাকলে কোনো স্কলারশিপের জন্য সুপারিশ করা হয় না। এমনকি কলেজ প্রদত্ত আর্থিক সুবিধাও দেওয়া হয় না।
- ৩) কলেজে ভর্তি হওয়ার পর ক্লাস শুরু হওয়ার সাথে সাথে আইডেন্টি কার্ড অফিসে endorsed করিয়ে নিতে হয়। কলেজে পাঠকালীন প্রত্যেক বৎসর এই আইডেন্টি কার্ডের গুরুত্ব মথেষ্ট।
- ৪) আইডেন্টি কার্ড অথবা লাইব্রেরী কার্ড কিংবা ভর্তির রসিদ হারাইয়া গেলে অফিসে 25=00 পঁচিশ টাকা ডুপ্লিকেট চার্জ জমা দিয়ে ডুপ্লিকেট কার্ড করার ব্যবস্থা আছে।
- ৫) অনার্স-এর ছাত্রছাত্রীদের দুইটি ক্লাস টেস্টে বঙ্গ বাধ্যতামূলক। এছাড়া ফর্ম ফিলাপের পূর্বে সকল ছাত্র-ছাত্রীকেই টেস্ট পরীক্ষায় বসিতে হয় এবং পাশ করিতে হয়।
- ৬) প্রথম বর্ষে ভর্তির একমাসের মধ্যেই ছাত্র-ছাত্রীকে রেজিস্ট্রেশন কাম এনরোলমেন্ট ফর্ম ফিলাপ করিতে হয়। এই ফর্ম ফিলাপ করে এক কপি পাশপোর্ট সাইজ ফটো আঠা দিয়ে লাগিয়ে ডুপ্লিকেট জেরক্স কপি সমেত অফিসে জমা দিতে হয়। প্রথমবর্ষের Drop Student দেরও এই ফর্ম আবশ্যিক ভাবে ফিলাপ করে জমা দিতে হয়। প্রসঙ্গত মনে রাখা দরকার এই ফর্ম ফিলাপ না করিলে কোনো ফাইনাল পরীক্ষায় বসার সুযোগ পাওয়া যায় না।
- ৭) ছাত্র সংসদ আয়োজিত সাংস্কৃতিক প্রতিযোগিতা এবং ক্রীড়া প্রতিযোগিতায় সকলের যোগ্যতানুযায়ী অংশগ্রহণ বাঞ্ছনীয়। সকল প্রতিযোগীদের পুরস্কৃত করার ব্যবস্থা থাকে।
- ৮) প্রত্যেকেরই নিয়মিত অফিস-নোটিশ বোর্ড লক্ষ্য করা উচিত। ছাত্র-ছাত্রীদের বিভিন্ন জ্ঞাতব্য তথ্য এবং তারিখ নোটিশ বোর্ডে প্রদত্ত নোটিশ থেকেই জেনে নিতে হবে।
- ৯) কলেজে যে কোন প্রকার কাজের প্রয়োজনে ভর্তির রসিদ Show করতে হবে।
- ১০) রেজাল্ট আউট হওয়ার 15 দিনের মধ্যে Admit Card দেখিয়ে প্রত্যেককে নিজ নিজ মার্কশীট তুলে নিতে হয় এবং সার্টিফিকেট আসার 6 মাসের মধ্যে Original Marksheet দেখিয়ে নিজ নিজ সার্টিফিকেট তুলে নিতে হয়।
- ১১) পরীক্ষার ভালো রেজাল্ট এবং 70%-এর অধিক Attendance-এর জন্য সংশ্লিষ্ট ছাত্র-ছাত্রীদের স্কলারশিপ দেওয়ার ব্যবস্থা আছে।
- ১২) প্রত্যেক ছাত্র-ছাত্রীকেই ছাত্রসুলভ আচরণ, নিয়মিত ক্লাসে যোগদান এবং নিয়মিত পঠন-পাঠন করে যেতে হবে।
- ১৩) কলেজের নিয়মশৃঙ্খলা প্রত্যেকে মেনে চলতে বাধ্য।
- ১৪) কলেজ ক্যাম্পাসে মোবাইলে গান বাজানো এবং বিনা অনুমতিতে বহিরাগতদের কলেজ ক্যাম্পাসে প্রবেশ নিষিদ্ধ।
- ১৫) কলেজের সম্পদ এবং পরিবেশ সঠিক রাখার দায়িত্ব সকলের।
- ১৬) SC/ST/OBC/Minority ছাত্র-ছাত্রীদের সরকার প্রদত্ত স্কলারশিপের জন্য কলেজ নির্ধারিত তারিখে নির্ধারিত শর্তসাপেক্ষে আবেদনপত্র জমা দিতে হবে।

2014

# P R O S P E C T U S

12

## Panchmura Mahavidyalaya

### Governing Body

Mr. Shyama Prasad Mukherjee	M.I.C. Govt. of West Bengal, President
Dr. Narendranath Ray	T.I.C. & Secretary
Mr. Asim Banerjee	Government Nominee
Prof. Fatik Chandra Mandal	University Nominee
Prof. Binapani Ghosh	Do
Prof. Kuntal Chattaraj	Do
Prof. Swapan Kumar Maji	Teachers' Representative
Prof. Debiprasad Misra	Do
Prof. Partha Sengupta	Do
Mr. Ajit Dutta	Non-Teaching Representative
Mr. Debashis Dey	Do
Miss. Beauti De	Students Representative

### Teacher-in-charge

Dr. Narendranath Ray	M.A. in Bengali, Ph.D.
----------------------	------------------------

### Composition of IQAC

Dr. Narendranath Ray	Chairman
Dr. Chandan Kr. Jana	IQAC Co-ordinator
Dr. Subodh Kr. Pal	Teacher Member
Dr. Partha Sengupta	G. B. Member
Mr. Debiprasad Mishra	Do
Mr. Narugopal Ghosh	Bursar
Dr. Sudev Matia	T.C.S.
Mr. Kantamohan Kisku	Teacher Member
Mr. Prasenjit Saha	Do
Mr. Ajit Kr. Dutta	Non-teaching (G.B.)
Mr. Debasish De	Do
Dr. Swapan Maji	Community Representative
Mr. Dwijen Mondal	Do
Mr. Asim De	Ex-student
Miss Shampa Chowdhury	Do
Mr. Uttam Gorai	Do
Miss Beauty De	Student Member (G.S.)
Mr. Santu Mondal	Student Member
Mr. Arup Dan	Do

## Panchmura Mahavidyalaya

### Teaching Staff

#### BENGALI DEPARTMENT

Dr. Partha Sengupta, M.A., B.Ed., M.Phil., Ph.D., (H.o.D.)	Assistant Professor
Lt. Anal Biswas, M.A., B.Ed. (Lieutenant)	Assistant Professor, ANO
	Associate NCC Officer
Dr. Bandana Sinha Mahapatra, M.A., Ph.D.	Assistant Professor
Dr. Narendra Nath Ray, M.A., Ph.D.	Assistant Professor
Mr. Sudhansu Dutta, M.A.	Part-time Professor

#### ENGLISH DEPARTMENT

Mr. Debiprasad Mishra, M.A., (H.o.D.)	Assistant Professor
Mr. Firoj Mir, M.A., B.Ed.	Part-time Professor
Mr. Sanjit Kumar Nayek, M.A., B.Ed.	Part-time Professor

#### SANSKRIT DEPARTMENT

Dr. Sudev Matia, M.A., M.Phil., D.Phil., (H.o.D.)	Assistant Professor
Mr. Prolay Banerjee, M.A.	Assistant Professor
Dr. Mrinmoy Chakraborty, M.A., Ph.D.	Part-time Professor
Mrs. Bandana Malgope, M.A.,	Part-time Professor

#### HISTORY DEPARTMENT

Mr. Srimanta Mahadani, M.A., (C.o.D.)	Part-time Professor
Mr. Krishnadas Pathak, M.A., BLIS	Part-time Professor
Mr. Md. Osman Shek, M.A.	Part-time Professor
Mr. Nimai Chandra Patra, M.A., B.Ed.	Part-time Professor

Two Permanent Posts Vacant

#### POLITICAL SCIENCE DEPARTMENT

Miss. Sugandha Roy, M.A., M.Phil. (H.o.D.)	Assistant Professor
Mr. Prasenjit Saha, M.A., M.Phil.	Assistant Professor
Mr. Basudev Chatterjee, M.A., B.Ed., BLIS	Part-time Professor
Mr. Sanat Kumar Pradhan, M.A.	Part-time Professor
Miss. Sahin Sultana, M.A., B.Ed., M.Phil.	Part-time Professor
Mr. Soumen Bhattacharya, M.A., B.Ed.	Part-time Professor

#### PHILOSOPHY DEPARTMENT

Dr. Subodh Kumar Pal, M.A., Ph.D., (H.o.D.)	Assistant Professor
Mrs. Suchandra Nandi, M.A., M.Phil.	Part-time Professor
Mr. Saikat Bose, M.A., B.Ed.	Part-time Professor

One Permanent Post Vacant

#### ECONOMICS DEPARTMENT

Mr. Samarendra Jana, M.A., M.Phil. (H.o.D.)	Associate Professor
---	---------------------

One Permanent Post Vacant

2014

P  
R  
O  
S  
P  
E  
C  
T  
U  
S

13

2014

# P R O S P E C T U S

14

### PHYSICS DEPARTMENT

Mr. Sibdas Pujaru, M.Sc., M.Phil., (H.o.D.) Associate Professor

### MATHEMATICS DEPARTMENT

Mr. Swapan Kumar Maji, M.Sc., (H.o.D.) Associate Professor

Two Permanent Posts Vacant

Mr. Swadesh Ghosh, M.Sc. Part-time Professor

Mr. Tanmay Roy, M.Sc. Part-time Professor

### CHEMISTRY DEPARTMENT

Dr. Chandan K. Jana, M.Sc., Ph.D., Post-doc. (U.S.A.), (H.o.D.) Assist. Professor.

Mr. Kanta Mohan Kisku, M.Sc. Assistant Professor

Mr. Amit Kumar Sen, M.Sc. Part-time Professor

Mr. Bikas Ghose, M.Sc. Guest Lecturer

Mr. Milan Suheli, M.Sc. Guest Lecturer

### COMMERCE DEPARTMENT

Mr. Narugopal Ghosh, M.Com., M.Phil., (H.o.D.) Assistant Professor

### GEOGRAPHY DEPARTMENT

Mr. Goutam Mahanta, M.A., (C.o.D.) Part-time Professor

### PHYSICAL EDUCATION DEPARTMENT

Mr. Mrinal Sinhababu, M.P.Ed. (C.o.D.) Part-time Professor

Mr. Dibyendu Sannigrahi, M.P.Ed. Guest Lecturer

### SANTALI DEPARTMENT

Mr. Rabindranath Saren, M.A., (C.o.D.) Guest Lecturer

Mr. Rabin Murmu, M.A. Guest Lecturer

N.E. - Abbreviation: - H.o.D. - Head of the Department; C.o.D. - Co-ordinator of the Department.

### Non-Teaching Staff

Mr. Ajit Kumar Dutta, M.Com. Head Clerk

Mr. Anil Baran Khirali, B.Com. Accountant

Mr. Amiya Nayak, Dip. Lib. Sc. Lib. Assistant

Smt. Sandhya Roy Peon

Mr. Dilip Kumar Sen, M.P. Lab. Attd., Chemistry

Mr. Tiru Layek Day Guard

Mr. Dipak Kumar Dey Night Guard

Mr. Kartick Roy Peon

Mr. Bamapada Paramanik, B.A. Pump Operator

Mr. Debashis Dey, M.P. Lab Attd., Chemistry

Mr. Swapan Kumar Tudu, M.P. Lib. Peon

Mr. Dilip Kumar Duiley Sweeper

Mr. Raghunath Mahanta Hostel Cook

### Name of Casual Staff

Mr. Ram Dulal De, B.A. Mr. Tarun Kumar Das, B.Com. (Hons. in Accy.), BLS. Mr. Hiralal Mandal, VIII Passed. Mr. Dibyendu Basuli, B.A., B.Ed., Diploma in Computer. Mr. Swapan Nandi, VIII Passed. Mr. Lakshman Diha, B.A., Diploma in Computer. Mr. Rabin Sen, VIII Passed. Mr. Sunil Murmu.

**TABLE - I**  
**Courses and Programmes Offered**

Sl.	Hons	1st Gen.	2nd Gen.	Course ID	Sl.	Hons	1st Gen.	2nd Gen.	3rd Gen.	Course ID
1.	Bengali	Hist	Sans	110110	53.	BA	Hist	Sans	PhEd	100111
2.		Hist	PolSc	110120	54.	BA	Hist	Sans	Geo.	100112
3.		Phil	Sans	110210	55.	BA	Hist	PolSc	PhEd	100121
4.	BengH	Phil	PolSc	110220	56.	BA	Hist	PolSc	Geo.	100122
5.		Eng	Sans	112010	57.	BA	Phil	Sans	PhEd	100211
6.		Eng	PolSc	112020	58.	BA	Phil	Sans	Geo.	100212
7.		Eng	Hist	112100	59.	BA	Phil	PolSc	PhEd	100221
8.		Eng	Phil	112200	60.	BA	Phil	PolSc	Geo.	100222
9.	English	Hist	Sans	120110	61.	BA	Beng	Sans	PhEd	101011
10.		Hist	PolSc	120120	62.	BA	Beng	Sans	Geo.	101012
11.	EngH	Phil	Sans	120210	63.	BA	Beng	PolSc	PhEd	101021
12.		Phil	PolSc	120220	64.	BA	Beng	PolSc	Geo.	101022
13.		Beng	Sans	121010	65.	BA	Beng	Hist	PhEd	101101
14.		Beng	PolSc	121020	66.	BA	Beng	Hist	Geo.	101102
15.		Beng	Hist	121100	67.	BA	Beng	Hist	Sans	101110
16.		Beng	Phil	121200	68.	BA	Beng	Hist	PolSc	101120
17.	Sanskrit	Hist	PolSc	130120	69.	BA	Beng	Phil	PhEd	101201
18.		Phil	PolSc	130220	70.	BA	Beng	Phil	Geo.	101202
19.	SansH	Beng	PolSc	131020	71.	BA	Beng	Phil	Sans	101210
20.		Beng	Hist	131100	72.	BA	Beng	Phil	PolSc	101220
21.		Beng	Phil	131200	73.	BA	Eng	Sans	PhEd	102011
22.		Eng	PolSc	132020	74.	BA	Eng	Sans	Geo.	102012
23.		Eng	Hist	132100	75.	BA	Eng	PolSc	PhEd	102021
24.		Eng	Phil	132200	76.	BA	Eng	PolSc	Geo.	102022
25.	History	Phil	Sans	140210	77.	BA	Eng	Hist	PhEd	102101
26.		Phil	PolSc	140220	78.	BA	Eng	Hist	Geo.	102102
27.	HistH	Beng	Sans	141010	79.	BA	Eng	Hist	Sans	102110
28.		Beng	PolSc	141020	80.	BA	Eng	Hist	PolSc	102120
29.		Beng	Phil	141200	81.	BA	Eng	Phil	PhEd	102201
30.		Eng	Sans	142010	82.	BA	Eng	Phil	Geo.	102202
31.		Eng	PolSc	142020	83.	BA	Eng	Phil	Sans	102210
32.		Eng	Phil	142200	84.	BA	Eng	Phil	PolSc	102220
33.	Pol. Sci.	Hist	Sans	150110	85.	BA	SNT	Hist	PolSc	103120
34.		Phil	Sans	150210	86.	BA	SNT	Hist	PolSc	103201
35.	Pol. Sc. H	Beng	Sans	151010	87.	BA	SNT	Hist	PhEd	103101
36.		Beng	Hist	151100	88.	BA	SNT	Hist	PhEd	103220
37.		Beng	Phil	151200	89.	BA	SNT	Phil	Geo.	103202
38.		Eng	Sans	152010	90.	BA	SNT	PolSc	Geo.	103022
39.		Eng	Hist	152100	91.	BSc	Chm	Mtm	Phy	201110
40.		Eng	Phil	152200	92.	BSc	Eco	Mtm	Phy	201210
41.	Philosophy	Hist	Sans	160110	93.	Bcom	Acc	Egr1	Bgr1	300000
42.		Hist	PolSc	160120						
43.	PhilH	Beng	Sans	161010						
44.		Beng	PolSc	161020						
45.		Beng	Hist	161100						
46.		Eng	Sans	162010						
47.		Eng	PolSc	162020						
48.		Eng	Hist	162100						
49.	Accountancy	Egr1	Bgr2	310000						
50.	Mathematics	PhyG	ChmG	211100						
51.	Economics	MtmC	PhyG	221010						
52.	Chemistry	PhyG	MtmG	231100						

### Abbreviation

RNG - Bengali; ENG - English  
 SNS - Sanskrit; PHI - Philosophy  
 PLS - Pol. Science; HIS - History  
 PHY - Physics; CHM - Chemistry  
 MTM - Mathematics; ACC - Accountancy  
 PHED - Physical Education; SNT - Santali  
 H - Honours; G - General.

**ACADEMIC CALENDAR - 2014 - 2015**  
**PANCHMURA MAHAVIDYALAYA**

Panchmura, Bankura  
 E-mail : pmmahavidyalayabankura@gmail.com



**JULY -2014**

S	6	13	20	27	
M	7	14	21	28	
Tu	1	8	15	22	29
W	2	9	16	23	30
Th	3	10	17	24	31
F	4	11	18	25	
S	5	12	19	26	

**SEPTEMBER -2014**

S	7	14	21	28	
M	1	8	15	22	29
Tu	2	9	16	23	30
W	3	10	17	24	
Th	4	11	18	25	
F	5	12	19	26	
S	6	13	20	27	

**NOVEMBER -2014**

S	30	2	9	16	23
M	3	10	17	24	
Tu	4	11	18	25	
W	5	12	19	26	
Th	6	13	20	27	
F	7	14	21	28	
S	1	8	15	22	29

**JANUARY -2015**

S	4	11	18	25	
M	5	12	19	26	
Tu	6	13	20	27	
W	7	14	21	28	
Th	1	8	15	22	29
F	2	9	16	23	30
S	3	10	17	24	31

**MARCH -2015**

S	1	8	15	22	29
M	2	9	16	23	30
Tu	3	10	17	24	31
W	4	11	18	25	
Th	5	12	19	26	
F	6	13	20	27	
S	7	14	21	28	

**APRIL -2015**

S	5	12	19	26	
M	6	13	20	27	
Tu	7	14	21	28	
W	1	8	15	22	29
Th	2	9	16	23	30
F	3	10	17	24	
S	4	11	18	25	

**MAY -2015**

S	31	3	10	17	24
M	4	11	18	25	
Tu	5	12	19	26	
W	6	13	20	27	
Th	7	14	21	28	
F	1	8	15	22	29
S	2	9	16	23	30

**AUGUST -2014**

S	31	3	10	17	24
M	4	11	18	25	
Tu	5	12	19	26	
W	6	13	20	27	
Th	7	14	21	28	
F	1	8	15	22	29
S	2	9	16	23	30

**OCTOBER -2014**

S	5	12	19	26	
M	6	13	20	27	
Tu	7	14	21	28	
W	1	8	15	22	29
Th	2	9	16	23	30
F	3	10	17	24	31
S	4	11	18	25	

**DECEMBER -2014**

S	7	14	21	28	
M	1	8	15	22	29
Tu	2	9	16	23	30
W	3	10	17	24	31
Th	4	11	18	25	
F	5	12	19	26	
S	6	13	20	27	

**FEBRUARY -2015**

S	1	8	15	22
M	2	9	16	23
Tu	3	10	17	24
W	4	11	18	25
Th	5	12	19	26
F	6	13	20	27
S	7	14	21	28

**JUNE -2015**

S	7	14	21	28	
M	1	8	15	22	29
Tu	2	9	16	23	30
W	3	10	17	24	
Th	4	11	18	25	
F	5	12	19	26	
S	6	13	20	27	

**7th July All Class Start**  
**29th July Id-Ul-Fiter**  
**14th August Progress Test for 1st year Hon's Students**  
**15th August Independence Day**  
**20th August College Foundation Day**  
**20th September 1st Class Test all Hon's Students**  
**23th September Mahalaya**  
**30th September to 26th October Puja Vacation**  
**4th November Maharam**  
**6th November Guru Nanak's Birthday**  
**6th December 2nd Class test All Hon's Students**  
**1st January 2015 New Year's Day**  
**9th to 10th January College Sports**  
**23th Netaji's Birth Day**  
**26th Republic Day**  
**5th Marcy Doljatra**  
**3rd April Good Friday**  
**14th April Chaitra Sankranti**  
**15th April Bengali New Years Day**  
**1st May May day**  
**9th May Rabindra Jayanti**  
**11th May to 9th June Summer Recess**

Annexure 8: Details of the ongoing and completed research project by the faculty

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant(Rs.)		Total grant received till date(Rs.)
				Sanctioned	Received	
Minor projects	12.04.2014 - 11.04.2016	'In vitro Antioxidant Activity of Medicinal Plants in Bankura' by Dr. C.K. Jana	UGC	438000	323000	Rs.1486250/-
	04.11.2009 - 03.05.2011	'Development of simple, cost-effective and fast method for extraction of Humic Acids from vermicompost and their characterization' by Dr. C.K. Jana	UGC	180000	180000	
	12.04.2014 - 11.04.2016	'Banggalitwa Rakkhai Unish Shataker Boidik Pouranik Prabhhabita Sahitya' by Dr. N. Ray	UGC	150000	115000	
	26.09.2009 - 25.06.2011	'Uttarbangar Lokdevdevi Pujaachar O Lokachar: Prosanga Savyota-Sanskriti' by Dr. N. Ray	UGC	93000	90000	
	11.09.2009 - 10.03.2011	'Bangla Natoke Pratibader Bhasa' by Shri A. Biswas.	UGC	98000	66500	
	24.12.2010 - 23.06.2012	'Microfinance through self help groups and women empowerment' by Shri N.G. Ghosh	UGC	148500	109250	
	12.04.2014 - 11.04.2016	'Rarh banglar chhara: Ekti chirantan. shaishaber aadhar' by Dr. P. Sengupta	UGC	190000	140000	
	12.04.2014 - 11.04.2016	'Ved: Iswariya Gyan Hai Athaba Manushyakrito Ek Samikshya-atmak Adhyan' by Dr. Sudev	UGC	300000	212500	

	12.04.2014 - 11.04.2016	'Rabindranath Tagore and Postcolonialism' by Shri D.P. Misra	UGC	170000	125000	
	03.02.2015 - 03.02.2017	'Naya Darsane Jagatnidana Nirupana'	UGC	150000	125000	
Major projects	Not Available	Not Available	NA	NA	NA	NA
Interdisciplinary projects	Not Available	Not Available	NA	NA	NA	NA
Industry sponsored	Not Available	Not Available	NA	NA	NA	NA
Students' research projects	Not Available	Not Available	NA	NA	NA	NA
Collaborative project with Dpt. Biotechnology, Visva-Bharati	01.01.2013 - 31.12.2015	'Evaluation of age-associated alteration in anti-oxidative defence in <i>Saccharomyces cerevisiae</i> and its role in accumulation of oxidative stress' by Dr. C.K. Jana	CSIR	2800000 (at Visva-Bharati)	2000000 (at Visva-Bharati)	2800000 (at Visva-Bharati)

## Annexure 9

### Detail of Publications of the Faculty in last four years

Name of the Teacher with Department	Publication detail
Shri Anal Biswas, Asst. Prof. of Bengali	<ol style="list-style-type: none"> <li>1. <b>Anal Biswas</b>, Nabakumar-Sandip:Abohelar Sristi-Anasristi: Bangla Katha Sahitya Abohelito Charitro,2010, ISBN: 81-89115-16-2</li> <li>2. <b>Anal Biswas</b>, Natyakaya: Rabindra Nirmaner Ekdik,Wesleyan Journal of Research,2010,ISSN:0975-1386</li> <li>3. <b>Anal Biswas</b>, Rabindra Chhoto Galpe Jamidar Sreni O Samaj bastabata: Chintanayak Rabindranath O Tanr Sristi,2011,ISBN:978-81-923685-0-4</li> <li>4. <b>Anal Biswas</b>, Ram Narayaner Kulin Kul Sarbaswa:Bangla Natoke Pratibader Pratham Prastab,2012,ISBN:978-81-923685-1-1</li> </ol>
Dr.Bandana Sinhamahapatr Asst. Prof. of Bengali	<ol style="list-style-type: none"> <li>1. <b>Bandana Sinhamahapatra</b>, Rabindra Chhoto Golpo: Charitra Srijane Lekhaker Abohela. Bangla Katha Sahitya Abohelito Charitro,2010, ISBN:81-89115-16-2</li> <li>2. <b>Bandana Sinhamahapatra</b>, Udbhav Yuger Bangla Natok O Samakalin Samaj-Bastabata: Bangla Natoke Pratibader Starantar,2012,ISBN:978-81-923685-1-1</li> <li>3. <b>Bandana Sinhamahapatra</b>, Rabindra Upanyase Narir Byakti Swatantra: Chintanayak Rabindranath O Tanr Sristi,2012,ISBN: 978-81-923685-0-4</li> </ol>
Dr.Narendranath Ray Asst. Prof. of Bengali	<ol style="list-style-type: none"> <li>1. <b>Dr. Narendranath Ray</b>, 2011, Bangla Kathasahitye Abohelito Charitra, Baiwala, Kol, 167.</li> <li>2. <b>Dr. Narendranath Ray</b>, 2012, Chintanayok Rabindranath O tanr Sristi, Baiwala, Kol, 248.</li> <li>3. <b>Dr.Narendranath Ray</b> and Binoy Barman, 2012, Uttarbanger Itihash O Sanskriti,Chhaya Publication,Kol,191.</li> <li>4. <b>Narendranath Ray</b>, 2012, Bangla Sahitye Bitarkamulok Rachana:Ekaler Chokha, Baiwala,Kol,209.</li> </ol>
Dr. Partha Sengupta Asst. Prof. of Bengali	<ol style="list-style-type: none"> <li>1. <b>Partha Sengupta</b>, 2007, Rabindranather Beejoyee:Kobita Theke Gaan, Communique,1:99</li> <li>2. <b>Partha Sengupta</b>, 2010, Raarh Banglar Chhara: Ekti Chirantan Soisaber Adhar, Bangovidya (International Journal of Bengal Studies), ed. Amitava Chakraborty, Pub. International Society of Bengal Studies, Kolkata, Vol.1, p. 22</li> <li>3. <b>Partha Sengupta</b>, 2011, Bhumika Lekhak Rabindranath, in: Anyo Rabindranath Nana Rabindranath, ed. Barun Chakraborty,Pustak</li> </ol>

	<p>Bipani, Kolkata, p.31</p> <ol style="list-style-type: none"> <li>4. <b>Partha Sengupta</b> 2012, Bangla Samajik Uponyase Protibadi Chetona:</li> <li>5. Bankimchandra, Rabindranath, Sharatchandra, in: Pratibader Uponyas, ed. Debabrata Biswas, Banglar Mukh, Kolkata, p.31</li> <li>6. <b>Partha Sengupta</b>, 2012, Rabindragaane Katha O Surer Sammilan:Ekti Sankhipta Aalochana, in: Chintanayok Rabindranath O taanr Sristi, ed. Narendra Nath Ray, Boioyala, Kolkata, p.201</li> <li>7. <b>Partha Sengupta</b>, 2011,Bandhon Chherar Sadhon:Prasongo Rabindrasangeeter Sur, in: Rabindranath Sristi o Srosta, ed. Milan Kanti Satpathi, Balorampur College, Purulia, p.60</li> <li>8. <b>Partha Sengupta</b> ,2011, Abohelar Nana Star:Rabindra Upanyase Nayoker Bandhura, in: Bangla Kathasahitye Abohelito Charitro, ed. Narendra Nath Ray, Boioyala, Kolkata, p.27</li> <li>9. <b>Partha Sengupta</b>, 2013,Bharat Anusandhaner Pathe Swamiji Rabindranath O Gora, in: Swami Vivekanander Bikkhane Jatiyo Sanhati: Samasya O Uttaran, ed. Prasenjit Saha, Avnil Press, Barddhaman,p.125</li> <li>10. <b>Partha Sengupta</b>, 2012, Swami Vivekanander Sangit Chinta, in: Swami Vivekanander Darsan Bhabna, ed. Subodh Kumar Pal, Boioyala and Panchmura Mahavidyalaya (Joint publisher), p.69</li> </ol>
<p>Dr. Chandan Kumar Jana, teacher-in-charge and Asst. Prof. of <b>Chemistry</b></p>	<ol style="list-style-type: none"> <li>1. Nilanjana Das and <b>Chandan K. Jana</b>* (2015). Age-associated oxidative modification of mitochondrial <math>\alpha</math>-subunit of F<sub>1</sub>ATP synthase from mouse skeletal muscle. Free Radical Research (early online publication, doi. 10.3109/10715762.2015.1017477).</li> <li>2. <b>Chandan K. Jana</b>* and Nilanjana Das (2015). Effect of Calorically Restricted Dietary Regime on Oxidative Post-translational Modification of Plasma Proteins in Mice and Rats. J. Indian Chemical Society (in Press).</li> <li>3. Nilanjana Das and <b>Chandan K. Jana</b>* (2015). Tissue specific attenuation of oxidative post-translational modification in the mouse supplemented with dietary <math>\alpha</math>-tocopherol. J. Institution of Chemists (India). (in Press)</li> <li>4. <b>Chandan K. Jana</b> and Nilanjana Das* (2014). Role of dietary antioxidants in improving health: a minireview. J. Institution of Chemists (India), 86 (3), 65-76.</li> <li>5. <b>Chandan K. Jana</b>* and Nilanjana Das (2014). Determination of Humic Acids in Vermicomposted Organic Wastes by Microwave Assisted Fast Extraction. J. Institution of Chemists (India), 86 (2), 43-62.</li> </ol> <p>I. Paper presented at Seminar/Conference and/or abstract published in the Proceedings</p>

1. **Chandan K. Jana\*** and Esahak Ali (2015). Different cross-reactivity of anti-testosterone antibody with geometrical isomers of testosterone 3-(O-carboxymethyl)oxime in competitive testosterone immunoassay. In: the Proceedings of the 7<sup>th</sup> National Science Conference of the World Science Congress. Jadavpur University, Kolkata. pg. 11, Feb. 28 and March 1.
2. **Chandan K. Jana\*** and Nilanjana Das (2014). Fast Extraction of Humic Acids by Microwave Assisted Fast Extraction from Vermicomposted. In: the Proceedings of the 4<sup>th</sup> International Conference of the World Science Congress. Jadavpur University, Kolkata. PR-5, Dec. 16-18.
3. **Chandan K. Jana\*** and Esahak Ali (2014). High Performance Liquid Chromatographic Separation of Geometrical Isomers of Testosterone 3-(O-carboxymethyl)oximes and its Derivatives with Histamine used in Steroid Immunoassays. In: the Proceedings of the 51<sup>st</sup> Annual National Convention of Chemists (Indian Chemical Society). Kurukshetra University, Punjab. AEC(PP)-21, Dec. 9-12.
4. **Chandan K. Jana\*** and Nilanjana Das (2013). Determination of Humic Acids in Vermicomposted Organic Wastes by Microwave Assisted Fast Extraction. In: the Proceedings of the 50<sup>th</sup> Annual National Convention of Chemists (Indian Chemical Society). Punjab University, Chandigarh. AEC(PP)-33, Dec. 3-7.
5. **Chandan K. Jana\*** and Nilanjana Das (2012). Characterization of Humic Acids Extracted from Vermicompost by an Improved Method. In: the Proceedings of the 49<sup>th</sup> Annual National Convention of Chemists (India Chemical Society), National Inst. Technical Teachers' Training and Research, Bhopal. AEC(PP)-17, Dec. 12-15.
6. **Chandan K. Jana\***, Nilanjana Das and Rajinder S. Sohal (2012). Oxygen Acts as Poison by Generating Reactive Oxygen Species and Modifying Essential Biomolecules: a Demonstration in Mammals Identifying Protein Carbonyls. In: the Proceedings of UGC sponsored National Seminar on 'Recent Advances in Chemical Sciences', Department of Chemistry, The University of Burdwan. OP-14, March 15-17.
7. Nilanjana Das, **Chandan K. Jana\*** and Rajinder S. Sohal (2012). Selectivity of Age-associated Post-translational modification of Plasma Proteins of Some Mammalian Species: Evidence from Mus, Rattus and Rhesus. In: the Proceedings of National Seminar on Ecotoxicology and Human Health, Beharampur University, Beharampur, 8-9 Jan. Poster 20.
8. Nilanjana Das, **Chandan K. Jana\*** and Rajinder S. Sohal (2010). Albumin: a Marker of Oxidative-stress in Mammals. In: the Proceedings of National Conference on Zoology, Life Process and Nano Technology,

	Goa University, Goa, 8-10 <sup>th</sup> Feb. 2010, p.12.
Shri Narugopal Ghosh, Assoc. Prof. Of Commerce	1. Self Help Group and Women Empowerment in India, Editor: <b>Narugopal Ghosh</b> ; Publisher(s): Panchmura Mahavidyalaya and Boiwala, Kolkata, Year: 2013, ISBN-978-81-923685-7-3

<p>Shri Prasenjit Saha, Asst. Prof. Of <b>Political Science</b></p>	<ol style="list-style-type: none"> <li>1. <b>Prasenjit Saha</b>, 2014. ‘Samajik banchanar utse Arthanaitik Baisamaya: Tin Bondhopadhyae Sahityer Darpan.’ In: the Proceedings of ICSSR sponsored International Seminar on ‘Samajik Asamya O Sahitya’. Dt. 16-17 January 2014. At Tripura University. p. 54-55.</li> <li>2. <b>Prasenjit Saha</b>, 2013. Prasanga Manab Unnayan-Prekshet Rabindranath O Vivekananda (A comparative Study). In: the proceedings of UGC sponsored National seminar On ‘Swami Vivekananda: Relevance of His Thoughts in the Present Era. Dt. 28-29 August, 2013, at Rampurhat College, Bhirbhum, West Bengal. p. 22-23.</li> <li>3. <b>Prasenjit Saha</b> and Nirmalendu Hui, 2013. ‘Concept of Human Development : A Socio- Economic Sustainable theory of Vivekananda’. In: the proceedings of UGC- Sponsored National Seminar on “Relevance of Swami Vivekananda in the present Social and Economic Scenario”. p-56.</li> <li>4. <b>Prasenjit Saha</b>. 2011, Mahiskurar Upakatha: Antebasi samaj, samajik O baktik Itehaser Nirmane Abyashik Upadan. In: University of Dhaka and Bangala Academy Sponsored 2<sup>nd</sup> International Congress of Bengal Studies on Bangabidya. Dt. 17-20, University of Dhaka. p -85-86.</li> <li>5. <b>Prasenjit Saha</b>. 2012. Sthitishil Unnayan O Rabindranath. In: Chintanayak Rabindranath O Tan Sistri , (ed.) Narendranath Roy, Pub. Baiwala, Kolkata &amp; Panchmura Mahavidyalaya, Bankura. p. 165-175.</li> <li>6. <b>Prasenjit Saha</b> 2012. Samyer samdhane Ranindranath O Vivekananda- Ekti Pajalochona. In: Vikanander Darshan Bhavna. (ed.) Subodh Kumar Pal, Pub. Baiwala, Kolkata &amp; Panchmura Mahavidyalaya, Bankura p- 108-115.</li> <li>7. <b>Prasenjit Saha</b> 2013. Samyer Samdhane Vivekananda. In Vivekananda O Nabajagrity. (ed) Debabrata Ghosh, Pub- Ebong Mushayera. Kolkata- 700009, p. 115-132.</li> <li>8. <b>Prasenjit Saha</b> 2013. Bharate Samprodayekata, Dharmiya bahutra O Sanghati: Prekshet Vivekananda. In: Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. (ed.) <b>Prasenjit Saha</b>. Pub. Avenel Press, Memari, Burdwan. p. 131-170.</li> <li>9. <b>Prasenjit Saha</b> (ed.) 2013. Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. Pub. Avenel Press, Memari, Burdwan.</li> <li>10. <b>Prasenjit Saha</b> and Nirmalendu Hui; 2014, Manab Unnayan O Vivekananda: Ekti arthasamajik sthisilatar dristibangi. In : Bisay Vivekananda. (Ed) Amalesh Mandal. Pub. Bangiya Sahitya Sansad, Kolkata. p. 136-144.</li> <li>11. <b>Prasenjit Saha</b> and Ayan Chakroborty; 2014, Pratham Biswajuddya O Samrajyabad. In: Pratham Biswa judda Satabarshe Fire dhekha. (Ed) Debabrata Ghosh and Sanat Naskar, Pub- Deep Prakashan. Kolkata- 700009, p. 34-44.</li> </ol>
---	---

<p><b>Miss Sugandha Roy</b>, Asst. Prof. Of <b>Political Science</b></p>	<ol style="list-style-type: none"> <li>1. <b>Sugandha Roy</b> 2012. Adhadmik Samajbad Naki Baigwanik Samajbad - Vivekanada-Phire Dheka.. In: Vivekanander Darshan Bhavna, (ed.) Subodh Kumar Pal, Pub. Boiwala &amp; Panchmura Mahavidyalaya, Kolkata. p.105-108.</li> <li>2. <b>Sugandha Roy</b> 2013. Bharate Prantik Rajnitir Jagarane Vivekananda. In: Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. (ed.) Prasenjit Saha. Pub. Avenel Press, Memari, Burdwan. p.105-109.</li> </ol>
<p><b>Dr. Subodh Kumar Pal</b>, Asso. Prof. Of <b>Philosophy</b></p>	<ol style="list-style-type: none"> <li>1. <b>Subodh Kumar Pal</b>, (ed.).2012. Vikanander Darshan Bhavna., Pub.Baiwala,Kolkata &amp; Panchmura Mahavidyalaya, Bankura.</li> <li>2. <b>Subodh kumar Pal</b>. 2012. Bharater Jatiya sanhati O Rabaindranath. In: Chintanayak Rabindranath O Tar Sristi , Narendranath Roy (ed.), Pub. Baiwala, Kolkata &amp; Panchmura Mahavidyalaya, Bankura. p. 122-128..</li> <li>3. <b>Subodh Kumar Pal</b>. 2012. Vedanter Alope Swamijir Swadesh Bhabna-Ekti Adhyapana. In. <b>Subodh Kumar Pal</b>,(ed.).Vikanander Darshan Bhavna., Pub.Boiwala,Lolkata &amp; Panchmura Mahavidyalaya, Bankura .p.116-124</li> <li>4. <b>Subodh Kumar Pal</b>.2013 Indian Spiritualism Integrates A Nations : Vivekananda’s Approach. In: Swami Vivekanander Bikshane Jatiya sanghati: Samasya O Uttaran. Prasenjit Saha (ed.). Pub. Avenel Press, Memari, Burdwan. p .77-83.</li> <li>5. <b>Subodh kumar Pal</b>, 2013. Swami Vivekananderbhabanai Bharatiya Narijagaran-Ekti Paryalochana. In: the proceedings of UGC sponsord National seminar On ‘Swami Vivekananda: Relevance of His Thoughts in the Present Era.Dt.28-29 August,2013,at Rampurhat College,Bhirbhum, West Bengal. p.22-23.</li> <li>6. <b>Subodh Kumar Pal</b>.1995. A Note on Sankhya Denial of A Creator God. In. The Visva-Bharati Journal of Philosophy. Volume-</li> <li>7. <b>Subodh Kumar Pal</b>.1990. Mimamsakas’polemic against the Notion of a personal God. In. The Visva-Bharati Journal of Philosophy. Volume-XXVII,No-I: 39-46.</li> <li>8. <b>Subodh Kumar Pal</b>.1989. A Note on the Mimansa Conception of Apurba . In. The Visva-Bharati Journal of Philosophy. Vol. XXV &amp; XXVI .No-2 &amp;1: 50-52</li> <li>9. <b>Subodh Kumar Pal</b>.1989. A Note on Jaina Athesim. In. Jain Journal . Vol. XXIV , No-2 :48-53</li> </ol>

Dr. Mrinmoy  
Chakraborty,  
APTT. Of  
Sanskrit

1. **Mrinmoy Chakraborty**.2010. Rigved-e Sampurna Sukta Bihin Ekti Devata: Nihriti. Wesleyan Journal of Research.3. 156-157
2. **Mrinmoy Chakraborty** and Soumen Goswami.2011. Viswakarma: Sekal o Ekal. Wesleyan Journal of Research.4. 160-163.
3. **Mrinmoy Chakraborty**.2012. Sanskrit Sahityaakshe Rabindranath.In: Chintanayak Rabindranath o tar shisthi.(ed.)Dr.Narandra Nath Roy, Pub. Panchmura Mahavidyalaya, Bankura & Boiowala, Kolkata. p. 22-26.
4. **Mrinmoy Chakraborty**.2012. Swamiji Uddipitwa Netaji.In: Swami Vivekanander darsan bhabona. (ed.)Dr. Subodh Kr. Pal, Pub. Panchmura Mahavidyalaya, Bankura & Boiowala, Kolkata. p. 86-89.
5. **Mrinmoy Chakraborty**.2013. Vivekananda er Bichare Jatiya Sanhati. In: Swami Vivekanander bekhana jateya samhati: samasha o uttran. (ed.) Prasenjit Saha, Pub. Avanal Press. Burdwan. p. 91-94.
6. **Mrinmoy Chakraborty** & Shikha Bisui.2013. Veda o Barnabevag. Udbodhan.(ed.)Ritananda .Pub . 1 Udbodhan Lane. Kolkata. 115.p.171-175.
7. **Mrinmoy Chakraborty**2013. Veda-a-Rastrachina: Sekal o Ekal. Udbodhan.(ed.)Chyatanananda, Pub. 1 Udbodhan Lane . Kolkata. 115.p.653-657.
8. **Mrinmoy Chakraborty**. 2013. Rabindra Chattya Gita Prasanga. In: the Proceedings of UGC sponsored National Seminar on 'Jorasanko Thakurbarir Sahitya Charcha – o – Rabindranath', Pandit Raghunath Murmu Smriti Mahavidyalaya. Bankura. April 4&5.p. 48 –51.
9. **Mrinmoy Chakraborty**. 2013. Rgvede Rishider Dristite Narir Abastan: Ekaler Chokhe.In:Nari: Samasamoyek

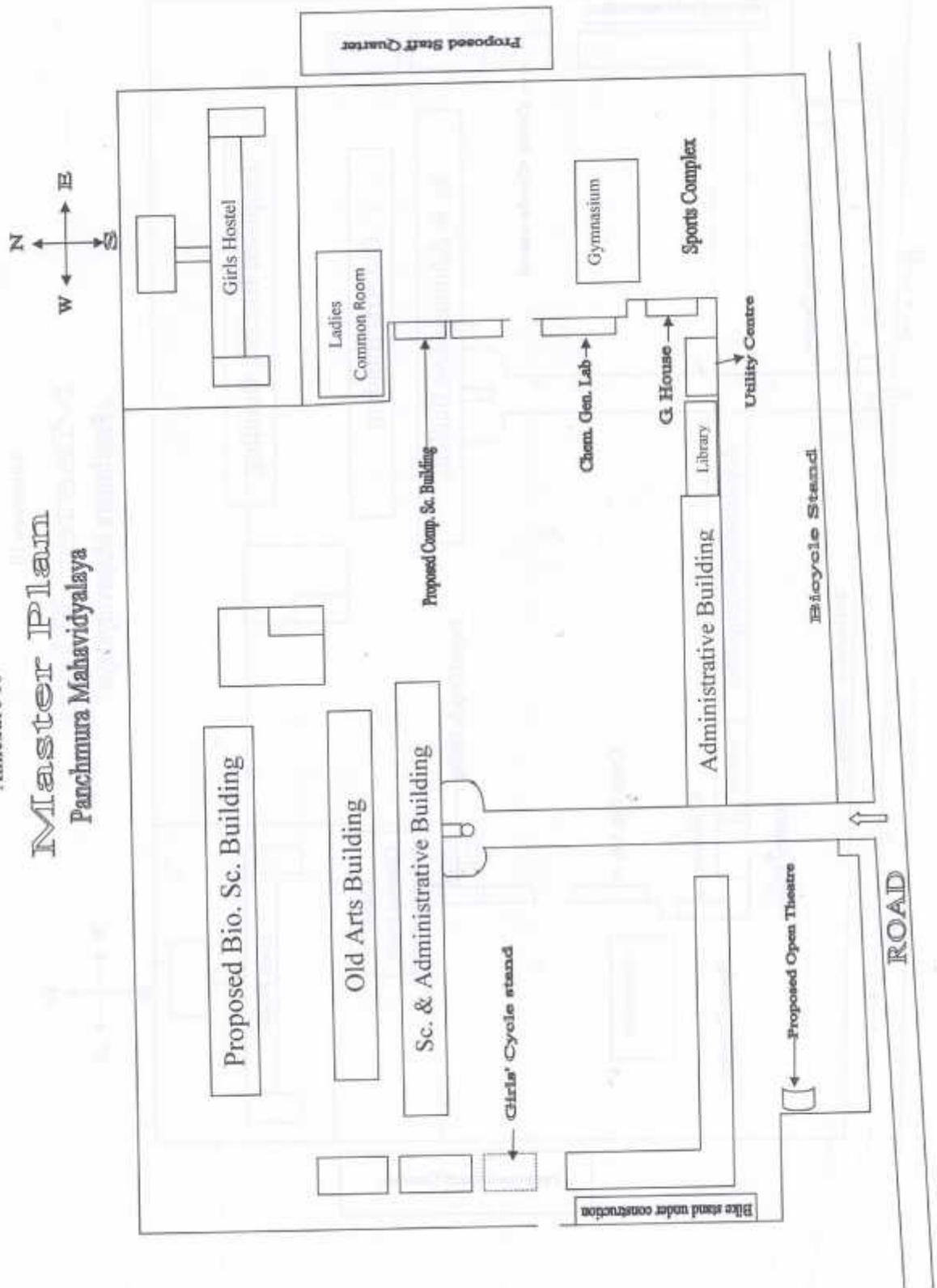
	<p>Chokhe.(ed.)Eyasin Khan. Pub. Desh Prakashan.Kolkata.p. 244-247.</p> <p>10. <b>Mrinmoy Chakraborty</b>. 2014. Ajo kane baja vedanter sai bani... Swamijeer dristite. In: Reflection of Vedantic Thoughts in Swami Vivekenanda. (ed.) Jyotiprakash Mandal &amp; Pradipta Guptaray. Pub. SPS Education india Pvt. Ltd, Kolkota. p.128-130</p> <p>11. <b>Mrinmoy Chakraborty</b>. 2014. Kaler Itestase Koiyakti Prachin astra : Udbodhan.(ed.)Chyatanananda, Pub. 1 Udbodhan Lane . Kolkata.116.p.408-411.</p>
<p>Shri Pralay Banerjee, Asst. Prof. Of Sanskrit</p>	<p>1. <b>Pralay Banerjee</b>. 2011. Gitar barnababostha: bartamana prasongikota. In: the Proceedings of UGC sponsored National Seminar on ‘The Srimadbhagbad- Gita and Modern Society’, Saldiha College. Bankura. Mar.15&amp; 16. p. 27- 28.</p> <p>2. <b>Pralay Banerjee</b>. 2012. Rabindra Lekhanite Avhijnana-sakuntalam. In: Chintanayak Rabindranath o tar shisthi. (ed.) Narandra Nath Roy, Pub. Panchmura Mahavidyalaya, Bankura &amp; Boiowala, Kolkata. p. 129- 142.</p> <p>3. <b>Pralay Banerjee</b>. 2012. Vivekanander dristi ta garhastha. In: Swami Vivekanander darsan bhabona. (ed.) Subodh Kr. Pal, Pub. Panchmura Mahavidyalaya, Bankura &amp; Boiowala, Kolkata. p. 101- 104.</p> <p>4. <b>Pralay Banerjee</b>. 2013. Vivekanander samhati bhabonay Vedanta. In: Swami Vivekanander bekhana jateya samhati: samasha o uttran. (ed.) Prasenjit Saha, Pub. Avanal Press. Burdwan. p.88- 90.</p> <p>5. <b>Pralay Banerjee</b>. 2013. Rabindranather tapabon chintay Avhijnana-sakuntalam. In: the Proceedings of UGC sponsored National Seminar on ‘Jorasanko Thakurbarir Sahitya Charcha – o – Rabindranath’, Pandit Raghunath Murmu Smriti Mahavidyalaya. Bankura. April 4&amp;5.p. 58 – 63.</p>
<p>Dr.Sudev, Asst. Prof. of Sanskrit</p>	<p>1. <b>Sudev</b>, 2014 ‘Aekale Yugbyadhir Mahoushadhi Swamijir Vani’ In: the Proceedings of UGC sponsored National Seminar on ‘Reflection of Vedantic Thoughts in Swami Vivekenanda’ Raghunath pur College. Purulia. P.115-118</p> <p>2. <b>Sudev</b>, 2013 ‘Upanisader Pat Bhunikay Devendra Jeeban darshan’ In: the Proceedings of UGC sponsored National Seminar on ‘Jorasanko Thakurbarir Sahitya Charcha – O – Rabindranath’ PRMS</p>

Mahavidyalaya, Jambani, Bankura. P.52-57

3. **Sudev**, 2013 'Swami Vivekenander drishtite asamhatir sarbanidan oushadha Vedanta shiksha' In: the Proceedings of UGC sponsored State level Seminar on ' National Integration in the Perspective of swami Vivekananda' Panchmura Mahavidyalaya. Bankura. P.84-87
4. **Sudev**, 2012 'Manabatabader Prerak Swami Vivekananda' In: the Proceedings of UGC sponsored State level Seminar on 'Philosoph of Swami Vivekananda' Panchmura Mahavidyalaya. Bankura. P.82-85
5. **Sudev**, 2012 'Srimadbhagabad Gita ka Nishkam Karmayoga Swami Vivekananda ke Drishti mein' In : the Proceedings of UGC sponsored National Seminar on 'The Srimadbhagabad Gita And Modern soiety' Saldiha college , Bankura, P. 89-96
6. **Sudev**, ed 'Raghuvamsam' ( Canto 13<sup>th</sup> ) of KaliDas ( A Tex book of Sanskrit poetry for class B. A. Part – 1 ) Published by Sanskrit Book Depo . 28/1 Bidhan Sarani. Kolkata – 6 , First Edition – 2010,XXXI,No-II: 37-44.

Annexure 10

# Master Plan Panchmura Mahavidyalaya



**Annexure 5**  
**List of Computers with details of users, hardwares, software/OS, etc.**

Sl. No.	User	Make/Machine No.	Configuration/ Hardware/Accessories	O.S./Software	Internet Facility
1	Career advancement and Placement cell Machine #1	HCL/ 1113AB095549	Intel Core 2 Duo, HDD 500GB, RAM 1GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader, VLC Player	Yes
2	Career advancement and Placement cell Machine #2	HCL/2123AC323314	Pentium Dual @CPU 3.00 GHz, HDD-500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS.	Windows XP, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
3	Career advancement and Placement cell Machine #3	HCL/ 2123AC323414	Pentium Dual @CPU 3.00 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS.	Windows XP, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
4	Career advancement and Placement cell Machine #4	HCL/ 2123AC323441	Pentium Dual @CPU 3.00 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse.	Windows XP, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
5	Career Advancement and Placement cell, Director	Dell (N series Vostro ) SI No- 12157P1	Intel Core 2 Duo, HDD-320GB, RAM-2GB,	Windows 7, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, Photoshop	No
6	Computer Centre Machine #1	HCL/2143AA812271	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse,	Windows 07, Ms-Office 2007, Bangla Word, Adobe Reader 9	Yes
7	Computer Centre Machine #2	HCL/ 2143AA812031	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse,	Windows 07, Ms-Office 2007, Bangla Word, Adobe Reader 9	Yes
8	Computer Centre Machine #3	Assembled/NA	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse,	Windows 7,	Yes
9	Computer Centre Machine #4	Assembled/NA	Windows 7, Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse	Windows 7,	Yes
10	Computer Centre Machine #5	Assembled/NA	Windows 7, Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB,	Windows 7,	Yes

	Computer Centre Machine #6	Assembled/NA	Keyboard & Mouse		Windows XP O.S, Ms-Office 2003, Visual Basic 6.0, Bangla Word, VLC Player	No
11	Computer Centre Machine #6	Assembled/NA	Keyboard & Mouse		Windows XP O.S, Ms-Office 2003, Visual Basic 6.0, Bangla Word, VLC Player	No
12	Computer Laboratory Mathematics Machine #1	HCL/2123AC32353	Pentium Dual @CPU 3.00 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories :TVS Printer, MSP-250 UPS		Windows XP, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
13	Computer Laboratory Mathematics Machine #2	HCL / 2123AC323278	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse.		Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
14	Computer Laboratory Mathematics Machine #3	HCL / 2123AC323277	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS, MODEM		Windows 07, Ms-Office 2007, Adobe Reader IX, VLC Player	Yes
15	Computer Laboratory Mathematics Machine #4	HCL/ 1113AB095576	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS, MODEM		Windows 07, Ms-Office 2007, Adobe Reader IX,	Yes
16	Computer Laboratory Mathematics Machine #5	HCL / 2123AC323277	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS,		Windows XP, Ms-Office 2007, Adobe Reader IX,	Yes
17	Computer Laboratory Mathematics Machine #6	Assembled /NA	Pentium Dual @CPU 3.00 GHz, HDD 320GB, RAM 1GB,		Ms-Office 2007, Adobe Reader IX, Bangla Word	No
18	Department of Bengali	Assembled /NA	Pentium Dual @CPU 3.00 GHz, HDD 320GB, RAM 1GB.		Ms-Office 2007, Adobe Reader IX, Bangla Word	No
19	Department of Chemistry	HCL/ 8133AC691967	Intel Pentium G2020 Processor, RAM-2GB, HDD-500GB, Keyboard & Mouse		Windows 07, Ms-Office 07, WinRAR, Adobe Reader	No
20	Department of English	HCL 1113AB095686	Intel @core TM i3 CPU 3.20 GHz, HDD-500GB, RAM-2GB, Keyboard & Mouse, Accessories-UPS, MODEM		Windows 07, Ms-Office 2007, Bangla Word, Adobe Reader XI, Photoshop 7.0,VLC Player	Yes
21	Department of Geography	COMPAQ INA050Q9NW	Intel @core TM i3 CPU 3.20 GHz, HDD-500GB, RAM-2GB, Keyboard & Mouse, Accessories-UPS, MODEM		Windows 07, Ms-Office 2007, Bangla Word, Adobe Reader 9	Yes

22	Department of History	Assembled/NA	Intel Celeron 2.40 GHz, RAM-768MB, HDD-40GB, Keyboard & Mouse	Windows XP O.S, Ms-Office 2003, C.AMS 2.0, Mozilla Firefox, Opera, WinZip	No
23	Department of Mathematics	HCL / 1113AB095549	Intel @core TM i3 CPU 3.20 GHz, HDD-500GB, RAM-1GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Bangla Word, Adobe Reader XI,	Yes
24	Department of Philosophy	HCL /1113AB095521	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI,	Yes
25	Department of Physical Education	Assembled/NA	Intel @core TM i3 CPU 3.20 GHz, HDD500GB, RAM 2GB, Keyboard & Mouse,	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
26	Department of Physics	HCL /1113AB095532	Intel Core 2 Duo, HDD 500GB, RAM 1GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader, VLC Player	Yes
27	Department of Pol. Science	HCL /1113AB095543	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 1GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI,	Yes
28	Department of Sanskrit	HCL / 1113AB095556	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Bangla Word, Adobe Reader XI, Photoshop 7.0	Yes
29	Department of Santali	Assembled /NA	Pentium Dual @CPU 3.00 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS,	Windows XP, Ms-Office 2007, Adobe Reader X, Nero, Format Factory, Ms-Office 2007	No
30	IQAC Coordinator	LAPTOP Dell 355 (3542) Core i3-C3VV732	Intel Core i3 Processor, 4GB DDR3 Ram, 500GB HDD DVDRW Camera, Bluetooth Card Reader, Wi-Fi ,15.6" Monitor, LED Des	Windows 7, Ms-Office 2007, Nero, Adobe Reader XI,	No
31	IQAC Assistant	Assembled/NA	Gigabyte H61 Mother Board, Intel Core i3 Processor, 1TB HDD, 4 GB DDR3 Ram, DVDW 24X, 18.5" LED AOC, Accessories: HP1020 Printer	Windows 7, Ms-Office 2007, Nero, Adobe Reader XI	Yes

32	Language Laboratory for Communicative English, Director	Del(N series Vostro) SI No.- 9ZGP6P1 Laptop	Intel Core 2 Duo, HDD 320GB, RAM 2GB Machine #2B.	Windows 7, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, Photoshop.	No
33	Language Laboratory for Communicative English Machine #1	Compaq / INA050Q8RC	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS.	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
34	Language Laboratory for Communicative English Machine #2	Compaq / INA051QVNY	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS.	Windows 7, Ms-Office 2007, Adobe Reader IX, Nero	No
35	Language Laboratory for Communicative English Machine #3	Compaq / INA050Q8QQ	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Accessories-UPS.	Windows 7, Ms-Office 2007, Adobe Reader IX, Nero	No
36	Language Laboratory for Communicative English Machine #4	Compaq / INA050Q8NX	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Accessories-UPS.	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
37	Language Laboratory for Communicative English Machine #5	COMPAQ / LBRUB0A8YZ G1C0	RAM- 2GB, HDD 1 TB, Key Board	Windows 07 O.S, Ms-Office 2007, Adobe Reader, Bangla Word	No
38	Language Laboratory for Communicative English Machine #6	COMPAQ / I/G6SSOAJPS0AG	RAM-1GB, HDD 80GB, Key Board & Mouse, Accessories-MODEM	Windows XP O.S, Ms-Office 2007, Adobe Reader, Bangla Word	Yes
39	Language Laboratory for Communicative English Machine #7	Compaq / INA050Q8RS	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS.	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, VLC Player	No
40	Language Laboratory for Communicative English Machine #8	Assembled /NA	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse.	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
41	Language Laboratory for Communicative English Machine #9	Assembled /NA	Intel @core TM i3 CPU 3.20 GHz, HDD-500GB, RAM-2GB, Keyboard & Mouse, Accessories-UPS.	Windows XP, Ms-Office 2007, Adobe Reader IX, Nero, Format Factory, Ms-Office 2007	No
42	Language Laboratory for Communicative English Machine #10	Assembled /NA	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Accessories-UPS.	Windows 7, Ms-Office 2007, Adobe Reader IX, Nero	No

43	Language Laboratory for Communicative English Machine #11	Assembled /NA	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS,	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
44	Language Laboratory for Communicative English Machine #12	Assembled /NA	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
45	Library Machine #1	HCL / 2143AA812036	Intel Pentium G2.90 Processor, HDD-500 GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS	Windows XP O.S, Ms-Office 2003, Visual Basic 6.0, Bangla Word, VLC Player, Library Software	No
46	Library Machine #2	HCL / 2143AA812140	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse; Printer: HP Inject 1050, J410a	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word, Library Software	No
47	Library Machine #3	HP 22-2110—CND67349PK	HP AIO 22-2110 Intel 4 <sup>th</sup> Gen Core i3 Processor, 4GB DDR3 Ram, 1TB HDD DVDRW Wireless Keyboard Mouse, 22" touch screen Monitor,	Win 8.1, Library Software	Yes
48	MRP – Dr. C.K.Jana	HP Laptop Model No-15-R063TU, No-CND44C49CK	Intel Core i3 Processor, 4GB DDR3 Ram, 500GB HDD DVDRW Camera, Bluetooth Card Reader, Wi-Fi, 15.6" Monitor, LED Win 8.1	Windows 7, Ms-Office 2007, Nero, Adobe Reader XI	No
49	MRP – Shri N.Ghosh	COMPAQ / INA0410JWO	Intel Core 2 Duo Processor, RAM 2GB, HDD 320GB, Keyboard & Mouse, UPS	Windows XP O.S, Ms-Office 2007, Adobe Reader, Nero 6, KM Player, VLC Player, Bangla Word, Flash Player, Google Chrome, Google Earth	No
50	MRP – Dr. P.Sengupta	HP Pavilion G6 S1 No-5CD42244MK	Intel @core TM i3 CPU 2.40 GHz, HDD-620GB, RAM-4GB,	Windows 7, Ms-Office 2007, Nero, Adobe Reader XI	No
51	MRP – Dr. Suddev	HP model no-15-r007TU CND44202HPB	Intel @core TM i3 CPU 2.40 GHz, HDD 620GB, RAM 4GB,	Windows 8.1 O.S, Ms-Office 2007, Adobe Reader, Nero 6, KM Player, VLC Player, Bangla Word, Flash Player, Google Chrome,	No
52	NCC Office	Assembled	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse.	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No

53	Office for Accountant	COMPAQ / INA50107RS	Intel Pentium 4, 2.93GHz Processor, RAM 1GB, HDD 40GB, Keyboard & Mouse; Accessories- HP Laserjet P1008	Windows XP, Ms-Office 2007, CAMS 2.0, Adobe Reader	No
54	COSA (Bursar)	HCL / 2143AA812145	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	Yes
55	Office (for Cashier)	Assembled	Intel Pentium 4 3.06GHz Processor, RAM, 1GB, HDD, 320GB, Keyboard & Mouse, Accessories- EPSON FX2175 Printer	Windows XP, Ms-Office 2003, CAMS 2.0, Adobe Reader, Bangla Word, Nero, Win Zip	No
56	Office for Online Admission Machine #1	Assembled Desktop NA	Gigabyte H61 Mother Board, Intel Core i3 Processor, 1TB HDD, 4 GB DDR3 Ram. DVDW 24X, 18.5" LED AOC, Accessories: HP LaserJet M1136MFP Printer	Windows 7, Ms-Office 2007, Nero,	Yes
57	Office for Online Admission Machine #2	Assembled Desktop NA	Gigabyte H61 Mother Board, Intel Core i3 Processor, 1TB HDD, 4 GB DDR3 Ram. DVDW 24X, 18.5" LED AOC	Windows 7, Ms-Office 2007, Nero,	Yes
58	Office for Online Admission Machine #3	Assembled Desktop NA	Gigabyte H61 Mother Board, Intel Core i3 Processor, 1TB HDD 4 GB DDR3 Ram. DVDW 24X, 18.5" LED AOC	Windows 7, Ms-Office 2007, Nero,	No
59	Office (for Sub- Committees)	HCL / 2123AC323263	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories- Modem	Windows 7, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI,	Yes
60	Remedial Course Machine #1	Compaq / INA050Q8VP	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, VLC Player	Yes
61	Remedial Course Machine #2	Compaq / INA050Q8RK	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories-UPS, MODEM	Windows 07, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, VLC Player	Yes
62	Remedial Course Machine #3	Compaq / INA051QVMY	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, UPS, MODEM	Windows 07, Ms-Office 2007, Adobe Reader IX, Nero	Yes

63	Remedial Course Machine #4	Compaq / INA050Q8VX	Intel @core TM i3 CPU 3.20 GHz, HDD 500GB, RAM 2GB, Keyboard & Mouse, Accessories- UPS,	Windows 7, Ms-Office 2007, Adobe Reader IX, Bangla Word	No
64	Remedial Course, Coordinator	HP Altec SI No- CNF0490CXD	Intel @core TM i3 CPU 2.40 GHz, HDD- 320GB, RAM-3GB,	Windows 7, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, Photoshop	No
65	Smart Class Machine #1	HP Altec SI No- CNF0497BQB	Intel @core TM i3 CPU 3.20 GHz, HDD- 320GB, RAM-3GB,	Windows 7, Ms-Office 2007, Nero, Bangla Word, Adobe Reader XI, Photoshop	No
66	Smart Class Machine #2	HP Laptop SI No- 5CD13881F4	Intel @core TM i5 2.40 GHz, HDD- 600GB, RAM-4GB,	Windows 7, Ms-Office 2007, Nero, , Adobe Reader XI	No
67	Teacher-in-charge	HP Pavilion G6 SI No- 5CD1387ZMR	Intel @core TM i5 CPU 2.40 GHz, HDD- 620GB, RAM-4GB,	Windows 7, Ms-Office 2007, Nero, , Adobe Reader XI	NA
68	Teacher-in-charge	HCL/ 2143AA8121146	Intel Pentium G2020 Processor, HDD- 500GB, RAM-2GB, Keyboard & Mouse, Accessories-MODEM	Windows XP O.S, Ms-Office, MSS, CAM 2.0,	Yes

## Annexure 12

Percentage of students received scholarships from government and others

	2010-11		2011-12		2012-13		2013-14		2014-15	
	Total Amount	% of students								
State Government	644455	10.91	1231720	13.42	1411375	14.16	1505700	15.40	3534120	18.25
Central Government	1196845	20.27	2287480	24.93	2621125	26.29	2796300	28.60	2849080	29.28
Other National Agency	NA	NA								

**Annexure 13**  
**GOVERNING BODY**

- 1) Sri Shyamaprasad Mukhopadhaya, President
- 2) Dr. Chandan Kumar Jana, Secretary/ Teacher-in-charge
- 3) Sri Asim Kumar Banerjee, Member (Government Nominee)
- 4) Dr. Fatik Baran Mandal, Member (University Nominee)
- 5) Dr. Kuntal Chattaraj, Member (University Nominee)
- 6) Smt. Binapani Ghosh, Member, (University Nominee)
- 7) Sri Swapan Kumar Maji, Member (Teachers' Representative)
- 8) Sri Debiprasad Misra, Member (Teachers' Representative)
- 9) Dr. Partha Sengupta, Member (Teachers' Representative)
- 10) Sri Narugopal Ghosh, Invitee Member (Bursar)
- 11) Sri Sudhansu Dutta, Invitee Member (APTT representative)
- 12) Sri Ajit Kumar Dutta, Member (Non-teaching Representative)
- 13) Sri Debashis Dey, Member (Non-teaching Representative)
- 14) Sri Mangal Mandi, Member (Students' Representative)

**ANNEXURE 14****IQAC of Panchmura Mahavidyalaya**

1. Dr. Chandan Kumar Jana	Tecaher-in-charge, Chairman
2. Dr. Partha Sengupta	Coordinator
3. Shri Narugopal Ghosh	Member from the Governing Body
4. Shri Debiprasad Misra	Member from the Governing Body
5. Dr. Sudev Matia	Teacher Member
6. Shri Kanta Mohan Kisku	Teacher Member
7. Shri Prasenjit Saha	Teacher Member
8. Shri Ajit Dutta	Member from the Governing Body
9. Shri Debasish De	Member from the Governing Body
10. Shri Dwijen Mandal	Member from the local community
11. Shri Asim Kumar	Alumni member
12. Shri Uttam Garai	Alumni member
13. Miss Sampa Choudhuri	Alumni member
14. Shri Mangal Mandi	Student Member
15. Shri Santu Mandal	Student Member
16. Shri Arup Dan	Student Member

**DETAILS OF THE EXISTING SUB-COMMITTEES****A. Finance Sub-Committee**

1. Sri Narugopal Ghosh, **Convenor**
2. Dr. Partha Sengupta
3. Sri Debiprasad Misra
4. Sri Sudhansu Dutta
5. Sri Ajit Kumar Dutta
6. Sri Debashis Dey

**B. Academic Council**

1. Sri Debi Prasad Misra, **Convenor**
2. Dr. Partha Sengupta, **IQAC Coordinator**
3. Sri Krishna Das Pathak, **Jt. Convenor**
4. Sri Swapan Kumar Maji
5. Sri Sibdas Pujaru

6. Sri Narugopal Ghosh
7. Sri Debiprasad Misra
8. Shri Sudhansu Dutta
9. Dr. Sudev
10. Miss. Sugandha Roy
11. Sri Srimanta Mahadani
12. Sri Mrinal Sinhababu
13. Sri Goutam Mahanta
14. Sri Amiya Kumar Nayek
15. Sri Bamapada Paramanik
16. G.S/Students' Representative

#### **C. Examination Committee**

1. Dr. Sudev, **Convenor**
2. Sri Krishna Das Pathak, **Joint Convenor**
3. Sri Swapan Kumar Maji
4. Dr. Mrinmoy Chakraborty
5. Sri Saikat Bose
6. Sri Sanjit Nayek
7. Shri Srimanta Mahadani
8. Sri Soumen Bhattacharya
9. Sri Amiya Kumar Nayak
10. Sri Bamapada Paramanik

#### **D. Research and Publications**

1. Dr. Partha Sengupta, **Convenor**
2. Sri Debiprasad Misra, **Jt. Convenor**
3. Dr. Bandana Sinhamahapatra
4. Dr. Sudev
5. Dr. Mrinmoy Chakraborty
6. Shri Prasenjit Saha
7. Sri Subhasish Karak

#### **E. Library Sub-Committee**

1. Sri Subhasish Karak, **Convenor**
2. Dr. Partha Sengupta, IQAC Coordinator
3. Sri Kanta Mohan Kisku
4. Sri Prasenjit Saha
5. Sri Sanjit Nayek
6. Sri Krishnadas Pathak
7. Sri Amiya Nayak
8. Sri Swapan Tudu
9. G.S./ Students' Representative

#### **F. Development & Purchase Sub-Committee**

1. Sri Debiprasad Misra, **Convenor**

2. Sri Narugopal Ghosh
3. Dr. Partha Sengupta
4. Sri Anal Biswas
5. Dr. Sudev
6. Sri Subhasish Karak
7. Sri Sudhansu Dutta
8. Sri Goutam Mahanta
9. Sri Amiya Kumar Nayak
10. Sri Dilip Kumar Sen
11. Sri Debashis Dey
12. Sri Swapan Tudu
13. GS/Students' representative

#### **F. Infrastructure Maintenance Team**

1. Dr. Sudev, **Convenor**
2. Sri Narugopal Ghosh
3. Sri Sanat Pradhan
4. Sri Md. Osman Sekh
5. Sri Mrinal Sinhababu
6. Sri Dilip Kumar Sen
7. Sri Debashis Dey
8. Sri Dilip Kumar Duley
8. G.S./ Students' Representative

#### **G. Facilities**

1. Sri Pralay Banerjee, **Convenor**
2. Dr. Partha Sengupta,
3. Sri Debi Prasad Misra
4. Sri Kantamohan Kisku
5. Sri Sudhansu Dutta
6. Sri Srimanta Mahadani
7. Sri Tanmoy Roy
8. Sri Ajit Dutta
9. Sri Amiya Nayak
10. G.S./ Students' Representative

#### **H. Internet and Computer Technology**

1. Sri Sibdas Pujaru, **Convenor**
2. Sri Kanta Mohan Kisku
3. Shri Sudhansu Dutta
4. Sri Tushar Kanti Biswas
5. Sri Tanmoy Roy
6. Sri Bamapada Paramanik
7. Sri Debashis Dey

#### **I. Grievance Cell**

1. Sri Prasenjit Saha, **Convenor**
2. Dr. Partha Sengupta
3. Sri Kantamohan Kisku
4. Dr. Bandana Sinhamahapatra
5. Sri Nemaï Patra
6. G.S./ Students' Representative

#### **J. SC/ST/OBC Cell**

1. Sri Anal Biswas, **Convenor**
2. Sri Kantamohan Kisku
3. Md. Osman Sekh
4. Md. Firoz Mir
5. Sri Swapan Tudu
6. Sri Dilip Duley
7. G.S./ Students' Representative

#### **K. Women's Cell**

1. Miss. Sahin Sultana, **Convenor**
2. Dr. Bandana Sinhamahapatra
3. Miss. Sugandha Roy
4. Mrs. Bandana Malgope
5. Mrs. Suchandra Nandi
6. Mrs. Sandhya Roy
7. Students' Representative (Girl)

#### **L. Eco Club**

1. Sri Mrinal Sinhababu, **Convenor**
2. Sri Shibdas Pujaru
3. Sri Narugopal Ghosh
4. Sri Kanta Mohan Kisku
5. Sri Sanjit Nayek
6. Sri Goutam Mahanta
7. Sri Nimay Patra
8. Sri Debashis Dey
9. G.S./ Students' Representative

#### **M. Service book Sub-Committee**

1. Sri Pralay Banerjee, **Convenor**
2. Sri Swapan Kumar Maji,
3. Dr. Bandana Sinhamahapatra
4. Dr. Sudev
5. Sri Amiya Kumar Nayak
6. Sri Anil Baran Khirali

#### **O. P.F. Sub-Committee**

1. Sri Narugopal Ghosh, **Convenor**

2. Sri Swapan Kumar Maji
3. Sri Anal Biswas
4. Sri Ajit Dutta

**P.Feedback Sub-committee**

1. Dr. Chandan Kumar Jana, Chairman, Teacher-in-charge
2. Dr. Partha Sengupta, Convener, IQAC coordinator
3. Shri Debiprasad Misra, Convener
4. Shri Prasenjit Saha
5. Shri Dwijen Mandal
6. Shri Uttam Garai

## Annexure I5

Plans and Programmes of the IQAC for the Academic Session 2014-2015 that have been approved by the GB and their implementation status.

### 1. Students' Attendance:

- a) All the departments to follow 'No Class No Attendance' rules for students.
- b) To practice numerical attendance to avoid scope of manipulation in future and to make the students sincere and regular.
- c) To make students aware of the BU's Minimum Attendance Rules (i.e., in general 75% for form-fill up and 60% with penalty.) that to be informed by notice/discussion in different programmes and in classes.
- d) To make the students' attendance data ready for periodical monitoring by the IQAC (required sheet will be supplied).

#### **Implementation status:**

All the departments started giving numerical attendance of the students who are present in the class and random monitoring by checking attendance registered has been carried out that resulted in significant increase in average of attendance.

Through different programmes and in class, students are informed about strict adherence to the BU's Minimum Attendance Rules.

For periodical monitoring of student's attendance data has been maintained through registered book in the departments, academic council and IQAC.

### 2. Teaching and Learning:

- a) All departments to follow DDTP (Detail Departmental Teaching Plan) in lesson delivery at least for Honours courses.
- b) All departments to use and apply Media centre and ICT in teaching-learning activity.
- c) Self-learning programmes and activities like quiz, class teaching, etc. by students to be arranged to guide and encourage advanced learners and other interested students.
- d) Remedial classes for all weaker (academically) students to be arranged.
- e) Steps to be taken to minimize loss of teaching days and classes

#### **Implementation Status:**

All the departments have started DDTP guided teaching and learning in their honours classes. Most of the departments started resuming and others continued as before their Media centre. Some of the departments started teaching by applying ICT. Self-learning activities have continued for advanced learners have been resumed. Regular UGC sponsored remedial classes has been paused due to no fund but after the Test Examinations Remedial classes are taken by the teachers for academically weaker students. To minimize loss of teaching classes

and days, college provides tutorial classes in regular routine and made provisions for Sports and Cultural Programmes on Saturday and Sunday.

### 3. Student Awards and Awareness Programmes

- a) To encourage students in study and to improve their collegiality awards for i) Most regular ii) Best performer iii) Overall best students to be arranged. b) Student 'Report Card' (containing % mark obtained and up to date % of attendance) after every unit test to be sent to all guardians for alerting poor performers and for encouraging good students. c) Parent-teacher association to be formed by all departments with honours courses.

#### Implementation Status:

To encourage students in study and to improve their collegiality every year college has arranged some awards for them like for Most Regular student of the year, Best Performer of the year and Overall Best Student of the year, etc., in the Annual Programme. Student 'Report Card' after every unit test and Parent-teacher association have not been started yet but is ongoing process.

### 4. Evaluation and Monitoring

- a) Class representatives' to be asked for filling Class Diary (supplied by IQAC) and to be submitted to AC and IQAC every month. b) Analysis on achievement of course objective after every unit test to be done by AC through Group Meeting. c) A committee to be formed for preparing and analyzing students Feedback.

#### Implementation Status:

Maintaining of Class Diary by Class representatives is not started yet. Analysis on achievement of course after test examination is going on by Academic Council through Course-wise Meeting where Teacher-in-charge also attends. A committee has been formed for preparing and analyzing students Feedback and it is also going on.

### 5. Energy saving and improvement of the college environment:

- a) To save energy, recommendation of the Eco-club to be implemented. b) E-noticing by office and IQAC to minimize use of paper to save the environment to be started wherever and whenever possible. b) Always beautiful, clean and disciplined campus (ABCD Campus) to be maintained and for this purpose Eco-club, NSS and NCC to undertake specific responsibility.

#### Implementation Status:

To save energy, recent recommendations of the Eco-club has been implemented some measures like, to save energy college has put a main switch outside of every classroom and water pipeline to cooler has been put proper position to cover it up. E-noticing by office

and IQAC has started as much as possible. To make college always beautiful, clean, and disciplined campus steps are taken by Eco-club, NSS and NCC. Such as the campus has been made Plastic Free Zone, the cutting of trees requires plantation of adequate numbers of sapling, etc.

## 6. Research, Consultancy and Seminar

- a) At least one Seminar proposal from each department before Puja Vacation (2014) to be submitted.
- b) Personal research-cubical/carrel for teachers in arts discipline and adequate and laboratory space for research in science discipline to be provided with.
- c) Teachers' Academic and research profile to be uploaded on the college website
- d) Suitable extension activity and consultancy service to be undertaken by each and every department, NSS units and NCC.

### Implementation Status:

Seminar proposal has not been submitted yet. Personal research-carrel for teachers in arts discipline is under process and adequate laboratory space for research in science discipline is also provided with improvement in its facilities. Teacher's profile have not been uploaded on the college website due to server space scarcity. Extension activity and consultancy service like Fresher's welcome, Career counseling, and various Departmental cultural programme is going on throughout the year by each and every department, NSS units and NCC.

## 7. Faculty and Staff Development

- a) Teachers to write Teacher's Diary regularly and compulsorily.
- b) Participation in Faculty development programmes (OP/RC/Workshop/Summer Schools/ etc.) by teachers to be carried out without hampering institutional interest of the college.
- c) Arrangement for sending staff to professional training programme/ workshop to be made.
- d) Internal Computer literacy training for interested teachers and staff to be arranged by IQAC.
- e) 'Best Teacher Award' and 'Best Staff Awards' for encouraging healthy practices in teaching fraternity and office job/services to be given.

### Implementation Status:

Most of the teachers are writing Teacher's Dairy regularly. Teachers are nominated for OP/RC/Workshop whenever they need with out hampering the class loads. Arrangement for Staff to professional training programme/workshop is under process. Internal Computer literacy training for interested teachers and staff has been done. Nominations of teachers and staff for respective Awards have not been started yet.

## 8. Optimum use of human resources, infrastructure and facilities

- a) For proper maintenance and monitoring of infrastructure, equipments, internet and computers, relevant sub-committee/teams to be formed or competent and willing persons to be assigned.

b) Optimum use of Human (Teacher/staff, students) and other resources (library, sharing of printer, equipments, etc.) through interdisciplinary teaching, performing other responsibility when free from own assigned duty by staff, use of one printer for office and accounts, etc. c) Justification to each and every purchase, procurement and servicing to be submitted by concerned persons/convener of the sub-committee. d) Centralized purchase procedure/norms as per Purchase Rules and Regulation of 2005 of Govt. India. e) Internal Audit (Academic and Administrative) to be done in regular basis. f) Asset verification to be done regularly.

### **Implementation Status**

For proper maintenance and monitoring of infrastructure, equipments, internet and computers, relevant sub-committees/maintenance have been formed. They are functioning regularly. The college has taken few steps for optimum use of human resources. Sharing the printer or library is regularly being practiced. Interdisciplinary teaching is going on as before. Most of the teachers perform their responsibility in various activities related to quality enhancement. Justification to each and every purchase, procurement and servicing is being thorough proper way. Centralized purchased procedure/norms as per purchase rules and Regulation of 2005 of Govt. of India is maintained. Internal Audit system have yet not but going to be started. Asset verification is done regularly.

**Annexure 16**

Backward block certificate of the locality under which Panchmura Mahavidyalaya falls

	SUB-DIVISIONAL OFFICER K H A T R A P.O.—Khatra, Dist.—Bankura
D. O. No. 38/KC	Date 06.05.2013
<u>TO WHOM IT MAY CONCERN</u>	
<p>This is to certify that Panchmura Mahavidyalaya is situated at rural and backward area under Panchmura Gram Panchayat, P.O.:- Panchmura, Dist.:- Bankura at a distance of 40 K.M. from the district town Bankura. The population of Panchmura Gram Panchayat is 17839 (As per Census 2011)</p>	
Date:-06/05/2013	  <b>Sub-Divisional Officer,</b> <b>Khatra, Bankura</b>