BAHARAGORA COLLEGE, BAHARAGORA

SELF STUDY REPORT : 2017

For NAAC ACCREDITATION

INDEX

Principal's Message

Baharagora College, Baharagora established in 1969, a constituent unit of **Kolhan University, Chaibasa**, **Jharkhand** is running BA (Hns. & Gen.), B.Com. (Hns. & Gen.), B.Sc. (Hns. & Gen.) courses at undergraduate level and M.A. course at Post graduate level. Vocational Course like B.Ed. is also running in the campus.

Baharagora College, Baharagora is one of the best colleges in the East Singhbhum, area of Jharkhand. At Present the college strength is 2181 and teaching faculties are 13 and guest faculties are10, B.Ed.11 in number. Some guest faculties are yet to be recruited in several degree courses. **Baharagora College, Baharagora** has prime location at the junction of three states of Jharkhand, Odisha and West Bengal which is multi cultured and representing multi state students.

Baharagora College, Baharagora runs with social service in mind and it is his passion and mission to provide good education to the students of the region by providing high-class infrastructure of classes, libraries, laboratories, clean and green campus. The teaching faculties are Young in majority and having good team work, cooperative and dedicated work culture with their seniors.

The College is well known college in Baharagora area because the institute is arranging job fairs, corporate week, workshops, Seminars, Talk Shows, Campus placements and number of opportunities is made available to the students for their overall development. Our placement cell is functioning well with strong heritage of work culture.

More than sixty percent of faculty are involved in research & teaching activities as they are performing research projects in their respective subjects and the students are being benefited by them. This will definitely help us to increase the strength of college. The college results are excellent and students are taking active participation in co-curricular and extra-curricular activities like Sports,& NSS etc. for their personality development.

We have great concern about the discipline of students and systematic and inbuilt mechanism of performance evaluation and enhancement of students and teaching faculties. We are inviting the NAAC for accreditation and we are fully confident that because of the vision and mission of the college & the University, the support of alumni, teaching and non-teaching staff and our present students, we will be known for quality and excellence in higher education.

I am very much grateful to the faculties, administrative staff and all stakeholders who have believed and supported us to undergo the NAAC assessment and accreditation.

Dr. S. P. Mahalik
Principal

Preface

Born out of the visions of a great social worker dedicated to education, Baharagora College, Baharagora is a symbol of the painstaking efforts of Late Haradhan Ghosh, an eminent social reformer and ex-MLA of Baharagora Assembly. The college was founded at a time when there was an urgent need of an institution which could provide higher education in the locality and where there were near about twenty five high schools running under the government of Jharkhand, but with no college where the children of the society would get the benefit of higher education.

This college is situated in tri-junction of the border of the states of Jharkhand, Odisha & West Bengal. Thus naturally it has inherited the versatile cultural heritage and occupies the social imprint of three adjoining states.

As the name itself suggests, Baharagora College is a unique college of its kind in the state. It initially started in **"Baharagora Balika Middle School"** from July 1969 with 150 students, 07 teachers, 01 clerk and 01 peon. In 1970 the Ranchi University granted its affiliation for Pre University examination. In 1971 Bihar Intermediate Education Council, Patna granted its affiliation for Intermediate Arts and Commerce. Commerce started in 1977. In 1979 the Ranchi University granted its affiliation up to Degree level in Arts and Science in 1982. On 24th November, 1980 it became a constituent unit of the Ranchi University. Now it is a Constituent Unit of

Kolhan University, Chaibasa, bifurcated from Ranchi University in the year 2009. Being situated in rural and tribal dominated area of East Singhbhum district of Jharkhand, most of the students of this college are belonging to S.T., S.C and Backward Classes.

The College has always stood up to meet the intellectual and professional needs of the society. As a result, the college started post graduate programme in one subject i.e. Bengali in 2016. We were also running the BCA and BBA programmes which was a self-financed programme and very popular and useful vocational programme for the students of this locality. Although these programmes have been suspended. The College has submitted a proposal for starting P.G. courses in Odia and Santali also. It will be started very soon after the recommendation of the university. We are running a B.Ed. programme in a separate building in another campus according to the conditions laid down by the NCTE. The economy of Baharagora region is based on agriculture and small scale industries. Thus most of the students who are getting higher education from this college are from economically backward and tribal families. Our teaching faculties are one of the best in the Kolhan University. The teachers are actively engaged in research, innovation of teaching methods, seminars, conferences and cultural exchanges. Some of the teachers are creative writer in the language faculties and one of them has got the "**Odisha Sahitya Academy Award**" for novel recently. Our students under the inspiring leadership of the teachers have done us proud by excelling in all fields of

academics- studies, sports, games, fine arts, creative writing, social works and NSS. This college from its very inception is trying its best to impart value-based education to the students of this region and actualizing their aspirations.

The College has a sprawling campus of 10 acres of land, with 02 huge blocks of buildings, one separate playground. There are two welfare hostels for ST/SC boys and girls students with around 50 seats in each. There are another two welfare hostels for B.Ed. students, one is for ST/SC and another is for General students with around 100 seats in B.Ed. campus. The library is housed in the Science Block with a reading Hall (under construction) which can accommodate about 100 students at a time.

There is one canteen in the college campus and one girl's common room and one boy's common room. There is one conference hall for holding conference and seminars and a virtual classroom with CCTV camera is under process. The installation of CCTV camera in the campus is also under process. There is one computer lab for study of computer science and a well-equipped IQAC and RUSA Cell is functioning in the college. A wall Magazine ' **Sarjam**'(The *Sal* Tree in tribal language) has been released for encouraging the creativity and academic interest of the students   and '**Ram Dayal Munda Memorial Folk-Tribal Museum'** established to conserve the manuscripts and the ancient local heritage.

The college encourages its students to harness their full potential to fulfil their career-aspirations. It infuses in them the spirit of intellectual enquiry, independent thinking and an ethical mind set. The mainstay of the institution has been to lead a wholesome life by nurturing in them the human values as well as professional abilities to emerge as informed and responsible citizens.

The main motto of this institution for the future are:-

i.   Upgrade the college into a Post Graduate College.
ii.   Emphasis on tribal culture related educational programme,
iii.   Develop the college into a resource centre.
iv.   Establish research nodal centre.
v.   To impart quality education to the downtrodden and deprived class of this rural, tribal and backward region.

Baharagora College, Baharagora

Jharkhand

NAAC Executive Summary

Criterion I: Curricular Aspects

Baharagora College is a unique college of its kind in the state of Jharkhand. It is located in a rural, agro-based, tribal dominated and relatively under developed region. It has made successful progress with time. It initially started in the form of a Girls High school on July 1, 1969 with 150 students in which 51 were girl students and 07 teachers. In 1979 the Ranchi University granted it affiliation up to Degree Level in Arts and the affiliation of Commerce and Science has been granted in1977 and 1982 respectively. Finally, it was rechristened as Baharagora College, Baharagora in its present form. Later on it comes under newly established Kolhan University, Chaibasa on 13th August 2009.

The college offers fourteen undergraduate Honours programmes and one postgraduate programme. There is also two-year professional course in Bachelor of Education (B.Ed.) which is self-financing and recognised by NCTE, ERC, Bhubaneswar. The B.Ed. building of the college is situated in an atmospheric and hygienic location and on a plot of 3 acres of land. The building is well equipped and having basic facilities. The B.Ed. department has a tribal welfare hostel adjoin the area which is under construction.

The college is committed to provide an environment fostering research. In the last five years the college has spent a sum of Rs. 34,32,916.00 (approx.) on procuring new apparatus for library The amount spent on books was Rs. 6,37,347.00, for computers Rs. 11,19,748.00, for infrastructure development (building construction) Rs.31,66,000.00.The college also has NSS (Boys and Girls unit). The fund received by NSS during last two years was approx. Rs. 51, 100.00. In the Last five years the total UGC expenditure is approximately Rs 40, 95,341.00

To keep the curricula up to date and relevant to the needs of society, periodic revisions are made in the curricula of all subjects by the concerned Board of studies. Project work, field trips and on-the-job training are compulsory components of various courses. Facilities for providing computer skills exist in the college. Vocational course like B.Ed. has a paper on computer science and EPC (Enhancing professional capacity). Environmental Studies is mandatory for all the students of Part III. To help the weaker and slow learners, the college arranges remedial classes. There is a feed-back mechanism in the form of evaluation.

In General courses and B.Ed. course the students organise seminars, debates, co - curricular activity and NSS programmes. All the teaching, non- teaching staff

and students are engaged in various works initiated by the Govt. of India such as Swachhataa Abhijaan, Cashless campaign and Visaka on line registration etc.

CRITERION II : TEACHING-LEARNING AND EVALUATION

The College provides quality education in various disciplines ranging from languages (English, Hindi, Odia, Santali, Mundari and Bangla) and humanities to social sciences, sciences, commerce and professional course. New courses are also added from time to time after seeking approval from the University.

Admissions in the college are merit-based adhering completely to the regulations and directives as stipulated by Kolhan University from time to time. They are carried out by an admission committee which is duly constituted by the Principal. The Committee decides in its meetings the cut-offs from time to time for different courses, inform University in this regard, put them on College notice board for wider publicity and for ensuring transparency.

The Committee ensures fair opportunities to different sections of the society in the admissions as per University guidelines. Towards this, due weightage is given to the candidates belonging to SC, ST and PH categories. Relaxation is given to female students as per rules of the University to ensure their fair representation in admissions. Due consideration is given to sports and extra-curricular activities.

The College grants fee concession to the economically weak students according to the rules of the Government. The College has rich tradition where teachers in their personal capacity help deserving and needy students financially. The college also organises special teaching / coaching classes for such students to enhance their employability and competitive strength through the **Entry in Services** scheme by UGC.

To incentivise students, prizes for outstanding academic performances as well as for excelling in the fields of Sports, NSS, and extra- curricular activities have been instituted by the college as well as the University.

The College follows a multi-faceted learning process which includes not only the lecture & tutorial classes, but also interactive discussions, collaborative exercises, project works, and presentations. For better dissemination of knowledge, the college provides various communication tools like LCD projectors and TV. Industrial, historical, cultural tours are frequently organized for students to gain on site knowledge. Further, departmental societies regularly organize seminars, extension-lectures, quizzes, debates and other activities in their respective fields. At the same time, students also have the option to join highly active in two NSS units(Boys and Girls). All these not only enhance academic value of the students but also contribute significantly to their overall personality development and skills. As a result, our placement committee has an enviable

record of conducting successful recruitment which is tie up with the university and sends the students for their placement.

Faculty members continuously strive for learning and keeping abreast of the latest developments in their respective fields. The Faculties regularly participate in conferences, workshops, seminars, orientation and refresher courses and many of them being regularly invited as resource persons at such events. The College also regularly organizes conferences, workshops and Seminars. Further, our faculty members are also associated with the University and UGC sponsored prestigious Innovation/ Research Projects.

The performance of the students and learning outcome is regularly evaluated and monitored by conducting periodic class tests, presentations, assignments, discussions as a part of students' assessment while their final evaluation is made through examination conducted by the university.

CRITERION III: Research, Consultancy and Extension

A large   number of faculties having Ph. D. degree with large number of publication are actively involved in research. Three faculty members have successfully supervised research scholars leading to Ph. D. degree and about 5 members have research scholars registered with them. Two minor research

projects of the UGC have been received by the faculty of the college. During last five years, five work-shop 10 one day seminars have been conducted.

The college has also introduced INFLIBNET facility in 2014. Wi-Fi connectivity is available for students and teachers in the campus. The college has also taken an initiative to collaborate with other organizations for fostering research activities. We have a science laboratory with well-equipped apparatus and chemicals from the 10th to 12th plan of UGC. Students prepare their samples and perform the analysis works in the laboratory. However they have to take the help of other research laboratories for experimental measurement / sample characterization.

Out of total 13 permanent faculties in all the subjects, there are 03 Associate Professors and 10 Assistant Professors. Out of 13 faculties, 06 have Ph.D. degree, one has M. Phil., and 07 are NET/SLET qualified. In the last five years, 05 faculty members have published a total of twenty research papers, articles and books taken together.

Students of the college who have joined NSS have organized tree-plantation programmes, blood donation camps, AIDS awareness programmes, cleanliness programme, Cashless Programme, Swachha Bharat Abhijaan in the adjoining villages of Baharagora area and many other programmes of social relevance. The college promotes institution-neighbourhood network through NSS, Eco-Club.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The College has a sprawling campus of 10 acres of land, with two huge blocks of buildings, two separate play grounds, one for athletic meet and one for cricket and football etc. There are three hostels, two for tribal boy's students and one for tribal girl's students with around 100 seats.

The infrastructural policy of the college is driven by visualization of future requirements of teachers, administrative staff and students. The college intends to impart quality education and all round personality development of the students. Keeping in view the commitment towards quality education, the college is planning to comprehensively renovate all class rooms, install white boards and smart boards, fully air condition the library so as to have conducive environment for effective teaching and learning. For the college, the proper maintenance of physical infrastructure facilities is as important as the creation of new facilities for efficient and smooth functioning.

The College ensures that the available physical infrastructure is in line with academic growth and sees to it that existing infrastructure is optimally utilized for the benefit of students. The college ensures that adequate physical infrastructure is in place for all courses being presently run as well as the new courses likely to be introduced. It also looks into efficient and optimal utilization of the available

infrastructure facilities. During the last five years, the college has been expanding the physical infrastructure as per the needs of its academic growth.

The college is quite sensitive to the requirements of differently abled students. It continuously assesses the needs and reviews the facilities required by differently abled students.

Library provides books, journals, technical assistance and other learning resources which enable students to acquire information and knowledge required for their study.

Internet facility is already available throughout the college campus. In order to create technology enabled teaching and learning environment by deploying and upgrading IT infrastructure and associated facilities, the college is working on two pronged strategies. First, the college is planning to provide training to the teachers in computer based teaching learning methods such as how to prepare power point presentations etc. Second, the college is planning to introduce short term computer courses to those students who do not have any previous exposure to basic skills in computers. The college encourages extensive use of Information &Communication Technology (ICT) resources including development and use of computer aided teaching / learning materials by its staff and students by making these facilities available as and when required by concerned users.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The College believes that its primary stakeholders are the students. All aspects of education focus on the core values of contributing to national development while fostering global competencies among students. The College admits students from all social milieus and empowers them through intensive mentoring and counselling to face the challenges of life and become responsible and sensitized citizens of the country. The various societies of the College spread awareness and sensitize the student community about socially relevant issues. Many of the faculty members are available in the home town and students can approach them with their personal, academic and career related issues.

Book bank facility, fee concession, and numerous other facilities are provided to the students every year. Prizes have been instituted by the college and the University which are merit based and given for excellence in the field of academics and extra- curricular activities providing support and incentive to students to do their best. Special consideration in the form of free ships is also given to deserving students from financially disadvantaged background.

The College provides special support to slow learners and those who need additional help through a variety of means such as remedial and extra classes. The Grievance Redressal Committee, Anti-Ragging Committee and Complaints

Committee ensure a conducive and secure environment for growth and development of students.

The College ensures exposure of its students to faculty and institutions of the highest standards in eminent Indian universities through workshops, seminars, talks and lectures etc. The College believes in equipping its students to face the challenges of the future and encourages the development of a spirit of financial independence amongst students. The Career Counselling cum Placement Cell at the College facilitates the training and recruitment of our students. Many organizations come to the College for pre placement talks and recruitment. From time to time, we take feedback from the companies and corporate houses that employ our students. This has helped us to prepare our students better to stand up to the challenges of the modern business setting.

There is one popular job oriented self-financed course(B.Ed.) offered in the College that enable students to achieve qualifications to give them a pious teaching profession.

Many students of the College have cleared competitive examinations conducted by agencies such as UPSC, State Civil Services, CAT, CSIR/ UGC-NET etc. We constantly support and guide our students for career advancement and progression.

The College has varied range of sports facilities. There is a repertoire of societies offering abundant opportunities of participation in extra-curricular and cultural activities. The student union is a democratically elected student body which oversees student participation in all student related activities of the College.

The College maintains regular contact with Alumni and former faculty through various email groups and social networking sites. Many of our alumni have entered politics, bureaucracy, law, corporate sector, media and entertainment industry and education sector.

CRITERION VI: VISION AND LEADERSHIP

The Principal, the various Heads of the Departments, the coordinators of different courses and the Controller of Examinations provide effective leadership enabling the college to fulfil its twin missions of excellence in education, skill development catering to the national and global need and empowerment of the weaker sections of society. There are a number of committees/cells in the college to perform the various functions related to discipline, personality development, social responsibility etc. The college has a General council in which the principal, bursar, teachers and student representative etc. are members of the council. There is an academic council also functioning in the college. All the councils meet regularly to discuss issues related to academics.

CRITERION VII: INNOVATIVE PRACTICES

Over the years, the college has adopted a number of innovative practices the particulars of which are given in the detailed report. The popularity of the college is indicated by the number of applicants for different courses that is going up every year.

In the various functions of the college, the core values of NAAC are reflected. For realizing the vision of making quality assurance an integral part of the functioning of an institution of higher education, the college subjects itself to periodic self and external evaluation. It also collaborates with the stakeholders for assurance and sustenance of quality in higher education. All the five core values of NAAC, that is, national development, fostering global competencies among students, inculcating a healthy value system, promoting the use of technology and quest for excellence are sought to be promoted by the various functions of the college.

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1. Profile of the Affiliated/Constituent College

1. Name and Address of the College:

Name:	**Baharagora College, Baharagora**
Address:	At/Po - Baharagora, Dist.- East Singhbhum
City:	Pin: 832101 State: JHARKHAND
Website:	www.baharagoracollege.org

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. S. P. Mahalik	(O) 06594-224865	09431521491 08084045242	06594-224113	baharagoracollege1969@gmail.com bcbbed@gmail.com
Steering Committee Co-ordinator	Dr. B. K. Behera		09470352676 09199033701		balakrishnajcc@gmail.com

3. Status of the Institution:

Affiliated College

Constituent College   √

Any other (specify)

4. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education   √

b. By Shift

i. Regular

ii. Day √

iii. Evening

5. It is a recognized minority institution?

Yes

No √

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

6. Sources of funding:

Government √

Grant-in-aid

Self-financing

Any other

7. a. Date of establishment of the college: 01/07/1969

b. University to which the college is affiliated/or which governs the college

(If it is a constituent college)   KOLHAN UNIVERSITY, CHAIBASA

c. Details of UGC recognition:

Under Section	Date, Month &Year (DD-MM-YYYY)	Remarks(if any)
i.2(f)	06/07/1980	The certificates have been miss-placed in office shifting. It may be verified from UGC website.
ii.12(B)	12/06/1981	

 (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.) N/A

Under Section/ clause	Recognition/ Approval details Institution/ Department Programme	Day, Month and Year (dd-mm-yyy)	Validity	Remarks
14(3) (a) of NCTE act 1993	B.Ed.	20.04.2005	2005-06 to 2014-15	
Section 14 (3) (a) of NCTE & in accordance with Regulations,	NCTE-ERC B.Ed. Recognised	07.08.2015	2015-17 onwards	

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? N/A

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:……… ……………(dd/mm/yyyy) N/A

b. for its performance by any other governmental agency? N/A

Yes [ ]   No [ ]

If yes, Name of the agency………N/A……………and

Date of recognition:……… ……………(dd/mm/yyyy) N/A

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

Location*	RURAL AND TRIBAL
Campus area in sq.mts.	14568.7428 sq.mts
Built up area in sq.mts.	2133.55 sq. mts

 (*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**: YES

   • **Sports facilities**

***Playground:** YES 02 (one in the college campus and another in Baharagora stadium with agreement)

***Swimming pool:** NO

***Gymnasium:** NO

• **Hostel:** YES

*Boy's hostel

i. Number of hostels 03

ii. Number of inmates 100

iii. Facilities (mention available facilities) water and electricity supply, kitchen with Govt. Employed cook, furniture, toilet and garden.

* Girls' hostel: Yes

i. Number of hostels **01**

ii. Number of inmates: **Not handed over**

iii. Facilities (mention available facilities) NA

* Working women's hostel: No

i. Number of inmates

ii. Facilities (mention available facilities)

• **Residential facilities for teaching and non-teaching staff (give numbers available—cadre wise): No**

• Cafeteria— **YES**

• Health centre– **first aid cell**, Doctor on call from the Referral Hospital.

 Inpatient, Outpatient, Emergency care facility, Ambulance……. Health centre staff: No

• Facilities like banking, post office, bookshops: **No**

• Transport facilities to cater to the needs of students and staff: **Yes**, **under process**

• Animal house: **NO**

• Biological waste disposal: **Yes**

• Generator or other facility for management/regulation of electricity and voltage: **Under process**

• Solid waste management facility: **Yes**

• Waste water management: **Yes**

• Water harvesting: **No**

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

Sl. No.	PROGRAMME LEVEL	NAME OF THE PROGRAMME/COURSE	DURATION	ENTRY QUALIFICATION	MEDIUM OF INSTRUCTION	SANCTIONED /APPROVED STUDENT STRENGTH	NO. OF STUDENTS ADMITTED	
							ACTUAL	AFTER CANCELLATION
1		DETAILS ARE GIVEN FOR FIRST YEAR ADMISSIONS ONLY, SESSION 2015-16						
	UG	BA (Hns)ENGLISH	3 years	12th	English	125	76	N/A
		BA (Hns) HINDI	3 years	12th	Hindi	125	275	N/A
		BA (Hns) ODIA	3 years	12th	Odia	125	114	N/A
		BA (Hns) SANTHALI	3 years	12th	Hindi and English	130	260	N/A
		MUNDARI	3 years	12th	Hindi and English	125	21	N/A
		BA (Hns)BANGLA	3 years	12th	Bangla	125	149	N/A
		BA (Hns)HISTORY	3 years	12th	Hindi and English	130	263	N/A
		BA (Hns)POL.SCI.	3 years	12th	Hindi and English	130	389	N/A
		BA (Hns) ECONOMICS	3 years	12th	Hindi and English	125	69	N/A
		BA (Hns) PHILOSOPHY	3 years	12th	Hindi and English	125	29	N/A
		BA (Hns) GEOGRAPHY	3 years	12th	Hindi and English	50	149	N/A
		Arts General	3 years	12th	Hindi and English	30	50	N/A
		B.Sc (PHYSICS-Hns)	3 years	12th	English	24	37	N/A
		B.Sc- Hons (Chemistry)	3 years	12th	English	24	05	N/A
		B.Sc.- Hons Mathematics	3 years	12th	English	60	22	N/A
		Science General	3 years	12th	English and Hindi	20	03	N/A

	B.COM(Hns)	3 years	12th	Hindi & English	125	99	N/A
	B.COM.(Gen)	3 years	12th	Hindi & English	20	01	N/A
	B.Ed.	2 years	Graduation	English and Hindi	100	100	N/A
	M.A. Bangla	2 years	Graduation	Bangla	40	22	N/A

13. Does the college offer self-financed Programmes?

Yes √   No ☐

If yes, how many?   01 (B.Ed.)

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

programme	Subject	Year	Total seats	admitted	vacant
M.A.	Bangla	2016	40	22	18

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.)

Faculty	Departments	UG	PG	Research
ARTS	√	√	√	√
SCIENCE	√	√		
COMMERCE	√	√		√
VOCATIONAL B.Ed.	√	√		

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 | N/A |

b. Inter/Multidisciplinary Approach | N/A |

c. Any other (specifies and provides details) | N/A |

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) **20/04/2005** | |
   and number of batches that completed the programme : 10

b. NCTE recognition details (if applicable):

- Notification No.: ERC/7-55.6(6)/2005/1268(1)   Date: 20/04/2005. validity: up to 2015
- Notification No.: ERC/7-191.12.15/APE00377/B.Ed./2015/34589.(Revised Order) DATE: 07/08/2015
  Validity: 2015-17

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 | √ |

If yes,

a. Year of Introduction of the programme(s)…. | N/A | (dd/mm/yyyy)
   and number of batches that completed the programme NIL

b. NCTE recognition details (if applicable): **N/A** Notification No.:…………………………………………

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:**

Positions	Teaching Faculty									Non-teachig staff		Technial staff	
Sanctioned by the UGC/University/ State Government Recruited	Principal/Professor (The Principal of the college is also university professor)			Associate Professor		Assistant Professor		Lib**					
Yet to recruit	*M	*F		*M	*F	*M	*F	*M	F	*M	*F	*M	*F
	01	00		02	02	09	00	00	00	13	00	N/A	N/A

*M-Male*F-Female ** Librarian

21. Qualifications of the teaching staff:

Highest qualification	Principal/Professor (The Principal of the college is also university professor)			Associate Professor		Assistant Professor		Librarian	To tal
	Male	Female		Male	Female	Male	Female	Male	
	Permanent teachers								
D.Sc./D.Litt.	00	00		00	00	00	00	00	00
Ph.D.	01	00		00	00	05	00	00	06
M.Phil.	00	00		00	00	00	00	00	00
PG	00	00		00	00	05	02	00	07
	Temporary teachers **(B.ED) (**WORKS ON CNNTRCAT BASIS/YET TO RECRUIT)								
Ph.D.	00	00		00	00	O3	00	00	03

M.Phil.						02	00	00	02
PG						05	01	01	07
	Part-time teachers (Nil) **(**WORKS ON CNNTRCAT BASIS/YET TO RECRUIT)								
Ph.D.	00	00		00	00	01	00	00	01
M.Phil.	00	00		00	00	01	00	00	01
PG	00	00		00	00	08	00	00	08

22. **Number of Visiting Faculty/Guest Faculty engaged with the College**. 10

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

	2013-2014		**2014-2015**		**2015-2016**		**2016-2017**	
Categories	Year1		Year2		Year3		Year4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	46	45	81	74	40	36	44	44
ST	402	326	466	352	508	446	421	417
OBC	238	209	420	257	261	242	317	496
GENERAL	329	347	504	379	483	400	163	210
MINORITY	00	02	00	00	01	00	00	00
PH	01	00	00	00	00	00	02	01

24. **Details on students enrolment in the college during the current academic year:**

Type of students	UG	PG	M.Phil.	Ph.D.	Total
Students from the same State where the college is located	85%	55%	--	--	70%
Students from other States of India	15%	00%	---	---	15%
NRI students	00	00	---	---	00
Foreign students	00	00	---	---	00
Total	---	---	---	---	---

25. **Dropout rate in UG and PG (average of the last two batches) 2014-15, 2015-16**

UG | No mechanism | PG | No mechanism |

26. Unit Cost of Education

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

(a)Including the salary component | 5424/- |

(b)Excluding the salary component | 2276/- |

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. [NA]

c) Number of programmes offered [NA]

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

Yes [ ] No [√]

28. Provide Teacher-student ratio for each of the programme/course offered: UG-01:87,PG-01:22 & B.ED-01:18.

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) NA

Cycle1:……………(dd/mm/yyyy) Accreditation Outcome/Result………..

Cycle2:……………(dd/mm/yyyy) Accreditation Outcome/Result………..

Cycle3:………………(dd/mm/yyyy) Accreditation Outcome/Result………..

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

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

[206]

32. Number of teaching days during the last academic year

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

[185]

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

IQAC (14/03/2015)

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

AQAR (i) ………………(dd/mm/yyyy)

AQAR (ii) ……………… (dd/mm/yyyy)

AQAR (iii)………………(dd/mm/yyyy)

AQAR (iv)………………(dd/mm/yyyy)

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

N/A

CRITERION I: CURRICULAR ASPECTS

Core Indicator 1.1. Curriculum Planning and Implementation

1.1.1. State the

- Vision
- mission
- Objective

The college is committed to produce students who can excel themselves in their field of specialisation. With the recent thrust on skill development as one of our national programmes, the college is aiming to create a work force which can avail itself of the various opportunities available in the country and abroad.

The College is committed to create a class of intellectually, morally and spiritually sound and committed citizens, who will become a human resource of high calibre, to cater to the needs of the society and the country as a whole.

- ✓ To inculcate in students the moral values of education. India being a multi-cultural, multi-lingual, and multi-religious, country, the college takes it as a responsibility to infuse a sense of patriotism, tolerance to all religions and culture in our students.

- ✓ To create an environment where students can pursue their studies, interact freely with teachers and fellow-students to enhance their knowledge and feeling of oneness.

- ✓ To create a teaching - learning environment conducive to the pursuit of higher knowledge, relevant skills and experience

- ✓ To introduce new innovations in teaching methodology which will suit the Indian cultural nuances

- ✓ To include new developments in education into the curriculum so as to promote academic advancement leading to national development

- ✓ To create an awareness of our ecological and environmental needs to make a "liveable planet earth";

- ✓ To make our students computer-friendly so that they can take all advantages of Information Technology.

- ✓ To develop skilled personnel through vocational and entrepreneurial education

- ✓ To inculcate a spirit of research in our students

- ✓ Baharagora being an area with a large tribal population, the college aims to make the students aware of the socio-economic and cultural problems of the local tribal people;

- ✓ To make the students sensitive to gender equality in particular and to human rights in general;

- ✓ The college aims at producing students who will in the long run prove an asset to the society. They should become aware of the challenges that our

country faces today, viz. poverty, communalism, casteism, regionalism, gender inequality and demographic problems.

Since the college has a highest number of tribal students, the college aims at uplifting their academic acumen so that they can fully take advantage of the various programmes run by the government.

- ✓ To provide equal opportunity to both genders
- ✓ To develop the skills of students for better employment prospects Objectives:
- ✓ To foster quality education and high moral standards
- ✓ To educate students of all sections of the society
- ✓ To incorporate the latest scientific and technological development in the curriculum
- ✓ To provide conducive environment for creativity & research

Describe how the vision, mission and objectives are communicated to the

- students,
- teachers,
- staff
- alumni
- parents
- society

The college holds meeting with the student representatives as well as guardians. In such meetings information is given to them about the academics going on in the college. Proceeding of such meetings, detailed information about Faculties, Staffs, and Classes, Extra Curricular activities Departmental Seminar etc. are uploaded & upgraded time to time in our college website which was launched much earlier. Detailed information is also given through notice Boards. Individual teachers make it a point to disseminate information in the classroom also. Information is also given through prospectus at the time of admission.

The goals are made known to the students and other stakeholders through College website

- ✔ Prospectus
- ✔ College handbook
- ✔ Brochure
- ✔ Alumni Association
- ✔ Students meetings
- ✔ Display in the college campus

1.1.2. Is there any action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The college offers the following academic programmes at UG and PG level:

UG Courses

Science Stream: Three-year Degree Course with Honours/General is offered in the following subjects:

- ✔ Physics
- ✔ Chemistry
- ✔ Mathematics

Arts Stream: Three-year Degree Course with Honours/General is offered in the following subjects:

- ✔ English
- ✔ Hindi
- ✔ Odia
- ✔ Santali
- ✔ Mundari
- ✔ Bengali
- ✔ Economics
- ✔ Political Science
- ✔ History
- ✔ Philosophy
- ✔ Geography

Commerce Stream : Three-year Degree Course with Honours/General is offered in Commerce.

Self-financing courses/Vocational

UG Level

- ✔ Bachelor of Education.

PG Course

Faculty of Humanities

- ✓ Bengali.

Boards of studies are constituted in all Departments at the University level from time to time to review, revise and redesign the curriculum to meet the global as well as local needs.

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

The University has constituted various bodies like Board of Studies, Academic Council, Departmental Research Council and Post Graduate Research Council etc. to oversee the effective implementation of curriculum. The teachers of the College are adequately represented on these bodies to safeguard the interests of the College

1.1.4. Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the

- **affiliating University or**

- **Other statutory agency.**

The college takes the following initiatives for effective curriculum delivery:

Intellectual academic & training

- ✓ The college offers as many as 15 UG, One PG and job-oriented courses for the intellectual development of the students
- ✓ Revamping of the curriculum is done in accordance with the University norms
- ✓ The college organises tutorial and remedial classes to help the economically marginalised, tribal and intellectually weaker students
- ✓ Equity and equality is achieved by admitting students following the norms of reservation laid down by the government of Jharkhand

Self-Development/Community/National development/Ecology & Environment:

- ✓ Self-development is carried out through activities which are related to the curriculum as well as co-curricular activities.
- ✓ The objective of vocational education is to develop skills of Teaching Methodology. Students of vocational subjects study a compulsory paper on Environmental Science
- ✓ Community services are carried out through NSS by both Boys and Girls units.

- ✓ Women's Cell consisting of lady teachers and girl students is entrusted with looking after the specific needs and guidance of female students

- ✓ Placement cell is entrusted with the responsibility of providing opportunity to the students for employment through interface with various companies

- ✓ Counselling and guidance for students is done by a committee of experienced teachers

- ✓ Value addition is provided through job-oriented courses

- ✓ Value education and character building is emphasised

- ✓ To make the students employable, computer literacy and information communication technology (ICT) has been introduced in most of the subjects. The curriculum is updated keeping in mind the multi-skill development so that the students become competent to meet the global demands.

- ✓ Environmental studies has been made a compulsory paper for all the students of Degree Part III level.

1.1.5. How does the institution network and interact for effective operationalization of the curriculum with

- industry,
- research bodies

- university

The syllabus for vocational course like B.Ed. is formed in consultation with representatives from the Board of studies, Academic Council of the University and Experts from other Universities.

This college is a constituent unit of the University; hence continuous interaction takes place with Departments concerned.

1.1.6. What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?

The College is a constituent unit of the university but not autonomous, and the teachers are in the university service. The various bodies formed at the university level like Boards of Studies, Academic Council, Departmental Research Council, Affiliation and New Teaching Methods Committee, Syndicate and Senate have ample representation from the college.

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 processes

- Needs Assessment
- Design,
- Development and planning

The college is neither autonomous nor a private college affiliated to Kolhan University. This is a constituent unit of the university; hence courses are designed at the university level and implemented in all the constituent colleges of the university. The college does not have the freedom to design and implement new courses other than what has been designed by the university.

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

The college conducts tests – both oral as well as written – at regular intervals to evaluate the development of students with regard to the curriculum. Any deficiency found is rectified through tutorials, remedial classes, and counselling to see that the objectives of the curriculum are achieved uniformly among students.

Core Indicator 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.

All the courses are devised and designed by the University and followed by all the colleges of the university. There is no scope for the college to introduce any such courses.

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

The college is a constituent unit of Kolhan University. All the programmes and courses are decided by the University. Kolhan University, working on the recent directives of the UGC, is planning to put the proposal for twinning /dual degrees before the Academic Council.

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

Range of Core /Elective options offered by the University and those opted by the college. The Syllabus at the PG level has been structured in such a way as to provide students options in the choice of Elective Papers. The Elective papers have been designed taking into account the recent trend of the society.

Choice Based Credit System and range of subject options

This is at a discussion stage in the university. Several meetings of the PG Heads with the VC were held in which it was conceptually agreed upon, but in view of certain constraints such as acute shortage of faculty in the university and colleges, it has been decided to introduce the same at the opportune time.

However the University has distributed the guideline of choice Based Credit System to the P.G. Heads recently to act upon.

Courses offered in modular form

Likely to be introduced later when a directive in this regard is received from the University.

Credit transfer and accumulation facility

Same as above.

Lateral and vertical mobility within and across programmes and courses

It will be introduced later.

Enrichment courses likely to be introduced later.

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.

Yes, the institution does offer a few self-financed programmes.

- ✓ B.Ed.
- ✓ BBA (now suspended)
- ✓ BCA(now suspended)

The admission to these courses is taken on the basis of merit followed by an interview. Curriculum for these courses is decided at the University level. Fee structure for these courses is decided taking into account all the expenses incurred in conducting the courses.

Persons having the minimum requisite qualification to teach the relevant courses are appointed on a contract basis for 11 months. The salary is decided by the university. Although BCA and BBA have been suspended now.

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.

All the skill-based courses that are being taught have been so structured as to make the students suitable for regional and global employment markets.

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?

At present there is no provision for Distance Mode of Education in Kolhan University. However, the University is giving serious thoughts to it and very soon a Distance mode of education is likely to be introduced.

Core Indicator 1.3. Curriculum Enrichment

1.3.1. Describe the efforts made by the institution to ensure that the academic programmes of the college and the goal of the college are integrated?

The academic programmes are formulated at the University level in such a way as to take into account the goals of individual colleges.

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

The feed-back from the students as well as faculty is passed on to the Various Boards of Studies in the University. On these Boards there are representatives from the industries to give their feedback.

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

The Board of Studies, while formulating the courses for various levels from UG to PG consider all these factors before finalising the curriculum.

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

- moral and ethical values
- employable and life skills
- better career options
- community orientation

The Boards of studies take into consideration these factors when they formulate the courses.

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

Recently the University restructured most of the Courses to be implemented in colleges. While restructuring, the Board of Studies closely considered the feed-back from the students and guardians as well as from the representatives of the industries.

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

Through oral as well as written tests conducted periodically

Core Indicator 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?

Teachers of this college are nominated as members of Boards of Studies, Academic Council, Departmental Research Council and Post Graduate Research Council, all functioning at the University level. Teachers on these bodies exercise their influence in designing and development of the curriculum at the University Level.

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

Students, guardians, and representatives of the industries are supplied with questionnaire to obtain feedback on curriculum. Important and relevant suggestions from the feedback are compiled and passed on to the university, which in turn passes on to various bodies entrusted with curriculum planning. Accordingly changes and new programmes are introduced by the university, which are later implemented by the college.

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

The college introduces only those programmes which are decided and approved by the University. In this regard university has introduced P.G Course in Bengali department last year.

CRITERION II: TEACHING& LEARNING EVALUATION

Core Indicator 2.1.Students' Enrolment and Profile

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

Baharagora College follows admission norms within the broad framework and rules of Kolhan University and there are no entrance tests for different courses.

- ✓ University announces in local Newspaper, the important dates related to the admission process in each course, such as first and last date of issuance of admission forms, last date of submission of filled up admission form, date of release of first merit list, date of release of second merit list and last date of admission. Information related to admission and all important dates are also put up on the university website.

- ✓ Eligibility criteria and guidelines for all courses are printed in the prospectus as well as in the website of the university.

- ✓ The entire admission process of the college is on line and guided by university.

- ✓ The college provides facilities of telephonic/e-mail counselling along with personalized guidance by subject teachers available at the admission help desk throughout the days scheduled for applying.

- ✓ Cut-off lists for each subject are published on the university websites and in newspapers, and posted on the college notice boards during admission as per the schedule of Kolhan University.

- ✓ Preference is given to applicants having proficiency in sports, cultural and co-curricular activities, as per the set rules of the university.

- ✓ The college constitutes an Admission Committee comprising all departmental teachers authorised by the Head of the department and the Head himself. All admissions in the college are made by the Admission Committee only.

- ✓ The Admission Committee works in accordance with the guidelines provided by the university. It decides in its meetings the cut-off levels of marks in various courses for different categories of students (General, SC, ST, Minority and D.A) who are to be admitted. Such information is subsequently forwarded to the university office on a regular basis. All this ensures transparency and compliance with regulations and directives as stipulated by the university.

2.1.2. Explain the criteria adopted for admission in different programmes of the Institution explain the process of admission to various programmes of the Institution.

The admission process in under graduate courses is centralised. Admission criteria for undergraduate courses, in general, are decided by the university. However depending on the number of applications and the average percentage of marks of the applicant, university sets the criterion of selection. After that the university sends the selection list to the college for taking admission. In general, there is no interview/written test for admission to undergraduate courses offered in the college.

- ✓ For all Honours and B.A./B.Com /B.Sc. courses, merit is decided on the basis of Class XII marks
- ✓ University determines its cut-offs for admission to respective courses. .
- ✓ Head of the Department and teacher authorized by him verify the documents of the selected applicants and take admission.
- ✓ Our college offers B.Ed. course which is self-financed. Here also same admission process is adopted.
- ✓ Any additional criterion is decided by the university and is duly notified.

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 Provide a comparison with other colleges of the affiliating university within the city /district?

The admission is purely on merit basis. From the applicants available, a merit list is prepared maintaining the reservation criteria of Jharkhand Govt. for educational Institution. Trend shows that maximum percentage is around 75% and minimum 50 to 60 %.Although the whole admission process is executed by the university. On an average, compare to other colleges of the university we get higher percentage holder students.

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

- ✓ The admission criteria is discussed and debated upon each year before the start of admission process in the committee constituted for admission by the university.
- ✓ The Admission Committee of the university reports its observations to the Academic Council where all the issues are discussed in depth and decisions are taken collectively to improve upon the admission process.
- ✓ To maintain balance in the sex-ratio we provide relaxation of marks to female candidates as per university rules.

- ✓ The Academic Council monitors and reviews the admission policy every year.
- ✓ A Grievance Committee looks into the admission related problems and queries of the students and parents.
- ✓ The college currently doesn't have any formal mechanism for maintaining the records of student profile, but an informal review is done once a year.

Admission in PG:

From 2014 admission in PG has been centralised. Students fill up online admission form, which are scrutinized by the respective Heads in the University Dept., merit list is prepared as per the reservation policy and depending on the choice of centre and is displayed in the notice board as well as on the university website.

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

- SC/ST
- OBC
- Women
- Differently abled

- Economically weaker sections
- Minority community
- Any other

In keeping with the mission and objectives of the college, due focus is given on reaching out towards the less privileged sections of society and addressing the needs of students from diverse social, economic and religious backgrounds. For the achievement of this goal the college is committed towards:

- ✓ SC/ST admissions that are done as per University guidelines
- ✓ Education for women from all strata of society, especially the economically and socially marginalized.
- ✓ Tuition fee is waived to BPL students as per Jharkhand Government policy and rule.
- ✓ Tuition fee of girl students is also waived as per Jharkhand Government policy and rule.
- ✓ Meeting the special needs of the differently-abled through an Equal Opportunity Cell (EOC)
- ✓ The college has constituted committees for prevention of sexual harassment and caste-based discrimination.
- ✓ The Anti-Ragging Committee ensures that no student faces any mental or physical harassment in the college.

- ✓ SC/ST cell is assigned to especially look into any specific problems faced by students from the SC/ST.

- ✓ The activities of the Equal Opportunity Cell are guided by the need to sensitise students about the importance of an inclusive society, wherein all members of society have space and scope to develop and evolve. Talks are organized to spread awareness, workshops are held to develop skills and through the NSS wing of the college action-oriented programs are carried out from time to time.

- ✓ Remedial classes for weaker students are organized to cater their needs on the academic front. Care is dully taken to disseminate information relevant to them primarily through notices and if needed, through telephone calls. At regular intervals the Principal and teachers meet students to elicit feedback from them and address their concerns and fulfil their needs.

- ✓ The college organizes inter-faith dialogue to inculcate inter-religious harmony among the students.

- ✓ College is planning to set up essential facilities for the differently-abled, including ramps, specially designed toilets and Braille and so on.

- ✓ Financial aid is provided through the Student Aid Fund and fee concessions for students from economically weaker sections and the Sports category.

- ✓ To fill the seats in the SC/ST and PH categories university admits even students with only the minimum eligibility criteria.

- ✓ All admissions on the basis of sports and extra-curricular activities are instantly posted on the notice board of the college for transparency.

- ✓ The college, from the very beginning, is committed to improving access for the following categories of students that reflects the national commitment to diversity and inclusion: women who are given relaxation in marks, and those belonging to the SC, ST and PH categories. Some admissions are also made on the basis of sports and extra-curricular activities. In this regard, decisions are made by the duly constituted Sports and Art & Culture committees, strictly as per university rules and provisions. All this ensures fair opportunity for various sections of society. The final record of the students admitted under the Sports category is done by the university.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends of demand ratio. I.e. reasons for increase/decrease and actions initiated for improvement?

Admissions to various courses are based on a marks cut-off announced by the university. All students meeting the eligibility criteria are granted admission. As a result, the number of students admitted significantly exceeds the sanctioned

number of seats. The number of students admitted in the past four years under different courses is given below:

Programs	Number of Students Admitted			
UG courses	2013	2014	2015	2016
BA	1539	1783	1788	1833
B.COM	56	73	91	113
B.SC	74	81	100	113
B.ED	93	96	98	100
PG courses				
M A	-----	-----	-----	22

The number of admission exceeds in different courses because, during last few years the result of the college was very good due to the sincere and hardworking faculty members. The college produces university topers and hence the credibility and better reputation of the college in this locality. Furthermore, it is the only one constituent college in this locality.

Core Indicator 2.2 Catering to Students Diversity

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

The college has initiated many steps for the benefit of differently-abled students as per university and government rules. All the policies delineated by the Equal

Opportunities Cell (EOC) of the university are implemented by the college. Total fee concession except a nominal amount is given.

- ✓ Books and other study material issued from the library in addition to the prescribed limit.

- ✓ The college campus is accessible and movement-friendly for the differently-abled.

- ✓ We motivate the other students to be sympathetic towards them and help them in all possible manners.

- ✓ These students are given extra time during examinations and writers are also arranged for them where ever needed.

- ✓ There is a student counselling cell to solve the issues of these students.

- ✓ A Grievance Redressal Cell is also working in the college to promote and maintain a conducive educational environment. The main objective of this cell is to provide redressal of students' grievances pertaining to academic and administrative problems.

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.

The college is not fully competent to assess their needs before the commencement of classes. However, it does take initiative to assess their needs and provide full support to the students once they are admitted.

Knowledge, skill and aptitude of students are assessed by various societal committees for enrolling them in various societies. Based on their skills, they are assigned various roles that suit and accentuate their competencies and potentials.

- ✓ Counselling is provided for students and parents at the time of applying.
- ✓ The college readies itself before the session starts with schedules well in place and classrooms and laboratories ready for use.
- ✓ Software and hardware that help in enhancing skills in specific courses are made available prior to the commencement of the session.
- ✓ Students are given orientation in the college about the rules and regulations of the college and the courses before the commencement of the program at the beginning of the academic session. An orientation program is conducted for newly admitted students every year.
- ✓ A Student Counselling Committee is set up during admissions. Student counsellors help and guide fresher students regarding queries related to admissions and course choices.

✓ An Induction Program for each course is also held separately. In these Programs, the new students are acquainted with the Principal, teachers, the ethics, discipline, facilities, specifics of their course, placements and so on. This orientation also explains to them the rules and regulations of the college and the different committees formed for their benefit, like the Anti-Ragging Committee etc. They are also told about the various societies in the college like Art and Culture, Dance and so on for further activities.

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

Teachers bridge the knowledge gap of the enrolled students through regular tutorials. Remedial classes are also offered in various subjects to provide additional help. During the tutorials, individual progress of students is assessed by the teachers. Appropriate reading is suggested to help them grasp basic concepts. Students interact with each other through group discussions and presentations, thereby enhancing peer learning.

Specific strategies and interventions are discussed and implemented at the departmental level:

- ✓ Weak students are given remedial classes.

- ✓ Focus on small group interaction.

- ✓ Computer Literacy Program for students.

- ✓ Specialized Resource Persons are invited to give lectures and share their expertise and skills with the students.

- ✓ Our college has made sincere efforts to ensure the bridging of the knowledge gap amongst the students. Extra attention is given to weaker students in the form of extra classes so that they are on a par with the other students. Several workshops are conducted to which educationists/ academicians/ entrepreneurs from different fields are invited so that the students can make maximum utilization of the theoretical knowledge imparted to them and get an insight as to how they can apply their learning in the real world.

- ✓ We are in the process of including an add-on course in basic computer literacy for students from the deprived section of society.

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

The college has several societies such as National Service Scheme (NSS, both Boys and Girls Unit),different cells/ committees like Women Cell, Grievance Redressal Cell, Equal Opportunity Cell, and Eco Club and so on through which

the staff and students are sensitized towards empowerment, inclusion and environment protection.

- ✓ The college has an internal women cell for women.

- ✓ The college has organised many medical camps, special camps and so on for the students and the staff by the NSS.

- ✓ Our college has a small garden where many fruits, medicinal herbs and vegetables are grown.

- ✓ The NSS units of the college organises activities like Swachhta Abhiyaan in which students participate actively.

- ✓ NSS volunteers participated in the inter-college and university festival.

- ✓ The volunteers also regularly work for community outreach programs to help the residents of nearby villages and other such communities in the vicinity of the college

- ✓ The faculty encourages the students to participate in activities and events conducted/organized by these societies such as tree plantation and cleanliness drives, street plays on gender and other social issues, talks and workshops on legal rights of women, and debates on similar issues.

- ✓ All the departments complement the efforts of the societies by organizing seminars, talks, paper readings, and workshops and so on.

- ✓ Students are generally required to do projects on issues such as environment protection, development, social inclusiveness and the like.

- ✓ Classroom teaching is also used as a platform, wherever appropriate, in order to create awareness among students on these issues.

- ✓ For sensitizing college staff and students regarding gender, the college has constituted an women's cell in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 (Ministry of Law and Justice). The committee continuously interacts with all the constituents and also ensures awareness regarding sexual harassment.

- ✓ The college has dedicated institutional mechanisms in place to act as a facilitator for young women so that they are enabled to realize their full potential and exercise their active influence on society and its transformation. Women's' development in the college follows a multi-pronged strategy and all units in the college are actively involved in promoting this worthy cause. The College has constituted Gender Sensitization Society to specifically address issues relating to women development.

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

There is a constant effort to have a close interaction between the faculty and students.

- ✓ During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the calibre of the students and identify the advanced learners. Departments, through a combination of academic and co-curricular activities, encourage the advanced learners to optimize their potential.

- ✓ They are given additional reading in the concerned and related subjects.

- ✓ They are motivated to carry out more research on various aspects of the syllabus.

- ✓ They are motivated to help and provide support to the weaker students.

- ✓ They are given an opportunity for micro teaching in the class as well as for making individual presentations.

- ✓ They are involved in special projects like book and movie reviews, and analysis of current issues of relevance to their subjects.

A database of students from weak socio-economic strata as well as students with special needs is created at the time of admissions as students from such backgrounds are identified by information given in the admission forms relating to income status, special categories, including ST/SC, and the differently-abled.

- ✓ There is a fee concession for the economically deprived students.

- ✓ The library maintains texts for the economically deprived students.

- ✓ The learning process in the college constitutes regular lecture classes, tutorial classes, interactive discussions, collaborative exercises, project work and presentations.

- ✓ In addition to classroom teaching, the college facilitates students gaining on-site knowledge through a number of tours that include industrial, historical, cultural and religious tours. All these not only enhance the academic value of the students but also contribute significantly to their overall personality skills.

- ✓ The advanced learners are also offered opportunities to go for inter-college debates, seminars or conferences.

2.2.6. How does the institute collect, analyse 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.)?

A database of students from weak socio-economic strata as well as students with special needs is created at the time of admissions as such students are identified by information given in the admission forms relating to income status, special categories including ST/SC, and differently-abled.

- ✓ There is a fee concession and Students Aid Fund for the economically deprived students.

- ✓ The library maintains a special book bank of essential texts which the economically deprived students can borrow for the whole year.

- ✓ The faculty reaches out to them through personal counselling in case of economic or personal problems.

- ✓ Weak performers are identified, counselled and provided extra help in every respect possible.

- ✓ In case it is required, the Principal meets the parents of these students.

There are negligible cases of drop-out in the college. The college authorities and the teachers make every possible effort to address the issues and help to solve the problems of such students.

The college analyses the data and information on academic performance of students from different sources like performance record in class and regular attendance record. The college also provides ample support to these economically poor and socially backward students and partial to full fee concession. For the students of backward communities, the college provides additional teaching/coaching facilities for their upliftment so that they can compete with general students. From time to time, the college conducts special

classes from the viewpoint of competitive exams for enhancing their job-seeking capabilities.

Teaching-learning Evaluation

Core Indicator 2.3.Teaching-learning process

2.3.1. How does the college plan and organize the teaching, learning and evaluation schedules?

- ✓ The academic calendar constituting the teaching and examination/evaluation schedule is finalized by the University of Kolhan. The university sends this calendar to all its constituent colleges and the colleges are required to comply with it.

- ✓ The Staff Council of the college, with the Principal as the Chairperson, deliberates and decides the college activities. It plans to hold in the academic session.

- ✓ Committees for different academic as well as co-curricular activities are formed by the Staff Council.

- ✓ The Principal of the college nominates three Routine In-charges for Science, Arts and Commerce faculties and time table is prepared separately by them and submitted to the departments. Respective Heads allot teachers to each class and the same is displayed in the departmental

notice board. Photocopy of the time table is also distributed to the students from the departments. The time table is also uploaded on the college website.

✓ The room time-tables are put up outside every Department of the college.

✓ The teachers have the freedom to make their own teaching plan within the time-frame stipulated by the university.

✓ For evaluation, the college follows university guidelines regarding internal assessment, class tests, assignments, projects and presentations.

✓ Our teachers participate in the evaluation process scheduled by the University for Annual Examinations.

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

The IQAC convenes the meeting with its members and Principals and takes regulations regarding every future plans for all-round development of the college. It advices to organise academic and cultural programmes and accordingly it is done. On the whole, the IQAC monitors all the academic activities of the college.

2.3.3. How learning is 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?

There is a conscious effort both on the part of the authorities as well as faculty to make learning student-centric.

- ✓ A dialogic approach in teaching ensures that every student participates in class discussions.

- ✓ Not only class participation, our students are motivated and inspired to independently organise festivals, seminars etc. under the guidance of convenors.

- ✓ Freedom is given to choose from topics for home assignments, presentations and projects according to their individual interests

- ✓ Project work to foster the spirit of exploration and teamwork is a regular practice.

- ✓ Collaborative learning – paper and Power Point presentations for which students work together in small groups are encouraged.

- ✓ Independent learning in tutorial groups where students are made to do assignments or solve problems is a feature of student-centric learning.

- ✓ Classroom discussions, quizzes, debates and essay writing are organized for broadening of the knowledge base of students.

- ✓ Seminars/workshops are organized and external experts are invited.

- ✓ Are maintained as a tool for enabling critical thinking and self-reflection.

- ✓ The learning process in the college constitutes regular lecture classes, tutorials, interactive discussions, collaborative exercises, project work, and presentations and so on.

- ✓ In addition to the classroom teaching, the college also facilitates students to gain on-site knowledge through various kinds of tours which includes industrial, historical, cultural and religious tours. All these not only enhance the academic value of the students but also contribute significantly to their overall personality.

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?

The aim of the faculty is not only imparting knowledge but also to encourage and nurture critical thinking among students. To fulfil this aim, the faculty organizes activities and programs such as:

- ✓ Debates/discussions
- ✓ Seminars/talks
- ✓ Research-based projects
- ✓ Group discussions
- ✓ Presentations
- ✓ Case studies

- ✓ Awareness programs

The students are also encouraged in taking independent decisions to enable them to become life-long learners and innovators.

Students are integral to every lecture delivered by the faculty. Students are encouraged to think rationally, be objective, rise above stereotypes and use evidence to construct arguments.

We believe there can be multiple solutions to any problem. Divergent solutions are encouraged in an attempt to nurture creativity and respect the multiplicity of perspectives. This is achieved:

- ✓ By encouraging them to extend their understanding of theories to real-life situations.
- ✓ Students are encouraged to observe, investigate and analyse logically and come up with novel solutions.
- ✓ Contemporary developments are closely followed (newspapers, magazines, journals, e-sources) and used as the basis to build classroom discourse.
- ✓ Autonomous learners are developed consistently through exposure to various sources of knowledge, varied field experiences, and interacting

with eminent scholars in the field, in addition to understanding and realizing one's own potential.

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

- ✓ Ours is a Wi-Fi enabled campus which aids the students as well as the teachers in the teaching-learning process.
- ✓ Laptops are provided to teachers for effective teaching according to the demand of the teachers.
- ✓ We have well-equipped computer labs catering to the demands of different courses.

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

- ✓ The college upgrades facilities for the faculty through annual staff development programme

- ✔ Teachers attend lectures, seminars, conferences, group discussions, and workshops related to their areas of interest and expertise organised by various institutes or universities.

- ✔ The college has a virtual classroom for teachers and students.

- ✔ The college encourages the faculty to conduct research and many of our teachers are members of various prominent research bodies of the university.

- ✔ The college faculty has exposure to advanced levels of knowledge through refresher courses, academic conferences and workshops conducted by many institutions, including our own.

- ✔ The college faculty, from time to time, attends various seminars and the faculty development programs organised by (UGC) and participates in various seminars/workshops organised by other colleges/institutions sponsored by UGC/AICTE. Various departments of the college organize extension lectures and workshops for advancement of students' knowledge. Experts from different governmental agencies, corporate and other fields are also invited to address our students in these programs.

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

- ✓ A tutor-ward system has been adopted by the college under which teachers work as mentors for specific students and guide them. The tutors provide support and advice to their wards on a one-to-one basis. Each tutor is available for personal consultation as and when required.

- ✓ Departments have a decentralized system wherein the faculty in-charge along with other members of the department micro-manages the students' concerns and demands.

- ✓ Every student is thus given academic, personal and psycho-social support and guidance services through professional counselling, mentoring and academic advice.

- ✓ Need-based psycho-social support is provided in exceptional cases by a group of dedicated teachers under the banner of Student Union. These mentors help the students to come into the mainstream by solving their psycho-social problems. Teachers also take care of social, cross-culture clash-related issues and financial hardships, and help students cope with these problems.

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

The aim of the college is to provide all-round education that focuses on the intellectual, social, emotional, aesthetic and spiritual development of every student so that they engage with the world as persons of substance. For this purpose there is an effort to constantly reinvent and adopt innovative pedagogical techniques. To facilitate this:

- ✓ We have faculty members who have recorded their lectures and teach the students through Power-Point presentations. These lectures also help them in revision of exercises before examinations.
- ✓ Film screenings to further their understanding of the text containing the social, political and economic aspects encourage students to analyse various aspects via case studies.
- ✓ Peer-review exercises.
- ✓ Creative writing exercises.
- ✓ Field visits and trips.
- ✓ Role playing.
- ✓ Dramatization of literary texts.
- ✓ Heritage walks.
- ✓ Inter-disciplinary approach.
- ✓ Quiz competition.
- ✓ Group discussion.
- ✓ Organising seminars.

✓ Organising science, Arts and culture show within the college campus.

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

In keeping with the aim of our college to provide a stimulating teaching-learning environment, the emphasis is on availability of latest sources of knowledge. The library is the hub of information and it is the treasure-house of knowledge. It is the nucleus of academic pursuits. The reference section of the library has a large collection of reference books, encyclopaedias, dictionaries, scientific journals and management journals. The open access system in the library is user-friendly. The library services are computerized. Library resources are used to augment the teaching-learning process by using journals, books, newspapers, and Student Aid Fund books. The library has more than 20000 books and journals and a seating capacity for 50 people. It has an open access system in which users can search for their required books directly from the shelves.

✓ Library books, journals and other reading material are also available throughout the year for issue and/or reference.

✓ Library orientation programmes are conducted from time to time to train the students in the use of the library catalogue, reference sources and Internet-based information.

✓ Other than these, the library has some computers for faculty and student use.

✓ E-resources are made available to teachers and students.

✓ The faculty can go through new books and resource material and order them conveniently for purchase by the library.

✓ The library's stock of books is checked meticulously once a year during annual stocktaking.

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.

The Institution completes the curriculum within the university planned time frame. In case of any shortage in teaching days, extra classes are arranged to compensate appropriately, with a view to complete the syllabus before examination is held.

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

The college monitors the quality of teaching-learning through

✓ Result analyses

- ✓ Feedback collection from teachers and students

- ✓ Regular meetings of the departments to assess quality

- ✓ Staff Council meetings conducted by the Principal

- ✓ Regular assessment of students through varied approaches

Our college is endowed with talented and dedicated teachers. Well-qualified and experienced teachers are recruited by the state government. The faculty enjoys complete academic freedom. The teachers are deputed to attend the orientation and refresher courses. They attend workshops and seminars. The institution continuously monitors, evaluates and reports on the quality of teaching, teaching methods used, and classroom and skill development activities which help in improving performance.

- ✓ To some extent the quality of teaching is monitored by regular class teaching, and through performance of students in tutorials, assignments, class tests and final exams.

Core Indicator 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?

- ✓ Recruitment of faculty is as per UGC guidelines (Student-Teacher Ratio)

- ✓ The UGC guidelines are accessible online on their respective web-sites

- ✓ Recruitment process from advertising of a post to appointment is subject to university act, as per Jharkhand Govt. directives. This is done through JPSC.

- ✓ Formal approval from the university is mandatory for any post to be filled.

- ✓ Eligibility criteria of teachers, whether permanent, temporary, ad-hoc or guest, is as per UGC norms and guidelines.

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.)?

University deputes reputed teachers having expertise in the new topics and emerging areas for teaching in a particular subject. If needed further the university appoints teachers as per University Act and Guidelines for emerging courses of study.

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. Nomination to staff development programmes Faculty Training programmes organized by the institution to

empower and enable the use of various tools and technology for improved teaching- learning Percentage of faculty invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?

- ✓ The institution has always granted duty leave to the faculty to attend any Staff Development Program: (Orientation, Refresher, Workshops, etc.).

- ✓ All permanent faculties for whom orientation and refresher courses are mandatory attend these courses organised by Academic Staff College at Ranchi University or other universities. We also encourage our faculty to attend workshops and University organizes workshops for faculty.

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.

Research grants are provided by the UGC, CSIR, and other such governmental organizations as per their criteria of eligibility.

- ✓ Study leave facility, subject to approval as per University of Kolhan and UGC rules, is available to permanent teachers to do research work. Faculty members may avail of it for their Ph.D. and higher studies.
- ✓ Leave for deputation to other institutions as per University of Kolhan Acts is also available.

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.

Dr. S. P. Mahalik, Principal of our college, has been awarded the **Odisha Sahitya Academy** award for his creative writing (novel) in 2015.

2.4.6. Has the institution introduced evaluation of teachers by the

- students
- external peers

If yes, how is the evaluation used for improving the quality of the teaching-learning process?

- ✓ There are no guidelines or provision of Kolhan University regarding evaluation of teachers till date. Hence, there is no formal evaluation of teachers either by students or peers.

- ✓ Teachers take feedback informally from the students time to time. This information is for self-reflection, to review how their teaching is being received.

- ✓ The Principal of the college goes on regular rounds of the classrooms to elicit feedback from the students.

Core Indicator 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?

The University of Kolhan has a Centralized Evaluation System, and the university keeps its constituent colleges regularly informed of the processes and there is a transparent mechanism for communication to the stakeholders by the institution.

- ✓ The notifications from the university are duly forwarded by the Principal to the Heads of Departments/Teachers in charge.

- ✓ There is an internal assessment committee which monitors the internal assessment processes and interacts from time to time with the students.

- ✓ Before the commencement of the session every year, an orientation program is held by the college in which new entrants are apprised of the systems of internal and external evaluation.

- ✓ The teachers also communicate the specific criteria to their respective students in their tutorial classes.

- ✓ For internal assessment, the processes of evaluation include group discussions, presentation, written assignments and class tests.

- ✓ The internal assessment marks are displayed on the website and the students are also shown their marks individually.

- ✓ The marks are sent to the university only after each student has signed his/her internal assessment records.

- ✓ Any discrepancy in the internal assessment record is taken up and rectified by the concerned teacher.

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?

As a constituent unit of the University of Kolhan, the college adopted the two reforms introduced by the university:

(a) Internal Assessment

(b) Centralized Evaluation

Internal Assessment

There is a Moderation Committee and a Monitoring Committee to retain parity in marking within the department and also among the different departments of the college so that no student suffers.

Centralized Evaluation

The Theory Examination Answer Scripts of students are evaluated at the University level by the examination department of the university. Earlier the University used to send the answer scripts to the evaluators and they used to return back after evaluating them. However, this process used to take a long time causing a considerable delay in announcement of results.

For past couple of years, the University has adopted a Centralized Evaluation system under which evaluators go to the specified evaluation centres and check the answer scripts. This has cut down the time taken in evaluation process to a significant extent and now most of the results are announced timely.

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

The college strictly adheres to the mandatory university evaluation norms and teachers are granted duty leave for participation in departmental meetings at the university related to evaluation.

- ✓ Guidelines are given to the faculty at the start of the academic session to ensure effective implementation of internal assessment.

- ✓ There is constant interaction between the Principal and the faculty to discuss and deliberate upon all matters related to the evaluation process and practices of internal assessment.

- ✓ The teachers often discuss the progress of the classes they teach, and evolve a uniform policy of evaluation at the departmental level.

- ✓ We do our best to follow the university guidelines both in letter and spirit; as such there is a significant improvement in our academic results over the years.

- ✓ The internal assessment is discussed in the class by the teachers of the department.

- ✓ Letters are posted to the residential addresses of those students who don't show up for signing the internal assessment records. If that doesn't work out, personal calls are made to their parents.

- ✓ Many times, our college seeks special permission from the university to submit the examination forms after the deadlines for those students who submit their forms late so that no student suffers.

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

Formative assessment of the students is based on regularity, diligence and consistent work. The students are given opportunities to develop and hone their skills and thinking. They are encouraged to think —out of the box in their projects and discussions.

Another aim of the assessment is to identify the areas in which the students require additional help to enable them to improve their performance.

A few examples of assessment approaches followed by different departments are as follows:

- ✓ Objective tests / multiple choice tests
- ✓ Seminar presentations / paper presentations / Power-Point presentations
- ✓ On the basis of various components of internal assessment, the performance of the students is examined by the teachers. For example, teachers conduct viva-voce of the whole syllabus at the end of the session. A visual presentation is also conducted to improve the confidence level of the students.

- ✓ Many of our teachers provide their personal books to students. Some department have their departmental library accessible to Hons. and PG students.

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

Teachers ensure that the students are aware of the internal assessment evaluation criteria. The assessment and the evaluation record are made available to each student.

- ✓ Weightage for behavioural aspects is not an aspect for assessment as per university guidelines.
- ✓ Independent learning and communication skills are given due weightage with the prior knowledge of the students.
- ✓ Assignment and test/project marks are uploaded on the college website.
- ✓ The students can check their marks and approach the concerned teacher directly in case of any clarification or discrepancy.

- ✓ The faculty discusses and shares criteria for internal assessment to enhance transparency and rigour with a view to focusing on individual and original work. Written and verbal feedback is encouraged for improvement in quality.

- ✓ A Monitoring Committee exists to resolve any issues of the students relating to internal assessment.

- ✓ Attendance is an integral part of the internal assessment. The teachers in our college compensate attendance as per university guidelines for those students who participate in various college programs.

- ✓ Our teachers go beyond the classroom to ensure that no student suffers. The teachers even try to help students in case of extreme emergencies so that they get full support from the college and their studies do not suffer.

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

Our college aims at imparting a holistic education that would enable the students to become well-informed, responsible, conscientious and confident individuals and the college is committed towards the achievement of this goal.

It focuses on an integrated and all-round education that promotes intellectual, social, emotional, aesthetic and spiritual development of every student as well as on producing individuals who take forwards the vision and mission of the institution.

- ✓ Our graduating students are young men and women of competence, compassion and conscience.
- ✓ They strive for excellence in academics and all other spheres of life.
- ✓ The students possess the values of ethical professionalism and cohesive teamwork.
- ✓ They are aware that education is a life-long journey.
- ✓ The college has a placement committee which invites companies from various sectors for the placement of students of diverse disciplines. This activity helps the students to showcase their capabilities in academics and competency in various activities to get suitable jobs.
- ✓ Many cultural and academic functions are organized by the college to promote the students' skills and interest in various activities.

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

There is a Monitoring Committee at the college level that looks into students' grievances regarding errors in evaluation and it takes necessary steps to rectify them.

- ✓ The answer scripts of internal class tests/assignments are returned to the students after evaluation and they can immediately convey their grievances, if any, to the teachers.
- ✓ The final internal assessment marks are reviewed by the Departments and then the College Moderation Committee.
- ✓ The marks are sent to the university only after each student has signed his/her internal assessment record. Errors in internal assessment marks at the university level are reported to the university by the college.
- ✓ The university has a provision for re-totalling of marks, when a student applies for it.

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

The college is committed to improve and impart quality education to the students. Grievances and suggestions are put in 'Suggestion Box' which is periodically checked by the Grievance Redressal Cell and appropriate actions follow.

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 them?

The college has clearly stated learning outcomes. The college website and prospectus very clearly state the vision, mission and objectives of the institution. The staff and students are made aware of the aims and objectives of Baharagora College, Bahagora through orientation programs, seminars, assemblies, talks, etc.

- ✓ The focus is on all-round balanced development of our students so that they become persons of competence, compassion and conscience who can contribute towards nation-building.

- ✓ The institution makes all efforts to provide the students opportunities to deliberate on various alternatives and make informed choices, so that they become independent, strong yet sensitive individuals with analytical abilities and innovative thinking.

- ✓ The focus is also on motivating the undergraduates to equip themselves with skills so that after graduating not only should they be able to face any challenges they meet, but they should also become agents of positive change in the contemporary scenario.

- ✓ Learning outcome of the students is evaluated by assigning topics from time to time for presentations and class tests. This helps the students to know the subject and the students also feel free to express their opinions.

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

- ✓ To facilitate holistic development of the students, the college provides opportunities to develop their talents through the different departmental associations and cultural societies.
- ✓ To promote academic growth the departments organize seminars, workshops, competitions and so on for facilitating enhanced academic learning.
- ✓ By participating in the various activities organized by the associations and societies, the students are initiated in collaborative learning, teamwork and organizational skills.
- ✓ They also learn the significance of the values of discipline, commitment and responsibility.
- ✓ The departments organize field trips, tours, and educational excursions to give the students practical experience to establish a connection between the classroom understanding and real-life situations.

2.6.3. What are the measures/initiatives taken 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?

The college has societies like NSS, and a Placement Cell which enhance the social and economic relevance of the courses it offers. This is also done through:

- ✔ Co-curricular activities such as talks and seminars organized by departments.
- ✔ Out-reach programs organized by societies to create social awareness.
- ✔ Inter-disciplinary, innovation research projects.
- ✔ The institution takes the initiative to enhance the attitude of research, development and innovation by assigning various projects on social and economic problems of society; these projects are evaluated by the teachers.

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

- ✔ In the course of interaction with students in class, the individual faculty members identify the needs and potential of the students.

- ✓ Data on student performance is collected through tests/assignments/projects/ presentations for internal assessment as well as through the final examination results.

- ✓ Data is analysed through personal dialogue with the students, departmental meetings, and the meeting called by the Principal of all the stakeholders.

- ✓ The analysis of this data enables the institution to identify areas where improvement is needed, through measures like:

- ✓ Exposure to other perspectives and the benefit of external expertise through talks, seminars, etc.

- ✓ Extra/remedial classes, personal and career counselling

- ✓ Personalized attention during tutorials

- ✓ Tutor ward mentoring

- ✓ The data relating to student performance and learning outcome is analysed by the teacher on the basis of marks or the performance of the students in project work, presentations and class tests. If students have a weakness in any area, teachers attempt to motivate them to improve their performance.

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

The college monitors and ensures the achievement of learning outcomes through:

- ✔ Departmental and Staff Council meetings.
- ✔ Monitoring students' progress through tests and assignments.
- ✔ Learning outcome is monitored by the institution on the basis of reports submitted by the teachers. The college then reports the performance of the students to their respective parents for their perusal and action.

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

The college has a mission statement and goals which are in tune with the objectives of higher education and the emerging global, national and regional concerns. In this context, the college aims at an integrated and personalized education of the young so as to produce intellectually competent, morally upright, socially committed, spiritually inspired and nationally dedicated men and women in the service of India, today and tomorrow. Tradition of the College, since its

foundations were laid, is to provide quality education to the tribal of the adjoining area.

- ✓ The college is committed to the promotion of justice and national integration.
- ✓ It is committed to the education and empowering of the vulnerable such as the tribal, women and backward classes.
- ✓ The College is committed to produce global citizen of today and tomorrow.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

The Baharagora College, Baharagora is well known for its dedicated efforts towards achieving excellence in teaching and research. The language, commerce, science and other social science departments have been working to take research to the various sections of society. The college has been actively involved in developing a research culture among its teachers. 10 faculty members have been awarded doctorate degrees (Ph.D.) in their respective areas of specialization while03 are holders of a Masters in Philosophy (M. Phil.) degree. 03 faculty members have completed an M. Phil in addition to a Ph.D. More than 06 of the teachers are actively engaged in research while considerably and realistically enriching the learning experience of the students.

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

There is no recognized research centre in the college but many teachers in the college are actively engaged in research activities.

3.1.2 Does the institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a

few recommendations made by the committee for implementation and their impact.

The research activities of the college are till date promoted and monitored by Academic cell which is composed of the following members:

i. The Principal of the college

ii. Convener, Academic cell

iii. Routine In-charge of the College

iv. Departmental Conveners

At the level of institution there is a Research Committee to formulate and look into various aspects of research and learning. All efforts are made to encourage independent, original and quality research in a dynamic manner.

To begin with, the Academic cell has taken the following initiatives:

✓ Promotion of Research Culture: As a first step in this direction, the committee has approached all Ph.D. holders to present short seminars for the benefit of the students and teachers, summing up the outcomes of their research and explaining the socio- economic/academic significance of their work. Similarly, our inter-disciplinary innovation research teams

also make short presentations highlighting their work, the significance of the research and the benefits accruing from it.

- ✓ Database of Funding Organizations: It has also begun working on a database of possible funding sources and has been disseminating information about research project opportunities through the notice board.

- ✓ Collaboration for Research Education: The Research Cell is looking for a MoU with a non-profit body supported by eminent academicians, which will enable the cell to organise events and activities aimed at research promotion.

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 (PI) The PI is given full autonomy regarding expenditure, purchase of equipment, travel and so on, related to the research   project.

- ✓ Timely Availability or Release of Resources

- ✓ For facilitating smooth progress of research projects, a separate bank account in the name of the project is opened as soon as the grants are received from the funding agency. This account is operated by the PI and therefore there is no delay in the availability of resources as per requirements of the UGC and other funding agencies.

Adequate infrastructure and human resources

- ✓ Facilities such as computer laboratories and library facilities are made fully available to the research team as and when required. The library has a separate space for the faculty which the researchers can use. All the labs are well- equipped. Any specialized equipment which may be required for any research projects are usually bought with the help of project funds. Administrative and technical support is also provided to the research team as and when required. Time off, reduced teaching load, special leave, etc. for teachers

Since teaching hours are limited to 16 or 18 hours a week and as per University regulations, they are required to be present in the college for at least 25 hours in a week, no remissions in workload are considered. The college is however; open to adopting any changes which the University may recommend in this connection. Study leave and duty leave are granted for doctoral and post-doctoral research, as applicable under University rules.

- ✓ Support in terms of technology and information needs

The college has a large pool of computers with Internet connectivity in the computer centre. In addition, the library also has computers with Internet connectivity. Online services of the library help in accessing a vast collection of

e-books and e-journals. Administrative and technical support is also provided to the research team as and when required.

✓ Facilitate timely auditing and submission of utilization certificate

Periodic monitoring is done during the course of the research project and progress reports are forwarded to the funding agencies. An audit is carried out after completion of the project.

Even equipment purchase decisions are made essentially by respective faculty members, along with their peers, with the administrative staff playing a statutory supervisory role. The institutional overheads attached to most projects are partly provided to the investigator or department for un-budgeted contingencies that may arise in connection with the project, or to begin initial exploration of a new area. Every evaluation of the performance of a department or individual faculty member is based mainly on his/her respective research contribution.

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

One of the missions of the college is to motivate students and teachers to adopt research for advancing their knowledge as well as refining their understanding. Developing a scientific temper, promoting a research culture and nurturing aptitudes for analysis and synthesis are vital for the achievement of this mission.

With a view to institutionalize the process of research culture, an attempt has been made to integrate it with curriculum implementation. The College encourages teachers to include at least one or two research based projects as part of curriculum delivery. The college has also made continuous efforts to create the necessary infrastructure in the form of a good library and a well-equipped and up-to-date computer centre. The college has also established Departmental societies for organising curriculum enrichment activities aimed at promoting scientific temper and research culture. The Research Cell has been created especially with a view to design and to implement strategic initiatives in this area. All the departments conduct seminars, conferences and workshops at various levels – regional, national. The college advances seed money to the departments for initial organizational expenses. The college encourages and promotes inter-disciplinary teaching and research.

3.1.5 Give details of faculty involvement in active research (guiding student research, leading research projects, engaging in individual/collaborative research activity, etc.).

Complete academic autonomy is granted to the faculty in proposing and executing projects, as well as a great deal of financial autonomy. Thus, even equipment purchase decisions are made essentially by respective faculty members, along with their peers, with the administrative staff playing a statutory

supervisory role. The institutional overheads attached to most projects are also provided to the investigator or department for un-budgeted contingencies that may arise in connection with the project, or to begin initial exploration of a new area. Every evaluation of the performance of a department or individual faculty member is based mainly on the respective research contribution.

The college has a rich legacy of nurturing high-quality research. It continues to enhance this tradition in all its departments. Every member of the faculty is encouraged to engage in research activities, and is supported in planning and executing research projects, right from the stage of making project proposals, obtaining project funding, and reporting and presenting the results. Administrative structures and procedures that reflect this philosophy are in place, and changes to these are made to enhance their effectiveness as and when necessary.

The college's focus on research achievements is made clear to the faculty right from the beginning. Apart from the statutory requirements, recruitments and subsequent promotions are always made on the basis of research achievements of the faculty. The existence of such criteria, along with a general atmosphere of respect and prestige for research achievements by the faculty in the college, has resulted in this being one of the core strengths of the college. Internet facilities, including wi-fi on the campus, are freely available to the faculty and students. The faculty is enthusiastically applying for the various research projects

sponsored by the UGC and/or other educational agencies. The details of the project completed is given below:

Title of the Research Project	PI Name	Department	Funding Agency	Status
History of Odia Literature : Seraikella-Kharswan chapter	Dr. S. P. Mahalik	Odia	UGC	Completed

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

The institution encourages research through the class room programmes. The college has established Departmental Societies for organising curriculum enrichment activities for the promotion of research culture. The College encourages and promotes inter disciplinary teaching and research. In this connection, there are so many departmental seminars organised by the college at departmental level.

Seminars/Conferences/Workshops Organized by the Institution:

Seminars organized by Various departments at College level:		
Fakir Mohannka Katha Sahitya	Organised by the Department of Odia	04.10.2016

Rabindranath: Samparke Bangla O Odisha	Organised by the Department of Bangla	03.10.2016
Jharkhander gram name prasanga	Organised by the Department of Bangla	13.12.2016
Social responsibility of corporate sector	Organised by department of Commerce	20/12/2016
Relivance of Gandhi in present Era	Organised by the Department of History	21.01.2017
Universal appeal in the works of William Shakespear	Organised by the Department of English	07.02.2017
Santali sahitya me Pandit Raghunath Murmu ka Yogdan	Organised by the Department of Santali	14.02.2017
Ganatantra ke Shadshat shaal: Kanha Agaye hum, Mahila Adhikaron ke Sandarv me	Organised by the Department of Political Science	08.03.2017

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

The thrust areas of concentration highlighted by the institution include intellectual and non-cognitive areas. These are: E-commerce, consumer laws, Investor protection, sustainable business study, Indian political system and political management, Feminism, Tribal language & Literature, British and Indian writings in English literature, Mathematics as a tool of analysis in social sciences Green marketing, social marketing, and sustainable rural development.

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

The Curriculum Advisory Council has regular members from eminent educationists to guide the College about value added courses that goes to enhance the employability of the students and research pursuit. To create more opportunities for interacting with the eminent academicians, we are associated with. In addition, the college also facilitates interaction of the faculty and students with eminent research scholars through various seminars, workshops and meetings organized by the college. The eminent scholars who participated in the activities of the college include:

1. Prof. Dr. D.P.P. Satpathy, Ranchi University, Ranchi

2. Dr. G.K. Ghatwari, Ranchi University, Ranchi

3. Dr. Rabindra Bihari, Scholar of Odia, Odisha

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 imbue research culture on the campus?

There is provision of sabbatical leave in Kolhan University Act. But none of the faculty members had utilized it till date. However 02 members had availed the type of leave under faculty improvement programme. There are different kinds of leave schemes are available for research activities and other academic purposes. The college is benefitting immensely from their contribution.

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

The college doesn't have any formal mechanism for communicating the results of the research work done by the faculty members to the students or the community. Teachers are, however, encouraged to get their research work published in reputed journals and magazines. The following steps are proposed to be implemented in the course of the current academic year:

- ✓ Publication of the Results of Research Projects: The findings of these research projects will be published and also hosted on the college website.

- ✓ Short Presentations on Research Outputs: All Ph.D. holders among the faculty members are being requested to present short seminars for the benefit of the students and teachers, summing up the outcomes of their research and explaining its socio- economic/academic significance.

Similarly, all the four inter-disciplinary innovation research teams are also to make short presentations, highlighting their work, the significance of the research, and the benefits accruing from it.

✓ Research Section on the New College Website: A new section focused on the research activities of the college will be included in the college website that is being thoroughly revamped.

The other such initiatives include 1. Sensitizing students by involving them in various activity-based programmes 2. Involving social media like Facebook 3. Holding interaction programmes 4. Motivating students to participate in Interactive Session 5. Innovation project seminars

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

As such, there is no earmarked budget for research. Individual teachers are encouraged to apply for projects and get grants. Funds received are maintained under separate bank accounts operated by the principal investigator. This has been done to provide autonomy and flexibility for research leaders. The teachers are reimbursed their registration and travel charges for conferences, workshops

and seminars. The college also has a seminar fund, which is utilised for supporting conferences and seminars, including those dealing with research. The research policy of the college, however, aims at creating a research fund. This will be pursued after the necessary modalities are worked out and the required sanctions and approvals obtained.

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 of the facility in the last four years.

Though no provision exists in the college as such, it assists the faculty by providing necessary facilities to initiate research activities on a need basis.

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

No specific provision is available in the college till date but we are planning to provide financial resources to students' societies for carrying out research activities. Student research projects can also be funded from the funds of the departmental societies.

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

Most courses in the college have a strong research orientation, with research projects forming an integral part of the training of undergraduate students. 01 project has been undertaken and successfully completed. (Details are given in 3.1.5)

Research projects undertaken as part of the curriculum are also effectively executed in the college. The final-year students enrolled in M.A. Bangla have to complete a research project & to prepare a comprehensive dissertation. The main challenges faced in organizing inter-disciplinary research include acquiring knowledge and skills beyond their core subjects, communication barriers, difficulty in using advanced statistical packages and inculcating team spirit in a group of students with diverse backgrounds.

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

All the laboratories/computer centre/equipment can be used by any student or staff for research purpose. The laboratory facilities can be availed of even on

holidays for research purposes. Further, following steps are taken to ensure the optimal use of various equipment and research facilities such as:

- ✓ Encouraging faculty and students to involve them in research activities.
- ✓ Providing them laptops, rooms and other infrastructure readily.
- ✓ Providing Wi-Fi facility on the campus.
- ✓ Keeping the facilities open for longer durations so that the same can be used after the normal working hours of the college.
- ✓ Library and computer labs are going to be fully equipped to attract larger number of students and faculty members for use.

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.

The college has not received any grant or finances from industry. However, the college has received the following support from the University, which has helped to enhance the research infrastructure of the college:

- ✓ Computer centre with Internet connectivity. University supported the initial setting up of the college computer centre.
- ✓ Research Projects availed by the faculty members.

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.

Faculty Name	National/Inter National	Funding agency	Total Grant
Dr. S.P.Mahalik,	National	UGC	Rs 77,000.00

3.3 Research Facilities

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

The College has more than 12 computers to be utilized for research by the faculty and students. Wi-Fi based connectivity is available for the staff and the students in the classrooms and auxiliary areas like administration section, library, sports room, etc. More Wi-Fi access points are being planned for the new block. Orientation programmes are organised for guiding the students and staff about the login process and Internet usage as also in using e-mail. They are also briefed about operational practices such as saving and retrieving data and files, besides taking printouts and exchanging messages. Students are availing of the facilities for accessing relevant websites and completing projects.

Proper computer labs with statistical software are provided. Students are encouraged to participate in various research and innovation projects undertaken by the college and the faculty members.

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

The institutional strategies of the college are to create synergies between research and teaching-learning and also to focus on research which will help the society.

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

The college has not received any grant or finances from industry or any agency.

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

Students and faculty members can avail of research facilities and related resources like Library and other departmental facilities of the College. Besides, students and research scholars have access to other important facilities like

Central Library of Bihar Association, S.N.T.I Library etc. with requisite permission.

Provide details of the library/information resource centre or any other facilities available specifically for researchers.

The library has over 20000 books out of which about 15000 are textbooks. It subscribes to 20 magazines and journals, and 05 newspapers. About 1800 to 2,000 books are added annually. It remains open from 10 a.m. to 5 p.m. on all days except holidays.

Liberal library access for teachers: Each teacher has a library card on which he can borrow any number of books. Both textbooks and reference books are issued to the teachers for a longer period. Teachers also have a separate reading room inside the library. In addition, books required for regular reference during classes are also issued to the Departments. In addition, teachers also get the opportunity to recommend books which they need.

Year-round working of the library: It remains open on all working days and is shut only on government holidays.

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

The college has no collaborative research facilities developed/created by any research institute.

Research Projects: These projects have helped the college to add the necessary equipment to the laboratories.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of Patents obtained and filed (process and product)

- Original research contributing to product improvement

- Research studies or surveys benefitting the community or improving the services

- Research inputs contributing to new initiatives and social development

Patents filed the opportunities available for patenting will be explored once, any unique and conclusive outcomes become visible.

Original research contributing to product improvement: The College has till date not contributed to any product development/improvement.

Does the institution publish or partner in publication of research journal(s)? If "yes", indicate the composition of the editorial board,

publication policies and whether such publication is listed in any international database.

The college is going to publish a multilingual & multidisciplinary research journal named 'Nabyug'. However Dr. B.K. Behera, Department of Odia of the college is personally engaged as member of the editorial Board of 'Navdrishti' and 'Gangadhar Smaranika'which are bi-annual and annual respectively.

Give details of publications by the faculty and students:

Publication per faculty Number of papers published by faculty in peer-reviewed journals (national/international) :

Name	Department	Total no. Of publications Research Papers/Articles/Full length paper in Proceedings/Book reviews/Articles/Chapter in a Book	Books	REMARKS
Dr. S.P.Mahalik	Odia	28	26	RECORD MAINTENED IN THE COLLEGE
Prof. B.Sarangi	Odia	05		--DO--
Dr. B.K. Behera	Odia	36	04	--DO--
Dr. S. K. Kaibartta	English	02		--DO--
S. Kumar	English	00		--DO--
Dr. T. K.Mandal	Bangla	30		--DO--
Dr. P. N. Bera	Bangla	40		--DO--
P.Prasad	Hindi	01		--DO--
B. Hembrum	Santali	00		--DO--
S. Murmu	Santali	00		--DO--
N.N. Trivedi	History	00		--DO--

D. Singh	History	00			--DO--
B. M. Giri	Economic	00			--DO--
P. K. Paul	Economic	00			--DO--
I.Paswan	Pol. Sc.	12			--DO--
C. Pattnaik	Philosophy	00			--DO--
S. L. Bande	Geography	00			--DO--
B.K. Jena	Geography	00			-Do-
Dr. A. Verma	Commerce	10			--DO--
Dr. B. K. Singh	Commerce	00		03	--DO--
N. K. Patra	Maths	00			--DO--
G. K. Kar	Physics	00			--DO--
R.G. Basa	Chemistry	00			--DO--
G K. Das	B. Ed	00			--DO--
Dr. B. B. Nayak	B. Ed	04			--DO--
S. Kerketa	B. Ed	00			--DO--
Dr. S. M. Sahu	B. Ed	10			--DO--
R. L. Namta	B. Ed	03			--DO--
R. S. Kachhap	B. Ed	02			--DO--
Dr. J. Kumar	B. Ed	00			--DO--
Dr.D.K. Chaudhary	B. Ed	04			--DO--
A. Kumari	B. Ed	00			--DO--
G. Mandal	B. Ed	00			--DO--

3.4.4 Provide details (if any) of Research awards received by the faculty Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally Incentives given to faculty for receiving state, national and international recognition for research contributions.

There is no any research awarded to faculty member in this college.

3.5 Consultancy

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

The following are some of the mechanisms used for establishing industry interface:

1.Curriculum Advisory Council: It has been constituted with the primary objective of creating institutionalized interfaces with industry, research bodies and academia taking due representation from the industry.

2. Industry Interface through Placement Cell: Industry representatives are also invited by the placement cell to talk about employment opportunities in their sector or for holding campus interviews.

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

The college is governed by Kolhan University policies. It plans to use the same policies and procedures prescribed by the University. The college has compiled the list of expertise available with the names of the concerned faculty members. These will be published on the new college website along with a contact form so as to receive queries from industry.

The college also plans to scale up the level of its interaction with industry by providing value-added courses which are of interest to industry. One of the main functions of the newly formed curriculum advisory council is to identify value-added courses which would meet the requirements of industry

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

Teachers have been providing services to other universities for setting papers, examining candidates at the Post-Graduation, Doctoral and D.Lit. Level, reviewing courses and course content in their personal capacity. The new consultancy policy, which is being drafted, will spell out the strategy for encouraging consultancy services by the faculty.

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

N.A.

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?

No income is generated through consultancy as the institution is not involved in consultancy work as of now. The college provides a sound platform to the faculty

members to promote their interaction with industrial/professional bodies. It is a non- revenue generating exercise.

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?

With a view to effectively coordinating and orchestrating the various community-oriented activities of the departments, departmental societies and other specialised units like the NSS, the college has formulated an umbrella policy on 'Community Engagement' for making its extension activities yield significant benefits.

The college conducts regular extension activities and services so that education and research benefit society at large. National Service Scheme (NSS) volunteers actively participate in the Cashless programme, Swachata Abhijan, Road Safety Campaign, Health Awareness Programmes and other extension activities of the college.

The NSS is the most socially active body of the College. It works for the betterment of the underprivileged sections of the neighbouring society. The NSS organizes several events and is actively involved in various projects and

activities. Regular talks and seminars are conducted throughout the year, inviting people in the field of social service from Governmental and non-Governmental organizations. The following are our major events and projects:

- ✓ Annual Events
- ✓ Evening Classes: The volunteers guide the wards of the non-teaching staff throughout the year. This is an initiative to impart education to the underprivileged children around the campus
- ✓ Health Camp: It is held twice a year, by donating blood, health check-up and awareness programme with a view to saving lives.
- ✓ Orphanage and Old Age Home visits: Regular visits in which volunteers interact with the inhabitants and help fulfilling their needs.
- ✓ Book and Cloth Donation Camps: Held regularly every year along with their distribution for the benefit of the underprivileged. Helping Visually Challenged Students throughout the year with their curriculum, by successfully providing with readers and writers.
- ✓ Rural Development Programme: NSS undertook developments process in the rural area of Baharagora, with the aim of making it a model village.
- ✓ Fundraiser for Kashmir Floods, Uttarakhand Tragedy & Nepal Earthquake: In September 2014, with the onslaught of the Kashmir floods, NSS, in order to express its solidarity with its victims conducted a fundraiser program outside college

The faculty is frequently called upon to deliver popular lectures in various schools and colleges, both within Baharagora and outside. Besides, education fairs, medical camps, health awareness programmes, cultural festivals, inter-college sports meets, literacy programmes, rural development programmes, etc. are organized. Some of these activities are funded by UGC grants, project grants from national agencies, industry, and media.

3.6.2 What is the institutional mechanism to track student's "involvement in various social movements/activities which promote citizenship roles?

Since student involvement in community engagement activities takes place through class projects, societies, cells and committees, besides NSS, the community engagement policy of the college has led to the establishment of College Community Collaboration (C3) as the overall coordinating body for ensuring that these activities serve the overall objective of the college. The students of the college regularly undertake tree plantation and road beautification/ sanitation activities in the vicinity.

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

✓ Informal Mechanism for Soliciting Stakeholder Perception

- ✓ Apart from the student feedback survey, the Principal holds informal meetings with the local community leaders from time to time to learn about their perceptions.
- ✓ Involvement of the beneficiary community in the feedback mechanism

In order to assess the level of mutual benefit derived from such community engagement projects, each such project is required to first identify the target beneficiaries and incorporate a method for obtaining their feedback as to the benefits that they have derived.

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

- ✓ Community Service Activities - NSS: NSS Students visited their facility at nearby villages of Baharagora many times to help underprivileged, differently abled children in the vicinity.
- ✓ Participated in blood donation camps.
- ✓ Participated in Swachh Bharat Abhiyaan in 2016.
- ✓ Tree plantation drive in 2014-15
- ✓ Blood donation and health (eye) check-up programmes 2015
- ✓ Students undertake frequent visits to old age homes.

The street play society of the college is mainly engaged in arousing awareness on various socially relevant issues such child marriage, rapes, female infanticide, dowry, adulteration, AIDS etc.

Budgetary expenses of NSS:

Year	2012-13	2013-14	2014-15	2015-16
NSS	....	....	22500	45000

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

The college encourages students to take part in NSS activities. The teachers and students who participate in extension activities are granted duty leave and attendance for the missed classes. Also, the best NSS volunteer is awarded on Annual Day every year. The institution has made it mandatory for the students to undertake at least one of the three activities – NSS, Cultural activity or Sports. Also, various student societies chart out their own agenda to engage them in various extension activities under the able-mentorship of their respective faculty conveners.

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

Besides a dedicated Equal Opportunities Cell, the college ensures that students from underprivileged and vulnerable sections of the society are adequately represented in each and every student society of the college. The details of such activities as performed through various societies of the college are as below:

- ✓ **Civil society**: The Society of the Department of Political Science's main focus is to cultivate civil sense and political awareness amongst students, and realization of their duties towards the neighbourhood, district, city, state and nation. Many quizzes, seminars and talks are organized from time to time by prominent speakers.

- ✓ **Society of the History Dept.:** The Society organizes seminars wherein distinguished social scientists are invited. Quizzes are arranged for students. An annual outstation trip is organized to a historical site. Students are sent to participate in activities of history societies of other colleges.

- ✓ **The Society of the Odia department:** It organizes various talks and lectures from time to time in the college for the development of the students. In the current academic year, the department has organized the following events:

- ✓ Fakir Mohan Jayanti

- ✓ Parents Teachers Meeting

- ✓ Odia literary Quiz

- ✓ University topper felicitation programme

- ✓ **The English Society:** More importantly, it encourages extension activities like elocution, seminars, creative writing and dialogue delivery enhance students' experience of engaging with literature. The extension activities organized by the Society provide an opportunity to look at the text beyond the point of view of examination and encourage discussions and interpretations. For example, poetry recitations are followed by paper presentations and discussion, and enacting scenes from plays provides a better understanding of characters and concerns.

- ✓ **The Science Club:** This body is acting as a research and innovation body for the scientific activities of the college.

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

The students get an opportunity to sharpen their understanding of the deep-rooted ills embedded in the realities of Indian society. Their first-hand exposure to the places and persons worst affected by the problems makes them sensitive

to the complexity of the problem and this experience will prepare them to be better human beings in future. The faculty too is benefitted in the process of mentoring and guiding students to sharpen their skills and thinking abilities to reflect upon their role as agents of change.

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

Participation of the beneficiaries in community engagement initiatives of the college is promoted with the help of pamphlets distributed in advance. In the case of student projects, door to door contact and canvassing is done.

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

Various projects through college-community collaboration are in the pipeline through the active involvement of the local MLA, Councillor, BDO and other such concerned authorities.

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

The various activities of the college have been widely accepted and appreciated and the college has a lot of awards in sports like archery, volleyball, football, cricket, boxing, badminton, painting, clay modelling etc.

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 accruing from the initiatives – collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The inter-disciplinary innovation projects obtained from the UGC & other funding agencies is benefitting the students and staff considerably in terms of exposing them to field-based research activities in which the students are actually involved in collecting data through surveys, develop understanding of the use of various statistical tools and interpret the findings.

3.7.2 Provide details on the MoU's/collaborative arrangements (if any) with institutions of national importance/other universities/industries/corporate

entities, etc. and how they have contributed to the development of the institution.

N.A.

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

We have established a Placement Cell and contacted the following companies.

- M/S S.K.Naredi & company, Jamshedpur

- M/S Choudhury Group, Jamshedpur

- M/S Multi Service Inc., Jamshedpur

- Mawandiya & Associates, Jamshedpur

- Concentrix Daksh, Gudgram

- ICICI Prudential, Jamshedpur

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

1. Prof. Dr. D.P.P. Satpathy, Ranchi University, Ranchi

2. Dr. G.K. Ghatwari, Ranchi University, Ranchi

3. Dr. Rabindra Bihari, Scholar of Odia, Odisha

No National & International conferences were organized by the college during last four years. However the seminars at college level organized by several departments during the same. Please see annexure 3.1.6.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated a) Curriculum development/enrichment b) Internship/on-the-job training c) Summer placement d) Faculty exchange and professional development e) Research f) Consultancy g) Extension h) Publication i) Student placement j) Twinning programs k) Introduction of new courses l) Student exchange m) Any other

a) Curriculum Development/Enrichment

Advice and consultations on curriculum-related issues involved mainly interactions with individual experts. In order to institutionalize such consultation processes, the college has constituted a Curriculum Advisory Council involving chosen experts as members.

b) & c) Internship/On-the-job training/Summer placement

There are a number of organizations involved in providing internship/on-the-job training to students. Not all organizations are ready to provide advance commitments about offering regular internship arrangements for students. The college is, however, open and committed to establishing long-term relationships. The college has contacted with so many companies to encourage the students to enter into open-ended MoUs for deepening their existing relationships with the college.

d) & e) Faculty Exchange and Professional Development/Research

Lack of space resulting in inadequate infrastructural facilities is the major handicap for the college. Non availability of Auditorium, conference rooms and state of the art set up hinders the college in organizing national and international seminars and workshops. Location disadvantage coupled with infrastructural constraints are major obstructions in forging productive partnerships with industry, research bodies and International Collaborations with foreign Universities. Lack of residential facilities for staff on the campus is limiting factors for faculty exchanges. The college will take the necessary steps once the renovation of the campus is completed.

f) Consultancy

One of the objectives of the college is to institutionalize the process of interface with industry and create consulting opportunities for the faculty. Consultancy MoUs will be executed on a case-to-case basis. The Research Cell is in the process of preparing the draft of the consultancy policy of the college, which will form the basis for entering into such MoUs.

g) Extension

Appropriate agencies will be selected for institutional involvement based on the results of the baseline survey, which is currently being carried out.

h) Publication

The college plans to use the college website for faculty and student publications. Based on the response, partnership arrangements will be considered.

i) Student Placement

Currently, this is being done through the duly constituted placement cell. However, the placement cell is exploring the possibilities of collaborations with various companies and industry representative bodies and all future MoUs with external organisations will include a provision for internship and placement as an integral part of the collaboration arrangements.

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

N.A.

Any other relevant information regarding research, consultancy and extension which the college would like to include.

N.A.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The infrastructural policy of the college is driven by visualization of future requirements of teachers, administrative staff and students particularly in advance. At present, the focus of the college is to create physical infrastructure with latest information technology in mind so as to facilitate effective teaching and learning in the classroom. The college intends to impart quality education and all round personality development of the students. Keeping in view, the college's total commitment towards quality education, we have drastically renovated all our rooms, created one new computer labs, fully well-equipped library, so as to have conducive environment for effective teaching and learning. Further, the policy of the college is to enhance physically infrastructure to the level commensurate with requirements of new courses like Graduation in BBA,BCA, Anthropology, Sociology and Archaeology and Master Degree in all Subjects. For the college, the proper maintenance of physical infrastructure facilities is as important as the creation of new facilities for the efficient and smooth functioning. The renovation of entire campus including infrastructure should be done. We urgently need the ample class rooms for effective teaching

and learning. We are positively looking for financial support from competent authority to provide more facilitation for the college.

With regard to differently abled students, the policy is to provide all possible infrastructures to their needs (e.g., use of Braille system, Daisy players for blind students, computer centre, library, etc.) so that they merge with the mainstream of education. The construction of Ramps in all building and redesigning of toilets is in progress and is likely to be completed soon. In order to have uninterrupted running of classes and administrative work, the college is going to purchase Power Generator of capacity 20 KVA which provide full power back up.

4.1.2 Detail of 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.

Type of Facility

Normal Classrooms	30 Equipped with Blackboard
Technology Enabled Classrooms	02
Seminar Hall	01
Computer Labs	01

✔ 01 additional room is going to be fitted with projectors and projecting screens very soon.

- ✓ Tutorial spaces: Yes, The college time table has been designed in such a way that all regular teaching rooms are available for tutorial classes depending on the time slot.

- ✓ Botanical garden: 1 Garden with one part time gardener (Mali) to look after it.

- ✓ Animal house: NA, There is no Animal House space in the college.

Specialized facilities and equipment for teaching, learning and research

- ✓ 1 White Electronic Board provided in one virtual class room.

- ✓ 1 Still SLR camera for covering important college activities and functions.

- ✓ Internet and Wi-Fi facility: Yes, The campus is Wi-Fi enabled and each user (Students and Teachers) has been given Password and User-id.

- ✓ Library Reading Hall (Student) Reading Tables, Magazine and Journal Display Desks, Book Circulation Counter, Reference Stacks.

- ✓ Well-equipped Reading Room (Teacher): Reading Tables. Internet Lounge In order to provide Internet access to teachers and students inside the library, there is a separate provision of the desktop computers.

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

Type of Facility

Details of the facilities:

- ✔ Sports ground: Yes, The college has a sports ground of its own and 'Baharagora stadium' is also used by the College which is situated under 300 mts from the college. The college makes extensive use of campus ground facilities for training students in various sports like cricket, hockey, handball, baseball and athletics. Sports achievement in the past is good indication of the fact, that, the college has performed well.

- ✔ Outdoor and indoor games: Yes, The College has a Sports Committee and sports in-charge who is responsible for promoting sports, organising sports events and facilitating the participation of the students in competitions. Specific strategies adopted with regard to outdoor and indoor games include the following:

- ✔ Annual Athletics Meet: Students compete in different events and win prizes and also put up group displays of their expertise in archery, yoga, martial arts etc.

- ✔ Relaxation in attendance: Students participating in inter- college/university sports and other competitions are given attendance relaxation as per university rules.

- ✓ Sport Kits: College provides sport kits and refreshments to the participating students during competitions.

- ✓ Inter-college competitions: The College also provides transportation facility and bears the cost of registration in the case of students participating in inter-college competitions.

- ✓ Sports Infrastructure: The perspective plan of the college is to pay special attention to sports infrastructure.

- ✓ Gymnasium: No

- ✓ Auditorium: No

- ✓ NSS: Separate room in college building has been provided for smooth functioning their activities.

- ✓ Cultural Activities: Sports in-charge, NSS is helping body towards Cultural Committee of the college.

- ✓ Public speaking, Communication skills development : Intra and inter college debate competitions being organized by college and activities of various societies functioning in the college improves the art of public speaking and communication skills of the students.

- ✓ Yoga, health and hygiene etc.: Once in a year Yoga workshop is organized for teaching and non-teaching staff by Trained Yoga Instructors. Yoga Camps arranged for students.

✓ Hygiene: The Management ensures cleanliness in the college on regular basis. For this dustbin are placed at every floor. Students are educated and involved in maintaining cleanliness in the college. The college regularly outsources the housekeeping staff for maintaining high standard of cleanliness in the college. All the activities are monitored by our Eco Club.

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.

Optimal Utilization of Infrastructure in Academic Growth

The Management of the College does not only ensures that the current plans regarding available physical infrastructure is in line with academic growth but also sees that existing infrastructure is optimally utilized for the benefit of students. For this purpose, the college management calls meetings of different departmental heads to inspect the available infrastructure and coordinate with each other to chalk out programs for future development.

- ✓ Computer Centres: At present the college has one Computer Centre with state of the art equipments. It is equipped with electronic projection systems so that it can be used for holding classes as well.

- ✓ New Courses: The College intends to go ahead for aforesaid graduation and P.G courses.

- ✓ Canteen: We have established a canteen for the students and staff members.

- ✓ Multi-Purpose Examination Hall: The construction of a multi-purpose Examination Hall is urgently needed.

- ✓ Innovation Project Room: We are planning to develop Innovation Project room in the College

- ✓ Add-on Course: The College plans to introduce classes for add-on courses, after regular College hours.

Thus, the college management ensures that adequate physical infrastructure is in place for all courses being presently run in the College. It also looks into efficient and optimal utilization of the available infrastructure facilities.

The details of facilities developed/augmented and amounts spent thereof during the last four years include the following:

To provide excellent teaching and learning experience and to provide safe and elegant passages the college has been granted a sum of Rs.15843700.00 for face-lifting and renovation of all old buildings in college campus.

Computer Lab, Networking Room, Library, LCD Projectors, Printers & Scanners, Water supply at every floor, water cooler, Staffroom Furniture, Teacher Lockers, Computers etc. Administrative Dept., Furniture for Class Rooms, Computerization of office work, Office Automation, Separate toilets for Boys and Girls on every floor is on process.

During the last years, the college has been expanding the physical infrastructure as per the need of its academic growth.

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

The college is quite sensitive to the requirements of differently enabled students. The college maintenance committee assesses the needs and review the facilities required by differently enabled students on annual basis. In order to assist differently enabled (Physically handicapped) students and teachers in general, the college is currently constructing Ramps.

The college views the requirements from two perspectives, i.e., General and Specific Needs of Differently Enabled Students

General Needs:

- ✓ Social acceptability: students with disability often face the problem of making friends, largely due to their own inhibitions. To overcome this problem students are sensitized about the psyche and needs of differently enabled students.

- ✓ Job Anxiety: it has often been noticed that students with disabilities feel professional anxieties more than other students. To assist students on this front care is taken to disseminate information about scholarships for higher education and reservation in jobs for them.

- ✓ Confidence Issue: often their self -consciousness creates problems for them to mingle freely, because they see their disability as a hindrance. They do not come forward to participate in activities outside the class room. Even in the classroom they are either not very regular or are not active participants. Teachers mentor the students and try to address these issues.

- ✓ Examinations: most differently enabled students need additional time and writers. Students often face tense moments when writers do not report on time for the exams. Staff tries to sooth their nerves and co-operates with them as per rules. When they are using their additional time all efforts are made not to disturb them and put their mind at ease.

Specific Needs

- ✓ Ramp: Yes, Now we are planning to install a lift to make their movement within the college smooth and hassle free.

- ✓ Planning Computer with JAWS for visually handicapped students to facilitate the use of IT tools by them.

- ✓ Planning Optic reader is also available to help visually handicapped students overcome the hindrance of accessing the printed word.

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

- ✓ Hostel Facility – Recreational facilities, Sports Ground, yoga centre, etc. : Yes

- ✓ Computer facility including access to internet in hostel : No

- ✓ Library facility : Yes

- ✓ Internet and Wi-Fi facility : Yes

- ✓ Recreational facility-common room with audio-visual equipments: Yes, For Boys & Girls Both.

- ✓ Available residential facility for the staff and occupancy : No

- ✓ Constant supply of safe drinking water: Yes, Water purifier installed and water cooler is under process.

- ✓ Security: Yes, Guards are available for 24 hrs.

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?

At present there is lack of facility of a permanent medical staff to take care of health problems of teachers and students in the college. The college also undertakes a number of measures to enhance the health care of students as well teachers, e.g., round the clock supply of RO Water at all required locations, Regular and Periodic cleaning of water tanks, Health Mela in the college every Year, Filtered water supplied to students in case of functions or sport activities held outside college and clean washrooms. All the activities are done by our Health care and First Aid Cell.

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.

- ✓ IQAC (Internal Quality Assurance Cell): established 0n 14.03.2015 and working now properly.
- ✓ Grievance Redressal unit: Yes, Functioning.
- ✓ Women's Cell: Yes, The Gender Sensitization Society of the college takes up all the women centric issues.

- ✓ Counselling and Career Guidance: Yes, by this we are able to take up the responsibility to run the counselling services in the college. With much efforts the students have been sensitized towards the need for such professional services and much success has been achieved on this front as students have started approaching the counsellor. The college feels satisfied in inculcating the awareness among the youth towards understanding and learning ways to deal with their problems logically and professionally.

- ✓ Placement Cell: Yes, The College has a placement cell which actively interacts with Industry counterpart.

- ✓ Health Centre: Yes, We have established a Health care and First Aid Cell.

- ✓ Recreational spaces for staff and students, A separate space for Canteen, A separate Boys common Room, A separate Girls Common Room, Safe drinking water facility, R.O. system is installed in the college campus.

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?

The Library has an advisory committee named as "Library Committee". The composition of Library Committee consists of:-

- ✔ Principal (Chairperson)
- ✔ Convener
- ✔ Member secretary /Librarian
- ✔ All department heads / their nominees

Along with recommendation of books and periodicals, weed out process, supervise stock taking etc., the significant initiatives that have been taken by the Library Committee to render the library student/user friendly are as follows:

- ✔ There is an announcement of latest arrivals of books, journals, periodicals on library notice board on monthly basis.
- ✔ The college has made the provision of internet facility to cater to the user needs.
- ✔ There is provision of UPS so as to provide back up to Library systems in case of power failure.
- ✔ The committee has made arrangement for increased number of racks and cabinets to accommodate more books.
- ✔ Increase the ceiling for the text book purchase from 5 copies to 10 copies keeping in view of increased student strength.

4.2.2 Provide details of the following:

- ✓ Total area of the library: 600+600=1200 Sq. fts.

- ✓ Total seating capacity: 100 (reading room is under construction)

- ✓ Working Hours : 10.30am to 05.00 pm

- ✓ Working Hours Lunch Break : 1.00 PM 1.30 PM

- ✓ Winter Days 10.30am to 05.00 pm

- ✓ Working Days 10.30am to 05.00 pm

- ✓ Holidays Not Opened

- ✓ Before Examination Days : 10.30am to 05.00 pm

- ✓ During Examination days : 08.00 AM 06.00 PM

- ✓ Layout of the library

- ✓ Reading Hall for Students: (under construction)

- ✓ Reading Hall for Faculty: Yes, 8 Seats

- ✓ Reference Area: Yes

- ✓ Stack Area: Yes

- ✓ Circulation Counter: Yes

- ✓ Journal/ Periodical Section: Yes

- ✓ News Paper Display Section: Yes

- ✓ Notice Board Area: Yes

- ✓ E-Resource Work Stations (IT Zone): In Process 6 Seats

- ✓ Individual Reading Carrels: NA

✓ Lounge Area for Browsing and Relaxed Reading: NA

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

The library ensures purchase and use of current titles, print and e-journals and other reading materials with the help of publishers catalogues, book reviews in newspapers, teachers and subject specialists.

✓ System for purchase and use of Current Titles: As recommended by faculty members and member of the Library Committee and approved by concerned Head of Departments.

✓ System of purchase of General Books: As recommended by faculty members and member of the Library Committee and Librarian.

✓ System for purchase of Journals: Subject experts and faculty.

✓ System for purchase of E-Journals: It is in process.

Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The amount spent on procuring new books, journals and e-resources during the last four years is given below:

Library holdings	Year-1 2015-16 Number Total Cost	Year–2 2014-15 Number Total Cost	Year–3 2013-14 Number Total Cost	Year–4 2012-13 Number Total Cost
Text Books & Reference Books	10,00,00.00	1,59,749.00	99,900.00	1,95,000.00
Journals & Periodicals	………………………….	………………………….	…………………………….	………………………
e-resources	……………………….	………………………..	……………………………	……………………….
Cd & DVDs	……………………….	……………………………	……………………………	…………………………….
Any other (specify)	………………………….	……………………………	…………………………….	………………………….

- ✓ Total no. Of Books purchase during 2012-13 to 2015-16 -**9503**

- ✓ Total no. Of books available in library as on 28/02/2017- **20424**

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

- OPAC (Open Public Access Catalogue)

Under process

- Electronic Resource Management package for e- journals

Under process

- Federated searching tools to search articles in multiple databases

Under process

- Library Website: Under Process

- In-house/remote access to e- publications: No

- Library automation: About to complete

- Total number of computers for public access: No

- Total numbers of printers for public access: No

- Internet: Yes, it is available.

- Content management system for e-learning: No

- Participation in Resource sharing networks/consortia (like Inflibnet) : No

Library holdings

Library holdings	Year-1 2015-16 Number Total Cost	Year–2 2014-15 Number Total Cost	Year–3 2013-14 Number Total Cost	Year–4 2012-13 Number Total Cost
Text Books & Reference Books	10,00,000.00	1,59,749.00	99,900.00	1,95,000.00
Journals & Periodicals	……………………..	……………………...	………………………	…………………….
e-resources	……………………...	……………………..	……………………………	………………………………
CD& DVDs	………………………	……………………………	……………………………	……………………………..
Any other (specify)	……………………..	……………………………….	……………………………	………………………………

4.2.5 Provide details on the following items:

✓ Average number of walk-ins: 155 (Register Maintained)

- ✓ Average number of books issued/returned: 125

- ✓ Ratio of library books to students enrolled:09:01

- ✓ Average number of books added during last three years:6500

- ✓ There is no separate account for textbooks and reference books.

- ✓ Average number of login to OPAC: under process

- ✓ Average number of login to e-resources: No

- ✓ Average number of e-resources downloaded/printed: No

- ✓ Number of information literacy trainings organized: No

- ✓ Details of weeding out of books and other): Weeding of books is done in regular interval as and when required under the supervision of library committee.

4.2.6 Give details of the specialized services provided by the library

- The college library provides a number of specialized services to its users, such as:

- Circulation of Books service provided till exams.

- Student can borrow books till there exams are over.

- Reservation of book facilities available for students.

  Manuscripts: No

- ✓ **Reference:** Yes, the teachers and students are being assisted in tracing reference books and other reading material. Reference books are issued for overnight period

- ✓ Reprography: No

- ✓ ILL (Inter Library Loan Service): Yet not formalized

- ✓ Information Deployment and Notification: Yes, it provides information about the library activities, books periodicals circulation as and when required to faculty and students through notification on the college and library notice board.

- ✓ Reading list/ Bibliography compilation: Yes, the library provides this facility to faculty members and student as and when desired by them but college library does not maintain any record for this provision.

- ✓ In-house/remote access to e- resources: No, the discussion is in progress in the Library Committee.

- ✓ User Orientation and awareness: Yes, the User Orientation Programmes are organised at the beginning of every academic year for students to promote the usage of library resources.

- ✓ Assistance in searching Databases: Yes, at the time of orientation programmes and as and when students required.

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

The support provided by the Library staff to the students and teachers of the college is as follow:

1. Library staff provides the facility to all teachers and students for searching books, periodicals.

2. Help in printing materials.

3. Provide course material, syllabus, question papers of previous years.

4. Provide reference services, help in preparing bibliography etc.

5. Four newspapers supplied to staffroom, office and four are displayed on the library newspaper stand.

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

Physically challenged persons get all needed help from the library staff for availing the library facilities.

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

Yes, the library gets the feedback from its users. The library has installed a suggestion box at the entrance of the Library to get suggestion/feedback from the

students. This box is opened at the end of the month. The suggestions are examined by the library committee and necessary actions are taken to implement the suggested changes with the help of college authorities.

The library committee in its last meeting decided to now institutionalise a process of taking structured feedback from students regarding the functioning and improvement of library.

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)

Number of computers – There are 12 computers in computer Lab.

Configuration:

S. N o	No. of computer	Hardware	Hard Disk	Motherboard CPU RAM	Graphic Card	Network Card	Monitor
1	12	**Lenovo-DVD, Mouse,key board,lan card,Hard disk,Monitor,UPS etc**	**INTEL, Intel (R),Pentium (R),G2030,3.00GHZ,**	**2 GB**	**Intel HD**	**Realtek PCIe**	**LED Generic**

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

Internet facility is now available in the computer centre and the library, principal room. For the rest of the campus, it is provided through Wi-Fi. At present, the college has no policy to provide off campus internet connectivity to students and teachers as there is no Kolhan University policy in this regard as yet.

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

In order to create technology enabled teaching and learning environment by deploying and upgrading IT infrastructure and associated facilities, the college has adopted two pronged strategies. First, the college intends to train teachers in handling the computers in the classroom and teaching them how to make slides for their respective courses. Second, the college is planning to introduce short term computer courses to those students who do not have any previous exposure to basic skills in computers. In this way the college hope to create technology driven environment. Keeping this in view, the college has shortlisted certain skilled teachers in computers to give basic operational knowledge to other teachers. The college has already created official mailing address for all staff members and general notices and university communications are posted on their official mail addresses.

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

Maintenance of the computers are generally performed by the Faculty members and computer operators of the college. So, till date there is no specific budget allocation in this purpose.

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?

The college facilitates extensive use of Information Communication Technology (ICT) resources including development and use of computer aided teaching / learning materials by its staff and students by making these facilities available as and when required by concerned users. For this purpose, the computer lab remains open from 9.00 A.M to 5.00 P.M on all working days. Teachers are encouraged to use these technologies and even teachers having expertise in computer assists other teachers in the development their subject slides. Students are also encouraged to make use of Projectors for their presentations. In our college, at least five teachers use power point presentations as part of their regular classroom teaching.

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.

There is a Computer lab in the College equipped with Internet connectivity, having LCD Projection Systems and Projection Screens. Two rooms are soon going to be equipped with LCD Projectors and Projection Screens. Internet is an ocean of information and it has radically transformed the learning environment. It has changed the way teaching is being imparted in the classroom in the college. In the computer lab, the teacher can refer the matters from Internet instantly and audio video files from Internet and multimedia exposure can be given to students.

Some of the teachers are using resources developed by Institute of Life Long Learning to impart knowledge and information to their students in the class rooms. Recently, the library have also been equipped with requisite number of computer and internet connectivity, and now student can get access to digital contents of e-resources.

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?

Our institution does not have any connectivity with National Knowledge Network either directly or through the affiliating university. Therefore, no service of the said network is availed of.

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)?

Items	Year-1 2015-16 Total Cost	Year–2 2014-15 Total Cost	Year–3 2013-14 Total Cost	Year–4 2012-13 Total Cost
Building	……………………………..	7,12,300.00	6,00,000.00	8,00,000.00
Furniture	…………………………	……………………..	……………………….	……………………….
Equipment	16,50,000.00	2,60,000.00	2,22,500.00	18,00,000.00
Computers	……………………..	70,000.00	10,00,000.00	5,70,000.00
Vehicles	………………….	……………………	………………………	…………………… …….
Any Other (library, merged scheme, entry in Services)	22,23,000.00	2,70,000.00	5,97,500.00	…………………

The institution ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of the above said facilities through properly constituted Maintenance Committee. The Government has sanctioned the requisite fond for the renovation of building work. It is yet to start. For

furniture and fixtures, a regular stocktaking is undertaken by the college authorities and necessary repair work is undertaken by the college annually. All major equipments like water coolers, Computers, Printers and Scanners are repaired as and when need arise. The Maintenance Committee physically examines these facilities and shortcomings are discussed in their meetings, suggestions are welcomed from the committee members. Tender is floated and vendors are asked to give detailed quotations with their terms and conditions. After that vendor's proposal is discussed in the meeting and unanimous decisions are taken. The major maintenance budgets are allocated for building maintenance. The information given below indicates the expenditure incurred for major maintenance works carried out in the college.

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

The college has a Maintenance Committee which looks after the maintenance requirements and makes recommendations to college management.

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

As per the new syllabus & guidelines of the UGC for the up-gradation of the science laboratory that will benefit the student in making projects & training them

for further researches. Equipments that have been purchased in the science faculty benefit the teachers for advance & innovative research.

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

Electric & water supply to the college is provided and maintained by college itself. But there is a problem of voltage fluctuations or interrupted water supply. However the college has its water purifiers to assure hygienic water supply and is planning to purchase a Generator set for power back up in emergency.

CRITERION V: STUDENTS' SUPPORT AND PROGRESSION

Core Indicator 5.1.

5.1.1. Student mentoring and Support: Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents.

Yes, the college publishes its updated prospectus annually. The Information is also disseminated through the college website

- ✓ Vision and mission of the college
- ✓ Commitments, objectives of the college
- ✓ Organisational structure
- ✓ various courses offered
- ✓ Staff members – both teaching and non-teaching
- ✓ Rules and regulations of the college
- ✓ Pattern of Examination, evaluation system and requirements for promotion
- ✓ Prizes and Burses to meritorious students
- ✓ Extra-curricular activities like NSS, Sports etc.
- ✓ Academic calendar
- ✓ List of committees in the college

- ✓ Student support services

- ✓ Vocational courses

The college ensures fair and strict enforcement of discipline and norms for attendance and enrolment to societies. There are several committees that ensure the enforcement and hence maintain the accountability and credibility of the institution.

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

The only scholarship that is available to the students is offered by the Jharkhand Government as per the scholarship scheme. Yes, it was done in time.

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

Scholarship for SC/ST student is offered by the state government and percentage varies with the numbers of SC/ST student available.

5.1.4. What are the specific support services/facilities available for?

- Students from SC/ST, OBC and economically weaker sections

- Students with physical disabilities

- Students to participate in various competitions/National and International

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

- Organizing coaching classes for competitive exams

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

- Support for "slow learners"

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

- Publication of student magazines

The college provides following services to the SC/ST and OBC students:

- ✓ During admission the SC/ST students get a reservation of 10% and 26%, respectively of the total seats as per the rule of Jharkhand Govt. Available in a course. Government scholarships are arranged for the students. Special care is taken by arranging tutorial classes and providing personal guidance to fulfil the commitments of the college.

- ✓ The college is sensitive to the needs of differently-abled students :

- ✓ Differently-abled students are given due consideration in the admission process, which is 3 % as per policy of the govt. of Jharkhand. The college has already started the process to construct of elevators and ramp so as

to enable such Students to move around all floors. Vehicles of such students can come up to where the staircase begins. Manual help is extended whenever they are in need.

- ✓ No overseas student is enrolled in the College.

- ✓ Concern cell provide the mentor and funds to participate in various competition in sports, debates, quiz and many other extra curriculum (National/ International).

- ✓ The college provides health care facility on the campus. Although there is no resident doctor in the campus. The CHC, Baharagora is situated just 1.5 km to the college which helps out in case of any emergency. The college has not yet been able to start group insurance scheme for the students.

- ✓ The College is organizing coaching classes for competitive exams through Entry in Services scheme by UGC. Recently Academic Council of the university also has taken decision to arrange coaching classes for civil services examination and other competitive examinations.

- ✓ For skill development various vocational courses approved by the university are taught in the college, which take care of computer literacy to specific students. The college is planning to setup, subject to the approval of the University, a fully fledged computer lab for the students and staff. English department runs a proficiency programme in spoken English.

- ✓ Special care is taken through Remedial classes and extra classes for slow learners.
- ✓ Students of vocational course are exposed to practical training.
- ✓ College is going to publish student magazine 'Nabyug', and a wall magazine 'Sarjam'.

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

The college through its B.Ed. course enrich students with teaching and learning skills. Its impact is encouraging as per the feedbacks a number of students are self employed.

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

- ✓ additional academic support, flexibility in examinations
- ✓ special dietary requirements, sports uniform and materials

College organizes Annual Sports meet in the campus. Students actively participate in University Sports and inter-university sports meets and youth festival. Students actively take part in departmental activities like Quiz, debates

and other cultural activities. Students take part in University functions and competitions.

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, Defence, Civil Services, etc. Lectures and talks are organized to give complete information about all competitive examinations.

We are conducting coaching classes for different competitive examinations, for example, Bank recruitment test, railway recruitment test, UGC-NET and SLET and other state and National level competitions. There are a good number of books available in our library, for example, Bank's Recruitment Tests, Test Yourself, and Quantitative Aptitude for Competitive Examination, UGC/NET/JRF/ SET Teaching and Research Aptitude.

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

The various types of student counselling and mentoring processes in use in the college include the following:

- ✓ Tutorial classes: This is a well-established academic counselling process with the help of which teachers are able to provide academic counselling to students.

- ✓ Student Advisory Committee: This committee oversees the functioning of the Students' Union and renders advice to the office-bearers relating to its activities and effective functioning.

- ✓ Student Welfare and Placement Committee: This committee renders advice to the students in matters relating to scholarships and fee concessions and discipline.

- ✓ NSS Coordinators: They provide counselling to the students who have opted for these about the objectives of each of these activities as well as the values which they should imbibe and the commitments which they should make as members of these organizations.

- ✓ Conveners of Departmental and Extra-curricular Societies: They guide students on matters relating to organization of and participation in the activities of the respective societies.

- ✓ Teachers extend counselling services on the academic program by preparing students for annual exams, internal assessment, project preparation, viva-voce, and presentations as required by the university.

- ✓ Teachers also try to solve personal problems related to family, employment as well as career development, choosing the right option

after graduation and provide guidance to appear for competitive examinations.

✓ Counselling is extended to change the mindset of the students towards jobs – students want to accept only white collar jobs. They should accept jobs that may require physical mobility, travelling or may involve hard labour and learning. Such a progressive mindset should be developed which will change the attitude towards jobs and work. Students are motivated to get part-time and vacation jobs with industry, banking and other sectors.

✓ Every teacher is available for students to approach with their personal, academic and career-related problems.

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).

There is no such type of mechanism to keep details record in the college. The college has a structured mechanism comprising a Counselling Cell and a Placement Cell that provide timely and valuable help to students in identifying job

opportunities and preparing for interviews since in today's competitive world, campus placements have become an integral part of college life. The college placement cell works tirelessly throughout the year to facilitate students' entry into the job market through university placement cell. The purpose of this cell is to help students get a job. Under this cell, various seminars and lectures are arranged for the students to make them employable. Letters from various institutes/companies having vacancies are regularly displayed on the notice boards as well as the college website. The placement cell also pays special attention to arranging internships as it helps the students overcome their basic disadvantage of not having adequate exposure to working environments in present-day business and other organizations.

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.

The college has Students" Welfare and Grievance Redressal Cell which consists of the teaching staff with the Principal as its Chairman.

✓ Grievance Redressal Box is placed in the ground floor of the college in which students put their grievances in writing.

- ✓ The members of Grievance Redressal Cell meet at once in a month to discuss the grievances.
- ✓ Corrective measures are taken and accordingly notified.
- ✓ The suggestive measures given by the students are also considered in preparing curriculum and other developmental processes.
- ✓ Students also interact directly with the teachers of the respective department with their problems who try their best to solve the problems then and there in their capacity
- ✓ Till now no grievance was reported.

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

The college has a cell to prevent sexual harassment. The college ensures that cases of sexual harassment do not occur in the college campus. In case any such incident is reported, the Principal, after verifying its authenticity, takes necessary disciplinary action in consultation with the senior faculty members and the Women's Cell. Till date no such cases have been reported.

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?

Yes, Committee exists in the College. Till date no instance has been reported.

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

Health check-up camp, Eye check-up camp has been organized for the students' welfare.

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?

Alumni association has been constituted formally. Dinesha Nand Goswami (Ex-National President of ABVP) Ashok kumar Bala (Industrialist), Ramkrishna Dhara(Businessman)And many more renowned personalities are alumni of this college.

. Core Indicator 5.2.Students' Support and Progression

5.2.1. Students Progression

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

 Student progression   %

UG to PG

PG to M.Phil.

PG to Ph.D.

Employed

Campus selection

Other than campus recruitment

Once the student pass out as graduate from the college, there is no mechanism to record their further progressions.

5.2.2. Provide details of the programme wise for the last four years

- pass percentage

Course	Year	Number of student passed	Number of student fail	Total	Pass percent
BA I	2013	572	343	915	63
	2014	488	454	942	52
	2015	486	369	855	57
	2016	654	183	837	78
B.SC I	2013	52	11	63	83
	2014	40	25	65	62
	2015	48	16	64	75
	2016	59	15	74	80
B.COM I	2013	23	09	32	72
	2014	24	14	38	63
	2015	24	23	47	51
	2016	57	13	70	81

UG Part I

Course	Year	Number of student passed	Number of student fail	Total	Pass percent
BA II	2013	299	35	334	90
	2014	433	115	548	79
	2015	267	242	509	52
	2016	346	157	503	63
B.SC II	2013	05	01	06	83
	2014	09	02	11	89
	2015	21	04	25	84
	2016	16	02	18	89
B.COM II	2013	13	04	17	76
	2014	22	00	22	100
	2015	21	02	23	91
	2016	21	00	21	100

UG Part II

Course	Year	Number of student passed	Number of student fail	Total	Pass percent
BA III	2013	273	16	290	94
	2014	282	11	293	96
	2014	282	11	293	96
	2016	396	97	493	80
B.SC III	2013	03	02	05	60
	2014	05	00	05	100
	2015	10	01	11	91
	2016	16	05	21	76
B.COM III	2013	07	00	07	100
	2014	11	02	13	85
	2015	18	03	21	86
	2016	20	02	22	91

UG Part III

Year	Number of student passed	Number of student fail	Total	Pass percent
2013	93	00	93	100
2014	93	03	96	97
2015	94	04	98	96
2016	99	01	99	99

B.Ed.

Furnish programme-wise details in comparison with that of the previous performance of the same institution colleges of the affiliating university within the city/district.

No specific mechanism is available.

5.2.3. How does the institution facilitate student progression?

- To higher level of   education

- Towards employment

Academically inclined students enrolled for PG programmes in the College and University PG Departments. Some offer Vocational Courses like B.Ed. after graduation. Vocational Courses encourage self-employment in the state. Students after successful completion of courses are employed in organizations within the district and outside.

5.2.4. Enumerate the special support provided to students who are at risk of

- failure
- drop out

Remedial classes are for weak students and under threat of drop out. Tutorials are also held.

Core Indicator 5.3.

5.3.1 Students Participation and Activities

List the range of sports, games, cultural and other extracurricular activities available to students.

Faculties for almost out-door and in-door games are made available to the students in the college campus itself. For the cultural activities there are different societies within the Departments.

Provide details of participation and program calendar.

The College follows the Co-curricular calendar of the University.

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.

Students having joined the sports and NSS programme of the college have participated at the state, national & International level competitions. They have made excellence performance in different games like, Archery, Boxing, Karate and kho kho etc.

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.

The feedbacks from stakeholders are used in Curriculum planning in the University level. Principal forwards the relevant suggestions to the concerned Kolhan University officials for necessary actions. Senate meetings also look into

the feedback and pass regulations for quality improvement of the University and colleges.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material?

College is going to publish a magazine 'Nabyug'. The college has a wall magazine 'Sarjam' which encourages creative thinking, comprehension and execution.

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

The college has democratically elected Student Union. Our Students 'Union is an opportunity given to students to learn the skills of leadership during their stay in the college. Leadership skills help students in several ways and are essential for them to deal with their peers during their academic years and in their practical life as well. The following are the aims and objectives of the Union:

(i) To promote mutual contact, a democratic outlook and a spirit of oneness among the students.

(ii) To promote the social, cultural and intellectual development of the students.

(iii)To promote consciousness among the students of the events taking place around them with a view to better equipping them as responsible and educated citizens and to build up a healthy students' movement.

(iv) To promote among the students a sense of service to the people and duty towards the State.

The Union consists of members duly elected in the General Election of the college for one year in accordance with the Students' Union Constitution of the university. The President, Vice President, Secretary, Jt. Secretary and Central Council members are elected every year. The elected members are supported by teacher facilitators. The college appoints a Chief Election Officer and other Election Officers who arrange to conduct the elections of the office-bearers and the members of the General Council of the Union for that year. All the activities are guided by the university rules and regulations.

ACTIVITIES

The Students' Union organizes the following activities:

(i) Debates, lectures, discussions, study circles, essay competitions, etc.

(ii) Cultural programs and contests.

(iii) Trips and tours to places of historical and educational importance.

(iv) Social services and social relief activities.

(v) Other activities that further the realization of the above aims.

(vi) It acts as an interface between students and administration and teachers.

(vii) It maintains discipline in the college.

The funding for the above is generated from the college account, subject to prior approval of the University.

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

Students' representatives are members of every cell, committees and General Council of the college.

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

The college has interacted with the alumni to formulate an association. In this regard the first meeting of the alumni has already been organised and decided to register under the government rule. They assured us to help for the overall development and betterment of the college.

CRITARION VI: INSTITUTIONAL VISION AND LEADERSHIP

The Principal, the Academic Heads of Humanities, Science, Commerce, the various Heads of the Departments, the co-ordinators of different courses, co-ordinators of different cells and the Controller of Examinations provide effective leadership enabling the college to fulfil its twin missions of excellence in education and empowerment of the vulnerable sections of society. Leadership takes accountability of the policy statements.

6.1 Institutional Vision and Leadership

6.1.1. State the vision and mission of the Institution and enumerate on institution's distinctive characteristics?

The college has a mission statement and goals which are in tune with the objectives of higher education and the emerging global, national and regional concerns. In this context, the college aims at an integrated and personalized education of the young so as to produce intellectually competent, morally upright, socially committed, spiritually inspired and nationally dedicated men and women in the service of India, today and tomorrow. Tradition of the College, since its foundations were laid, is to provide quality education to the tribal of the adjoining area.

- ✓ The college is committed to the promotion of justice and national integration.
- ✓ It is committed to the education and empowering of the vulnerable such as the tribal, women and backward classes.
- ✓ The College is committed to produce global citizen of today and tomorrow.

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

College is committed to provide quality education. Baharagora College, Baharagora is a constituent unit of Kolhan University hence it follows the syllabus approved by the University. Needs of teachers and students are voiced by the Principal in meetings with Dean and VC. Periodical meetings, PGDR's of HoD's of various colleges take place to exchange ideas. Academic Council and Administrative Council lend support to achieve academic excellence. Departments have weekly tutorial classes to resolve individual student academic problems. College also conducts remedial classes.

The institution is managed by the Principal. The Principal is not only a University representative but also the Academic head of the College and is involved in co-ordinating all the functions associate with the post. Efficient and effective leadership is carried out by decentralising in the form of setting up of various

Committees like the Examination Department, Academic Council, Discipline Committee, Anti-Ragging Cell, Women's Cell, Grievance redressal Cell, Finance Committee, RTI Cell etc. These committees comprises of faculty members who meet periodically and review the matters concerning their activities.

The existence of such consultative boards and the active staff assist the Principal in carrying out the duties as the Head of the Institution.

The Principal is both the Academic as well as the Administrative Head of the Institution. He provides valuable guidance in planning, organising and execution of all academic activities.

He is responsible for admission of students, finance, conduct of various committee meetings, Students' welfare, discipline and all regular activities of the college.

The Principal is assisted by the Academic heads of Humanities, Science, Commerce, the Controller of Examinations, the Heads of the Departments and Faculty members in taking administrative and academic decisions. The decisions on the curriculum distribution in various courses are taken care of by the board of studies of respective departments and the academic council of the college.

6.1.3. What measures are taken by the institution to translate quality to the functioning of its various administrative and academic units?

The college encourages participatory approach to translate quality to the functioning of its various administrative and academic units. The Academic and Administrative units are streamlined with the help of various Committees.

Quality is also translated into the functioning of administrative units through staff recruitment procedure, allocation of funds, computerization, smooth functioning of the library and providing internet facility for the staff and students in the campus. The college follows the Academic calendar of the Kolhan University to achieve its visions, which in turn are in-tune with University Mission. The Board of Studies (PGDRC) of the respective Departments address the curricula on the basis of the emerging trends and feedback from stakeholders, and, places it before the Academic Council, comprised of Senate academicians and stakeholders during its implementation.

How are the faculty involved in decision-making?

The faculty members are involved in decision-making by serving as Convenors, Co-ordinators and members in various Academic and Administrative committees. The college has a Staff Association with its President and members. All permanent faculty members are ex-officio members of this body, which is statutory in nature. Its President, Vice-president, Secretary, Joint-Secretary, Treasurer are elected representatives of the staff. The Staff Association

deliberates on various academic and administrative matters related to the faculty and college.

Faculty members are also nominated to various committees like the Examination Committee and the Finance Committee (Principal, Bursar and Accountant). The Principal conducts meetings with the various committees and departments on a periodic basis to monitor the functioning and development of the college.

Members of the staff are also involved in various other committees such as IQAC, RUSA Cell, Women's Cell, Equal Opportunity Cell, Grievance Redressal Cell, Anti-Ragging Cell, Discipline Committee, Games and Sports Committee, Cultural Committee, Publication Committee, RTI Cell, NSS etc.

Interaction with the Stakeholders:

The College interacts with students at the beginning of academic year through Orientation wherein expectations, rules, facilities, and aims of the college are explained to the students and their participation in various academic and co-curricular activities are sought.

The Principal follows an open door policy and is always accessible to all the students.

Further information is disseminated to stakeholders through Notice Board, Enquiry Centre in the campus and publication of information through local newspapers.

The college website is regularly updated on all the notifications and development/activities pertaining to the administrative and academic matters for the different internal and external stakeholders. Besides the college prospectus, students' and teachers' notice boards are the other means of staying connected with our stakeholders.

Complaint & Suggestion Boxes and Notice Boards have been installed for receiving feedback and to keep the students informed. Information about College is also given through college website and notice board along with a News Letter.

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?

Principal ensures to create an environment for optimum performance and improvement of the College, as well as accomplishment of the Mission and the College objectives through periodic meetings and assessments involving concerned Committee members and HOD's. The proceeds and decisions are in turn communicated to the staff and students.

6.1.5. Details of the academic leadership provided to the faculty by the top management:

Senior leadership encourages innovation by encouraging openness, transparency, recognition, through two-way communication with staff and stakeholders.

Principal relegates Departments with internal decision taking powers for smooth functioning and dissemination of information, workshops, conduct of tutorials, mock-tests, and remedial classes.

6.1.6. How does college groom leadership at various levels?

PGDRC and HOD's play a vital role in recognizing the faculty achievements at university level. Lecture Series of each Faculty is organised at University level to promote staff and budding student leaders.

Leadership in staff members is encouraged through functional freedom at Department and Committee level. The college grooms leadership by appointing the faculty members to various leadership positions available within the college, supporting their professional activities, organizing programs aimed at nurturing their leadership qualities. The college also offers students a variety of leadership opportunities and trains them through different programs. There are a number of

administrative positions within the college, which offer considerable degree of autonomy for creative thinking and innovative decision making.

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?

Departments are autonomous in allocation of teacher as per time-table, which is in accordance with master time-table; tutorial classes, and distribution of syllabus among the faculty members, organizing and participation in Lecture Series of the University PG Department. Faculty is encouraged to participate in National and International Conferences in the country. Faculty is also encouraged to publish in ISSN journals with high impact factor. Students are also informed about Seminars and Conferences so as to benefit from it.

6.1.8. Does college promote culture of participative management?

In principle, College believes in participative management. The college decentralized the administrative set up by forming various committees such as IQAC, RUSA Cell, EOC, Grievance Redressal Cell, Anti-Ragging Committee, Discipline Committee, Games and Sports, Women's Cell, RTI Cell, Examination Committee etc. All the teachers are directly or indirectly involved in various

Committees. For efficient management accountability is vested on the committee members.

6.2. Strategy Development and Deployment

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

Yes, College has policies to achieve its mission and long and short term goals. Principal ensures that the committees are accountable for their activities and the suggestions of staff and students are considered it decision making process.

6.2.2. Does the Institute have a perspective plan for development?

Yes, the college plans to have a mammoth infrastructural development. University has encouraged and is willing to allocate desired funds for the College upgrading. The college is planning to build a multi-storied building having at least 20 class rooms in each storey to cope up the class room problems. Further, the college is planning for an administrative block and an auditorium in the college campus. Library is going to get a facelift. A folk-Tribal museum will be structured near future. The college also plans to have a stadium.

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

Principal is the Head of the institution. He runs the college efficiently with the help of various Committees and Heads. College believes in participative management. The college decentralized the administrative set up by forming various committees such as IQAC, RUSA Cell, EOC, Grievance Redressal Cell, Anti-Ragging Committee, Discipline Committee, Games and Sports, RTI Cell, Women's Cell, Examination Committee etc.

Quality is also translated into the functioning of administrative units through allocation of funds, computerization, smooth functioning of the library and providing internet facility for the staff and students in the campus.

The college follows the Academic calendar of the parent university to achieve its visions which are in tune with University Mission.

The Board of Studies of the respective departments address the curricula on the basis of the emerging trends / studies and feedback from stakeholders.

6.2.4. Broad description of quality improvement strategies of the Institution

The Committees meet once a year. The Staff Council meets two to three times a year. The Academic Council meets twice a year before the commencement of the session. The Examination Committee meets frequently and especially before and after the exams. The Finance Committee meets at least twice a year. The Board of Studies, at the University level, meets whenever a change in the

syllabus is envisaged. It is mandatory to hold the Board of Studies meeting at least once a year. All this is in view to access and review the functioning of the quality education.

Staff and students are encouraged to take part in seminars / conferences/ workshops across the country. Departments inform students about up-coming Seminars. Teachers actively take part into research work and studies. Papers are published in ISSN journals of national and international repute. Tutorial classes are held weekly to encourage and develop inquisitive approach among students. Teachers and students present papers in University Department organised Lecture Series. Science students visit Bala and sons service centre, UCIL. Geography students go on field trips. Teachers inform students about recent studies and trends.

Vocational Course (B.Ed.) runs by college to encourage self-employment. B.Ed. students are an asset to this locality as well as state.

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?

College is committed to provide quality education. Baharagora College is a constituent unit of Kolhan University hence it follows the syllabus approved by the University. Needs of teachers and students are voiced by the Principal in meetings with Dean and VC. Periodical meetings, PGDR's of HoD's of various colleges take place to exchange ideas. Academic Council and Administrative Council lend support to achieve academic excellence. Departments have weekly tutorial classes to resolve individual student academic problems. College also conducts remedial classes for the benefit of week students.

The Institution is managed by the Principal, who is not only a University representative but also the Academic head of the College and is involved in co-ordinating all the functions associate with the post. Efficient and effective leadership is carried out by decentralising in the form of setting up of various Committees/Cells. Principal holds meetings with various committees/Cells to review its progress, seek solutions to its impediments, and improve the functioning of the College; all in view of the College vision and University mission. Students are involved in College cultural and sports activities and are given independence in planning and organising of events under the guidance of the concerned Committee.

Principal conveys about the working of the college and its impediments to the University. Senate meetings are held in the University to take decisions about the College processes and quality.

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

Yes, teachers are directly or indirectly involved in all the activities of the college. All teachers are members of different committees/Cells that look after the Academic and Administrative units of the college. Suggestions of the staff are welcomed and accepted by the Principal. Staff Association, a democratically elected body, addresses needs of the teachers and ensures smooth functioning of the college. Principal encourages teacher participation in seminars/ conferences and workshops at University / National and International level.

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

Yes, College has policies to achieve its mission and long and short term goals. The college plans to have a mammoth infrastructural development. University has encouraged and is willing to allocate desired funds for the College upgrading. The college is planning to build a multi-storied building having at least

20 class rooms in each storey to cope up the class room problems. Further, the college is planning for an administrative block and an auditorium in the college campus. Library is going to get a facelift. A folk-Tribal museum will be structured near future. The college also plans to have a stadium. Cleaning and upkeep of campus is done regularly.

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 in obtaining autonomy?

No, Kolhan University does not have such provisions.

6.2.9. Does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively?

Yes, the College is willing and committed to improve. Suggestions for improvement are welcome. 'Suggestion box' is kept in the main block for stakeholders to drop in suggestions or complains. Grievance Redressal Cell is in charge of it. Students are in direct contact with the teachers of their concerned departments who are willing to solve and address their academic needs. There is an 'Enquiry Centre' in the main block to address needs of the stakeholders.

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

No cases have been filed against the College in last four years.

6.2.11.Does the Institution have a mechanism for analysing student feedback on institutional performance?

Yes, College is willing to address student needs. Grievance Redressal Cell is in charge of 'Suggestion Box', wherein students are encouraged to drop in suggestions for improvement in the college. Students are in direct contact with the teachers of their concerned departments who are willing to solve their academic needs.

6.3. Faculty Empowerment Strategies

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

The college promotes healthy environment for intellectual growth of staff and students. Teachers are benefited academically from computer lab and library, where in self-study takes place. Lecture Series are organised by all Department to exchange ideas and discuss new studies. Teachers are encouraged to present papers in national and international seminars/ conferences/ workshops. Papers

are also published in ISSN journals of national and international repute. Non-teaching staff is provided facilities for computer literacy.

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?

College grants Study leave, as per University norms, to teachers registered in research work. Teachers are encouraged to take up Minor Research projects and Major Research Projects, as per UGC approval. Duty Leave is given to teachers who go for Orientation and Refresher Courses at Academic Staff College. Duty Leave is also provided to teachers who present papers in National and International Conferences / Seminars. Workshops are conducted in the University in which teachers participate. Reference books are made available to the teachers by the University and institution. Computer can be freely used by teachers for their research study.

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.

Teachers, who successfully complete research work, inform the college and University about it. Performance Appraisal is maintained by the university level.

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

Based on the Performance Appraisal system, respective PG Departments at University directs the teachers concerned to improve, if required.

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 last four years?

Teaching and non-teaching staff are voluntary members of Group Insurance. Kolhan University teachers/non teaching welfare Fund and Staff Association Fund are run voluntarily for the benefit of the teachers/nonteaching.

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

University Act, as per Jharkhand government, does not permit retaining of faculty. Rules set by Jharkhand Government are followed in appointment of teachers. Recruitment of teachers is done through JPSC.

6.4. Financial Management and Resource Mobilization

6.4.1. What are the Institutional mechanisms to monitor effective and efficient use of available financial resources?

Financial resources to the College are made available by the University. The College meets the financial requirements from the college account, with prior approval by the finance department of the University.

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 details on compliance.

College, with the permission of the University, appoints an Auditor for external and internal auditing and its report is submitted to the University. Last audit was done in July 2014. There was no major objection except queries regarding few advances taken by the teaching and non-teaching staff.

Notices have been issued to the concerned teachers to submit the vouchers against the advanced amount.

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

The source of income of the college is the tuition fee which is taken from the students during admission. This fee is set by the University, for different courses of study. The budgetary allocation by UGC, for each five year plan, is also received by the college through the University. The college uses this fund after prior approval of the university. The major expenses are involved in infrastructure development, purchase of books for the library are met from the fund provided to the college from the HRD of the State government through the university for the designated purposes.

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

The college does not receive any additional funding through collaboration or consultancies or patents, other than usual funding.

6.5. Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality 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?**

The College has established an IQAC recently in the year 2015. It helps to improve quality of its education and functioning of the college. It monitors all the academics, co-curricular, cultural and value-based activities.

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

Almost all the decisions taken by the IQAC are being approved by the authority for implementation. Almost all decisions have been implemented by the principal of the college. For example organization of the departmental seminar, workshop, establishment of the folk museum, wall magazine, college bus for transportation of the students, college canteen and formation of the various cell etc.

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

There is no any external member in this committee. Hence there is no any contribution made by them.

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

The students and alumni are the active members of the IQAC. They participate and attend the meeting and help in taking decision regarding all round development of the college.

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

The IQAC calls for a meeting every month with the members and the staff of the college. They put proposal in the meeting and it is decided unanimously.

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

Yes, the college has an integrated frame work for Quality assurance of the academic and administrative activities. The IQAC consults with the principal regarding the future plan for the all round development of the college and principal gives suggestions and finally decisions are taken unanimously in the meeting, although, the Principal is the sole authority to monitor the administrative works.

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.

We are planning for training to our members and staff for effective implementation of the quality assurance procedures.

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

The college has not undertaken any academic audit or other external review of the academic provisions till now.

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

Although it has been established in the year 2015 but it has been working actually since November 2016. That is why the mechanism could not be developed which could be aligned with the requirements of the relevant external quality assurance agencies or regulatory authorities till now. In future we are planning to do that.

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?

There is no any structured mechanism available in our college to review the teaching learning process, although we are planning to form a mechanism to do that very soon.

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

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

The college communicate its quality assurance policies, mechanism and outcomes through media, meeting, seminar and college website to various internal and external stakeholders.

CRITERION VII: INNOVATIONS & BEST PRACTICES

Core Indicator 7.1.Best Practices

Environment Consciousness

One of the progressive practices in Baharagora College, Baharagora is being eco- friendly. NSS students and volunteers of Eco Club of the college are engaged all through the year to create environmental consciousness through various activities.

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

Yes, the present Principal, the teachers as well as the students are quite aware of the importance of a friendly ecological environment. The college regularly conducts Green Audit of the campus.

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

A number of trees have been recently planted. The campus is already full of trees. All the open spaces, leaving aside the playgrounds, have been converted into gardens which are tended by a part time Mali. The services of a local promoter and government department have been drafted to take care of the

Greenery of the campus and advise us on making the campus greener. The use of plastic bags is banned in the campus.

Some more initiatives taken recently are as follows:

- ✓ Energy Conservation
- ✓ Use of renewable energy
- ✓ Water harvesting
- ✓ Hazardous waste management
- ✓ Waste management
- ✓ and Best Practices

<div align="center">

Core Indicator 7.2. Innovations

</div>

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

During the last four years, the college has introduced following innovative activities which have created a positive impact on the functioning of the college.

- ✓ Workshops Organized for Faculty Development:
- ✓ A Workshop for Computer Literacy was organized in the college to familiarize the teachers with IT tools and it has made them comfortably incorporate the technology in their daily work.

✓ A two-day workshop was organised to address the issue of changing roles of teachers due to the easy availability of content on the Internet and also to upgrade teaching skills with the help of IT teaching tools. A workshop was also organized in early 2016 which focused on understanding student psychology, motivating them and developing their creativity. Other major area of focus was creating a healthy environment by building a cohesive team of teachers, which, among other things, also talked about managing stress.

✓ **NSS ACTIVITIES** The both (Boys and Girls) NSS wings of the college are active all year through. NSS students, under guidance from faculty members, put up posters on social issues, organize small discussion groups, visit old age homes, plant and nurture trees, and this year they got actively involved in *Swachhataa Abhiyaan, Cashless India* and good governance activities.

✓ Representative of the students union and volunteers of NSS organize camps; actively engage in maintaining discipline during day-to-day college activities and all college functions throughout the academic year.

<div align="center">**Core Indicator 7.3.:Best Practices**</div>

7.3.1. Elaborate on any two best practices that have contributed

- To the achievement of the Institutional Objectives

- To the quality improvement of the core activities of the college.

Title of the Practice

✓ **Collaboration:**

The college has created an inclusive practice-model that focuses on development of personal skills along with academic qualifications. Cultural Cell not only involves extra- curricular activities, a key tool in this personal development, but also asks students to gain and improve a variety of skills.

1. Goal

Collaboration aims to instil the qualities of group cohesion and team-building in the students.

The goals of Collaboration are

✓ Development of strategic thinking, communication-skills, self-assessment and leadership qualities.

✓ Promotion of student-teacher interaction to the level of peer groups.

✓ Instilling self-esteem through a sense of responsibility and a feeling of achievement in the success of collaborative projects.

- ✓ First-hand exposure to real-life situations in both social milieu and employment sectors.

3. The Context

The importance of Collaboration lies in focusing simultaneously on the individual student level, the institutional level, and the broader community level. Not only students are empowered by such collaborative-projects but the institution is also enabled, and consequently proves an enabler in the broad community level. Such projects afford a positive impact on students' inter-personal development as working with peers helps students learn to negotiate, manage conflicts, as well as lead others through an entire process.

4. The Practice

- ✓ The fundamental principle of Collaboration is to regard knowledge as a social construct, and hence it bases itself on the following:
- ✓ Primary focus of all knowledge shifts from teacher to teacher-student unit.
- ✓ Instructions are replaced with interactions.
- ✓ Structured approaches to developing solutions to real-world problems should be incorporated into Practical life.

5. Evidence of Success

- ✓ Annual Prize distribution ceremony was envisioned and managed by the college for students.

- ✓ Students have formed a computer and whatsApp society which is valuable asset to the functioning of the institution and where students' achievements have been numerous.

- ✓ Provided inputs in creating both academic and non-academic programs to help with the college administration and library functioning.

- ✓ They organize computer-based gaming and creative skill competitions in the college.

6. Problems Encountered and Resources Required Problems Encountered & Resources Required

- ✓ Presenting students with a concrete concept of an event.

- ✓ Guiding them towards finding a basic structure for the event through discussions among themselves and minimal intervention from the teachers.

- ✓ How to create a core group of individuals to conceptualize and lead other students

- ✓ How to ensure that work allotment among students is fair and unbiased to achieve maximum productivity

✓ How to use technology that might assist the group work

7. Notes (Optional)

The success of an institution lies in the collaborative effort of both teachers and students. The teachers have to be devoted to their work and inspire the students with their own sense of sincerity towards work as well as a sense of duty towards the society. The students can be shaped into a responsible citizen of the country only by the inspiring effort of the teachers. Our college is devoted to produce a sense of better human relationship in the society.

EVALUATIVE REPORT OF THE ENGLISH DEPARTMENT

1. Name of the Department: English

2. Year ofestablishment:1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.A. (Honours):3 years

B.A (General):3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	01
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Dr. S. K. Kaibartta	M.A., Ph. D.	Assistant Professor	Linguistics	20 Years	**01 (awarded)01(On going)**
Saurav kumar	M.A.	Guest faculty	Indian writing in English	01 year	....

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: 10%

13. Programme-wise Student Teacher Ratio –

B.A. (Hns.)1 : 55

B.A. (Gen)1 : 60

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

01 P.G. & Ph.D.

01 P.G.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Titile of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Dr. S. K. Kaibartta	1.Gandhian Humanitarianism in the Indo-Anglian Novels- 2.Shashi Deshpande and the theme of Love	ISPATIKA, Vol. 1 ISPATIKA, Vol 2	Dr. A.K.Singh 2011 Dr. A.K.Singh 2011	2231_4806 2231_4806
Saurabh kumar	.....	......	....	....

20. Areas of consultancy and income generated: NA

21. Faculty serving in

i. National committees: NA

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department: NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.
a. National: NA

b. International: NA

c. College Level:01

Universal appeal in the works of William Shakespeare	Organised by the dept. Of English	07.02.2017

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	Pass percentage
			Male	**Female**		
B.A. Eng-Hns)						
2013	....	30	13	17	07	23
2014	..	37	17	20	10	27
2015	...	68	32	36	46	68
2016	...	76	38	38	43	57
B.A. (General)						

2013	...	09	04	05	07	78
2014	...	08	04	04	07	87
2015	...	09	04	05	06	67
2016	...	11	06	05	10	91

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Eng-Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to English Language & Literature and is well equipped.

(ii) **Internet facilities for staff and students:** Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2014-16	12.5%	NA	12.5%
2013-15	12.5%	NA	12.5%
2012-14	12.5%	NA	12.5%
2011-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts. NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco -Club, etc

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness

- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Inadequacy of reading material in the English language at the time of course revision is challenging and most of the students belong to the Hindi and regional language medium schools. It is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE ODIA DEPARTMENT

1. Name of the Department: Odia

2. Year of establishment: 1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.A. (Honours):3 years

BA (General):3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	02
Asst. Professors	02	01
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Prof. Bhubaneswari Sarangi	M.A.	Associate Professor	Religion	40 Years	**.....**
Dr. Satyapriya Mahalik	M.A.,M.Ed, Ph.D	Associate Professor	Linguistics and Folklore	20years	**01(ongoing)**
Dr. B.K.Behera	M.A.,M.Phil, Ph. D.	Assistant Professor	Comparative literature and fiction	09 Years	**..........**

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty:12

13. Programme-wise Student Teacher Ratio –

B.A. (Hns.)1: 45

B.A. (Gen)1: 50

14. Number of academic support staff (technical) and administrative staff.

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15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

01 P.G, M. Phil & Ph.D.

01 P.G., M.Ed., & Ph.D.

02 P.G.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

a) MRP Completed.

Faculty Name	National/Inter National	Funding agency	Total Grant
Dr. S.P. Mahalik,	National	UGC	Rs 77,000.00

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

One, Have done a UGC Minor Research Project on the topic titled "History of Odia Literature: Seraikella - Kharsawan Chapter"(Grants received Rs 77000.00)

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs

- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Prof. B.Sarangi	1.Singhbhumira Odia Sahitya: Eka bihangama drusti	Smaranika	Baharagora High School	
	2.Singhbhumira Parba Parbani	Odishara Upanta Anchal (Singhbum)re Ama Bhasa Ama Sanskruti	North Odisha University, 2003	
	3.Singhbhumira Lok Sanskruti: Bartaman paripreskha	Proceeding, UGC National seminar	GSCW, Jamshedpur	
	4.Dhalabhumira Lok Gita	Palasha(Rathyaatra Bisheshanka)	Sareikela, 2013	
	5.Sima Madhyare Ashima Tume	Palasha	Sareikela, 2015	
Dr.S. P.Mahalik	Books			
		1.Anapurusa	Mayur Publication	1989
		2.Satyabachan	Anarya paperback	1988
		3.Chacherililara Bichar Mancha	Friends Publisher	1995
		4.Nama O Loka Sanskruti	ABCD	1998

		5.Shahe barshara Odia Galpa	ABCD	1999
		6. Paribeshab O Pradushana	USDO	2000
		7.Bhadrak itihas	Granthakita	2001
		8.Gachha Gapa	Granthakita	2001
		9. Galpapurusa	Granthsakita	2002
		10. Sesabudina	INK Odisha	2004
		11. Mo Sathinku Veta	NBT India	2005
		12. Alpa galpa	Smal Letter	2006
		13. Katha tantra	Time Pass	2006
		14. Cover story	Time Pass	2007
		15.Gachha	Time Pass	2007
		16.Tume bhuli parunathiba Jiba	NBT India	2008
		17.Sunyakala	Agraduta	2008
		18. Sarinathiba eka lokakatha	Time Pass	2009
		19. Kuhuka Darpana	Agraduta	2009
		20. Ardhakatha	Saras	2010
		21. VaniVihar Diary	Samna	2011
		22.Rabi Patnaikanka galpa	NBT India	2012
		23. Tini akhyana	Ethena Books	2014
		24. Michha sahita eka prayoga	Agraduta	2016
		25. Galpa swalpa O annyanya galpa	Agraduta	2016
		26. Odia: Sadheikala kharsawan	Small letter	……
	1.Katha Kathare Satras		Rebati	Oct 1999
	2.Katha Shilpare naba prayog		Rebati	Feb 1999
	3.Itihasa-Mithihas		Rebati	March2000
	4.Kainchha thikua o asaranti katha		Parartha pathika	2001
	5.Darudebata o Jagannath		Patrika	2002
	6.Bruskhya pujara parampara		Samaj	22/02/2004

	7.Gender discrimination		Vidushi	April 2006
	8.Paribesh prasikhya o Rabindranath		Moitadadhi	May2006
	9.Chap chap goda khasijiba		Chitra	July 2007
	10.Gachha o lokabiswas		Pallivani	March2007
	11.Odisha bahare odia		Singhbhum	Aug 2007
	12.Ushalankara Rajanikanta		Jhankar	Dec2007
	13.Gapaku nai gapasapa		Aunurupa	Oct2008
	14.Katha karma		Prabhaa	Oct2008
	15.Stabar Jangam		Istahar	Jan2009
	16.Singhbhumra Odia shikhya		Konark	May-July 2009
	17.Gapaku nei gapasapa		Anurupa	Oct2009
	18.Swargare Airabata		Chandrabhaga	Oct2009
	19.Anchalika Sahitya		Janasudha	Oct2010
	20.Kabitara Marphatare		KKKK	Oct2010
	21.Irsaru Sradha paryanta		Janasudha	March 2010
	22.Magic realism o Odia khudragalpa		Srusti o samikhya	2010
	23.Sadhaikala-Karsunyara kathita Odia bhasa		Suchipatra	July2011
	24. Sadhaikala-Karsunyara Loka sanskruti		Konark	May 2013
	25.Lokanrutyare nimna barga		Pratibeshi	Oct2014
	26.Manishara sapakhyare Chittaranjan		Alakananda	May2014
	27.Best seller upannyasa		Visvamukti	Oct2015
	28.Gapaku nei gapasapa		Aina	Oct2016
Dr. B.K.Behera	1.Mo Swapna O Smrutiru Ketoti	Saptarshi	July 2000	0973-3264
	2.Chittaranjanka Visvadristi	Konark	Oct. 2001	…..
	3.Eka Eka Badshah: Kabi Kamalakanta	Saptarshi	July 2001	0973-3264
	4.Tapaswinire Sitanka Patra	Saptarshi	Aug. 2002	0973-3264
	5.Odia Tulanatmaka Sahityar Dhara O Odia Samlochana	Jhankar	Dec.2002	RNI 4009/57

6.Sansarika Jabananubhutir Gangadharnka Smaraniya Padapankti	Samaranika	2002	.....
7.Paschatya Srastara Prachya Vidyapriti	Konark	May-June 2003	.....
8.Lokasanskritira Eka Bishista Khetra Kumbhari	Smaranikaa Lokmahotsaba	2004	.....
9.Tapswinire Manabiya Sukhma Anubhaba	Gangadhar Smaranika	2005	.....
10. Chitragriba Upanyasara Dristi O Darshana	Istahar	April-June 2005	RNI 33846/1978
11. Astitvabedi Mahabikata	Istahar	Oct-Dec 2005	RNI 33846/1978
12. Mahimar Kabi Gangadhar Meheranka Mahimna Upalabdhi	Gangadhara Sanaranika	2006	......
13.Manoj Dasanka Upannyasare Manabiya Satta-I	Jhankara	March 2007	RNI 4009/57
14.Manoj Dasanka Manabiya Satta-II	Jhankara	May 2007	RNI 4009/57
15.Nabamanabara Rupakar Santanukumar Acharya	Saptarshi	2007	0973-3264
16.Papa Eka Mahattara Upalabdhi O Upannyasika Padmaja Pal	Istahar	Aug 2007	RNI 33846/1978
17.Jibanasatyara Mandikara Upanyasika Debraj Lenka	Istahar	April 2008	RNI 33846/1978
18.Nibida Andhakargahwarare Pradeepara Komala abha : Amabasyara Chandra	Jhankar	Dec 2008	RNI 4009/57
19.Jibana Annweshara Mahan Rupakara Mahapatra Nilamani Sahu	Istahar	January 2009	RNI 33846/1978
20.Kanishka Kanishka	Istahar	July 2009	RNI 33846/1978
21.Manababadi Chintara Silpi Bamacharan Mitra	Saptarshi	2009	0973-3264
22.Dui hajarparabarti Odia	Istahar	May 2010	RNI

	Upannyasare Niara Charitrara Prabhab O Pratistha			33846/1 978
	23.Sathie Parabarti Odia Upannyasare Asistvavadicharitra	Istahar	January 2011	RNI 33846/1 978
	24.Sathie Parabarti Odia Upannyasare Manabiya Sambedana	PunacchaUtkala Prabha	Oct-Dec 2011	…….
	25.Adibasi janajibana o Gopinath Mahanty	Ispatika	Dr. A.K.Singh, January-June, 2012	2231-4806
	26. Astitvavadi Charitra(Surendra Mohanty ke Upannyason ke Bishesh Sandarv Me)	Ispatika	Dr. A.K.Singh, July-Dec 2012	2231-4806
	27. Matiki duniya aur Matiki sapne: odia Upannyasa me kishan	Ispatika	Dr. A.K.Singh, July-Dec2013: Jan-June 2014	2231-4806
	28. Amabasyaara Chandra O Chitrlekha: Eka Tulanamtaka Adhyayan	Istahar	April 2014	RNI 33846/1 978
	29. Kabi Gangadharanka kabi Byaktitva O Saghutabodha	Gangadhar Smaranika	2014	……
	30. Anaayakapanara Manisha : Sun Sange Samayeekara Nayak	Istahar	April 2015	RNI 33846/1 978
	31. Sachidanandanka Chitragriba Upannyas: Eka Samikhya Drusty	Jhankar	Nov 2016	RNI 4009/57 68/8, P-888-896
	32Manoj Pandanka Galpa jagat: Anubhab O Antardristi	Anya eka Baitarani	Annual 2016	……
	33. Uneisha Sathie Parabarti upannyasare astitvavad	Banashree	2016	08, P-32-37

34. Chitaranjanka visvadristi	Chittayana	S.B. Publication . 2004	8174040 706
35. Kumbharira Sabdanritya	PaschimaOdisara Lokanritya	Vishwa Books, 2004	8186091 270
36. SitaraBanbas O Tapaswini	TulanaraAlokare SwabhabaKabi Gangadhar	Mita Publication , 2007	
Books Publsihed			
37. Adhunika Odia Upannyasare Astitvabadi Chetana O Annyannya Prabandha	Prachi Pratisthan	2008	
38. Aloka Barta	Mita Pulication	2008	
39. Paschatya Srastara Prachya Vidya Priti	Agraduta	2012	81-902500-10-8
40. Adhunika Odia Upannyasare Astitvavadi Charitra	Agraduta	2012	81-86354-120-0

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: 02
Dr. S. P. Mahalik, Folklore Society, India.
Dr. B.K. Behera, Life Membership, Odia Gaveshana parishad, a socio-literary body bringing out a Research journal named "The Eshana"

ii. International committees: **02**

Prof. B.Sarangi, Life member of Red Cross Society.

Dr. S. P. Mahalik, International Association of Comparative Literature, Society and Culture (IACLSC)

iii. Editorial Boards: 02

Dr.B. K. Behera

- Member of Editorial Board of **'Gangadhar Smaranika'** Annual, special issue for great poet Gangadhar Meher.
- Member of Editorial Board of **'Naba Dristi'** (Biannual Research Journal, online journal)

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

Name of the faculty	Award/recognition	Year	National/International
Dr. S.P. Mahalik	Odisha Sahitya Akademi Award.	2015	National
	Swara O Swakhyara Katha samman	2015	National
	Akhila Katha Samman	2013	National
	Mahuri Samman	2011	National
	Chintamani Katha Samman	2010	National
	Time pass Booker Award	2009	National
	Pakhi Ghara Katha Samman	2007	National
	Chandrabhaga Kanhei Galpa Samman	2006	National
	Fakir Mohan Parisad Haji Asraf Ali Award	2001	National
	Environment Award	2000	National
	Best Writer Award	1988	National
	Utkal University Literary Champion	1984	National

24. List of eminent academicians and scientists / visitors to the department:

1. Dr. S. K. Sahu
2. Dr. Bihari

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level : 01

Fakir Mohananka Katha Sahitya	College level, organized by Dept of Odia	04/10/2016

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.A. (Odia-Hns)						
2013		123	51	72	108	88
2014		119	57	62	104	87
2015		112	40	72	104	93
2016		124	53	71	83	67

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Odia -Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations?

Rajiv Kumar Maity, student of this college qualified NET, working here as a part time teacher.

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to Ph.D.	
Ph.d. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Odia Language & Literature and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. Student use College Computer Lab.

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

✓ The Society of the Odia department organizes various talks and lectures from time to time in the college for the development of the students. In the current academic year, the department has organized the following events:

1. Welcome ceremony of fresher.

2. Seminar on Fakirmohananka katha Sahitya. With Dr. Sudhir kr Sahu as an External Expert.

3. Parent-teachers meeting.

4. Literary Quiz on Odia literature

5. Felicitation of University topper (2016) in U.G. level of Odia.

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially differently abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Inadequate availability of the study Materials of Odia language and literature has become challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE BENGALI DEPARTMENT

1. Name of the Department: Bengali

i2. Year of establishment: UG- 1970.
                                    PG- 2016.

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

BA (Honours) :3 years

BA (General) :3 years

MA : 2 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	01
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Dr. Tapan Kumar Mondal	M.A, B.Ed, Ph. D.	Assistant Professor	Fiction(Katha –Sahitya)	13 Years	02(on going)
Dr.Padmanav Bera	M.A., Ph. D.	Part time	Vaishnav Sahitya	06 Years	....

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

1. DR. B N Tripathy   (D. Lit.) HOD, Bengali, Karim City College, Jamshedpur.

2. DR. Vinay Kumar Mahata, EX. Prof. and HOD, Bengali, Bhagalpur University.
(Sahitya Academy Awarded- 2015)

3. Dr. Ajit Tribedi, Poet and Editor of CHANDRABHASH.

12. Percentage of classes taken by temporary faculty : 25%

13. Programme-wise Student Teacher Ratio –

M.A. 1 :22

B.A. (Hns.)1 : 65

B.A. (Gen)1 : 50

14. Number of academic support staff (technical) and administrative staff.

NA

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

02 PG & Ph.D.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average

- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Dr. Tapan Kr. Mondal		1.Galpakar Subodh Ghosh: Jivandrishti O Nirman Silpo . 2. Prabandhakiran 3. Adwaitta Mallabarman Smriti O Smarak Sankhya 4. Avijatree Feri 5. Britter Baire- 1 6. Ajker Jodhan,- 5th 7. Ajker Jodhan,- 5th 8. The Challenge. 9. The Heritage – 4th 10. Abang Mushayera 11. Nibandhan 12. Avijatree Feri 13. Abakash – 23rd 14. The Tradition 15. Abakash –21 century 16. Ranchi Vishwavidyalaya Patrika. 17. Abakash – 63rd 18. Ek Aakashe Onek	1.Gyan Bichitra Prakashani, Tripura-2007. 2.Manan Prakashani, Kolkata- 2011 3.Tafsili Jati-Upjati Kalyan Daftar, Tripura Govt. – 2007. 4. Jogajog, Kolkata- 2010 5. Britter Baire, Kolkata-2010. 6. Jodhan Prakashani, Burdwan-2011. 7. Jodhan Prakashani, Burdwan- 2012 8. Printed Art, Jsr-2013 9. Aitijhya-Sanstha, Assam-2013 10. Abang Mushayera, Kolkata- 2013 11. Pathshala Production, Kolkata- 2013. 12. Jogajog, Kolkata-2013 13. Professor Colony, Suri-2013. 14. Krishnapur,	1.Monographs 4. Reputed 5. Reputed 6. 0871-5819 7. 0871-5819 8. 2278-9499. 9. 2229-5399 10. 0976-9307 11. 978-81-926858-0-9 12. 2231-2862. 13. 2320-5385. 14. 2320-6438. 15. 2320-5385. 17. 2320-

Column 2 (Title of Paper / Chapter) entries:

3. Galpo Nirmaner Karigory Prasange Adwaitta Mallabarman.

4. Birbhum O Jharkhand Simantaborty DHIKARO Janajati.
5. Bhartiye Upanyas: CHINGRI
6. Bhajui Pata O Bhajui Gaan.
7. Aadibasi Samaj Bikasher Ruparekha

8. The Tribals of Jharkhand
9. Santhali mythakathar Anweshan
10. Dourbogarar Upakkhyan,
11. Gittanjali O Rabindranaath Thakur
12. Bharte Sufi Sadhana O Sufi Sahitya: Sufi Sadhak Meer Saheb.
13. Tripuray Chandi: Kingbadanti O Itihas.

14. Folk-lore: Dhikaro Janajati.

15. Bangla Upanyase Uttpalendu Mandal

16. Padmanadeer Majhi.

17 . Bankimchandrer Dharma Chinta O Durga Bhakti.

18. Subodh Ghosher Kathasahitye Bangabahirvuta Patabhumi.

19. Jharkhander Javya Parab.

		Aalo.	Kolkata- 2013.	5385.
20. Bhartiya Akkhyaner Uttran: Dhonray Charit Manas O Maila Aanchal	19. Loko- Sanskritir Bichitra Rup: Anuprekkshan.	15. Professor Colony, Suri- 2014.	
21. Katha Sahitye Patabhumi Nirman.	20. Ranchi Vishwavidyalaya Patrika.	16. Ranchi Univ.- 2014.	18. 978-93-84383-26-8
22. Bhartiya Upanyash Bhartiya Sahitya.	21. Abang Mushayera.	17. Professor Colony, Suri- 2015.	19. 978-81-927272-2-6
23. Jharkhande Murga Ladai.	22. Abakash –25th	18. Sarkar Prakashani, Kol.- 2015.	20. 2454-3977.
24. Rabindranath O Bhanusingho Thakurer Padabali.	23. The Tradition.	19. Krishnapur Folkloristic	21. 0976-9307.
25. Ekti Kobita: MOULILO.	24. Annyaa(Rabindra Sankha)	Research Centre, Kol.- 2015.	22. 2320-5385.
26. Ashapurna Devir Ekti Analokita Upanyash.	25. Chandrabhash. 26. Sahitya Angan.	20. Ranchi Univ.- 2015.	23. 2320-6438.
27. Ekti Maithilee Upanyash.	27. Banga Samaj O Sahitya.		24. 2394-4307.
28. Navchetnar Nabin Kabya: Radha Rup O Chhanda.	28. Kushakarnee. 29. Gyanbichitra.	21. Abang Mushayera- 2015.	25. 2278-3716.
29. Agamikal Chabbisghanta Tripura Bandh.	30. Kushakarnee. .	22. Professor Colony, Suri- 2015.	26. 2394-4889.
30. Jaharakhatuner SHUNYAKUTIR:Ekti Padibarik Upanyash.		23. Krishnapur Folkloristic Research Centre, Kol.-2015.	27. 978-81932871-7-0.
		24. Annyaa Prakashan, Dhanbad.	28. Book Review. 29. Book Review.
		25. Chandrabhash Printing- 2015.	30. Book Review
		26. . Sahitya Angan, Kolkata-2016.	
		27. Sido Kanhu Birsa Univ. Purulia- 2017.	
		28. Rajnagar Printer-2008.	
		29 Gyanbichitra Prakashani-2008.	
		30. . Rajnagar Printer-2010.	

Dr.Padmanav Bera	01.Hate-Bate O Ghater Katha: Anchalik Kavya	Hate-Bate O Ghater Katha	Baharagora- 2010	Edited
	02. Duti Pata- Kavita.	Duti Pata - Traimasik Patrika	Baharagora- 2011	Edited
	03. Rabindra Kavye Barsha	Sahitya Bharati- Sanat Mitra	Ranchi- 2011	Essay(etd)
	04. Aagadi – Kavita	Lipika- Kultikaree	Midnapur- 2013	……
	05. Jivanta- Kavita	Smarane, Kultikaree	Midnapur- 2013	…..
	06. Rang.	Desh-Videsh, Net Patrika	Midnapur- 2011	…..
	07. Asthanik	Mahut Prakashasni	Ranchi- 2014	…..
	08. Ashaya Benche Ancha	Shilalekh	Ghatsila- 2016	……
	09. Astittwa	Kavita Idaning	Ranchi- 1984	…..
	10. Aakhep	Kavita Idaning	Ranchi- 1984	……
	11. Mai Jaga Hun Sandhibela Me	Prabhat Khabar	Ranchi- 1987	……
	12. Kya Nahi hai Jharkhand Me	Prabhat Khabar	Ranchi – 1989	….
	13. Alho (Essay)	Smaranika , Durgapuja	Baharagora -1995	…..
	14. Nije bhabo	Smaranika , Durgapuja	Baharagora -1996	…..
	15. Aaguner Parashmani(essay)	Smaranika- Patrika	Baharagora- 2003	….
	16. Naree: Bidhatar Matan	Smaranika- Patrika	Baharagora-Jorilial Barik-2002	….
	17. Aanna Sabbji	Smaranika- Patrika	Baharagora-Jorilial Barik-2003	…..
	18. Kathagor	Smaranika- Patrika	Baharagora-Jorilial Barik-2003	…..
	19. Aauto Dour	Smaranika- Patrika	Baharagora-Jorilial Barik-2003	….
	20. Mahada	Dutipata – 2nd Edition	Baharagora-2011	…..
	21. Baichitra	Dutipata – 3rd Edition	Baharagora-2011	…..
	22. Rangiea Naw	Dutipata – 4th Edition	Baharagora-2011	….
	23. Falgubannhidhara	Dutipata – 4th Edition	Baharagora-2011	….
	24. Ami Ek Jubak	Smaranika, Vikash Mela.	Baharagora-2008	…..
	25. Sahaj Kathati Sahaj nay mote	Dutipata – 4th Edition	Baharagora-2011	…..
	26. Labonyer labonya	Smaranika, Vikash Mela.	Baharagora-2009	…..
	27. jivane Window	Dutipata – 5th Edition	Baharagora-2010	…..
	28. Parakh	Dutipata – 6th Edition	Baharagora-2011	…..
	29. Madhu	Dutipata – 7th Edition	Baharagora-2012	…..
	30. Garmil	Dutipata – 8th Edition	Baharagora-2013	…..
	31. Bhabik	Dutipata – 2nd Edition	Baharagora-2011	…..
	32. Ardhya Satya	Dutipata – 5th Edition	Baharagora-2010	…..
	33. Chhap	Dutipata – 5th Edition	Baharagora-2010	…..
	34. Gurutirtha(Odia theke Bangla Anubad)	Baba Baliaji Maharaj	Shishu sahituya ashram, Odisa-	……

				2008	
	35. Bhashanter: PRASHNA O PRASANNA (Odia theke Bangla Anubad)	Baba Baliaji Maharaj	Shishu sahituya ashram, Odisa-2008	……..
	36. Baharagora sarbaojanin Durga Puja	Smaranika Patrika	Baharagora-1995	edited
	37. Gramin Vikash Mela	Smaranika Patrika	Baharagora-2010	Edited
	38. Platinum Jubilee Smaranika	Smaranika Patrika	Baharagora-2010	Edited
	39. Platinum Jubilee Smaranika	Smaranika Patrika.+2 school	Baharagora-2010	Edited
	40. Rajat Jayanti Smaranika	Sarbojanin Durga Puja, Chowrangi.	Chowrangi-2014.	…….

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards:

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

01. Bharat- Bangladesh Sahitya Sampriti Samman-2011(International)

02. Sahitya Samman, Jamshedpur-2015.

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a.National : NA

b. International: NA

c. College Level : 01. Rabindranath: Samparke Bangla O Odisa, 03/10/2016.

02. Jharkhander Gram Naam Prasanga, 13/12/2016.

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled Male	Enrolled Female	Pass	Pass %
B.A. (Bng-Hns)						
2013	....	64	23	41	45	70
2014	..	85	40	45	56	66
2015	...	66	27	39	50	76
2016	...	135	65	80	98	73
M.A. (Bng)						
2016	...	22	09	13	.....	.....

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Bng -Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
M.A. (Bng)	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil	Many of our students pursue post

PG to Ph.D.	graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
Ph.d. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Bangla Language & Literature and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2014-16	12.5%	NA	12.5%
2013-15	12.5%	NA	12.5%
2012-14	12.5%	NA	12.5%
2011-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco. Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies.

EVALUATIVE REPORT OF THE SANTALI DEPARTMENT

1. Name of the Department: Santali

2. Year of establishment:1986

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.A.(Honours) :3 years

B.A.(General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Prof. Birbal Hemrum	**M.A.**	**Assistant Professor**	**......**	**30 years**	**.......**
Syam	**M.A.**	**Part time**	**......**	**27 years**	**....**

Murmu					

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty:

13. Programme-wise Student Teacher Ratio –

NA

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

02. PG

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers

- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
B. Hembram	….	…	…	…
S. Murmu	…	…	…	…

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: N**A**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies*: No documentation*

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a.National : NA

b. International: NA

c. College Level : 01

Santhali Sahitya me Pd. Raghunath Murmu ka yogdaan	Orgd. By Dept. Of Santhali	14.02.2017

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.A. (Santali-Hns)						
2013		287	146	141	221	77
2014		260	106	154	198	76
2015		235	102	133	207	88
2016		261	124	147	233	89

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Santali - Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A.. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to Ph.D.	
Ph.d. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Philosophy and is well equipped.

(ii) **Internet facilities for staff and students:** Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	NA	NA	NA
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts. NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, Etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity
We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges
Availability of reading material as well as the faculty member at the time of course revision is challenging.

Future plans
Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. We have requested to the university to appoint enough faculty member to the college for smooth running of the course. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE HINDI DEPARTMENT

1. Name of the Department: Hindi

2. Year of establishment: 1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

BA (Honours) : 3 years

BA (General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01
Ad hoc/Contract	00	00

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Purusottam Prasad	M.A.	Assistant Professor	Katha Sahitya	9 years	……..

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors**:** NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

B.A. (Hns.)1 : 45

B.A. (Gen)1 : 50

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

02PG

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
P. Prasad	……..	…….	……..	….

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: N.A.

ii. International committees: **NA**

iii. Editorial Boards: **N.A**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department: N.A.

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: N.A

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		pass	Pass percentage
			Male	**Female**		
B.A. (Hindi-Hns)						
2013	….	132	56	76	102	77
2014	….	177	87	90	123	69
2015	….	194	90	104	126	65
2016	….	240	71	169	177	74
B.A. (General)						
2013	…	09	04	05	07	78
2014	…	08	04	04	07	87
2015	…	09	03	06	06	67
2016	…	11	05	06	10	91

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
B.A. (Hindi-Hns)	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

	2012	**85**	**15**	**00**
	2014	**85**	**15**	**00**
B.A. (General)	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil	
PG to Ph.D.	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
Ph.D. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Hindi Language & Literature and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	**12.5%**	**NA**	**12.5%**
2014-15	**12.5%**	**NA**	**12.5%**
2013-14	**12.5%**	**NA**	**12.5%**
2012-13	**12.5%**	**NA**	**12.5%**

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts. N.A

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity
We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges
Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans
Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start

P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE MUNDARI DEPARTMENT

1. Name of the Department: Mundari

2. Year of establishment: 2014

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.A. (Honours):3 years

B.A.(General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00

Ad-hoc/Contract	00	00

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
NA					

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

NA

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

NA

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

NA

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies*: No documentation*

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a.National : NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.A. (Mundari-Hns)						
2013		36	18	18	28	00
2014		40	15	25	21	52
2015		35	14	21	33	94
2016		30	13	17	30	100

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Mundari - Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A.. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to Ph.D.	
Ph.d. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Philosophy and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	**NA**	**NA**	**NA**
2014-15	**12.5%**	**NA**	**12.5%**
2013-14	**12.5%**	**NA**	**12.5%**
2012-13	**12.5%**	**NA**	**12.5%**

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- There is no permanent faculty.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material as well as the faculty member at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. We have requested to the university to appoint enough faculty member to the college for smooth running of the course. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE HISTORY DEPARTMENT

1. Name of the Department: History

2. Year of establishment: 1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

BA. (Honours) : 3 years

BA (General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
N. N. Trivedi	M.A.	Assistant Professor	International Affairs	38 Years	....
Dhananjay Kr. Singh	M.A.	Ad hoc	History of Chotanagpur	15Years	....

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: 50%

13. Programme-wise Student Teacher Ratio –

B.A. (Hns.)1 : 160

B.A. (Gen)1 : 70

14. Number of academic support staff (technical) and administrative staff.

NA

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

02 PG

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Titile of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
N.N. Trivedi	…	…	…	…
D.K.Singh	…	…	…	…

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a.National : NA

b. International: NA

c. College Level : 01

Relevance of Gandhi : In Present Era	Dept. Of History.	21/01/2017.

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.A. (History-Hns)						
2013		384	170	214	305	79
2014		428	225	203	313	73
2015		424	199	225	267	63
2016		321	158	163	278	86
B.A. (General)						
2013		34	10	24	23	67
2014		29	15	14	17	58
2015		31	14	17	18	58
2016		11	05	06	10	91

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (History - Hns)	2012	**85**	**15**	**00**
	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
B.A. (General)	2012	**85**	**15**	**00**
	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to M.Phil	
PG to Ph.D.	
Ph.D. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Historical Studies and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2014-16	12.5%	NA	12.5%
2013-15	12.5%	NA	12.5%
2012-14	12.5%	NA	12.5%
2011-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco- Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.

- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE POLITICAL SCIENCE DEPARTMENT

1. Name of the Department: Political Science

2. Year of establishment: 1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

BA. (Honours) :3 years

BA (General) :3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01
Adhoc/Contract	00	00

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Prof. Indal Paswan	M.A.	Assistant Professor	Int. Law and Orgs.	09 Years	………….

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty : NA

13. Programme-wise Student Teacher Ratio –

B.A. (Hns.)1 : 309

B.A. (Gen)1 : 55

14. Number of academic support staff (technical) and administrative staff.

NA

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

01. P.G.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Titile of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Prof. Indal Paswan	01."Dikhane Lage Hain Palne me Poot	Samkalin Chintan.	Dr.	………

	ke Panw"		Ramkavindra, Jsr. –July, 2014.	
	02. "Vaidik-Sayeed ke Mulakat ke Maqsad"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –August, 2014.	……..
	03. Jannat ko kisne banaya jahannum"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –October, 2014.	……..
	04. "Modi Lahar Congress ki Ret tak Simat gayi"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –Jan. , 2014	……..
	05. "Ambedkar ke bahane dalit voton par Nazar"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –May , 2014	……..
	06. "Pratadna"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –June , 2014	……..
	07. "Tamasha ban gaya Loktantra"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –July , 2014	……..
	08. "Bhopal se Dilli tak Khoon ke Chhinte"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –August , 2015.	……..
	09. "Padosi deshon ke saath Bharat ke talkh hote sambandh"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –January , 2016.	……..
	10. "Kaise kho gaya maa Bharati ka Lal"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –February , 2016	……..
	11. "Dr. Ambedkar ke vicharon ki prasangikta"	Samkalin Chintan.	Dr. Ramkavindra, Jsr. –May , 2016	……..
	12. " Jati ki Shuddhata ka sawal"	Sahitya sopan, Prabhat Khabar, Jamshedpur.	22 Jan, 2017.	…….

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees:

ii. International committees: Life Time Members of Red Cross Society.

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.A. (Pol. Science-Hns)						
2013		258	124	134	196	76
2014		276	104	172	217	79
2015		370	174	196	191	52
2016		309	112	197	261	84
B.A. (General)						
2013		30	14	16	22	73
2014		27	12	15	19	70
2015		31	14	17	24	77

2016		32	13	19	28	87

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Pol. Science -Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	Many of our students pursue post graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Political Science and is well equipped.

(ii) **Internet facilities for staff and students:** Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco- Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.

- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE ECONOMICS DEPARTMENT

1. Name of the Department: Economics

2. Year of establishment: 1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

BA (Honours):3 years

BA (General):3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	01
Asst. Professors	01	0
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Prof. Beni Madhab Giri	M.A	Associate Professor	Mathemetical Economics and econometrics	35 years	....
Peejush Kanti Paul	M.A	Ad hoc	Mathemetical Economics and econometrics	09 years	....

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty:

13. Programme-wise Student Teacher Ratio –

B.A. (Hns.) 1: 45

B.A. (Gen) 1: 50

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

02 PG.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other referenc

				e details
Prof. B. M. Giri	………	………	…………	………
P.K.Paul	…………	………	…………	…………

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.
a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled Male	Female	Pass	%
B.A. (Economics-Hns)						
2013		95	55	40	60	63

2014		102	45	57	73	72
2015		93	30	63	34	37
2016		99	45	54	54	55
B.A. (General)						
2013		11	05	06	08	73
2014		12	04	08	07	58
2015		09	05	04	06	67
2016		14	06	08	11	79

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Economics -Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	Many of our students pursue post-graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Economics and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.

- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness

- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE PHILOSOPHY DEPARTMENT

1. Name of the Department: Philosophy

2. Year of establishment: 1970

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.A.(Honours) : 3 years

B.A.(General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	01	01
Ad-hoc/Contract	00	00

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Chinmayee Pattnaik	M.A.	Associate Professor	Wittgenstein	38 years	………..

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

NA

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

NA

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

NA

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **A**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies*: No documentation*

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.
a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled Male	Female	Pass	%
B.A. (Philosophy-Hns)						
2013		31	09	22	14	45
2014		40	16	24	23	57

2015		23	08	15	19	83
2016		22	06	16	16	73

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Philosophy -Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	Many of our students pursue post-graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Philosophy and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	NA	NA	NA
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness

- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material as well as the faculty member at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. We have requested to the university to appoint enough faculty member to the college for smooth running of the course. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE GEOGRAPHY DEPARTMENT

1. Name of the Department: Geography

2. Year of establishment: 2014

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.A. (Honours): 3 years

B.A.(General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00
Ad hoc/Contract	00	02

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
S.L.Bondya	M.A., M.Phil.	Ad hoc		15 years	………….
B.K. Jana	M.A.	Adhoc		03 years	………….

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

NA

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

01 M. Phil

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

NA

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies*: No documentation*

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.A. (Geography-Hns)						
2013		53	13	40	33	62
2014		102	58	44	59	58
2015		120	73	47	91	76
2016		113	35	78	96	85

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.A. (Geography-Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.A. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	Many of our students pursue post-graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Philosophy and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	NA	NA	NA
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.

- There is no permanent faculty.

Opportunity
We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges
Availability of reading material as well as the faculty member at the time of course revision is challenging.

Future plans
Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. We have requested to the university to appoint enough faculty member to the college for smooth running of the course. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE MATHEMATICS DEPARTMENT

1. Name of the Department: Mathematics

2. Year of establishment: 1978

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.Sc. (Honours): 3 years

B.Sc. (General): 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

Department of Commerce

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Nirmal Kr. Patra	M.Sc.	Ad hoc	BLT and Statistics	26 Years	………..

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

B.Sc. (Hns.)1: 45

B.Sc. (Gen)1: 50

14. Number of academic support staff (technical) and administrative staff.

NA

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

01 PG

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
N. K. Patra	………	………	…………	………

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.Sc. (Mathematics-Hns)						
2013		21	13	08	07	33
2014		23	12	11	15	65
2015		25	12	13	17	68
2016		42	22	20	19	45

B.Sc. (General)						
2013		02	02	00	01	50
2014		03	02	01	02	66
2015		01	01	00	00	00
2016		02			02	100

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.Sc. (Math - Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.Sc. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	Many of our students pursue post-graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Mathematics and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.

- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- There is no permanent faculty.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE PHYSICS DEPARTMENT

1. Name of the Department: Physics

2. Year of establishment:2014

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D. etc.)

B.Sc. (Honours):3 years

B.Sc. (General):3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

 Department of Mathematics

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Swapan Kr. Kar	M.Sc.	Ad hoc		Years	

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

B.Sc. (Hns.) 1: 45

B.Sc. (Gen) 1: 30

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

01 PG

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other referenc

				e details
Swapan Kr. Kar	……	……	……	…..

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: NA

ii. International committees: **NA**

iii. Editorial Boards: **A**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	%
			Male	**Female**		
B.Sc. (Physics-Hns)						
2013		33	20	13	08	24
2014		42	24	18	20	48
2015		47	29	18	23	49

2016		45	30	15	20	44
B.Sc. (General)						
2013		03	02	01	02	33
2014		02	02	00	01	50
2015		04	03	01	03	75
2016		06	04	02	03	50

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.Sc. (Physics - Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.Sc. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	Many of our students pursue post-graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed - campus selection - Other than campus recruitment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Physics and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.

- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- There is no permanent faculty.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material as well as the modern equipment at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE CHEMISTRY DEPARTMENT

1. Name of the Department: Chemistry

2. Year of establishment:2014

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.Sc. (Honours):3 years

B.Sc. (General) :3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

 Department of Physics

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	00	00
Ad hoc/Contract	00	01

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Raj Gopal Basa	M. Sc.	Ad hoc	......	3 years	**......**

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

B.Sc. (Hns.)1: 25

B.Sc. (Gen)1: 20

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

01 PG

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Raj Gopal Basa	....	....	....	....

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: NA

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled Male	Female	Pass	%
B.Sc. (Chemistry-Hns)						
2013		00	00	00	00	00
2014		14	09	05	05	36
2015		24	14	10	07	29
2016		25	14	11	07	28
B.Sc. (General)						
2013		00	00	00	00	00
2014		03	02	01	01	33
2015		04	03	01	02	50
2016		03	02	01	02	67

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.Sc. (Chemistry -Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.Sc. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations?

No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	Many of our students pursue post-

PG to Ph.D.	graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
Ph.D. to Post-Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Chemistry and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students' laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- There is no permanent faculty.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material as well as the modern equipment at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE COMMERCE DEPARTMENT

1. Name of the Department: Commerce

2. Year of establishment:1978

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

B.Com. (Honours): 3 years

B.Com.(General) : 3 years

4. Name of the Interdisciplinary Courses and the Departments involved:

Department of Mathematics

5. Annual/Semester/Trimester/Choice Based Credit System (Programme wise).

Annual

6. Participation of the department in the courses offered by other departments

Department of Mathematics

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

NA

8. Details of programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	00	00
Associate Professors	00	00
Asst. Professors	02	02
Ad hoc/Contract	00	00

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided

					for the last 4 years
Dr. Ajai Kumar Verma	M.Com., Ph.D.	Assistant professor	Income Tax, Management, Law. A/C.	9 years	………….
Dr. Binay Kumar Singh	M.Com., Ph.D.	Assistant professor	Financial Accounting., Income Tax, Auditing	9 Years	…………

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc. / D. Lit./ Ph. D/ M. Phil / PG

02 M.Com. Ph.D.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty

- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Dr. A.K.Verma	1.Mutual Fund in India: An Appraisal of Selected Mutual Fund.	Jsr. Research Review, Vol.-02 Issue- 07	July-August - 2014.	2320-2750
	2.Services Marketing	Ideal Reseach Review, vol- 12	June - 2005	0973-0583
	3.E-Commerce	Ideal Reseach Review	Dec.-2004	0973-0583
	4.FRAUD- A Different Aspects	Govt. Of India.	June -2004, Delhi.	BIH/4625/ 2000
	5.Restructuring of Regional Rural Banks: Need of the Day	Ideal Reseach Review	NAV- June, 1999	32005-97255-94
	6. Impact on Small Enterprises in India.	Ideal Reseach Review	Dec. – 2005	0973-0583
		7. Management Accounting	S. Chand & Co., New Delhi.	81-219-1854-5
	08. Secretarial Practice	Book Review	S. Chand & Co., New Delhi.	81-219-2465-0
	09. Elements and Organisation of Commerce.	Book Review	S. Chand & Co., New Delhi.	81-219-2465-0
		10. Business Studies 21st edition	S. Chand & Co., New Delhi	81-219-0839-6
Dr.B.K. Singh	…	1. Financial Accounting (Hindi & Eng.)	S. Dinesh & Co. Jalandar-	978-81-7608-128-3

		2007	
		2.Specialised Accounting (Hindi & Eng)	S. Dinesh & Co. Jalandar-2008	978-81-7608-135-1
		3. Corporate Accounting (hindi & eng.)	S. Dinesh & Co. Jalandar-2008	978-81-7608-140-5

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies*: No documentation*

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level: 01

Social responsibility of corporate sector	Organised by department of Commerce	20/12/2016

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled Male	Female	Pass	%
B.Com. (Hns)						
2013		47	23	24	39	83
2014		67	40	27	56	84
2015		88	48	40	59	67
2016		110	71	39	91	83
B.Com. (Gen)						
2013		09	04	05	04	44
2014		06	04	02	03	50
2015		06	05	01	04	67
2016		04	02	02	03	75

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.Com. (Hns)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**
B.Com. (General)	2013	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2016	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	Many of our students pursue post-

PG to Ph.D.	graduation, Ph.D. etc. in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join such courses.
Ph.D. to Post-Doctoral	
Employed	
- campus selection	
- Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Philosophy and is well equipped.

(ii) **Internet facilities for staff and students:** Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students " laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	NA	NA	NA
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
2012-13	12.5%	NA	12.5%

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

NA

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing Wi-Fi internet facility to students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

NSS, Sports, Cultural Activities, Eco-Club, etc.

35. SWOC analysis of the department and Future plans.

Strengths
- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- Lack of sufficient faculties.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material as well as the faculty member at the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. We have requested to the university to appoint enough faculty member to the college for smooth running of the course. To start P.G. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

EVALUATIVE REPORT OF THE B.Ed. DEPARTMENT

1. Name of the Department: B.Ed.

2. Year of establishment:2005

3. Names of programmes offered: (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated

B.Ed. (One Year) Now Two Years course (for 2015-16 & 2016-17)

4. Name of the Interdisciplinary Courses and the Departments involved:

NA

5. Annual/Semester/Trimester/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 programmes discontinued, if any, with reasons:

NA

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Professors	Contractual basis	
Associate Professors		
Asst. Professors		
Ad hoc/Contract		

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
1.Gopal Kr. Das	M.Com. &	Lecturer	Accountancy	02 years	......

	M. Ed.				
2. Dr. Bhakta Bandhu Naik	M.Ed, M.Phil, Ph.D	Lecturer			......
3.Sanjay Kerketta		Lecturer	Ancient History	1.6 year	....
4.Dr. Sachindra Mohan Sahu	M.Sc,M.Phil, M. Ed.,Ph.D.	Lecturer	Bio- Chemistry at M.Sc & M.Phil level, Educational Measurment and Evaluation at M.ed level	17 years	....
5. Rajiv Lochan Namta	M. Sc., M. Ed & M. Phil.	Lecturer	Solid State Physics & Edu. Adm. & Supervision	09 years	......
6. Rajesh Samir Kachhap		Lecturer	New trend in Education	12 years	......
7.Dr. Jitendar Kumar	M. Ed., Ph. D.	Lecturer	Education Technology	06 years	....
8. Dr. Deo Krishna Choudhary	M. Ed., Ph. D.	Lecturer	Educational guidance and counceling	13 years	....
9.Rajiv Priyadarshanam	M. Ed.	Lecturer	Guidance & Councelling	12 years	....
10.Anita Kumari.	M. Ed.	Lecturer	Teachers Education	05 years	......
11. Goutam Mandol	M.P.Ed	Lecturer	Yoga	01year	......

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: NA

12. Percentage of classes taken by temporary faculty: NA

13. Programme-wise Student Teacher Ratio –

1 :20

14. Number of academic support staff (technical) and administrative staff.

--

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

03 Ph.D.

02 M.Phil.

06 M.A/M.Sc.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

NA

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

NA

18. Research centre / facility recognized by the university:

NA

19. Publications:

- Publication per faculty
- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number of publications listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index
-

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference

				details
Dr. S M Sahu.		1.Science Education at Elementary Level	Anmol , New Delhi- 2006	8126125780
		2.Education of children with Special Needs	Anmol , New Delhi- 2005	8126122188.
	3.Photosynthetic Efficiency of Mungbean(Vigna Radiata L.) and Indian musterd(Brassica Juncea Coss.) During Seedling Establishment Under NaCl Salinity.	Plant Physiology for Sustainable Agriculture.	Pointer Publisher, Jaipur- 1999.	8171322158.
	4.Plastidic IAA Oxidase plays a role in Chloroplast Development in wheat(Triticum aestivuml L.)	Plant Physiology for Sustainable Agriculture.	Pointer Publisher, Jaipur- 1999	8171322158.
	5.Reframed Integrated teacher Education Programme: A critical study	Teacher Education	A.P.H. Publication corporation, New Delhi,1997	817024904.
	6. Sodium Chloride Salt Stress induced Changes in Thylakoid Pigment- Protein Complexes, PS-II activity and Thermoluminescence glow peaks of chloroplasts from Mungbean(Vigna radiate L.) and Indian Mustard(Brassica juncea coss) seedling.	Zeitschrift Fur Natureforschung. Part: C-54, 640-644.	1999.Impact Factor: O.799	0939-5075
	7. Photosynthetic pigment-protein content, electron transport activity and Thermoluminescence properties of Chloroplasts along the development gradient in greening wheat(Triticum aestivum L.) leaves	Photosynthesis: Mechanism and Effects, Vol. 4.	Kluwer Academic Publishers, Netherlands. 1406-7927.	1406-7927.
	8. Sodium chloride salt stress induced changes in thylakoid pigment-protein complexes and Photosystem-II activity of Mungbean(Vigne radiate L.)	Photosynthesis: Mechanism and Effects, Vol. 4.	Kluwer Academic Publishers, Netherlands. 1406-7927.	1406-7927.
	9. Root growth of a salts	Journal of agronomy	Impact Factor :1.656, 1998.	0931-2250.

	susceptible and a salt resistant rice(Oryza sativa L.) during seeding establishment under NaCl salinity.	and Crop Science. 178:9-14.		
	10. Sosium chloride induced changes in leaf growth, pigments and protein contents in two rice cultivars.	Biologia Plantarum 17(4):257-262.	Impact Factor: 1.232, 1995.	2156-8502.
Dr. D.K.Chaudhury	1. Development of revenue policy of Chhotanagpur (1757-1857)	Journal of Historical Research, Vol. xxxxvi,	Ranchi Uni., Ranchi, 2004	………
	3. Chhotanagpur kashtkari adhiniyam- Ek Vishleshan	Anusandhanika, Vol.i.	Ranchi, 2005	………
	4. Increasing in enrolment at secondary level and vocational development	Proceeding of the UGC sponsored Natonal Seminar, GSCW,JSR	Jamshedpur, 2005	………
Rajesh Samir Kachhap	01.A study on problem faced by the Teachers at secondary Level Teachers Training Programme in Jharkhand.	Impact Factor, Vol.-i, issue- v.	Scholar Publication Karimgang, Assam.	2349-6711
	02. A maping status regarding problems and its associated factors of Tribal Communities of Jharkhand.	Impact Factor, Vol.-ii, issue- vi.	Scholar Publication Karimgang, Assam.	2349-6711
Sri Rajiv Lochan Namta	01.Present scenario of secondary teachers education Programme in Jharkhand.	Indian journal of Humanaties of Social Science, Assam.	2015.	2249-5337
	02. A study on problem faced by the teachers of secondary level.	International Journal of Humanities and Social Science studies	2015	2349-6711
	03. Problem in organising CCA.	International Journal of Humanities and Social Science studies	2015	2321-9023
Bhakta Bandhu Nayak	1. Child labour in India, Is it a curse?	Global Journal for research analysis,	Ahamadabad,2015	2277-8160

	2. Multi grade teaching in the context of universalization of primary education			
	3. Education among the Bhuiyan Tribe, Problems and Prospect.	Journal of Research and innovation in Social Science	Athgarh, Odisha, 2015	2394-0123
	4. Traditional Media, their educative value &relevance for good governance.	Journal for Good Governance.	New Delhi-2016.	978-93-84207-03-08

20. Areas of consultancy and income generated: Nil

21. Faculty serving in

i. National committees: **NA**

ii. International committees: **NA**

iii. Editorial Boards: **NA**

22. Student projects

a. Percentage of students who have done in-house projects including inter-departmental projects: *No special mechanism*

b. Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ other agencies: No documentation

23. Awards /recognitions received at the national and international level by Faculty, Students:

NA

24. List of eminent academicians and scientists / visitors to the department:

NA

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

a. National: NA

b. International: NA

c. College Level :

26. Student profile course/programme-wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass	Pass percentage
			Male	**Female**		
B.Ed.						
2013		93	53	40	93	100
2014		96	56	40	93	97
2015		98	40	58	94	96
2016		100	57	43	...	...

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.Ed.	**2016**	**85**	**15**	**00**
	2015	**85**	**15**	**00**
	2014	**85**	**15**	**00**
	2013	**85**	**15**	**00**

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? No Documentation

29. Student progression.

Student progression	Against % enrolled
UG to PG	
PG to M.Phil	no mechanism
PG to Ph.D.	
Ph.d. to Post Doctoral	
Employed - campus selection - Other than campus recruitment	
Entrepreneurship/Self Employment	

30. Present details of departmental infrastructural facilities

(i) **Library:** College Library has a separate section devoted to Education and is well equipped.

(ii) **Internet facilities for staff and students:**Yes

(iii) **Classrooms with ICT facility:** Yes

(iv) Students " laboratories: Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2015-16	12.5%	NA	12.5%
2014-15	12.5%	NA	12.5%
2013-14	12.5%	NA	12.5%
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- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness
- Pressure of time bound completion of courses makes the teaching less interactive.
- Delay in academic calendar of the Kolhan University interrupt in smooth conduction of the courses.
- There is no permanent faculty.

Opportunity

We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

Availability of reading material both in Hindi & English Language sat the time of course revision is challenging.

Future plans

Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies. To start M.Ed. classes in the Department to fulfil the need of Higher education in such rural and tribal area.

8. Contact Details

1.	Name of the Principal:	**DR. SATYAPRIYA MAHALIK**
2.	Name of the Institution:	**BAHARAGORA COLLEGE**
3.	Place:	BAHARAGORA
4.	Pin Code:	832101
5.	Accredited Status:	Applying for first time
6.	Work Phone:	06594-224865
7.	Fax:	06594-224113
8.	Website:	www.baharagoracollege.org
9.	E-mail:	baharagoracollege1969@gmail.com
		bcbbed@gmail.com
10.	Mobile:	9431521491

BAHARAGORA COLLEGE, BAHARAGORA

ESTD - 1969

P.O. BAHARAGORA, EAST SINGHBHUM, (JHARKHAND)

(A CONSTITUENT UNIT OF KOLHAN UNIVERSITY)
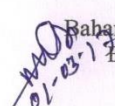
Ref. No. Bah/208/17·18   Date. 01·03·17

Declaration

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.

Principal
Baharagora College,
Baharagora

Principal
Baharagora College
Baharagora

BAHARAGORA COLLEGE, BAHARAGORA

ESTD - 1969

P.O. BAHARAGORA, EAST SINGHBHUM, (JHARKHAND)

(A CONSTITUENT UNIT OF KOLHAN UNIVERSITY)

Ref. No. Bah/206/17-18   Date 01.03.17

Certificate of Compliance

(Affiliated/ Constituent/ Autonomous Colleges and Recognized Institutions)

This is certify that BAHARAGORA COLLEGE, BAHARAGORA (Name of the institution) fulfils all norms.

1. Stipulated by the affiliating University and/ or

2. Regulatory Council/ Body (such as UGC, NCTE, AICTE, MCI, DCI, BCI etc) and

3. The affiliation and recognition (if applicable) is valid as on date.

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

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

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

Date 01.03.2017
Place BAHARAGORA

Principal/ Head of the Institution

(Name and signature with office seal)

Principal
Baharagora College
Baharagora