SELF STUDY REPORT

Submitted to NAAC   2015-16

SURENDRANATH COLLEGE FOR WOMEN

**24 MAHATMA GANDHI ROAD,
KOLKATA 700 009**

Prepared by the NAAC steering committee, published by the Principal

SURENDRANATH COLLEGE FOR WOMEN

24 MAHATMA GANDHI ROAD, KOLKATA 700 009

NAAC

SELF STUDY REPORT

Prepared by the NAAC steering committee, published by the Principal

CONTENTS   PAGES

ABOUT SURENDRANATH COLLEGE FOR WOMEN

Surendranath College for Women was established in 1948, mainly for imparting higher education to girls from partition-affected families. After partition many families came from the then East Pakistan and settled in the Sealdah Railway station area and its neighbourhood. It became necessary to open a branch for women at the nearest college. The girls had to take up jobs during the afternoons to maintain their families. So our college with its morning timings came into existence.

Even today our ideal has remained the same. Many of our students come from extremely poverty-stricken backgrounds and several come from families below the poverty line. It is our aim to make them self-reliant.

Our college, together with all its sister colleges was housed in the same building at 24/2, Mahatma Gandhi Road, Kolkata – 700 009. Originally, Surendranath College was known as Ripon College. It had been named after the viceroy, Lord Ripon.. After independence it was renamed after its founder, the eminent congress leader, Surendranath Banerjee, nicknamed "Surrender not", for his tenacity and fiery anti-British articles in "Bengali", the newspaper he published and edited.

The college was under the governance of trustees at first. We became a non-govt college directly under Calcutta university with a duly constituted governing body which sat for the first time in November, 2001.

The college shifted to its own premises and classes began there from 1997.This building is next door to the main one and used to be the Ripon hostel. As the college is situated in a very congested area of central Calcutta, we cannot expand. We have introduced a number of innovations in recent times which includes Extensive use of

the college auditorium for value added sections of the curriculum. The auditorium which is a valuable resource for the local community is also used for various extension and outreach activities of the college. Students are given internet access for using e-resources under the supervision of the teachers. An online feedback mechanism for students, supplemented by manual feedback mechanism is one of our Best Practices. We were among one of the first colleges to begin a Biometric attendance for all staff members of the college. There is extensive use of LCD projectors for using audio-visual clips supplementing the traditional class methods. We have also rent out space in the college to the PNB for opening an ATM centre at the college gate. We have an efficient mechanism to arrange stipends and freeships to students from various government and non-government sources. Our students publishing tabloid sized lab journals where the students publish their own writing and edit it too. They make small documentaries on local issues and editing them at the college using the facilities available at the college.

The College has collaborated with IIT Bombay as part of the National Mission on Education through Information and Communication Technology (NMEICT) for providing Free and Open Source Software (FOSS) courses relevant to our students — LibreOffice, Writer, Calc, Impress, LaTex, GIMP, Blender, Inkscape, Ktouch. On completion of the course through video tool- spoken tutorial students are provided completion certificates by IIT Bombay.

The college also has a YouTube channel where different videos relevant to students' use are uploaded.

Making ordinary students self-reliant remains our stated mission.

SUMMARY OF THE CRITERION WISE INPUTS

CRITERION 1: CURRICULAR ASPECTS

The curriculum of the college is delivered through an efficient mechanism of academic planning and monitoring. As an affiliated college we have limited scope of devising our independent curriculum but through various existing mechanisms we have been able to provide effective feedback to the University through participation in Undergraduate Board of Studies in the University of Calcutta.

Since most of our students are from economically disprivileged backgrounds, it is an important mission of our college to make education meaningful and useful for the students. We believe we have succeeded to a very large extent demonstrated by the huge demand from students for admission to college. At present we have about 3400 students in the college, despite the fact that we do not have any provision for life science and basic science subjects.

Our college offers 15 programmes, including 11 honours and one major programme Vocational courses. We are in the process of introducing three post-graduate programmes from the next academic session. Self-financed programmes are also on the anvil and we plan to start a Post-Graduate Diploma course in the next session as well.

We use the physical infrastructure developed in the last few years — like the auditorium and seminar rooms along with ICT infrastructure consisting of high speed internet enabled computers to make the curriculum more interesting and meaningful by using audio-visual clips to supplement our classes along with innovative techniques involving student seminars, mock exercises, publishing lab journals, publishing in free websites.

We also organize regular lectures/seminars/workshops by academics and experts, through study tours and through interaction/association with external research bodies/agencies.

There is an effective online student feedback mechanism to aid in focusing students' needs, apart from a monitoring mechanism involving formal parent-teacher interactions, regular meetings with the Principal and the Teachers' Council and also the statutory Academic Subcommittee. The Career counseling cell of the college has also organized various interactions with representatives from the Industry and other professional bodies. Additional motivational and skill development presentations are also organized for the students to make them aware of the demands of the Industry for its human resources.

Student progress is monitored and evaluated through the Continuous Internal Assessment mechanism of the College—through monthly and periodic tests.

CRITERION 2: TEACHING-LEARNING AND EVALUATION

Teaching learning process in our college which attracts diverse students from extremely poor backgrounds is attuned to the needs of the ordinary student. The process of admission is online and transparent. There is also a constant feedback and review system to improve the process. Over the years there has been greater diversity in the students admitted who are made aware of the mission of the college at the time of admission. The college has a mechanism to distinguish between slow and advanced learners and devises effective strategies to take care of their needs. A systematic academic calendar is prepared which is monitored at various levels of the college administrative hierarchy.

Our biggest strength is the robust online feedback system and a systematic method of academic audit by the Inspector of Colleges. Our faculty members have informal linkages with a number of institutions and foreign universities and use the various online resources. Projects, mock exercises and curriculum specific activities like producing documentaries and research projects are another salient feature of the Teaching Learning process. The Faculty to the college is recruited through the West Bengal College Service Commission and all the government norms are followed in this regard. The college also encourages various modules of Faculty Improvement Programmes. Creativity in teaching methods is also encouraged especially the use of audio-visual and multimedia resources apart from the use of e-resources like ebooks etc. The College has collaborated with IIT Bombay as part of the National Mission on Education through Information and Communication Technology (NMEICT) for providing Free and Open Source Software (FOSS) courses relevant to our students — LibreOffice, Writer, Calc, Impress, LaTex, GIMP, Blender, Inkscape, Ktouch. On completion of the course through video tool- spoken tutorial students are provided completion certificates by IIT Bombay.

CRITERION 3: RESEARCH, CONSULTANCY AND EXTENSION

The college takes pride in having a competent and dedicated faculty and provides the best facilities available to students for their comprehensive development. Faculty of each department is involved in numerous research activities through which their analytical, creative and scientific temperament is nurtured. Research publications of the faculty enrich the academic stature of the college. The institution encourages students of all departments in carrying out research activities through educational excursion, field work and group project work. Faculties of the departments accompany the students and provide the necessary guidance. One teacher from Education Department and one from Department of Bengali are presently working as Co-Guide of doctoral dissertation of research fellows registered under University of Calcutta. Many teachers of the college have completed Minor as well as Major Research work. The Institution regularly organizes conferences, seminars and workshops in order to rope in researchers of eminence to visit the campus and interact with teachers and students. Scholars of stature delivered extended talks and interact with students as well as with teachers. The College Authority encourages and sanctions leave for presenting research paper in different International and National Conferences by faculty. Publication by faculty in different International and National refereed Journals, books, articles in edited volumes, seminar proceedings etc are also being encouraged. The Institution promotes the participation of students and faculty in extension activities. It helps to create ethical values and awareness of social responsibility among the students by involving the students in various types of social works involving local and community children. Interdisciplinary Seminar and conferences, held in the college through which the teachers interact with each other. Students are taken to field trips where they are trained in basic approaches of acquisition of primary data, data processing, documentation and analysis and are given proper guidance to submit project reports. Students are also selected as speakers in departmental seminars and teachers always act as mentors. Moreover the students have whole heartedly participated in various inter-college seminars and symposia. The college solicits stakeholder perception on its over all performance and quality primarily through Parent-Teacher interaction and Students' feedback both online and through feedback form.

Students are also encouraged to contribute to the society by actively participating in social and cultural events. Lastly, the institution firmly believes in instilling discipline and moral values amongst all students, preparing them to become good human beings with an unwavering commitment to use education as a tool to contribute towards the nation's progress.

CRITERION 4: INFRASTRUCTURE AND LEARNING RESOURCES

Ever since the last NAAC visit in 2007 the college has substantially added to its physical facilities. The major addition was the construction of a state-of-the-art auditorium Gitanjali which is used for various value-added presentations and also for outreach activities for the local communities. Two smaller seminar halls, a space for bank, two computer rooms and another conference room have been added. Also students have access to about 50 computers with high speed internet connection at all times. Smart Board, LCD projectors and LED television screens are also used in the classes. We have also endeavored to digitalize various facilities at the library including the library management software and online public access catalogue. The college has also subscribed to the National Library and Information Services Infrastructure for Scholarly Content (N-LIST), being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium. Although there is no scope of any playground we have entered into agreements with local organizations to use their facilities. Water coolers and water purifiers have been set up at various places. The college also has purchased a new 125 kV generator to meet the energy needs during load shedding. Another gate has been constructed beside the main gate to provide easier access to the students.

LED television and various application software have been made available to the students. The office management has also been computerized and a new modular office space has been created to help the students better. The college has its own YouTube channel where various videos are uploaded for the use of students. Generally videos relating to seminars and invited lectures are uploaded on the YouTube channel.

CRITERION 5: STUDENT SUPPORT AND PROGRESSION

The College publishes its updated prospectus every year which are distributed with the application forms for admission. The Departments, Sub-Committees and Governing Body of the institution ensure that the facilities mentioned in the prospectus are made accessible to the students in every academic session and records of all such activities are preserved with care. The system of student feedback, parent-teacher meetings, and the institutional mechanism of appraisal through the Governing Body, IQAC, Finance Committee, Sub- Committees etc. ensure the commitment and accountability of the institution. The institution has been providing freeship to its disadvantaged students on merit-cum-need basis. More than 10% of students receive financial assistance from the Government of West Bengal under the " Kanyashree Prakalpo" since 2014-2015. Besides, all the students belonging to SC/ST category get financial assistance from the Government of West Bengal, if they fall under the requisite norms. Reservation of

seats for SC/ST candidates as per Govern ment of West Bengal rules is strictl y maintained by the College at the time of admission.

Students of the Coll ege enthusiastically participate in inter-College and inter university competitions. Students are encouraged to participate in inter-College Quiz Competitions, competitions organized by the Government of West Bengal on Youth Parliament, Inter-College Debate Competitions, in which the y often create a position for themselves.

The College has been providing its students with free medical check-up and health counseling at the Nilratan Sarkar Medical College (NRS) and Students' Health Home. The College organized for its f inal year students a traini ng programme for Government Service Entry Level Examinations, delivered b y the Camellia Group in the College premises. Extra care and attention are provided to slow learners by the faculty through remedial classes. A College magazine "MANAN" is being published frequently since the inception of the College in 1948.The institution holds an Annual Sports unfailingly every year, in which students and the staf f participate with great enthusiasm. The Career Counseling Cell o rganizes workshops on various caree r opportunities The Coll ege has set up a Gender S ensitization and A wareness against Sexual Harassment Cell in 2014.. The College has a S tudents' Council, which is according to Calcutta University First Statutes, 1979.As per Calcutta University statutes, there is an elected representative of the students in the Governing Body of the College. A passion for the pursuit of excellence is the motto and guiding principle of our college.

A college YouTube channel has also been set up to upload videos relevant to students' use.

CRITERION 6: GOVERNANCE, LEADERSHIP AND MANAGEMENT

Our college has an important mission to empower ordinary students which can only be realized through proper leadership. Our faculty members form the backbone of this institution and the college ensures that proper mechanisms are in place to encourage the teachers. All support and assistance to the faculty members is provided not only to help the college realize the learning outcomes but also to carry out research activities and to develop themselves professionally which again is done with the welfare of the students in mind. The vision and mission of the insti tution is achieved through strategic action plan, schedule for future development, effective leadership a nd participative decision-making process. An effective system of committees is in plac e at the college to assist in the day to day governance and also polic y making. These

committees have members from the faculty, students and the non-teaching staff, which provides all the stake holders a sense of participation and also helps sustain a healthy democratic environment in the college. Accountability and transparency in the execution of duties is the primary focus of all teaching and non-teaching staff under the leadership of the Principal, who is answerable to the Governing Body. Faculty and staff are intimately involved in all academic and policy decisions and represent all statutory and non-statutory committees. Thus there is a good coordination between academic and administrative planning. Voluntary services offered by both faculty and staff ensures adherence to deadlines. Although available resource is limited, it is optimally allocated and utilized.

CRITERION 7: INNOVATIONS AND BEST PRACTICES

Environmental awareness is indispensable for a college like ours which is situated close to one of the busiest terminal railway stations in the country. We have put into place a number of measures for a sustained campaign for environment. An Eco Club has been formed with members of the teaching staff, the non-teaching staff and the students. Energy conservation measures, solid waste management and water harvesting are some other measures put into place. Apart from the college's own mechanism, the students union too participate in cleanliness programmes in the college to maintain a clean pollution free campus. Water purifiers have also been installed at various places in the college. A mong two of the best practices in the college is the system of Academic Audit by the University of the college. This provides us with an important feedback and monitoring mechanism.

Another Best practice initiated by the college is a continuous process of online feedback using Google forms. This helps us constantly monitor the responses of the students on various issues including Curriculum, Class Room Interaction, Laboratory, Examination, Library, College Office, Sports, Administration, Canteen, Common Room & Sanitary system, strengths & weaknesses of the departments, suggestions for development of the college and other grievances.

A number of innovations using audio-visual clips and other multimedia resources have also been adopted for our delivery of the curriculum to make it more interesting and meaningful for the students.

STRENGTHS

- ✓ There is a huge demand from students from even far flung areas for admission to the college. Over th e years the student strength in the college has grown to over 3000 with most of our students belonging to adjoining districts.

- ✓ Locational Advantage: Our college is situate d very close to one of the busiest terminal railway stations, Seladah and abo ut 1 k m from the University of Calcutta. Hence the location is extremely convenient to the students.

- ✓ Online Admission: Our admission is totally online leading to greater transparency and equal opportunity for students from diverse backgrounds.

- ✓ Dedicated Well Qualified faculty: We have extremely well qua lified faculty dedicated to the mission of supporting students from disprivileged backgrounds to achieve what they value in life

- ✓ College Auditorium: The state-of-the-art college auditorium Gitanjali is a major strength not o nly for conducting v arious workshops, seminars and conferences but also for various outreach and extension activities.

- ✓ Access to e-resources: The college has also subscribed to the Natio nal Library and Information Services Infrastructure for Scholarly Content (N-LIST), being jointly executed by the UG C-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium

- ✓ Solid Waste management: In associatio n with the Kolkata Municipal corporation which has installed a solid w aste compactor, we have launched an effective system of solid wast e management to minimize all v isual and olfactory pollution.

- ✓ Clean campus with optimum utilization: We have endeavoured to provide optimum greenery in the co llege and utilized the available space in t his congested part of central Kolkata to the fullest.

- ✓ Free and Open Software Training: The College has collaborated with IIT Bombay as part of the National Mission on Education through Information and Communication Technology (NMEICT)for providing Free and Open Source Software (FOSS) courses relevant to our students

- ✓ Biometric system of attendance for teaching and non-teaching staff: We were the first college to affiliated to the University of Calcutta to initiate a biometric attendance system in the college. It records the time a staff spends in the college effectively.

- ✓ Various stipends to students: Our college has worked hard to provide financial support to the students in every form. We were awarded by the State government of West Bengal for arranging for our students the largest number of 'Kanyashree' stipends to the students in the entire state

- ✓ Modular Academic Calendar: The Academic Calendar of all departments comprises the entire curriculum broken down into actionable modules spread and supplemented with value-added elements. These modules are made known to the students and other stakeholders at the beginning of each session

WEAKNESS

- ✓ Insufficient classrooms for starting science streams: We are extremely constrained for space and there is virtually no space creating science laboratories. Hence despite the demand for science subjects we have not been able to start basic science subjects in the college.

- ✓ Lack of space for expansion: There is virtually no space for further expansion of the college building. We have tried to take care of the constraint through proposing PG classes and diploma classes beyond regular college hours.

- ✓ Insufficient scope for mobilization of funds: Since most of our students are from economically poor backgrounds we cannot increase any kinds of fees.

Even vocational subjects are not run on a self financed mode. We are largely dependent on government funds and UGC for meeting our development needs.

✓ Certain vacancies not filled on time: We did not have a full time Principal for almost three and a half years. Certain other administrative posts are vacant.

✓ Lack of playground and NCC: We do not have our own playground and have not been able to initiate NCC opportunities for our students.

✓ Lack of sufficient software: We do not have sufficient number of licenced application software for our computers.

OPPORTUNITIES

✓ Optimum utilization of ICT resources: There is further opportunity for fully utilizing the Information and Communication Technologies for all students especially as a value added course to meet the needs of Industry.

✓ Post Graduate wings: There is a huge opportunity to initiate PG sections in the college.

✓ More diploma and job oriented subjects: There is greater scope for various vocational and job oriented subjects especially in view of need assessments of the students.

✓ Further expansion of library facilities to provide even better e-resources.

✓ Placement Cell: There is an opportunity to initiate a formal placement cell apart from the Career Counseling Cell we have.

CHALLENGES

✓ Lack of interest in some traditional humanities subjects: There is a general lack of interest in some humanities and language subjects.

✓ Students are increasingly attracted to coaching centres outside college, which is a major pedagogical challenge for us.

Updating computer facilities optimally, especially in ter ms of application software and providing more computer terminals is a big challenge.

✓ Transition to less pa per work ad ministration, in f avour of m ore digital platforms remains a big challenge.

PROFILE OF THE COLLEGE

1. Name and Address of the College:

Name:	**Surendranath College for Women**	
Address:	**24, Mahatma Gandhi Road**	
City: Kolkata	Pin: 700009	State: West Bengal
Website:	**www.sncwcal.ac.in**	

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr Purnima Biswas	O:033-2350-2389 R:	9831745752		purnimabiswas mookherjee @gmail.com
Vice Principal		O: R:			
Steering Committee Coordinator	Dr Uma Shankar Pandey	O: R:033-265-3700	9674016826		mailusp @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. **Not Applicable**

6. Sources of funding:

    Government   ☑

    Grant-in-aid

    Self-financing

    Any other   ☑

(Renting out part of premises in non-college hours)

7. a. Date of establishment of the college : **1948** (17/08/1948)
    b. University to which the college is affiliated/or which governs the college(If it is a constituent college)

University of Calcutta

    c. Details of UGC recognition:

Under Section	Date, Month &Year (dd-mm-yyyy)	Remarks (If any)
i. 2(f)	April 6, 1960	
ii. 12(B)	April 6, 1960	

    (Enclose the Certificate of recognition u/s2(f) and 12(B) of the UGC Act)

    d. Details of recognition/approval by statutory/regulatory bodies other thanUGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) **Not Applicable**

Under Section/Clause	Recognition/Approval details Institution/Department Programme	Day, Month And Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

    (Enclose the recognition/approval letter)

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

      Yes [✓]   No [   ]

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

      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)

   b.   for its performance by any other governmentalagency?

      Yes [   ]   No [   ]

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

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

10. Location of the campus and area insq.mts:

Location*	Urban
Campus area in sq.mts.	1421.75 sq. mts.
Built up area in 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 [✓]
- Sports facilities
    ∗ Playground (We use the Eastern Railway playground in the vicinity)
    ∗ Swimming pool * Gymnasium

- Hostel
  - ∗ Boys' hostel **Not Applicable**
    - i.   Number of hostels
    - ii. Number of inmates
    - iii. Facilities(mention available facilities)
  - ∗ Girls' hostel
    - i.   Number of hostels
    - ii. Number of inmates
    - iii. Facilities(mention available facilities)
  - ∗ Working women's hostel
    - i.   Number of inmates
    - ii. Facilities(mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available—cadre wise)
- Cafeteria— ☑
- Health centre–(We use facilities of the students health home and also the NRS Medical college in the vicinity)

First aid, Inpatient, Outpatient, Emergency care facility,

Ambulance……. Health centre staff–

Qualified Doctor   Full Time ☐ Part-time ☐

Qualified Nurse   Full Time ☐ Part-time ☐

- Facilities like banking, post office, bookshops ☑
- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage ☑

- Solid waste management facility   ☐✓
- Waste water management
- Water harvesting

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

SI. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate	BA, BSc, BCom, BVooc	3 years	Higher Secondary	English/Bengali	1422	1687 (in 1st year)
	Post-Graduate						
	Integrated Programmes PG						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and providedetails)						

13. Does the college offer self-financed Programmes?

Yes   No ☐✓

If yes, how many? ☐

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

Yes	✓	No		Number	1

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 (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Geography, Economics, Mathematics	✓		
Arts	Bengali, English, Education, History Political Science, Philosophy, Sanskrit, Sociology, Hindi, Urdu	✓		
Commerce	Commerce	✓		
AnyOther (Specify)	Journalism & Mass Communication, Communicative English	✓		

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

　　d. Choice Based Credit System
　　e. Inter/Multi disciplinary Approach
　　f. Any other (specify and provide details)

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

Yes ☐   No ✓

If yes,

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

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

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

Yes ☐   No ✓

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

Yes ☐   No ✓

If yes,

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

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

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

Yes ☐   No ✓

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the State Government *Recruited*			2	11	5	5	30	4	1	
Yet to recruit										
Sanctioned by the Management/ society or other authorized bodies *Recruited*										
Yet to recruit										

*M-Male*F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			03	06			
M.Phil.				04			
PG			01	03	03	03	
Temporary teachers (CWTT)							
Ph.D.							
M.Phil.							
PG					01	04	
Part-time teachers							
Ph.D.							
M.Phil.							
PG					12	03	

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

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

Categories	2012-13		2013-14		2014-15		2015-16	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		105		102		103		140
ST		29		13		09		05
OBC		21		20		40		45
General		545		813		1152		1478
Others								

24. Details on students enrollment 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	1028				
Students from other states of India	450				
NRI students					
Foreign students					
Total					

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

UG | 2% | PG | × |

26. Unit Cost of Education

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

    (a) including the salary component   Rs. 16960

    (b) excluding the salary component   Rs. 3872

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

    Yes ☐   No ☑

    If yes,

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

              Yes ☐   No ☑

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

            [   ]

    c) Number of programmes offered [   ]

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

            Yes ☐   No ☐

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

29. Is the college applying for

    Accreditation: Cycle 1 ☐   Cycle 2 ☑   Cycle 3 ☐   Cycle 4 ☐

    Re-Assessment: ☐

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

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

Cycle 1: March 2007 (31/03/2007) Accreditation Outcome/Result **B**

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

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

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

31.   Number of working days during the last academic year. | 216 |

Number of teaching days during the last academic year | 186 |

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

32.   Date of establishment of Internal Quality Assurance Cell

(IQAC) IQAC……………………(01/09/2015)

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

AQAR   (i) 2010-11(14/12/2015)

AQAR (ii) 2011-12 (22/12/2015)

AQAR (iii) 2012-13 (23/12/2015)

AQAR (iv) 2013-14 (26/12/2015)

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

CRITERION I: CURRICULAR ASPECTS

CURRICULUM PLANNING ANDIMPLEMENTATION

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

Our goal is to make ordinary students self-reliant, confident and empowered. Many of the girls who study in the college are from poor families from the suburbs. Since the college is close to one of the most important terminal suburban stations in the country, most students commute daily from far flung areas to the college.

The mission of the college is to provide quality education to the ordinary students to make them self-reliant. The college also provides free education to about ten percent of the students who cannot even afford the meagre fee charged by the college.

Providing meaningful education to girls largely from poor families is the core mission of the college.

Helping them realize their potential to become self-reliant and useful citizens of the society is an important mission too.

Our primary aim is to empower the girls with the right knowledge to that they can develop the right attitude, develop essential skills and adopt the right habits.

Our mission is to provide them the relevant tools to conduct themselves in the society with confidence and dignity.

This is communicated to the students and other stakeholders through the web site, prospectus, and other printed publications. At the annual induction meeting too the mission is explained.

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

There is limited autonomy for the implementation of the curriculum designed by the university. The college encourages the adoption of a modular system for every department in preparing the academic calendar. Every department has a detailed academic calendar incorporating the number of classes allocated for every topic.

Each part of the syllabus is broken down into modules and finally into topics.

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

There are regular workshops organized by the University generally facilitated by the relevant Boards of studies. Teachers' inputs are also incorporated into the design of the curriculum. The University apart from regular circular and notifications also suggests innovative practices and provid e e-resources and other resources f or efficient implementation of the curriculum.

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 departments prepare effective teaching modules often aided with add on practices to aid the teaching-learning process.

These modules are constantly updated based on perio dic academic reviews. For example, certain departments help students in preparing s mall video documentaries, where the entire work from scripting to editing is done in the college itself.

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

Certain departments have a general interface with the industry not only to assist in the curriculum delivery but also to provide opportunities for the placement of students. Other departments have regular interface with research bodies and students help in the fieldwork component of the research. Regular interaction with the University Board of Studies and the Ins pector of Colleges is also an im   portant component in the operationalisation of the curriculum.

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

One of the members of the faculty is a member of the Board of Studies attached to the Undergraduate Council and directl y participates in curricu lum development. Other members of the faculty are involved in various capacities the University and provide their feedback and suggestions on various sectors of the curriculum.

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

The College has discontinued the Certificate courses which existed during the last NAAC visit and beyond. This existed till the year 2010 and had to be discontinued since the feedback received from students was that they would prefer Post Graduate Diploma courses and other programmes. We are in the process of initiating Post Graduate courses in the departments of Geography, Economics and Journalism and Mass Communication.

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

The implementation is ensured by regular interactions of the faculty with the Principal and also through institutional Academic Subcommittee interactions.

The feedback from various stakeholders including parents and other members of the community are taken into consideration for the implementation of the curriculum.

1.2 ACADEMICFLEXIBILITY

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

The College has collaborated with IIT Bombay to provide them training on Free and Open Source Software relevant to their needs. Certification is provided to them on completion of specific software courses through the Spoken Tutorial method as part of the National Mission for Education through Information and Communication Technology(NMEICT). The objectives were to equip the students with required skills to meet the requirements of potential employers.

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

The college has no such programmes.

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

The college provides as much flexibility as possible to students to pursue a wide range of electives possible in the University curriculum.

We also adapt the University curriculum in a modular form and supplement it with units devoted to skill development largely in the field of application software.

Additional help is provided to students who prefer to appear for post graduate entrance examinations of various universities. From the time when the students get admitted to the time when their names are sent to the University for Registration (usually about a month) the students have the flexibility to migrate from one stream to another. Facilities like e-journals etc. are also made available to students through the NLIST.

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

The College has discontinued the Certificate courses which existed during the last NAAC visit and beyond. The objectives were to e quip the students with required skills to meet the requirements of potential employers. We intend to start Diploma Courses in the near future.

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.

Apart from regular interactions with members of the industr y with students for motivational lectures and skill d evelopment presentations, members of the teaching staff provide such presentations at regular intervals.

The curriculum is also supplemented with units providing skill enhancement elements largely in the field of application s oftware and marketing skills. Other soft skill modules are also included in the curriculum.

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?

The university does not offer such flexibility

1.3 CURRICULUM ENRICHMENT

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

The University curriculum is also s upplemented with units providing sk ill enhancement elements largely in the f ield of application sof tware and marketing skills. Other sof t skill modules are also inc luded in the curriculu m. Our primary objectives are to empower students with knowledge as well as relevant skills to make them self-reliant and useful citizens of the society.

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

The University curriculum provides limited flexibility in terms of curriculum design. We use supplementary units in the acade mic modules designed at address the needs of the curriculum as well as its utility for students to become self- reliant.

Regular use of audio-visual aids and othe r interactive sess ions are encouraged to meet the dual needs of the curriculum as well as the immediate needs of the industry for its human resources.

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?

Ours being a women's college various legal and social issues related to gender are an extremely important element of our educational objectives. Located in o ne of the most congested areas i n the countr y, issues of environment and cl imate too are o f prime importance. There is a co mpulsory Environment education module in the curriculum. We adapt the curriculu m to reflect the i mmediate concerns. Students work on various areas of local environment issues are part of their curriculum.

Information and Communication Technology is another thrust area in our institution. We provide dedicated internet connection at about 50 computer terminals available at various rooms in t he college. E-books and other interactive content are provi ded apart from the use of the smart boards and Wacom. Certain departments have ICT in their curriculum. Free and Open Source Sof tware training as part o f the NMEICT is offered by the college to supplement the curriculum. Certification is provided by IIT Bombay following a Spoken Tutorial course by the students.

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

The additional value-added programmes are provided through various audio-visual presentations on motivational elements and soft skills by industry experts and also the activities of the career counseling cell. Such programmes are regularly offered to the college students in the Auditorium by invited speakers as well as by the members of the faculty. This is apart from the Free and Open Source Software training through the Spoken tutorial mode as part of the NMEICT.

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

Apart from the formal feedback mechanism from the students, there is regular interaction with industry experts and other stake holders to enrich the curriculum.

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

The monitoring is done through formal interactions at various levels with the Faculty and invited educationists along with the stakeholders. There is also a regular review mechanism with the members of the Academic Subcommittees in this regard.

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?

One of the Faculty members is a Board of Studies member of the University of Calcutta who is directly involved in the design and development of the curriculum at the University. There are regular interactio ns with the Universit y Board of Studies through regular workshops at the Co llege Auditorium. The fact that the College i s located just one km away from the University is an added advantage.

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

There is a formal online mechanism for obtaining feedback from students. There is a Students' Feedback subcommittee in th e college which meets at l east once in a month to collate the su mmary of the f eedback and recommend redress measures to the Principal. Through other stakeholders it is more of an informal mechanism.

1.4.3   How many new programmes/courses were introduced bythe institution during the last four years? What was the rationale for introducing new courses/programmes?) Any other relevant information regarding curricular aspects which the college would like to include.

Three programmes in Hindi, Urdu and Sociology have been introduced in the last few years. There are proposals to start Post-graduate courses in Journalism & Mass Communication, Geography and Economics.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 STUDENT ENROLMENT AND PROFILE

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

We have a fully online admission process. Everything from the issue of forms to submission of form fees to merit list and finally the admission process is done online. The admission procedure is publicized through the college website and other online college admission portals. Drawing on the college's locational advantage we also put up flex banners outside the college providing the details of the admission process.

The college notice board also provides all the relevant notifications.

The Inspector of Colleges of the University of Calcutta is kept informed of all the developments as well as the Director of Public Instructions, Government of West Bengal.

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

The admission to the college is strictl y on the basis of marks obtained at the qualifying examination i.e. at the Higher Secondary (10+2) examinations. The merit list is drawn up from the cumulative score of the Best 5 subjects of the student added to the marks obtained in the relevant subject applied for. Seats are filled up from this merit list. The merit list is also sent to various government and statutory agencies.

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

The college has h istorically catered to t he needs of ordinary students from poor families from the adjoining districts. Most of the subjects ha ve a minimum criterion of 50 m arks in aggregate and 50 marks in the relevant su bject. Other colleges i n various parts of Kolkata have significantly higher eligibility criterion to seek admission.

Programmes	Maximum Marks	Minimum Marks	Demand Ratio
UG (Honours)			
1.Bengali	76	51	5:2
2.Commerce	82	56	4:1
3.Economics	77	65	1:1
4. Education	79	55	2:1
5. English	78	54	3:1
6. Geography	82	68	4:1
7.History	79	50	3:2
8.Journalism & Mass Communication	81	50	2:1
9.Philosophy	72	49	1:1
10. Political Science	74	50	3:2
11. Sanskrit	78	52	3:2

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 process is r eviewed annually at three different levels. Th ere is a detailed Teachers' Council meeting every year on the c ompletion of the ad mission process to review the numbers and also student profiles. As mentioned in the college mission, care is taken to avoid an elitist situation where ordinary students feel left out or deprived. T hrough the Teachers' Council meeting we ha ve succeeded in eve n providing monetary aid to stu dents who cannot meet the c ost of the admission fee etc.

The second level of the Review process is at the Admission committee which also has Non-Teaching Staff members where various administrative and logistics issues are addressed.

The third level of the Review process is at the statutory Academic Subcommittee and also the Governing Body where major policy decisions concerning admissions are sorted out.

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*

There is a dedicated SC/ST cell in the college to address the needs of this category of students. Special admission counters are also provided for such students. The relevant government rules for reservation are strictly enforced.

* *OBC*

We have followed all guidelines of the Government of West Bengal and the University of Calcutta regarding admitting students to both the OBC A and B categories.

* *Women*

Our college is exclusively for women

* *Differently abled*

2 per cent of the total seats of the college are reserved for the Differently abled.

* *Economically weaker sections*

A majority of our students belong to the economically weaker sections of the society. We have adopted a range of measures to help such students. The fees that the students have to pay at the college are one of the lowest in the city. Even the vocational stream students have to pay a very small amount as fees.

There is a dedicated number of staff in the college dealing with exclusively with

freeships and other government stipend available to students. During the time of admission, members of the teaching staff as well the non-teaching staff help students financially too.

∗   *Minority community*

Based on the feedback received from students, we have introduced Urdu as a both a compulsory and a general subject. Various government stipends available to minority students are publicized at the time of the admission and dedicated staff at the college helps the students receive such stipend. Over the years the number of minority students taking admission at the college has increased considerably.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated forimprovement.

Provided in 2.1.3 above

2.2 CATERING TO STUDENT DIVERSITY

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

Our thrust area remains our commitment to students from extremely poor families, many of whom are first generation learners. We have not been able to separately create infrastructure for the needs of the differently abled students. We have however constructed ramps at important student-office interface areas.

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.

We have a formal arrangement of meeting students both at the level of the institution and also at the le vel of the honours depart ments. The entir e college is divided int o five different sections. Each section meets the Principal a nd senior teachers at th e college auditorium where a general idea of students' needs are assessed.

The honours departments assess the needs relating to la nguage skills and gen eral proficiency level. For the first month after admission st udents have the f reedom to change streams. In lab-oriented subjects students' computer proficiency is assessed.

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

We have a f ormal arrangement of Remedial courses to ass ist students, especially slow learners. Apart from department faculty, we also invite outsid e experts for such remedial classes held beyond college hours. We also offer Free and Open S ource Software training for the students

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

Ours being a wo men's college, Gender sen sitization and relate d legal and social issues are vita l, there are regular wor kshop sessions organized by the State Commission for Women, NGOs, activists and other experts.

Environment concerns are ad dressed in c onjunction with activitie s like solid waste management, tackling water and air polluti on with help f rom the Kolkata Municipal Corporation.

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

There are three level s of evaluation methods in the college; Uni t Tests, Mid Ter m Tests and Annual examinations. Through these examinations and through regular interaction with students through exercises and other activities we identify those who

have interest in purs uing higher education at the PG   level o r appearing f or competitive examinations. We provide additional learning materials, often in the form of e-books or other e-resources and providing relevant linkages to other institutions. Regular library sessions are als o arranged in s mall groups for students with such needs. We also continually update the library resources for such students.

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

As mentioned in 2.2.5 above, we have a regular system of evaluation throughout the year. A majority of our students are from economically weaker sections and are even first generation learners. Hence the college is attuned to their needs right from the start. For example one of the major problems of the slow learners is that the y are not proficient in English. We make additional arrangements to provide learning resources to such learners in B engali. However, there are students f rom Hindi and Urdu medium background who cannot write their examinations in Bengali and have to write in English for the University examinations.

We have a mentorship programme where each teacher of a department takes care of a few such students' n eeds. One of our major achievements has been our low dropout rate in the college.

2.3 TEACHING-LEARNING PROCESS

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blueprint, etc.)

The University curriculum is an annual one. We divide each paper in the curriculu m into four different modules, spread out over a year.

Each module is broke n down into a nu mber of lecture periods divided a mong the Faculty of each department. We also encourage the faculty members to have additional interactive or practical activitie s in consonance wit h the section of the curriculum taught.

This detailed Academic calendar is al so provided to the st udents who get an idea of learning and evaluation schedules in the modular curriculum.

The Principal along w ith regular meetings with the Heads of Department monitors the progress of the Academic Calendar.

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

The Internal Quali ty Assurance Cell ass ists the P rincipal in the s ystematic monitoring of the progress of the Academic Calendar and also suggests innovations.

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

Our college has a majority of humanities and language subjects, with only five departments having a scope for laboratory work. For these five departments the college encourages teachers to coordina te the theoretical aspect s of the curriculum with the practice oriented sections to make learning more interactive.

Field work and industry visits are also an important regular process of the teaching-learning system. Through our regular disc ussions on peda gogies we encourage teachers to involve activities related to the topics. We also provide the infrastructure to incorporate ICT tools including audiovisual clips and learning materials. We encourage the use of infrastructure like smart boards availabl e with the college and using the auditorium facilities to students to prepare their own presentations. In other cases students prepare projects or small reports. Hence a part from the traditional teaching methods we adopt various pedagogical tools to make learning more collaborative. One of the innovati ve methods we use is t o supplement the reg ular courses with the Free and Op en Source Software Training provided by the IIT

Bombay through the NMEICT scheme. Software training relevant to students needs are provided to them.

The aim is to make the curriculum relevant to the students n ot only in terms of knowledge and information but also as an important tool to become self-reliant.

Thus at the level of the policy and ICT infrastructure, students have access to Wi-Fi facilities at different centers in the college.

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 Undergraduate curriculum of the Universit y of Calcutta has elements of criticality and creativity embedded in various modules, the college encourages faculty members to help students with independent thoughts and ideas. The objective is to instill in the students a desire f or lifelong learning and inn ovation. Critical thinking is also encouraged by making students verify the ground reality with 'perceived knowledge' in specific case studies. We also encoura ge the proble m solving skills by inviting suggestions for the remedy of various problems.

While selecting the topic of dissertation in certain depart ments as part of the University Curriculum, students are as ked to present and justify their own critical views for the particular choice.

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

We have a formal collaboration with IIT Bombay through the National Mission on Education through Information and Communication Technology to train our students

in Free and Open Source Software (FOSS) through the spoken tutorial mode. Also many faculty members through their association with foreign universities like Ohio University, help students with access to the e-resources. Students also have access to the N-LIST facility through the UGC Inflibnet. At the same time the infrastructure for ICT including high speed internet connectivity for about 50 computers have been put into place. We also have infrastructure for smart boards etc. Also use of LCD televisions, LCD projectors and presentation software is encouraged.

An online feedback mechanism for students has also been put into place for student feedback.

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

All the Departments of the College organize seminars and workshops to enrich the students academically. Recently an international conference was organized in the college where a number of international resource persons delivered their address through Skype. We have had five UGC sponsored national seminars in the last five years, apart from a number of seminars funded by the college. There have been workshops conducted by outside bodies too. Experts are regularly invited to deliver lectures on topics which are already taught in the class by the departmental teachers. Some faculty members have linkages with other universities within and outside the country and use the online library and other resources for the use of students. Online conferences have also been organized with the help of such institutes.

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

Academic support are offered in terms of Classroom teaching, Tutorial class (100%

of the students) and R emedial classes (15-20% of total students),Counseling classes (25-30% of the tota l students), Class test (100%), Evaluation of answer script (100%), Rectification of answers of the stud ents as per th e model answer (100%), guidelines provided for presentation of papers in the s eminars and workshops (UG 10%).Through the counselling Cell, departmental heads and other faculty members provide psycho-social support to the students of the concerned departments (10-15% of the students) since many of our students are from disprivileged backgrounds and at times first generation learners.

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 faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The following innovative methods are adopted:

- Participatory learning through field work, projects and surveys

- Use of web resources in some departments

- Use of interactive power point presentations

- Organizing subject oriented departmental seminars

- Subject related film shows followed by discussion

- Survey of socio-political issues

- Printing lab journals and news letters

- Taking part in mock press conferences and legislative sessions

- Using audio-visual clips to supplement classes

- Making students work on free websites

- Use of GD, brain storming, Poster, Wall magazine

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

Many departments maintain departmental seminar libraries for honours students to facilitate in-depth study of the respective subject. The college has also subscribed to the National Library and Information Services Infrastructure for Scholarly Content (N-LIST), being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium. Additional reading habit is cultivated in students by suggesting reference books, through a process of library counseling by the faculty members to complete their assignment and project work. The department libraries and the college central library are constantly used by the faculty and students. Internet facilities are available for the students in the library. Faculty members also provide students access to the library facilities provided by the American Center and also universities like Ohio University. There is an Inter Library Loan facility also available at our library.

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.

As far as the internal organization is concerned the institution has a well-planned mechanism to complete the curriculum and even augment it with additional exercises and modules.

The major challenges are holding the examinations of the University of Calcutta, since our college is located at a very convenient part of Kolkata, almost all UG University examinations of the University of Calcutta are allotted to our college. In the last few years the examination schedule has further increased with a number of Supplementary Examinations. We overcome this by scheduling extra classes and at times special classes too, within a minimum of 180 teaching days in a year.

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

This is achieved by a continuous consultative exercise involving the Teachers' Council and the Principal. The Statutory Academic Subcommittee too has an important role to play in this regard. Monitoring of students' attendance by the

department, the Principal, and communication to parents is another regular exercise in the college. We also have a proces s of feedback of teachers t hrough students' feedback, parent teac her interaction and maintenance of academic diary by faculty members.

2.4 TEACHER QUALITY

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

Highest qualification	*Professor*		*Associate Professor*		*Assistant Professor*		*Total*
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			03	06			
M.Phil.				04		01	
PG			01	03	03	03	
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG					3	12	

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

Part time and conditional teachers are appointed to the college through a process of advertisement, interview and selection. A selection committee comprising the Principal, Head of the concerned department and a member of the Governing body along with a University nominee selects teachers for part-time /contractual posts. We have about 16 Part time teachers, five contractual whole time teachers and over 22 Guest Faculty in the college. We also constantly update our 100-point rosters to facilitate the filling up of vacant substantive posts. We also invite other industry experts for other classes.

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.

Apart from providing the requisite study leave for training, the college allowed the Faculty Improvement Programme to two faculty members during the last year. The college has also funded two teachers to attend national and international conferences. Teachers are also encouraged to take up minor research projects. Flexibility is allowed on the college time table to teachers to undertake such projects. We also have Capacity Building sessions, especially for younger faculty in some departments.

a)   *Nomination to staff development programmes*

Academic Staff Development Programmes	*Number of faculty nominated*
Refresher courses	8
HRD programmes	2
Orientation programmes	4
Staff training conducted by the university	4
Staff training conducted by other institutions	3
Summer / winter schools, workshops etc.	2

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

- *Teaching learning methods/approaches*

Workshops have been organized in as sociation with the All India Association for Education Research on pedagogies. Various other online resources are provided and teachers encouraged to research on newly emerging pedagogies.

- *Handling new curriculum*

The University of Calcutta though its Board of Studies regular workshops on handling new curriculum. Our college has organized two such workshops. We encourage teachers to participate in such w orkshops organized elsewhere and al so senior faculty members provide nece ssary support to new ly appointedteachers to effectively handle the curriculum.

- *Selection, development and use of enrichment materials*

Seminars and workshops are organized to enhance the performance of existing faculty members. Teachers are encouraged to part icipate in enr ichment programs often by forging linkages with institutes of excellence.

- *Assessment*

More computer-based and online assessment measures are encouraged among the faculty. We have however not been able to formally implement them

- *Cross cutting issues*

We have organized workshops on pressing current issues and legal awa reness workshops in association with activist groups and professional bodies.

- *Audio Visual Aids/multimedia*

Use of audiovisual clips and CDs/DVDs to assist in teaching remains our thrust area. This is important to draw students, many of whom are first generation learners to the classroom. We also use material provided by institutes like the FTII and the EMMRC to assist in our everyday teaching.

- *OER's*

We encourage the use of Open Ed ucation Resources. Ebooks, e-journals and other audio visual resources including some Youtube downloads are regularly used. The college has a lso subscribed to t he National Library and Information Services Infrastructure for Scholarly Content (N-LIST), being joi ntly executed by the U GC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium.

- *Teaching learning material development, selection and use*

Faculty members have not been formally exposed to an y training programme for content development but many faculty members in their capacities as researchers developed content with reference to their competence. Also some faculty members act as Faculty Coordinators for the Free and Open Source Software training of students

c) Percentage of faculty

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

About 10 per cent

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

About 10 per cent

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

About 40 per cent

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

The college does not have necessary wherewithal to provide research grants but encourage teachers to apply for grants to the UGC and the ISSR. Over five faculty members are working on MRPs.

We also encourage teachers to apply for funds from various funding agencies. Three teachers have been provided UGC travel grants to present papers at international conferences. The college has also assisted teachers to obtain Participation of Teachers in Academic Conferences (PTAC) grants of the UGC. A few teachers have also obtained grants from international associations to present their research.

Two edited volumes have been published by the college in the recent past. The college provides 'On Duty' Leave to faculty members to present their research in national and international conferences.

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

One member of the faculty was appointed as an Ambassador of the prestigious International Association for Media and Communication Research. Another teacher was elected to the Executive Body of the Institute of Bengal Study.

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

There is a formal feedback mechanism both online and manual, where students provide feedback. The data is analyzed and shared with the faculty members for their improvement. Teachers benefit through such assessments as they use them to rectify their shortcomings and build upon their strengths. The college provides all the required facilities to faculty to improve their knowledge and skill.

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?

There is a statutory academic subcommittee which also has student representation. There is a formal process of reviewing evaluation methods. The evaluation methods are communicated to the students and faculty at the beginning of the academic session. The college provides information to the students about the schedule of the examinations and methods of evaluation through the prospectus and academic calendar. Teachers in their introductory classes also communicate to the students the system of evaluation consisting of tutorials, mid-term test and selection test at the college level and the annual system of university examination.

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

The University has had major evaluation reforms since 2010. Practical examinations ae now held at the home centres which external examiners appointed by the University. Zonal centres have also been earmarked for the General papers. Environment Studies paper are now marked through OMRs. The marking pattern of question papers has also undergone substantial changes in favour of short questions. The 100marks Honours papers of some departments have been divided into two 50 marks papers. Now the honours students have to appear for a two hour 50 marks paper in each day instead of a 4 hour 100 marks paper.

Some departments of our college have initiated evaluation reforms in the practical subjects. They are marked for areas outside the curriculum including on attendance, work on lab journals and other activities assigned to them.

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?

This is implemented through academic curriculum and notification through college prospectus and institutional Rules and Regulations and notification of individual departmental notifications.

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

For formative evaluation the College has its own process of internal assessment system through class tests, monthly tests, tutorials, mid-term tests and selection tests. The students are then advised and counseled to rectify their shortcomings. The College arranges for remedial classes for the academically weak students to help them overcome their drawbacks and prepares them to do better in their university examinations. The university results of our College students have improved over the years; many of our students have got admitted to the PG courses and beyond. This is a big achievement for us considering the fact that we admit students with relatively modest scores in their HS examinations. The system of assessment and evaluation adopted by us has had positive impacts.

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

Some departments of our college have initiated evaluation reforms in the honours practical subjects. They are marked for areas outside the curriculum including on attendance, work on lab journals and other activities and projects assigned to them in groups as well as individually.

2.5.6 What are the graduate attributes specified by the college/affiliating university?

How does the college ensure the attainment of these by the students?

College tries to ensure that students gra duating from this ins titution attain certain specific attribute — English Communication Skills, Computer Literacy, Social values, Self-confidence and Tea m-work. In short through our cu rriculum and throu gh dedicated service by our staff we tr y and attain these goals. There is no formal mechanism of measuring the attain ments but various depar tments keep regular track of the progress of the past students. The college Alumni too helps us keep track of the progress of the students beyond college.

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

Mechanisms for redress of grievances with reference to evaluation at the College and University level are available to students. At the College examination, if there is any grievance of a stude nt regarding evaluation, she may directly approach the departmental Head or an y of the faculty members of the department. The evaluated answer script i s shown to the student. If there is an y change i n evaluation, it i s corrected by the faculty members and the change is inserted in the marks slip.

At the University examination, if the student is not satisf ied with her evaluation, she may apply for review of results a s per University guidelines. The application for review is forwarded by the Principal to the University. After review, a f resh mark sheet is provided to t he student b y the Un iversity through the College showi ng improvement / no change in marks.

2.6 STUDENT PERFORMANCE AND LEARNING OUTCOMES

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

The most important learning outcome apart from the academic accomplishments is that the students acquire the right knowledge, attitude, skills and habits to realize what they value in life. Our mission statements, websites and other college publications and also in our various meetings these outcomes are repeatedly stressed upon.

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

The college monitors and communicates the progress of students through a number of formal and non-formal mechanisms which includes Student- teacher interaction within and outside the class; Counseling and group discussions; Parent-teacher meetings and Evaluation report of the performance of students in various Theoretical and practical examinations organized in the pattern of the University of Calcutta examination. Students assess the mselves through these examinations and their shortcomings too are pointed out through this mechanism.

The honours students have consistently had a success rate of over 90 per cent over the last five sessions with some departments reporting a success rate of 100 percent in the University of Calcutta examinations. The success of the students in the General stream has been between 80 per cent to 90 percent in the last few academic sessions.

Programme	Pass percentage in 2011-12	Pass Percentage in 2012-13	Pass Percentage in 2013-14	Pass percentage in 2014-15
BA Honours	92	92	94	94.5
BSc Honours	94	94	96.5	92.5
BCom Honours	82	79	81	85

2.6.3 How are the teaching, learning and assessment strategies of the institution structured

to facilitate the achievement of the intended learning outcomes?

The teaching, learning and assessment strategies of the institution are structured in a dynamic, systematic and flexible manner to achieve the desired learning outcomes and empower the students with knowledge, attitudes, skills and habits. The faculty members, the IQAC, the Academic Sub-Committee take initiative in planning and monitoring the academic schedule and the additional modules. The college is in a constant endeavor to strike the right balance between lectures, seminars and independent or participatory learning activities, apart from assignments and projects often involving the use of ICT. As most of our students are from disprivileged social and economic backgrounds, we face greater challenge in devising learning competencies and assessment. Project work for modules under the curriculum is tool for achieving the intended outcomes. Many departments have student seminars too.

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

There is a Career Counseling Cell in the college and on certain occasions we have initiated Psychometric assessment of students to suggest suitable career options and also to provide us with systematic inputs into framing learning objectives. At the time of admission the college provides counseling on future prospects of various options. Various professional agencies regularly have presentations for the students regarding various career options. The college makes dedicated efforts to supplement the curriculum with modules on communication skills, motivational exercises and computer application software to prepare them for the human resource requirements of the industry. Besides this the college regularly organizes workshops and seminars on career opportunities

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

The college has a systematic way of identifying advanced and slow learners and then framing solutions based on their perceived needs. We have a regular regime of

conducting class tests, holding class discussions, organizing presentations and mock activities by students, encouraging them with written assignments and also through a formal feedback mechanism from students.

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

Learning Outcome and its achievement are reviewed by periodic and systematic review mechanism of the institution. Marks in internal examinations, Classroom performance Participation in extra-curricular activities and curricular assignments and projects and performance in sports and cultural activities is regularly monitored along with certificates and awards students achieve in their various activities is monitored and also their progress after they leave the institution.

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

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

The institution and the faculty members assess/evaluate the students on the basis of class test mid-term/periodical examination and test examination. The institution frames a time period within which the results of different examination are to be announced this is notified in the college notice board and web-site. After the results are over the departmental faculty members show the assessed answer scripts to the students pointing out the deficiencies of the answer and assist the students to formulate the model answer as per the university guideline provided at the final examination of the university.

CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization? No

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 College has a Re search Sub-committee comprising members of the teaching staff.

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

- autonomy to the principal investigator

- timely availability or release of resources

- adequate infrastructure and human resources

- time-off, reduced teaching load, special leave etc. to teachers

- support in terms of technology and information needs

- facilitate timely auditing and submission of utilization certificate to the funding authorities

- any other

The Institution extends full support and cooperation to the teachers who are engaged in research activities and research projects in ter ms of granting leave, reducing workload and timely release of funds. Leave is sanctioned for carrying out research work and field surveys, and to attend National and International Conferences held in India and abroad. In the last five years two teachers from Department of Education (Dr. Mom Mitra, Dr Sayanti Bhowmick), have been sancti oned FIP leave f or the completion of doctoral degree. Inf ormation regarding se minar, workshop, an d conferences are regularly available in the notice board of the teachers' room and in the teachers' notice book. Teachers use reading room inside the library. The f aculty members of Department of Geography and Department of Journalism and Mass Communication can use the instru ments of their laborator y for research works. Principal Investigators furnish audited utiliza tion certificate to the f unding authority within stipulated time.

In the last four years four teachers have been awarded doctoral degree. They are Mom Mitra, Kaustubh Lahiri, Uma Shankar Pandey and Ajit Mondal.

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

The institution encourages students of all departments in carrying out research activities through educational excursion, field work and group project work, with the help of the f aculty members. Some Departments, viz, Economics and Co mmerce have project w ork incorporated in t heir syllabus. Faculty of these depart ments supervises the projects in all respect and provides necessary guidance to the students. The areas of the proje cts include, inte r alia, agriculture, ind ustry, finance, human resource development, management and ot her aspects. Stud ents of Economics department learn to us e statistical software in applied research project. Students of Journalism and Mass Communication, and Geography carry out field survey based research work and submit reports to the departments.

Students of Commerce department undertook a field survey based Workshop on Durgapur Steel Plant with the supervision of the faculty of the department funded by UGC.

Department of Bengali carried out a field survey on Sunderban project funded by UGC, accompanied by the teachers of the department. The Department also arranged an educational excursion to Jorasanko Thakur Bari for their students in 2014.

Students of the Department of Geography submit post field work project report . Students get all kinds of support from the college in preparing the syllabus bound projects on Environmental Studies. Faculty of all the departments motivates the students from the under graduate level towards in-depth study often leading to future research.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The provision of faculty involved in active research is limited in undergraduate college. However Dr. Mom Mitra, Department of Education and Dr. Afroja Khatun, Department of Bengali are working as Co-Guide of doctoral dissertation of research fellows registered under University of Calcutta. Detail of Major and Minor Research Project funded by the UGC, undertaken by the teachers are reported in section 3.2.7.

 In the Department of Geography, a PG Diploma in Remote Sensing and GIS in collaboration with IIT Kanpur and Remote Sensing Centre, University of North Bengal (accredited by ISRO) is in the process of formation. Professor (Dr.) Onkar Dikshit, Department of Civil Engineering, IIT, Kanpur and Professor (Dr.) Sushma Rohatgi, Director, Remote Sensing Centre, University of North Bengal, along with Professor (Dr) Bibhas Jha, Ex- Director, National Atlas & Thematic Mapping Organization (under Ministry of Science & Technology, Government of India) and now Professor, Department of Geography, Visva Bharati and Professor (Dr.) Subir

Sarkar, Department of Geography , University of North Ben gal have als o communicated their consent to be the Members of Course Delineation Committee. Kaustubh Lahiri has undertaken a P roject on FIRST – STAGE REPORT ON DEVELOPMENT OF NON FARM SECTOR' is prepared being associated to the NABARD Cell of Agro Economic Research Centre, Visva -Bharati, Santiniketan.

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

Seminars, Workshops and Co nference, organized by various departments of the college are listed below:

Departments	Programmes	Year
Commerce	UGC-Seminar	2009
Philosophy	UGC-Seminar	2008
Journalism & Mass Communication	UGC-Seminar	2009
Political Science	UGC-Seminar	2012
English	UGC-Seminar	2011
Education	UGC-Seminar	2011
Journalism and Mass Communication	UGC-Seminar	2012
Education	College Seminar	2016
Journalism and Mass Communication	International Conference	2016

The Department of Journalism and Mass Communication organized an International Workshop on "Gender Sensitization" in association with International Association of Women in Radio and Television during 2012. The Department also organized a One-Day workshop on News-Anchoring during 2013, a One - Day workshop on Latest Camera Techniques in Bengali Films 2014 and a Symposium on Recent Trends in Bengali Cinema a part of National Symposium Series on Hundred Years of Indian Cinema in 2012.

The Department of Philosophy organized a Workshop on "Some Issues in Philosophy of Religion and Contemporary Indian Thought" in 2012 in collaboration with Under Graduate Board of Studies in Philosophy.

Details are provided in the Evaluative Report of each Department.

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

Refer to 3.4.1

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

The Institution regularly organizes conferences, seminars and workshops in order to rope in researchers of eminence to visit the campus and interact with teachers and students. Scholars of stature delivered extended talks and interact with students as well as with teachers. Some of them are:

Eminent speakers like Late Dr. Prof. Pabitra Giri, Calcutta University, Dr. Prof. Ratan Khasnobis, Calcutta University, Dr. Malayendu Saha, Calcutta University, Dr. Ranjan Nag, St. Xavier's College, Dr. Deb Kumar Chakraborty, Ramkrishna Mission Vidyamandira, Belur, Dr. Pranab Bhowmick, Dr. M.N. Roy acted as Chairperson and Speakers in the UGC Seminar organized by Department of Commerce in 2010.

List of visiting faculty in Geography department include Professor Subhas Chandra Mukhopadhyay, D.Sc: Retired Emeritus, Professor, Department of Geography, University of Calcutta. Professor Subir Sarkar: Department of Geography, University of North Bengal, Professor Ranjan Basu: Department of Geography, University of Calcutta. Professor Sukla Bhaduri :Department of Geography, University of Calcutta. Late Professor Surendranath Chatterjee, Department of Rural Development, Palli Sanghatana Bibhaga, Sriniketan, Visva Bharati, Professor Onkar Dikshit : Department of Civil Engineering, Director Centre of Remote Sensing, IIT, Kanpur. Professor Arun Kumar Sharma: Department of Sociology, Faculty of Humanities and Social Science, IIT, Kanpur. Late Prof. Jalad Baran Ganguly: Ex- Vice Chancellor, Tripura University. Prof Sushma Rohatgi: Department of Geography, University of North Bengal, Director Centre of Remote Sensing, University of North Bengal.

In the Bengal i Department Prof. Pabitra Sarkar, retired VC Rabindrabharati University; Dr. Amitava Chakraborty, University of Delhi; Dr. Moloy Rakshit, Presidency University delivered lectures to the students and teachers.

List of eminent academicians visited in department of Political Science were M.K.Narayan (former governor, west Bengal-2012).TathagataRoy(Governor, Tripura.)-2009.Prof.Pradip Bhattacharyya,(M.P,Rjya Sabha,-2009,2012) Prof. Sougata Roy-2009(M.P. Loksabha).Prof. Suranjan Das- VC, Jadavpur University,- 2012, Prof. Krishna B asu –former M.P LOKSABHA-2012. , A mbassador Krishnan Srinivasan- former foreign secretary ,Govt of India 2012, Amb. Sourav kumar- 2012.Amb.Alok sen-2012 .Prof. OM. Praka sh Mishra-former Advisor to Nationa l Security Council.Mr. Shakti Sinha-IAS former finance and power sec .to Govt of Delhi and Indian representative to W.Bank,-2012,CAP. Alok Bansal, strategic expert for Pakistan-2012.,Prof. Parthapratim Basu, Prof. Sanjukta Bhattacharya, Prof. Anjali Ghosh(Jadavpur University-2012).Prof. Amartya Mukhopadhaya- Univesity of Calcutta) and others.

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

Dr. Mom Mitra (Department of Education) and Dr. Sayanti Bhowmick has been granted FIP Leave for the completion of their Doctoral Thesis.

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

The College Authority encourages and sanctions leave for presenting research paper indifferent International and National Conferences by faculty. Publication by faculty in different International and National refereed Journals, books, articles in edited volumes, seminar proceedings etc are also being encouraged.

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.

Generally 20% of the budget is specified for research on pro rata basis. Of this 25% is to be spent on institutional including project on environmental studies and field work, particularly for Geography and Journalism and Mass Communication, 50% will be spent on syllabus oriented projects, Social Science and Humanities and rest 25% will be for small community oriented project.

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

It is n ot applicable as the co llege has no financial autonomy to support research projects.

The college primarily acts a s a disbursing authority. The faculty is de pendent on grants from the UGC and other bodies such as ICSSR, for research.

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

Not applicable as the college has no financial autonomy to support the research projects.

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

Through active participation in the Seminar, the Departments interact with each other. Dr. Prof. PabitraGiri, Calcutta University, Ranjan Nag, Economics Department, St Xavier's College, and Dr. Deb Kumar Chakraborty, Ramkrishna Mission Vidyamandira, Belur, presented their paper in UGC S ponsored One Day Seminar organized by Department of Commerce, which can be cited as a successful endeavor in organizing interdisciplinary research.

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

The institution shares the equipment amongst staff and students and provides f ree Internet facility to staff and students.

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

No such provision is available in the college.

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

Nature of the Project	Duration	Title of the Project	Funding Agency	Total Grant		Total Grant Received till Date
				Sanctioned	Received	
Minor projects	1. 2012 2. 2011-12 3. 2011-12 4. 2013-14 5. 2011-12	Ref to 3.4.1	UGC UGC UGC UGC UGC	1,50,000 96,000 200000 111,200	1,12,000 135000	1,12,000
Major Projects	1. 2008 2. 2012	Ref to 3.4.1			800000 749000	
Interdisciplinary Projects						

Industry Sponsored						
Students' Research	Ref to 3.4.1					
Any Other (Specify)						

3.3 RESEARCH FACILITIES

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

The following research facilities are availab le for active research work within the college campus:

Central computer facility, Internet Wi-Fi Connections, Statistical and Commercial Software like MATLAB, Photo copier facility, departmental and central libraries. The college also subscribes to "Natio nal Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for subscription to massive e-resources.

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

According to the needs of the researchers the institution upgrades the infrastructural facilities in res pect of number of desktops and la ptops of latest configuration, notebooks, statistical and commercial software, and reading materials.

The College also subscribes to "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)from which teachers can have access of huge resources journals and books.

The College has a collaboration for Free and Open Source Sof tware as part of the NMEICT run by IIT Bombay, as add-on, career oriented skill development courses.

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

Nil

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

Nil

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

Ref: Criteria 4.2

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

All such facilities are available in the college.

3.4 RESEARCH PUBLICATIONS AND AWARDS

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

* *Patents obtained and filed (process and product)*

* *Original research contributing to product improvement*

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

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

The Research Project completed and undertaken by the teachers are:

<u>Minor Research Project:</u>

1. Smita Majumder, Department of Economics, (2010) : Impact of Millennium Development Goals, on Gender Equality in India

2. Tarkeswar Pandey, Department of Political Science, (Ongoing): Good Governance: A Case Studies of Bihar

3. Afroja Khatun,(2009) Depa rtment of Bengali: "In Search of Cloud S hrouded Stars: Muslim Women of Murshidabad 1995-2005"

4. Uma Shankar Pandey, Department of Journalism and Mass Communication: (Ongoing): New Media Literacy in India.

5. Enakshi Chowdhury (Retd), Department of English: (Ongoing) : Hits and Flops of Drama from 1590-1630

6. Suparna Gangopadhyay, Department of Economics, (Ongoing): Global Financial Crisis and the Indian capital Market: Cointegration Revisited

7. Kaustubh Lahiri, Department of Geography (Ongoing): i.'Facilitating a Resurgence in Rural Livelihood by Symbiotic Sustainability – a Pilot Study of Sagar, Namkhana, Kakdwip and Patharpratima Blocks of Sundarban'

ii. Tracing Differential Trace Threshold: Food Security by Micro Level Responsive Field Resource Management'

8. Mom Mitra, Department of Education: Title:　　Development of a Standardized Scale on Stress due to life events of Adolescents and Young Adults

9.Debjani Basu Sen, Department of Bengali: Mayabi Prithibi o Shirshendurduti Uponyas.

3.5 MAJOR RESEARCH PROJECT

Sanghamitra Sarkar: (2012): i) Women empowerment under 6th scheduled areas: A comparative studies of Meghalaya, Tripura. Report submitted on 2015.

(2008) ii) With or without each other : The seven sisters' Search for Peace and Prosperity

Students' Project :

Students of Departments of Economics, Education, Commerce, Geography, Sociology and Journalism and Mass Communication carry out syllabus bound projects. Students of Bengali Department made a field survey on'JalJangalerJibon, Jibika 0 Lokbhasha', in 2010,funded by UGC. Students of Commerce Department did a field survey based Workshop on Durgapur Steel Plant in 2010, funded by UGC.

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

3.4.3 Give details of publications by the faculty and students:

　　　　* *Publication perfaculty*

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

* *Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc.)*

* *Monographs*

* *Chapter inBooks*

* *Books Edited*

* *Books with ISBN/ISSN numbers with details of publishers*

* *Citation Index*

* *SNIP*

* *SJR*

* *Impact factor*

* *h-index*

Department of Bengali:

Dr. Afroja Khatun:

1. Bangla Katha Sa hitye Muslim Antapur (ISBN: 978 -81-295-1228-4), Dey's publishing, Kolkata, January 2011

2. Britter Baire Andarer Galpo (ISBN: 978-81-295-1790-6), Dey's publishing, Kolkata, April 2013

Upcoming publishing: 1. Meye Tume Ebang Amra, Dey's publishing, Kolkata

Article published: a) in Books:

1. 'Bitoshok Bhattacharya Smarak Grantha-Feb, 2013' (ISBN: 978-93-81245-37-8) published by Bengali department, Medinipur College and Ashadeep.

2. 'Nabachetanay Banganari' (ISBN: 978-93-81245-56-9), January, 2015

3. 'Itihas Anusandhan-19', (ISBN: 81-7102-131-X), January, 2005.

4. 'Itihas Anusandhan-20', January, 2006).

5. 'Proceedings', ICBS 2010, International Congress of Bengal Studies.

6. 'Proceedings', INCOH2011, International Conference on

Humanities 2011

7. 'Japan Juddhe Meyera' (short stories written by me) published

by 'Aamra', Kolkata-700075, Kolkata Boimela, 2014.

8. 'Shahabag Andolan O Murshidabad' published by Murshidabad

JelaItihas O Samaskriti Charcha Kendra. March 2014.

b) in academic journals and magazines:

1. 'Selina Hossainer Golpe Narir Bonhi Roop' in Galpokatha, Selina Hossain issue (ISSN 2309-494X), Rajsahi, Bangladesh, February 2015, p: 419-425. Rajsahi, Bangladesh, February 2015

2. 'Purbasha Ekhon' (ISSN: 2278-5779), Oct-Nov 2013 issue

3. 'Pratikhan' (2-16th March issue, 1989).

4. 'Monkalam' Dec. 2011.

5. 'Viswakosh Parishad Patrika', Oct. 2008

6. 'Viswakosh Parishad Patrika', July 2012

7 'Murshidabad Srijani', Aug.2010

8. 'Murshidabad Srijani', March 2011

9. 'Murshidabad Srijani', Dec. 2011,

10. 'Murshidabad Srijani', Oct. 2013

c) In dailies:

1. 'Aajkaal' (Rabibasar, 19th Dec.2010, 11thAug.2013, 2nd March, 2014, 12 October, 2014, 14 December, 2014, 29th November, 2015).

2. 'Bartaman' (Chatushparni, 22nd Dec.1988).

3. 'Jugantar' (Parama, 2nd July, 1987, 2nd Aug.1987).

4. 'ProthomAlo', Dhaka (Sahitya Samoyiki, 4th May, 2007.

5. 'Ekdin' (21st Feb, 2012).

Dr. Anindita Dutta

1) Published work: Rabindrapatre Sahitya Bodh, Jibon Bodh o Samaj Rajnitir Katha

Year of Publication: 2010, ISBN No: 978 81 7768 052 2

Debjani Basu Sen

   1. Boiyer Nam Protibader Natok
   2. Articles published in Magazine:
   i) Natyakatha Patrika: Bijon Bhattacharya Sankhya

   ii) Preme Apreme Rabindranatoker Nayikara

Department of English

Riyanka Roy:

Published article in journal:

1. 'Infinite Ways to Make P rofit: Digital Labour and S urveillance on Socia l Networking Sites', Rupkatha (Digital Humanities Special Issue) (ISSN: 0975-2935), Vol 7: 1, 2015, March, 2015.

Papia Mitra

Published article/chapter in books:

1. "Fairy Tale Structure in Shakespeare's Tragedies: a study of four tragedies", Glimpses of World Literature, ed. Ganesh Thakur, (ISBN 978-93-81549-71-1), ABS Publication (Varanasi), 2015, pp. 194-209.

2. "Artificial Intelligences and Karma: An Evaluation of Information Technology in Light of J.L. Shaw's Concept of Moral Free Will", Comparative Philosophy and J.L. Shaw, P. Bilimoria, M. Hemmingsen (Eds.), (ISBN 978-3-319-17872-1), Springer International, (Switzerland), 2015, pp. 247-262.

3. "The Shakespearean Goddesses: The Trinity of Weird sisters and the Indic Context", Memorial Year 2014: (Nehru - Shakespeare –Lermontov – Beckett), ed. Harish C. Gupta, (ISBN: 978-93-5196-830-6), Indian society for West East Literary Studies, (Kolkata), 2015, pp. 65-85.

Research papers/ Review articles/ Conference Proceedings

1. PROSPERA THE MOTHER: How a vowel Changes Shakespeare's Canon in The Tempest", Theatre International, Vol. VII (Shakespeare Special Issue, 2014), (ISSN NO: 2278 – 2036) pp. 66-89. [Research paper]

2. "SHAKESPEREAN AND INDIAN MORAL VISION: Cordelia in the light of Indian concept of Dharma", International Journal of Culture Studies and Social Sciences Vol. – I, No. – IV, 2014 (ISSN - 2347-4777) pp. 88-97 [Research paper]

Economics

Smita Majumder: 1. Gender Disparity in South Asia etc in " Woman across Asia: Issues of Identities" in Lipi Ghosh & others edited, Gyan Publishing House, New Delhi 110002. ISBN/ISSN 81-212- 0872-6

2. Woman Studies: Various Aspects edited by Basabi Chakraborty, Urbi Publication, Kolkata, (ISBN/ISSN 978-93-80648-26-2)

3. Prasanga Manabibidya, edited by Rajasree Basu and others.

Suparna Gangopadhyay: Feminisation of Labour: The Tainted Workers in India in Af roja Khatuned SEW PATRIKA, South Kolkata Society for Empowerment of Women, 2014. (ISSN 2347-2898)

Education:

Mom Mitra:

a) Title: "Impact of Perceived P arenting on the Acade mic Overload of the Adolescents of Kolkata Metropolis" in Procedis - Social and Behavioral sciences Vol. : 29, 2011 , Pages 1482-1489.. Published by ELsevier Ltd. (ISSN: 1877-0428)

b) Book of Abstracts of the 2nd Interna tional Conference on Education and Educational Psychology. (ISSN: 1986-3020. (pg 66))

c) Interplay of Text Anxiet y and Self-concept published by LAMBERT Academic Publishing. (ISBN: 978-3-659-11539-4)

"Influence of Parenting on Th e Mental Health of Indian A dolescents' in. Scholarly Research Journal for Interdisciplinary Studies. Volume -I, Issue -III, Oct-Nov (2012) pages 509 - 518. (ISSN 2278-8808).

d) "Self-Concept: A Determinant of Academic Stress and Perceived Parenting."
in Indian Journal of Educational Research. Volume II, March (2013) .Published by University of Calcutta. (ISSN 2277-3819).

e) A chapter on "Challenges to Inclusion In Indian Higher Education"- An Appraisal. In the bo ok Higher Education: Emerging Issues and Concerns. (2015) Published by A.P.H. Publishing Corporation, New Delhi. (ISBN 978-93-313-2703-1)

Sanghamitra Basak:

Articles:

1. Swami Vivekananda and Female Education in In dia (2012): (ISBN-978892408804)

2. An Appraisal of Women Empowerment (2015): (ISBN-2249-555)

3. Amra Ayiner Suraksha Chai : (ISBN-2397-2898)

AjitMondal:

PUBLISHED PAPERS IN PEER REVIEWED / REFEREED JOURNALS

1. Mete, J. & Mondal, A. (2011). Response to Child Labour in India, YOJANA (English), Ministry of Information & Broadcasting, Government of India, New Delhi, (ISSN- 0971-8400), Vol. 55, pp. 41–44, November, 2011

2. Mondal, A. & Mete, J. (2012).Women Empowerment and Education in the Context of India, University News, Association of Indian Universities (AIU), New Delhi, (ISSN- 0566-2257), Vol. 50, No. 20, pp. 12 – 18. May 14 - 20, 2012

3. Mondal, A. & Mete, J. (2012). Right to Education – An Appraisal, Kurukshetra – A Journal on Rural Development, Ministry Rural, Development, Goverrnment of India. New Delhi, (ISSN-0021-5660), Vol. 60, No. 11, pp.11 – 14, Sept. 2012

4. Mondal, A. & Mete, J. (2013). Higher Education and Quality Research in India: An Overview, University News – A Weekly Journal of Higher Education, , Association of Indian Universities (AIU), New Delhi, (ISSN-0566-2257), Vol. 51, No. 19, pp. 3 – 10, May 13-19, 2013.

5. Mondal, A. & Met e, J. (2013). Continuo us and Co mprehensive Evaluation – An Appraisal, Issues and Ideas in Educati on, Chitkara University, Chandigarh, Punjab, (ISSN 2320 – 7655), Vol. 1, No, 2, pp. 1–18, September 2013

6. Mondal, A. & Mete, J. (2013). Tag ore on Rural Reco nstruction – A Lesson, University News – A Weekly Journal of Higher Education, Association of Indian Universities (AIU), New Delhi, (ISSN- 0566-2257, 0566-2257), Vol. 51, No. 43, p p. 20-24,Oct.28 – Nov. 03, 2013

7. Mondal, A. & Me te, J. (20 13). Education of Children with Disabilities in India, Indian Journal of Educational Resea rch, Department of Educatio n, Universit y of Calcutta, West Bengal. (ISSN: 2277-3819), Vol. II, pp. 56-67, March 2013

8. Mondal, A. & Me te, J. (201 4). Value – Oriented Education in I ndia: The Policy Perspective, University News – A Weekly Journal of Higher Education, Association of India Universities (AIU), New Delhi, (ISSN-0566-2257), Vol. 51, No. 42, pp. 9-14, December. 30, 2013 – January 05, 2014.

9. Mondal, A. & Mete, J. (201 4). Education for Peace in t he Light of National Curriculum Framework – 2005, EDUCARE- International Journal for Educational Studies, Association of Indonesian Scholars of History Education (ASPENSI), Central Java, Indonesia, (ISSN-1979-7877), Vol. 6, No.2. Pp 129-136, February 2014 [Available online als o at: http://ed ucare-ijes.com/category/journals/vol-6-2-february-2014/].

10. Mondal, A. & Met e, J. (2014). Educ ation for Sustainable Development in India : The Policy Perspective, University News – A Journal of Higher Education, Association of Indian Universities(AIU), New Delhi, (ISSN- 0566-2257), Vol. 52, No. 23, pp. 20-28, June 09 – 15, 2014.

11. Mondal, A. (2014). Equity Issues in t he Context of the RT E Act, 20 09, The Primary Teacher Journal, National Council of Educational Research and Training (NCERT), New Delhi, Volume XXXIX, Number – 3, pp. 5-14, (ISSN: 0970-9282), July 2014.

12. Mondal, A. & Mete, J. (2014). Tagore ’s Santiniketan School A Retrospectiv e View, Bangladesh Education Journal, A half-yearly journal published by Bangladesh Forum for Educational Development (BAFED) with financial assistance from Action Aid Bangladesh BAFED, Bangladesh, (ISSN: 1811-0762), Volume 13, Number 2, pp. 49-57, December 2014.

13. Mondal, A, & Mete, J. (2014). A Historical Analysis of UEE with reference to the RTE Act, 2 009, Journal of Educational Ch ronicle, Indian Institute of Professional

Studies, Gwalior, Madhya Pradesh, (ISSN: 2229-6220), Volume 5, Number 2, pp. 1-8, December 2014.

14. Mondal, A. (2 015). Inclusions i n Education in the Conte xt of the Right to Education Act, 2009, Journal of Disability Management and Special Education, Ramkrishna Mission Vivekananda University, Coimbatore, Tamil Nadu, (ISSN: 2229-5143), Volume 5, Number 1, pp. 67-75, January 2015.

15. Mondal, A. (20 15). A Stud y on the A wareness about the Rte Act, 2009 a mong Teachers of Elementary.GHG Journal of Sixth Thought, GHG Khalsa College of Education, Ludhiana, Punjab, (ISSN: 2348-9936), pp. 1-4, Vol.2, No.1, Ma rch – 2015.

PUBLICATION OF BOOK

1. Mondal, A. & Mete, J. (2013). Right to Education, New Delhi: APH Publishing Corporation, pp. 1 -274, (ISBN-978-93-313-1845-99), (Hard Bind), (ISBN: 978-93-313-1846-6) (Paperback)

PUBLICATION OF EDITED BOOKS

1. Mete, J. &Mondal, A. (Ed.) (2013). Teacher Education, New Delhi: APH Publishing Corporation, pp. 1 – 296, (ISBN - 978-93-313-1966-1)
2. Mete, J. & Mondal, A. (Ed.) (2013). Emerging Issues on Women Empowerment, New Delhi: Kunal Books – Publishers & Distributors. Pp. 1-553,(ISBN- 978-93-82420-20-0)
3. Mondal, A. & Mete, J. (Ed.) (201 5). An O utline of Value Educa tion, New Delhi: Kunal Book s – Publishers & Dis tributors, Pp. 1-331, (ISBN: 978-93-82420-75-0)

4. Mondal, A. & Mete, J. (Ed.) (2015). Higher Education- Emerging Issues and Concerns, New Delhi: APH Publishing Corporation, Pp. 1-658, (ISBN: 978-93-313-2703-1)

PUBLICATION OF CHAPTERS IN EDITED BOOKS

Mondal, A. & Mete, J. (2012). Quality Issues in Elementary Education in the Context of SarvaShikshaAbhiyan, In Mukhopadhaya, D. (et.al.) Education: Thinking through Quality Parameters, Kolkata: Readers' Service, (ISBN 978-81-87891- 46-8, PP. 103-113)

Mete, J. &Mondal, A.(2013).Teaching as a Profession in Indian Context – A Brief Analysis, In Mete, J. & Mondal, A. (Ed.) Teacher Education, New Delhi: APH Publishing Corporation, (ISBN - 978-93-313-1966-1, pp. 125 – 135).

Mondal, A. (2014). Revisiting Educational Thoughts of Swami Vivekananda, In Mohapatra, A. (Ed.). Vivekananda and Contemporary Education in India –Recent Perspectives, New Delhi: Surendra Publications, (ISBN: 978- 93-80817-50-7, pp. 183-196)

Mondal, A. (2015). National Values Enshrined in the Indian Constitution: An Appraisal, In Mondal, A. & Mete, J. (Ed.). An Outline of Value Education, New Delhi: Kunal Books – Publishers & Distributors, (ISBN: 978-93- 82420-75-0, Pp. 181-194).

Mondal, A. (2015). RUSA: The Roadmap for Revamping Higher Education in India, In Mondal, A. & Mete, J. (Ed.). Higher Education- Emerging Issues and Concerns, New Delhi: APH Publishing Corporation, (ISBN: 978-93-313-2703-1, pp. 199-209)

Mondal, A. (2014). The Right to Education Act, 2009 – An Investigative Overview, In Mohapatra, A. (2014). Development Issues in India: Policies and Perspectives (2014), Delhi: Manglam Publishers & Distributors, (ISBN: 978- 93-82816-21-8, Pp. 342-362)

Mondal, A. (2015). The RTE Act, 2009: A Historical Analysis in the Context of UEE, In Right to Education and After, Kolkata: Aaheli Publishers, (ISBN: 81-89169- 31-9, Pp. 97- 110)

Mondal, A. (2015). Distance Education in India – Its Genesis, Development and Challenges, In Das, K. (Ed.). Higher Education in India -Issues, Concerns and New Directions, New Delhi: Abhijeet Publications, (ISBN: 978-93-5074-162-7, Pp. 1 - 172)

ARTICLES PUBLISHED IN SEMINAR PROCEEDINGS

Mondal, A. & Mete, J. (2012). Right to Education Act, 2009: Opportunities and Challenges in the 21st century, In Proceedings (UGC sponsored National Seminar) on Education in the 21st Century, S. S. College of Education, Shimural, Nadia, West Bengal, (ISBN 978- 81-922902-2-5, pp. 65 – 68)

OTHER ACADEMIC ACTIVITIES

1.Editor of the EDULIGHT – A Multidisplinary Peer-Reviewed Journal, COUNCIL OF EDULIGHT – A Researchers' Organization, Kalyani, West Bengal, (ISSN: 2278-9545).

2.Editor of the Contemporary Research Spectrum - International, Multi-disciplinary, Bi-annual & Refereed Print Journal , COUNCIL OF EDULIGHT – A Researchers' Organization, Kalyani, West Bengal, (ISSN: 2454 - 8987).

3.Resource Person in the Workshop on "The Implication of the RTE ACT" organised by Bizpur Urban Level Resource Centre, Bizpur, Kanchrapara, Paschim Banga Sarva Siksha Mission, Government of West Bengal held on 7th Jan. to 9th Jan., 2013.

4. Associate Editor of the Educationia Confab Journal (ISSN: 2320-009X, URL: http://confabjournals.com).

5. Member of the Editorial Board of the Golden Research Thoughts Journal (ISSN: 2231-5063, URL: http://aygrt.isrj.net)

6. Member of the Edi torial Review Board in Education s ubject of Pratidhwani the Echo Journal (Print Version: ISSN 2321- 9321& Online Version: ISSN 2278-5264, URL: http://www.thecho.in)

7. Member of the Advisor y Board of the SAHABATI – Biannual Research Journa l, ISSN: 2454-2512, Council of Sahabati, Kalyani, West Bengal, India.

8. Member of the NA AC Steering Committee and IQA C, Surendranath College for Women, Kolkata

Geography:

Dr. KaustubhLahiri:

1. 'Harvesting Prosperity by Look East Policy' Published in the Book titled ' Globalization and No rth East India' Ed. by Prof. Bimal. J. Deb & Prof. Keya Sengupta and Dr. B. Datta Ray on behalf of North East India Council f or Social Science research by Concept Publishing Company, New Delhi – 110059. 2008. (ISBN 13: 978 – 81- 8069 – 510 – 0) (ISBN 10: 81 – 8069 – 510 – 7).

2. 'Ecosystem Enrichment and Livelihood Management: An Endeavor for Synthesis towards Symbiotic Sustainability' published in the Book titled 'Society, Culture and Development in North East India – Essays in Honour of Dr. Basudeb Datta Ray' Ed. By Dr. Ashok Kumar Ray and Dr. Satya Brata Chakraborti published by Concept Publishing Company.

3. 'Raising Caste Disadvantage Index 'Published in th e Book Ed. by Prof. Sukla Bhaduri, Department of Geography, University of Calcutta. 2008.

To peer reviewed journals,

1.'Plundering of Vegetative Wealth : The Roots Beneath As a Resource : A Geographic Evaluation' published in the Journal Recent Researches in Ec ology, Environment & Pollution, Vol. 4: 97 -107 Edited b y Dr. Malabika Roy & Dr. SudhenduMandal, Department of Botany, Visva-Bharati, Santiniketan published by Today & Tomorrow's Printers and Publisher, New Delhi.

2. 'The Sundarban Region of West Bengal; Environmental Problems' published in Indian Journal of Landscape System and Ecological Studies, Volume: 21; No. 2. (ISSN 0971-4170).

3. 'Techniques & Importance of rainwater storage in Sundarban' published in Indian Journal of Landscape System and Ecological Studies, December, 2002.

4. 'Livelihood Resurrection for Sustainable Rural Development for North East India; Application of Dr. T.B. Lahiri's Model for Participatory Planning'on Natural Resource Management' in North East India   Council f or Social Science Research Journal June 2005

6. 'North East within North East; Turning the Amorphous Corridor into a Functional Span' titled Research Paper in North East India Council for Social Science Research, March 2010.

7. 'Maintaining Dynamic Equilibrium in Rangit Basin: A Geographical Approach' titled Research Paper in North East India Council for Social Science Research, March 2011.

8. 'Food Secu rity In India: Productivity Imperatives and Capital Imperatives' in Journal of Landscape System and Ecological Studies': Special Volume on Ecological Problem in Geography; Dec, 2011. Vol.:34 No. 2; (ISSN 0071 – 4170)

9. 'Discerning Ecological Configurations Calibrating Sundarban Farming' published in the Proceedings of the Centenary Celebration Session, of The Indian Science Congress, Kolkata 2013.

Department of History

Bratati Hore:

1. Raktokhhoyee July 1956 Tram Bhara Briddhi Birodhi Andolon (Movement Against Hike In Tra m Fare In Kolkata in 1956) (2012): Proceedings Volume of Annual General Conference of West Bengal History Association, Volume 26, pp 538-543. (ISSN/ISBN No: 978-81-910874-6-8).

2. Jibon Jano Diee Ahuti Mukti Ase (On Bangladesh Liberation War, 1971) (2011): Proceedings Volume, Institute of Bangladesh Studies, University of Rajshahi. Page 243-247.

3. Permanent Liability (1949-1950) (2014): Proceedings Volume of Annual General Conference of West Bengal History Association, Volume 28, pp 514-519.

4. World War II (Women & Korea) (2015): Proceedings Volume of Annual General Conference of West Bengal History Association, Volume 29, pp 934-937.

5. Tamosho Ma Jyotirgamayo (2015): Proceedings Volume of Indian History Congress, 75th Session,

Articles/Chapters in Book

1. Crime against Women, Womens' Movement-Enforcement of Laws 1979 -80 in India: A Review (2013): Gender Sensitization, Women Empowermwnt and Distance Education in History Society and Culture, Ed by KajalDey, ChandanBasu, Srideep Mukherjee, Netaji Subhas Open University, Kolkata.

2. Itihasher Prekhite Sachindranath Sengupta Rachito Sirajdoula Natoke Pratibad (2011): Bangla Natoke Pratibadi Chetana, edited by D. Biswas, Nabajatak Prakashan.

Journalism and Mass Communication:

Uma Shankar Pandey (Published Work)

1. Journalists' Role Conception and Choice of Official News Sources: Beyond

Instrumental Rationality in Journal of Global Communication, Volume 7 No 2 July–December 2014, ISSN 0974-0600 (Page 149-159)

2. Book Chapter: Digital Competence Index: Using the Capability Approach to Measure Digital Divide in Essays on Marginalization in India, December 2014, (ISBN : 978-93-82171-39-3 (Page 226- 253))

3. Meaningful Access to New Media T echnology: A Case for Digital Capability in Communicator Volume XLV No. 1 J anuary –December 2010, (ISSN: 0588-8093(Page 03 – 23))

4. Book — Internationalisation of Bollywood: A hundred-year-old journey, published by Lambert Academic Publishing, Germany, January 2013, (ISBN: 978-3-659-33450-4)

5. Redefining the Virtual Self: Analysis of Facebook Discourse of College Students in Kolkata in Media Watch, May 2013,(ISSN: 0976-0911)

6. A Theory of Media Spectatuals: A Case Study of India Against Corruption

Demonstrations in the Journal of Global Communication, Volume 5, No. 2 July-December 2012, ISSN: 0974-0600

7. Reconstructing Print Journalism: The Impact of New Media published in

International Journal of Communication and Development, July 2011 (ISSN: 2331-2498)

8. Theorising Community Media: An Alternative Paradigm of Participation in Publi c Sphere in Media Watch, July 2011 (ISSN: 0976-0911)

9. Book Chapter — Using the Capability Approach to Evaluate New Media Literacy In Issues of Journalistic Ethics a nd Freedom in the Contemporary Age of Digital Media, published by Journalism Congress, Kolkata, January 2012 (ISBN 81-86263-004)

10. Book Chapter — Contextualising Bias: Media Framing as a Dynamic Process in Recent Changes in Indian Journalism, Kolkata, (ISBN: 978-81-906318-0-8)

11. Book Chapter — Perception and Representation of Reality: Perspectives on Media Framing In Media Ethics: Issues and Concerns published by Publication Bureau, Punjabi University, Patiala, March 2012. ISBN: 978-81-302-0157-3

12. Development Communication: A New Paradigm in Co mmunication Today, June2012. (ISSN: 0975-217X)

13. Proactive Interactivity: A Discourse Analysis Perspective to Computer Mediated Communication Media Today, published by University of Rajasthan, January 2012

14. Conference Proceedings — Cultivating Fear: A Nor mative Approach to ConflictReporting Published in Media, Democracy and Human Rights, published by MMC College, Kolkata, February 2007

15. Edited, A Reader on Print Media in India, February 2009

16. March 2003 History of Journalism Education in Calcutta Journal of Media and Communication, published by University of Calcutta

Philosophy:

Sravanti Bhowmick:

1. Existential Philosophers (2008) , Ebang Mushayera

2. Articles published: Literary Magazine Baromash, Dec 20 09, Dec 2012, Dec 2013, Dec 2014, Dec 2015.

3. Article published in Literary Magazine "Antashar", May 2013.

BasudebHalder:

1. Swami Bibekanander Dristite Barnabyabostha, Editorial, Published by Fakir Chand College, 2014, ISBN-978-81-922-961-5-9

2. Swami Bibakanander Shikshachintaymulyabodher Bhumika: Editorial, Published by Fakir Chand College, 2014, ISBN-978-81-922-961-7-3

Department of Political Science

Sanghamitra Sarkar:

Book and Articles:

21st century south Asia: ISBN 978-81-7049-492-4.

Several articles published in Anandabazar Patrika, Indian Express 1990 to1998.

Academic articles are published in different academic journals.

Two books are coming in the month of Feb, 2016 on North East India.

Topic of lectures delivered in Dhaka, Bangladesh-

- I)India- Bangladesh relationship in bilateral trade and business.(2004)
- II) India- Bangladesh: a relationship of peace and conflict.(2004),
- III) Indian classical music and her yesteryear's women performers(2006).
- IV) Cross border terrorism and India Bangladesh relationship (2006).

Department of Communicative English

Somnath Gupta:

Researched,Written and Directed Documentaries on ' Indian Theatre Directors' ,& on 'String Puppets of Nadia' respectively for Govt.of India & Govt. Of West Bengal.

3.4.4 Provide details (if any)ofresearch awards received by the faculty

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

1. AfrojaKhatun: Hana Kathrin MulensSamman, 2012 by Milan Manjil
2. Uma Shankar Pandey International Association for Media and Communication Research Ambassador

3. Somnath Gupta:

Recipient of National (Lotus) Award for Cinema from Govt. of India

SAARC award for Cinema

PIFF – Jury Award for Cinema

Television and Journalist Award – for Cinema

Member of the Jury for NFA instituted by Govt. Of India , 2013

Member of the Jury for NETPAC Award , 2014

Member of the Jury for State level ' Kala Utsav' instituted by MHRD and School Education Department , Govt. Of west Bengal, 2015

4. Bhaswati Roy made a Bengali feature film, "SunyoJeKol" on motherhood, loss and survival based on surrogacy, which has been widely praised by reviewers.

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

3.5 CONSULTANCY

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

Geography Department has start ed to e stablish institute-industry interface, with Agro Economic Centre, Viswa Bharati University and Rural Extension Centre, Pallysangathan Bibhaga, Viswa Bharati University.

Sanghamitra Sarker, Department of Political science, worked in ideal village formation in North Bengal.(TEA BELT IN BANARHAT AREA)

Somnath Gupta, Department of Communicative English,- worked with various group of people like S ocially challenged children and youth, Mentally and ph ysically challenged children , migrant labours, HIV positive pe ople, animators and f ield workers to middle level management workers and teachers conducting workshops and training on different issues an d mobilizing the co mmunity. He worked with organizations like PCI – Project Concern International, UNICEF, CRY – Child Relief and You, CI - Children International, CINI- Child In Need Institute, SAHAY, GD - Group Development and SANJOG-Bangladesh and many others in and around West Bengal. The Department of Journalism and Mass Co mmunication has regul ar interactions with various newspaper houses, television channels and news portals

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

Somnath Gupta, Department of Communicative English is associated in consultation services which benefit the students. He is a Consultant of Vikramshila Education Resource Society Path Welfare Society , facilitating workshops for the Teachers and for developing teaching tools.

Area of Consultation   -   Alternative Teaching Methodology

                                             Capacity Building

                                             Soft Skill Development

                                             Community Mobilization

                                             BCC

IEC and BCC material development

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

NA

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

Nil

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

ii)   NA

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITY (ISR)

3.6.1   *How does the institution promote institution-neighborhood community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?*
The college regularly organizes competitions like Sit and Draw and debate involving local children, especially from the deprived sections. The Students participated in Environmental Cleaning Project.
Students of Department of Communicative English Students have worked and are wo rking with CWSN .They are presently working with Thalassaemia.

3.6.2   *What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?*
Some students and some faculty members are involved with social work at an informal level in their neighborhood.
Somnath Gupta, Department of Communicative English worked with various group of people like Sociall y challenged children and youth,

Mentally and physically challenged children, migrant labours, HIV positive people, animators and field workers to middle level management workers and teachers conducting workshops and training on different issues and mobilizing the community.

Prokriti Chatterjee, Department of Economics, is an active member of a Child Welfare Centre "Udvas Shishu Bhavna Kendra"

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

The college solicits stakeholder perception on its overall performance and quality primarily through the following:

a. Parent-Teacher interaction

b. Students' feedback both online and through feedback form.

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

The College has taken the following plan for its extension and outreach programme:

iii) Organising Literacy Programme by the students

iv) Providing free necessary training on Art and Craft,and on Sing and Dance to poor children in locality only on Sunday

v) Distribution of gifts to Orphanage and Old age home in festival time.

Budget is under preparation.

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?

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

South Kolkata Society for Empowerment of Women, a pub lic funded organization is started by one of the f aculty from the department- Afroja Khatun who is the Secretary of the organization. The organization works for the em powerment of Muslim Women who in th e name of religion is subjected to the oppre ssion of an unmodified Muslim Personal Law which is patriarchal in its nature. It started under the name Bengal Forum for Muslim Women's Right and Empowerment in 2010. In the sa me year a rall y was organized in December where Muslim women of Murshidabad, who constitute the poorest of the p oor section of the s ociety and the most marginalized, came forward and narrated their life stories. Also two teams of delegation w ent to the then CM and Governor of West Bengal to submit a memorandum regarding the same. Presently it is called South Kolkata Society for Empowerment for Women and it holds a se minar every December regarding the af orementioned issue. The faculty and students of the depar tment of Bengali are attached with this organization and have been attending all the programs since its inception in 2010. Faculty and students from other departments which are also involved with the organization are Education, Economics, English, History, Journalism and Political Science.

Faculty and students of the Depart ment of Political Science organized the following extension services:

1. 2009-parlimentary election of 2009 and o verview of young voters

2. 2010-womens' bill in Parliament of India-some observation of young women of Bengal.

3. 2012- south Asian security- observation of women young adults. 2013- rural reconstruction center of Shantiniketan. 2015- relevance of Pousmela in Gramonnon: A case study of Pousmela

2015.

> *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.*

It helps to create ethical values and awareness of social responsibility among the students.

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

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

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

3.7 COLLABORATION

> *3.6.11 How does the institution help to create ethical values and awareness of social responsibility among the students? Cite examples and benefits accrued of the initiatives -collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.*
>
> "Face to Face Programme" has been organized by the Department of Political Science" in Collaboration with RBU Psephology Department and Women Study Centre, University of Calcutta.

Mom Mitra of Education Department Involved in the organisati on of a Workshop on "Writing Journal papers / Articles ' as part of the activities of AIAER WB Chapter in NITTTR Kolkata, 2010.

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

The College has a collaborative arrangement with IIT Bombay to provide Free and Open S ource Software training to its students t hrough the National Mission on Education thro ugh Information and Technology scheme. Students are provided FOSS training relevant to their needs through the Spoken tutorial mode through video tutorials.

3.6.13 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 int eractions with a nu mber of media houses as well as Geography laboratories and their expertise h ave helped us set up useful infrastructure in terms of laboratories and audi o-visual editing suites for the students.

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

A number of eminent people including the former Hon'ble Governor Shri MK Narayan, Foreign Secretary Kris Srinivasan, Press Council of India Chair man Justice GN Ray, VC MCU Prof BK Kuthiala, VC, CUTN Prof BP Sanjay, Eminent educationist

MS Shyamsundar among others have visited the college during the last few years. IAM CR President Prof Janet W asko of Oregon University and Prof Richard Horni k of Stony Brook University, New York have interacted with participants over Skype at conferences at our college.

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

     a)   *Curriculum development/enrichment*

     b)   *Internship/ On-the-job training*

     c)   *Summer placement*

     d)   *Faculty exchange and professional development*

     e)   *Research*

     f)   *Consultancy*

     g)   *Extension*

     h)   *Publication*

     i)   *Student Placement*

     j)   *Twinning programmes*

     k)   *Introduction of new courses*

     l)   *Student exchange*

     m)   *Any other*

Nil

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

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

PHYSICAL FACILITIES

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

We intend to optimize the use of resources available and provide scope for technical and physical infrastructure to the extent possible. We also use v arious facilities provided through the N-LIST and N MEICT for our stu dents apart from using platforms like YouTube for which the college has an official channel.

4.1.2 Detail the facilities availablefor

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

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

We have about 25 mid-size to large class rooms spread across three floors apart from the ground floor. Recently we ha ve added two seminar rooms on the ground floor. We have a state-of-the-art auditorium facilitated with acoustic and projector arrangements. We have three well-endowed computer rooms, with round the clock internet facilities apart from a big lawn and a common room for students. Situated in one of the most congested areas of Central Kolkata, space is a major problem for us.

We organize sessions on Public spea king and co mmunication skills apart f rom motivational modules for our studen ts. We have an arrangement with adjoining colleges and the Eastern Railways to use their playground facilities for our students. Various indoor facilities are available for the students apart from and 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.

A new block has been constructed behind the main building housing two seminar rooms, one office space and a space for bank dealings for the students. All old toilets have been extensively renovated and another toilet has been added atground floor. We have constructed a new gate too.

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

We have not been a ble to deal wi th these issues, but t he new constructions have ramps constructed for easy access.

4.1.5 Give details on the residential facility and various provisions available withint hem:

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

We do not have a residential facility on campus.

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?

We have an arrangement with the S tate Government Hospital NRS Medical College and hospital, which is about 500 meters away from the college for treating the students in the OPD in times of emergency.

4.1.7 Give details of the Common Facilities available on the campus–spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe

drinking water facility, auditorium,etc.

There is a spacious c ommon room for students equipped wit h facilities for some Indoor games. It also keeps magazines and newspaper with information on job and career. There is a cheap canteen and a career counseling cell as well. Health requirements are taken care at th e NRS hospital nearby. A water cooler and a number of water purif iers have been installed at various places in the college. Rooms have been allotted f or IQAC etc. We have a state-of-the-art Auditorium — Gitanjali auditorium in the ground floor of the college.

LIBRARY AS A LEARNING RESOURCE

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

Yes the library has an Advisory Committee.

Composition: - Chairman – Principal, Convener-Librarian members- all Head of the

Departments.

> *The library advisory committee has implemented the following steps:-*

1)   Extension of reading room for Students.
2)   Photo copy facilities for students are provided.
3)   Internet facility is provided for students.
4)   Libsys Software is installed and digitalized cataloging is constantly being updated.
5)   Added IT Zone.
6)   Safe drinking water is available.

4.2.2 Provide details of thefollowing:

> * *Total area of the library (in Sq.Mts.):*Total area – 2500 sq.ft
>
> * *Total seating capacity* 70
>
> * *Working hours (on working days, on holidays, before*

examination days, during examination days, during vacation) 7.00 A.M. to 2.30 P.M.(Working Days)

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

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:

Books are procured according to the availability of grant received from college fund and UGC & utilized under the supervision of Principal, Librarian & the Library Advisory committee.

Library holdings	2011-2012		2012-2013		2013-2014		2014-2015	
	Number	*Total Cost*	*Number*	*Total Cost*	*Number*	*Total Cost*	*Number*	*Total Cost*
Textbooks	43	6444.00	588	144219.00	15	4100.00	26	1860.00
ReferenceBooks	25	6860.00	417	111124.00	17	2580.00	17	1435.00
Journals/ Periodicals	X		X		x		X	
e-resources	X	X	X	X	X	X	X	X
Any other (specify)								

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

* *OPAC:* The library is digitalized and online public Access Catalogue (OPAC) has been implemented.

* *Electronic Resource Management package fore-journals:* Yes

* *Federated searching tools to search articles in multiple databases:* Yes

* *LibraryWebsite:* (Included in the College website)

* *In-house/remote access toe-publications:* Yes

Page 100

* *Libraryautomation:* Yes (LIBSYS Software has been installed)

* *Total number of computers for public access:* 3 (Three)

* *Total numbers of printers for public access:* 2 (Two)

* *Internet bandwidth/speed* ☐ *2mbps* ☐ *10mbps* ☐ *1gb(GB):* 1 mbps

* *Institutional Repository:* Physical Catalogue and Digital Catalogue and Book Stack.

* *Content management system fore-learning:* No

* *Participation in Resource sharing networks/consortia(like Inflibnet):* Member of Inflibnet– NLIST

4.2.5 Provide details on the followingitems:

* *Average number of walk-ins:* 125 -130 users/day

* *Average number of books issued/returned:* 70-80 /day

* *Ratio of library books to students enrolled:* 57:1

* *Average number of books added during last threeyears:360*

* *Average number of login to opac(OPAC):* NA

* *Average number of login toe-resources:*15-20/Per week

* *Average number of e-resources downloaded/printed:* 15-20/Per week from the Internet

* *Number of information literacy trainingsorganized:* 2 per year after admission of Students

* *Details of "weeding out" of books and other materials:* Only extremely damaged books are weeded out. Older text and reference books are kept since it is necessary to keep them as reference material.

4.2.6 Give details of the specialized services provided by thelibrary

* *Manuscripts:* No

* *Reference:* Answering Reference questions, reference queries, current awareness service

* *Reprography:* Yes

* *ILL (Inter Library LoanService):* In process of arranging

such with other institution & College.

* *Information deployment and notification(Information Deployment and Notification):* Yes

* *Download:* Yes

* *Printing:* Yes

* *Reading list/ Bibliography compilation:* Yes

* *In-house/remote access toe-resources:* Yes

* *User Orientation and awareness:* Yes

* *Assistance in searching Databases:* Yes

* *INFLIBNET/IUCfacilities:* Member of Inflibnet - NLIST

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

Library staff is alway s helpful to users. All queries b y students and teache rs regarding availability of books are answere d properly. Guidance is provided in helping students to locate books on shelves and record them in library register.

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

We are seriously considering whether special facilities for physically challenged students can be catered to.

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

Feedback is gathered from overall college feedback form to improve user friendly practices in the library.

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 availablesystem)*: 50
- *Computer-studentratio*- 1:66
- *Stand alone facility* N.A
- *LANfacility:* Yes
- *Wifi facility*: Yes
- *Licensed software*: 15
- *Number of nodes/ computers with Internet facility*: 40
- *Any other:* N.A

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

Free internet facilities to a ll the students in the campus. There is a IT laboratory containing computers of latest configuration including LAN and Wi-Fi connectivity. Digitalization of library has been done.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?
1) To increase the nu mber of computers and other audio-visual aids. 2) To purchase new software.

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

Most of our equipment are purchased from the UGC grants. Annual maintenance contract for the computers have been provided for over Rs 50,000 a year.

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?

We have about three LCD projectors apart from smart boards and Wacom boards. Many teachers use power point presentations in the cl ass apart from using various

audio-visual clips and other internet resources. Teachers also provide e-books and e-journals to the students. N-LIST facilities are available in the library for download of e-resources. Students are also encouraged to take up Free and Open Source Software learning through NMEICT. Also an online Student Feedback mechanism is available for the students, apart from the use of a College YouTube channel to upload relevant videos.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access 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.:

Apart from traditional method of classing teaching with chalk and blackboard, audio-visual modes are used to make the class comprehensive and attractive and students-friendly. Power point presentation, smart board, WACOM board a re used. Use of techniques like video tutorials, espec ially collaborations with IIT Bo mbay for the NMEICT scheme places the student at the centre of the teaching learning process

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

No such scope is available.

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)?

The Finance committee of the college based on the recommendations of the Heads of Departments allots funds for purchase and upkeep of various infrastructure and

learning resources. All government norms are followed for transparency and efficiency in purchase and maintenance.

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

The college administrative staff keeps logs for the maintenance and upkeep of the infrastructure which is continually vetted by the Heads of Department who finally report to the Principal who with the help of the Finance Committee and the Computer and Equipment Committee is finally responsible for the upkeep of the infrastructure.

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

The Geography department of the college has to deal with such equipment and they take up calibration and other measures on a need basis.

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

We have a 125 KV generator, which is sound proof and water proof to take care of the voltage fluctuations.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provide and how does the institution ensure its commitment and accountability?

Yes, the College publishes its updated prospectus every year which were distributed with the appli cation forms for admission. Since the co mmencement of online admission, the prospectus is uploaded in the c ollege website. The prospectus provides detailed information about the College as mentioned below:

- Brief genesis of the college

- Location and college hours,

- Vision and Mission,

- Subjects offered,

- Details of faculty and supporting staff,

- Fee structure of all courses offered,

- Criteria for qualifying for the University examinations,

- Infrastructural facilities,

- Student support facilities,

- Extension activities

- Co-curricular activities

The Departments, Sub-Committees and Governing Body of the institution ensure that the facilities mentioned in the pros pectus are made accessible to the students in e very academic session and records of all such activities are preserved with care. The system

of student f eedback, parent-teacher meetings, and the inst itutional mechanism of appraisal through the Governing Body, IQAC, Finance Committee, Sub- Committees etc. ensure the commitment and accountability of the institution.

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

The institution has been providing freeship to its disadvantaged students on merit-cum-need basis. After admission applications are invited f rom the meritorious and needy students for freeships. A s ub-committee headed by the Teacher – in -Charge/Principal and c onsisting of a teacher and a non -teaching staff decides on the number of freeships to be offered after screening the applications at the beginning of each academic session. 10 % of the total students are given freeships for three months per academic session.

Year	No. of Students	Amount Spent
2010-11	261	Rs 65, 250
2011 - 2012	256	Rs.64,000
2012 - 2013	275	Rs.68750
2013 - 2014	285	Rs.71,250

Yes, the financial aid has always been disbursed and made available to the students on time.

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

More than 10% of students receive financial assistance from the Government of West Bengal under the "KanyashreePrakalpo" since 2014-2015. Besides, all the student s belonging to SC/ST category get financial assistance from the Government of West Bengal, if they fall under the requisite norms.

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

Reservation of seats for SC/ST candidates as per Government of West Bengal rules is strictly maintained by the College at the time of admission. Reservation of seats for OBC candidates as per the latest notification issued by the Government of West Bengal has also been maintained from the academic session 2014-2015. Students receive full assistance from the College to avail of SC/ST student scholarship based on family income.

Students with physical disabilities

The college takes great care in dealing with such students. Their special needs are addressed with full co-operation from the staff and also f ellow students. The construction of a ramp is also being considered.

Overseas students

The College so far has had no overseas student.

Students to participate in various competitions/National and International

The college encourages students to participate in various competitions and also helps them in preparing for the same. Students of the College enthusiastically participate in inter-College and inter university competitions. Students are encouraged to participate in inter-College Quiz Competitions, competitions organized by the Government of

West Bengal on Youth Parliament, Inter-College Debate Competitions, in which they often create a position for themselves. They also participate in various competitions held during College Fests, organized by different neighbouring Colleges in the city. The Institution holds an Annual Sports unfailingly every year, in which students as well as the staff participate with great enthusiasm.

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

The College has been providing its students with free medical check-up and health counselling at the Nilratan Sarkar Medical College (NRS) and Students' Health Home. Any student suddenly feeling unwell may take rest in this room till parents/guardians are informed and can reach the College. Besides, a first-aid box is kept ready at all times.

Organizing coaching classes for competitive exams:

The College organized for its final year students a training programme for Government Service Entry Level Examinations, delivered by the Camellia Group in the College premises. Classes were held thrice a week from 2.30 pm to 4 pm and interested students who had registered for the programme were allotted time in accordance with their classes in the College time-table. Financial assistance provided by the UGC for this purpose was utilized.

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

Most of the students have no difficulty in speaking English. The few who face difficulty in this respect are constantly encouraged and guided by the faculty and also by their peers. Surendranath College for Women in collaboration with Webel Informatics Limited offered computer training to the students earlier. Successful candidates are awarded certificates of merit at the end of such programmes. The College has collaboration for Spoken Tutorial Course from NMEICT run by IIT

Bombay. Free and O pen Source Software training is provide d to students as add on career-oriented skill development courses.

Support for "slow learners"

Extra care and attention are provided to slow learners by the faculty through remedial classes. Remedial classes are also taken. Such classes are held in addition to the scheduled classes given in the College time-table.

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

The College emphatically offers Commerce strea m in which exposure t o corporate/business houses is essentially required. Students of Journalism & Mass Communication undergo internship during recess/vacations.

Publication of student magazines

A College magazine **"MANAN"** is being published frequently since the inception of the College in 1948. It provides an opportunity to the students to explore their literary skill and interest. Wall Magazines are also prepared and put up b y students at all departments of the College.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts:
Through organization of regular workshops and conferences with help of outside agencies.

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.

To promote students' participation in co-curricular activities, the institution organizes inter-departmental and intra-departmental debates, discussions, quiz competitions, paper presentations. When any department organizes seminars the college students also participate and give presentations on specific issues.

Students have been participating in inter-College athletic meet, badminton and throw ball championships over the years. Students are provided physical training by a Physical Instructress at a scheduled time every week. The institution holds an Annual Sports unfailingly every year, in which students and the staff participate with great enthusiasm. Students have the opportunity to play badminton and throw ball on the College ground as well as indoor games on the dart-board, carom- board, etc. in their common-room during free periods.

Students are encouraged to participate in inter-college and intra-college quiz competitions and in competitions organized by the Government of West Bengal on Youth Parliament.

Programmes are held on the occasion of Bhasa Divas, Rabindra Jayanti, Youth Day, Teachers' Day, College Foundation Day, Fresher's Welcome, Farewell of superannuating staff members, etc.

During cultural programmes and annual sports the College provides the students with refreshments, and instruments such as music systems etc. The College also regularly purchases and maintains several sports equipments. Jerseys are distributed to students for participating in internal and external sporting events.

Students of the College are extremely enthusiastic about the annual picnic and the excursion organized by the departments of the College, which bring about a change for the students from routine academic work. Cultural activities are also encouraged and there is adequate budgetary provision for organizing cultural programmes.

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.

The support and guidance provided to the students for competitive examinations is mainly in the f orm of acquainting the m with the struc ture of preliminary/final examination/ entrance tests in various f ields such as CAT/ MAT, Civil Service s, School Service, etc. The assistance provided by the College through its Career Counseling Cell is mentioned under section 5.1.4 and 5.1. 8. However, the Co llege being an undergraduate institution, most of the students aspire for higher studies after passing out f rom this institution. He nce, the record of students appearing an d qualifying in competitive examinations is limited.

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

Academic: Academic counseling is provided to all students through the Part – I, II & III in the College. Students of first year are also given special academic counseling to acquaint them with the University of Calcutta examination system. Teachers also provide academic counseling through remedial classes, either individually or in small groups. Such counseling is held in additio n to the scheduled clas ses given i n the College time-table.

Career: The Career Counseling Cell organizes workshops on various caree r opportunities. Professionals from various fields are invited a s resource persons in these workshops. Students are also p rovided the opportunity of individual counseling by professional counselors who assess their strengths/weaknesses and provide effective career guidance.

Personal: Student mentoring by teachers is undertaken wit h each teacher having a small group of students, for interaction on one-to-one basis. During such mentoring, students discuss their personal problems with their mentor-teacher, who trie s her/his

best to help the student overcome her problem or suitably deal with it, so that her distress may be reduced.

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

Yes, the College has a Sub – Committee on Students' Grievance, which is chaired by the Principal, and comprises of a Co-coordinator (a teacher) and other four teachers. Non major except for some infrastructural problems and change of college ti mings etc.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? Services provided to help If 'yes', 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).

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

The College has set up a Gender S ensitization and Aware ness against Sexual Harassment Cell in 2012. The Cell co mprises of 12 members from the teaching and non-teaching staff including the Principal and a Convener and three student members. The Cell has been working over the years on the building up of awareness among the students on gender issues and sexual harassment.

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?

The College has no Anti-ragging Committee so far. However, students have to submit a declaration against ragging at the time of admission. There has been no reported case of ragging in the College premises so far.

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

The College offers a number of welfare schemes to its students:

Regular medical check-up and health counseling services- details given under section 5.1.4.

Freeship for underprivileged students- details given under section 5.1.2.

Physical education- Students are given physical training, including yoga and aerobics, by a physical instructress once a week. Physical training classes are not incorporated into the time table.

Career guidance- details given in section 5.1.8 and 5.1.9.

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?

Yes, the College has a registered Alumni Association. The Association has held regular Annual General Meetings, regularly organized panel discussions, reunions in renowned clubs, or on a river cruise, held recreational programmes like jam-sessions, song-and-dance entertainment etc. The Association presents an award to the highest achiever in the University examinations every year and organizes, for the outgoing batch, a Best-of-Luck Party filled with laughter and good wishes for the young women stepping towards a bright future.

5.2 STUDENT PROGRESSION

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

On an average the percentage of students progressing to higher education or employment over the last three years is given below.

Student progression	%		
	2012-13	2013-14	2014-15
UG to PG	18%	22%	27%
PG to M.Phil.	-	-	-
PG to Ph.D.	-	-	-
Employed • Campus selection • Other than campus recruitment	-	-	-

The details regarding PG to M. Phil, PG to Ph. D. have not been recorded officially. The college has no provision for Campus Selection.

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

Programme	Pass percentage in 2011-12	Pass Percentage in 2012-13	Pass Percentage in 2013-14	Pass percentage in 2014-15
BA Honours	92	92	94	94.5
BSc Honours	94	94	96.5	92.5
BCom Honours	82	79	81	85

The details regarding comparison with other colleges are not availa ble but according to popular perception our students have done comparatively better than other colleges in the vicinity. Also our performance has steadily improved over the years.

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

The faculty takes great care in effective transaction of the prescribed undergraduate syllabus so that students perform well in the University examinations and can progress to higher levels of education. Teachers also provide continuous guidance to the students, especially the final year students, in this regard.

The Career Counselling Cell works to facilitate student progression towards employment after completion of the three year undergraduate course. The details of such activities have been mentioned in section 5.1.9

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

Teachers take special care and devote individual attention to students who are at risk of failure. Such classes are held in addition to the scheduled classes given in the College time-table.

Lecture notes are simplified according to the learning ability of such students. The guardians of such students are kept informed about the problem faced by their wards. Such meetings are held on a regular basis so that the concerted efforts of both teachers and guardians may help these students tide over their academic problems. Mentoring of students by teachers is another measure in this regard. The freeship provided to underprivileged students also helps to minimize drop out.

5.3 STUDENT PARTICIPATION AND ACTIVITIES

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

Due to the lack of playing ground within the college campus, the students get little scope for exercising especially outdoor games. In spite of that, the students actively participate in the annual sports held in the playground of the Saint Paul's Cathedral

Mission College every year. The students also take part in the inter-college athletic meet organised by the University. The record of sporting events in which the students participated is not kept.

Cultural activities are held throughout the year for every class and students participate enthusiastically. Cultural programmes are organised on the Fresher's Welcome, Rabindra Jayanti, Teachers' Day, Farewell for superannuating staff, Swami Vivekananda' Birth Day, etc.

5.3.2 Furnish the details of major student achievements in co-curricular, extra-curricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Students of the College participate regularly and often win prizes in co-curricular, extra-curricular and cultural activities in inter-College competitions. The record of some students, achievements has not been recorded officially.

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 system of seeking feedback from graduates and employers has not been official so far. Graduates from the College are requested to express (in writing) their opinion about the College. Their opinion and suggestions, if any, are taken into consideration while formulating institutional plans.

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

The College has been publishing college magazine every year. The students are encouraged to contribute poems, short stories, essays, etc, in English, Hindi or Bengali, for publication in the College magazine. Besides college magazine, Students of all departments also publish Wall magazines.

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

Yes, the College has a Students' Council, which is according to Calcutta University First Statutes, 1979. A notice inviting nominations from students in response to University notification is displayed on the College Notice Board. Nominations are filed by aspiring students of the College. Election is held on a previously announced date and students of all classes cast their votes through secret ballot. The candidate securing the highest number of votes is declared elected as the Secretary of the Students' Council and is also the student representative to the Governing Body of the College. The candidate securing the second highest number of votes is declared elected as the Cultural Secretary of the Council.

The Council keeps note of any problem faced by the students and immediately brings it to the notice of the Principal and the staff. The student representative in the Governing Body is the voice of the students in the highest policy-making body of the College. The Council organizes the College Fest and Fresher's Welcome; Teacher's Day and helps the various sub-committees of the College in their activities.

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

As per Calcutta University statutes, there is an elected representative of the students in the Governing Body of the College, who is duly notified for attending all Governing Body meetings. The Internal Quality Assurance Cell (IQAC) also has a student member. Sub-committees related to student affairs also have student representatives.

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

The college has been making a rapport informally but cordially between the Alumni and former faculty of the college for its overall development. The Alumni of the college organises and actively participate in both academic programmes like seminar, debate and cultural programmes.

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

The institutional policy of providing maximum access has been fruitful as an increasing number of students from the minority (Muslim) community have been taking admission in this College over the years. Some of them are first generation learners. The College has been making efforts to strengthen and upgrade continuously the student support systems within the available resources.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

Our goal is to make ordinary students self-reliant, confident and empowered. Many of the girls who study in the college are from poor families from the suburbs. Since the college is close to one of the most important terminal suburban stations in the country, most students commute daily from far flung areas to the college.

The mission of the college is to provide quality education to the ordinary students to make them self-reliant. The college also provides free education to about ten percent of the students who cannot even afford the meagre fee charged by the college.

Providing meaningful education to girls largely from poor families is the core mission of the college.

Helping them realize their potential to become self-reliant and useful citizens of the society is an important mission too.

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

According to Statutory provisions of the University of Calcutta, Tier I of designing institutional quality policy is being assigned to the Teachers' Council. Additionally the department specific requisition is of ten discussed at He ads of the Depart ment meeting with Principal being the chairperson.

Tier II c onsists of Academic Sub Committee where the ascertained recommendation from Tier I are being placed b y the Principal. The qualitat ive feasibility is bein g assessed at Tier II and with necessary modifications, if necessary, is being forwarded to Tier III. Tier III or the topmost management is denoted as the Governing Body with ultimate decisive capacity for approving or rejecting the hierarchical proposal.

6.1.3. What is the involvement of the leadership in ensuring:

- the policy statements and action plans for the fulfillment of the stated mission. Resolutions adopted by the Governing Body in the context of devised quality enhancement plans are basically the policy statements of an af filiated college. But GB Resoluti ons cannot overrule the conc erned Government Orders or the statutory provisions. However GB Resolution can produce effective mechanism for their proper implementation.

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

  GB resolutions design the pattern to be adhered f or the p urpose of implementation. Various institutional sub committees under the being comprised of the re presentatives from faculties, non-teaching staff and students' forum weave operational modalities and action plan i s thus be ing formulated under the supervision of Principal.

- interaction with stakeholders:

Parent's teacher meeting is being conducted at D epartmental level with Principal as the chairperson.

- Proper support for Policy and planning through need analysis, research inputs and consultation with stakeholder.

  Qualitative need analysis is being ca rried at the Academic Sub Committee in apropos of jotted requ irement submitted on behalf of various departments to the Principal. Post facto recommendations from Academic Sub Committee are being transferred to Financial Su b Committee in or der to assess the Institutional Financial Support Capacity. The Governing Body after due cognizance discerned the operational contour of appropriate support in profile for policy orientation.

- Reinforcing the culture of excellence

  Excellence can be evaluated in two dimensional contexts – Individual and Institutional. At Individual level faculties are encouraged to opt for different types of Research Projects, inter departmental academic interface and collaborative study. At Institutional level Department specific orientation is being addressed by disbursing qualitative and quantitative remedies in order to propel curricular excellence.

- Champion Organizational Change

  Intra organizational change is steered by concerned Governing Body Resolution after collateral assessment of Academic & Financial Sub Committee recommendations.

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

The Principal has the statutory authority for the aforementioned purpose. Various sub committees look after the i mplementation of the devised plan under the direc t supervision of the Principal.

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

Junior Teachers are encouraged to pursue their Research activities and course work in order to attain a P h.D. degree. Speedy disposal of MRP grant recei ved from UGC is ensured for hassle free research persuasion.

Inter departmental conclaves and interfaces are s ystematically encouraged f or knowledge cultivation between allied subjects. Organizing visit of eminent academicians as recommended by Departmental faculties to college enrich conceptual strength.

6.1.6. How does the College groom leadership at various levels?

Assigning differential responsibilities to teachers in order to serve the function of the institution and its str ategic advancement in cooperation w ith their non teachin g colleagues and students' representatives catalyzes the scope for leadership.

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

Each department has Head who coordinates departmental curricular activities as also represent the department at Institutional platform in differential context. However this particular designation has not been accorded statutory recognition by the University of Calcutta. Therefore it is the sole prerogative of the college to assign credibility to their responsibility and performance.

6.1.8 Does the college promote a culture of participative management?

The management of an affiliated College un der the Un iversity of Calcutta is strictly controlled by Statutory Provisions of the U niversity of Calcutta as also b y relevant

Government Orders being issued from time to time. However within these contours all members of the college staff are involved in various subcommittees which oversees the administration of the college. All teachers on the substantive post are made coordinators of at least once such committee including th e Routine Committee, Canteen Committee, Building Committee etc.

6.2 STRATEGY DEVELOPMENT AND DEPLOYMENT

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

1. Cut off marks are followed during students' admission;

2. Through a formal online student feedback mechanism

3. It is ensured that the faculty is regular in both theory and practical classes;

4. Innovative teaching methods (Smart Class, Fieldwork, Excursions, Projects) are followed.

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

Academic plans

1. PG courses in three subjects in the recent future.

2. Job-oriented self-financed PG diploma courses to be initiated by the college

3. GIS software for students of Geography

4. A community radio station ru n by students and Faculty members of the Department of Journalism and Mass Communication

Infrastructural plans

1. New classroom (one classroom is already in use at the back side of the building)

2. Interactive class rooms

3. Addition of space with the help of Government funds.

4. More computers and audiovisual resources

6.2.3 Describe the internal organizational structure and decision making processes.

1. The institutio n is organized b y its Go verning Body, which has direct interaction with the two sub-committees—
a. Academic Sub-committee; b. Finance Sub-committee
The following is the list of all sub-committees in the college:
1. Master Routine Committee
2. Centre Committee (For Calcutta University Examinations)
3. Examination Committee (For College Examinations)
4. Leave Committee
5. Purchase Committee
6. Building Committee
7. Computer and Equipment Committee
8. Provident Fund Committee
9. Library Committee
10. UGC Committee
11. Seminar and Research Committee
12. Prospectus and Website Committee
13. Cultural Committee
14. Sports and Games Committee
15. Magazine Committee
16. NSS Committee
17. Youth Parliament Committee
18. Students' Aid Fund Committee
19. Career Counseling Cell
20. Students' Counseling Cell
21. Students' Grievance Cell

22. Wall Magazine Committee

23. Canteen and Common Room Committee

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

- *Teaching & Learning*
  Use of multimedia tools, collaboration with institutions through NMEICT

- *Research & Development-* Fieldwork, Project Report (for lab-based subjects)

- *Community engagement-* NSS activities till 2009

- *Human resource management-* IQAC Cell to chalk out appropriate plans

- *Industry interaction:* Largely through media houses and consultancy firms

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?
Online feedback from students is regularly scruitinised and necessary actions are taken by the authority.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?
1. Training of Non-Teaching staff by WEBEL in 2010;
2. Most of the Group C casual staff has completed certificate courses in IT.

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

1. The posts of Assistant Professors in the department of Political Science and education has been filled up. Prof. Sujay Das (Department of Political Science) and Prof. Ajit Mondal (Department of education) has been appointed as per Resolution No. of GB meeting 17.11.2014.

2. As per work load of various departments Governing Body has decided to take Guest Lecturers as per requirements in different department as per Resolution No. 21, dated 17.11.14.

3. Since additional space is required 4 rooms have been added in Annexure Building as per resolution No. 22, dated 17.11.2014.

4. Prof. Barun Naha was appointed in the department of Economics as per resolution No. 4 of GB meeting 09.03.2015

5. Centralized purchase of Newspaper and journals have been decided and done accordingly as per Resolution No. 9 of 09.03.2015.

6. Accounting Software and COSA Software have been decided to be installed before the same has been done as per R.A/18. dated 09.03.2015

7. GB decided to set up E-Library for the student to access the e-catalogue and make the library user friendly.

8. GB resolution 5 was done to reorganize the work load at office. As per resolution Seven non-teaching staff of group-'C' and Eleven non-teaching staff of group-'D' has been taken.

9. GB resolved the appointment of Principal as per resolution No.2, dated 30.05.2015.

10. Prof. Riyanka Roy joined department of English as per Resolution no. 3 of 30.05.2015.

11. GB has taken initiative to submit all utilization certificates for UGC grants as per resolution 9, dated 30.05.2015.

12. GB has decided to sent Requisition of 11 full time substantive posts :

Bengali- 1
History-1
English- 1
Sanskrit-2
Commerce-2

Journalism-2
Geography-2

As per resolution dated 28-07-2015

13. GB has decided to give financial assistance for departmental academic purpose as per Resolution 7.2, dated 9-12-15
14. As per resolution 8.2 dated 9-12-15 Library grant granted to each Honours department for Rs. 20,000 and Rs 10,000 for General department for immediate action.

15. GB resolved the appointment of Head Clerk (by advertisement) and Accountant (by internal promotion) Res 4 dated 9-12-15

16. It is decided in GB those departments which are willing to open Post Graduate Department should place their application to Academic Sub-Committee according of Resolution 7.1
dated 9-12-15

17. It has been decided to give eco friendly environment to the College, College is going to open a Eco Club. (Misc)

18. Sexual Harassment Cell is also been activated from the year 2014.

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

Not applicable.

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

There is a f ormal feedback mechanism in place. A Students' feedback committee meets regularly to take stock of the summary of students' feedback at regular intervals and recommend redress measures to the Principal.

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

As for court cases, concerned matters were dissolved by the jurisprudence of Calcutta High Court.

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

Yes. Concerned Departmental Heads analyze student feedback before the Test Examination; so that both the institution and students can be enriched to prepare for a better and secure future.

6.3 FACULTY EMPOWERMENT STRATEGY

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

The institution has plans to involve ICTs and video tutorials for the professional development of the teaching and the non-teaching staff apart from the formal mechanisms.

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

The institution plans to use online resources for training of faculty etc. apart from providing them with necessary support in terms of leave and necessary permissions to undertake such training. There is a provision for study leave up to two years.

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.

This is generally done through the formal feedback mechanism and also the API-based evaluation.

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

These form the basis of the Career Advancement Scheme for the teachers. .

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

1. Salary Savings Scheme (individual schemes by LIC)

2. Casual staff (Group C and Group D) have EPF scheme.

The college is contributing towards the share of Provident Fund.

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

Under the current provision of the Government of West Bengal, no such scope is available for the college authority to retain eminent faculty.

6.4 FINANCIAL MANAGEMENT AND RESOURCE MOBILISATION

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

The institute has an organized Accounts department under the direct supervision of Bursar. The fees collection procedure from the students for various purposes is totally computerized with direct deposit of the cash to the in house outlet of Punjab National Bank – the designated transaction bank of the college. The disbursement system is at present quasi computerized now being tailored to be total. A digital cash book entry mechanism as also digitization of issue vouchers is under the process of installation. Adhering to Government of West Bengal instruction submission of salary & other emoluments bill released by Pay Packet Section, Department of Higher Education, and Government of West Bengal is carried by online system through COSA Software.

Income available to college and receipt of different funds are being audited in each financial year. The College prepares annual income expenditure estimate profile under the supervision of Bursar with these audited accounts for each financial year.

The Statutory Finance Sub Committee asses the annual bud get and approves it, if necessary, with modifications and forwards this to Governing Body for ultimate sanction.

6.4.2. What is institutional mechanism for internal and external audit? When was the last audit done and what are the major audit objections?

The internal audi t of the college is done b y MCB Associates duly appointed by Governing Body of this College. The external audit is conduc ted by the Government Auditor appointed by Department of Higher Education, Government of West Bengal. At Present D.N. Mishra & Co. is in charge of External audit.

The internal audit is conducted for the financial year 2013 -14 and is on the verge of completion for the financial year 2014 -15. The External Audi t is conducted f or the year 2009 -10.

The principal objection is link ed to Provident Fund Interest computation and it s estimated deposit to Reserve Bank of India. This college being an aided college under the Pay packet scheme has a collective Provident Fund Deposit System to the Reserve Bank of India. Often anomalies arise in case of retirement or in service death of an employee, where individual totaling does not correspond to gross deposit for that time being. This particular subject is redressed by thorough revision of the Provident Fund ledger and Reserve Bank Deposit Amount and temporal fiscal anomalies have b een tallied.

6.4.3. What are the major sources of institutional receipts/ funding and how is the   deficit managed? Provide audited income and expenditure statement of academic and administrative

activities of previous four years and the reserve fund / corpus available with institution if any.

Major Sources of Receipt

    A. Collection from Students through different categories of Fees

    B. UGC Grant

    C. Pay Packet Grant from Government of West Bengal

    D. Interest from Bank.

Broad Statement of receipt & Payment from April 2013 to March 2014:

Receipt [as per internal audit]

    A. Collection from Students : Rs. 46,84,066/-

    B. UGC Grant :   Rs. 14,24,000/-

    C. Pay Packet Grant   Rs. 40,846,035/-

    D. Interest from bank   Rs. 65,97,73/-

Expenditure [as per internal audit]

    A. For curricular and administrative purposes : Rs. 16,89,579/-

    B. State Govt. Deposit [50% of Tuition fees] : Rs.6,83,651/-

    C. UGC Grant Utilization : Rs. 15,51,448/-

    D. Salary Disbursement : Rs.40,120,307/-

    6.4.4. MLA and MP LAD fund and renting out front portions of the college

6.5 INTERNAL QUALITY ASSURANCE SYSTEM (IQAC)

6.5.1 Internal Quality Assurance Cell [IQAC]

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

The college do es have an Internal Qua lity Assurance Cell. Quality is essentially a three dimensional interwoven entity functionally incorporating Faculties, Students and

Administrative Staff. Augmentation of deliverance capacity of faculties catalyzes quality enhancement initiation. Therefore this particular strat egic orientation is being emphasized upon IQAC Cell. S ymbiotic operation worthy interface between IQA C Members and Faculties are being organized to discern the hurdles and scope to mobilize affordable quality up grada tion. Feedback from the students collected b y Principal also being assigned with collateral cognizance to formulate a comprehensive curricular quality procurement procedure. Administrative Staff are also bein g groomed both for behavioral and psycho motor aptitude intending to cultivat e their proficiency to adapt themselves to con temporary stakeholder friendly management system

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

Two major decisions have been put forwarded by IQAC.

i) Reshuffling of College Routine where numerical allocation of Classes to each Department should be accorded with an Institutional Parity by maintaining University of Calcutta Guideline and affordable spatial provision.

ii) Administration is be ing suggested to or ganize Extra Curric ular Activities and outreach program involving students with faculty guidance.

c. *Does the IQAC have external member on its committee? If so mention significant contribution made by him.*

IQAC have Principal, Surendranath College and Local C ouncilor as external members. The aforementioned suggestions have been tailo red by coining their suggestion.

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

Representatives of statutory students' forum is functionaries of IQAC.

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

Teachers' Council and Non-teaching staff of the college, selects their respective representatives to IQAC. The committee assign different responsibilities to them in consonance to their preference.

6.5.2. Does the institution has an integrated framework for quality assurance for academic and administrative activities? If yes give details of the operationalisation.
By statutory provision of University of Calcutta Academic Sub Committee has the supervisory capacity to ensure academic quality. Governing Body through Principal looks after administrative output as a lso assesses the recommendations of academic sub-committee. Role of IQAC is essentially is in emerging status interweaving both administrative and academic activities for the purpose of quality evaluation.

6.5.3. Does the institution provide training to its staff for effective implementation of Quality assurance procedure?

Not in a formal way

6.5.4. Does the institution undertake Academic Audit or other External review of the Academic provisions?
Inspector of Colleges, University of Calcutta has conducted academic of this college.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of relevant external quality assurance agencies/ regulatory authorities being organized until
 No such functional linkage or interface is being organized until now.

6.5.6. What institutional mechanisms are in place to review the teaching learning processes?

Evaluation of Departmental Results by Teachers' Council, Academic Sub Committee and currently by IQAC.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 ENVIRONMENTAL CONSCIOUSNESS

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

We do not ha ve a f ormal Green Audit at th e college. Inf ormally through various mechanisms environmental awareness and the sustained greening of the ca mpus, located in one of the most congested areas of central Kolkata is car ried out. Various environment friendly measures are routinely carried out.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

* *Energy conservation*

As our major commitment to energy conservation we do not ha ve ACs anywhere in the college, except for the auditorium and a small one at the Conference Room. Even at the auditorium we have kept the use of the ACs at a bare minimum. None of the computer classes, laboratories, office and staff rooms has ACs installed. We have introduced various measures for energy conservation including use of CFL and LED lights. The n ew sections of the college bu ilding have b een provided with larg e windows to avoi d using electricity during the da y time. We have also installed a modern sound-free water-proof generator wh ich is energ y efficient. We are also in the process of continually changing old fans and computer terminals with new ones.

* *Use of renewable energy*

We are in consultations with the state renewable energy department for installation of solar panels. We hope to complete the process by the academic year 2016-17.

* *Water harvesting*

We have an informal mechanism of rain water harvesting to water the plants in the lawn.

Page 135

> ∗ *Efforts for Carbon neutrality*

The college campus is strictly a no parking zone. We also have virtually no Air Conditioners and refrigerators in the college. Use of plastics is also discouraged.

> ∗ *Plantation*

We maintain quite a number of plantations on the college lawn. In fact our college is one of the greenest areas in the Sealdah regio n, a busy terminal railway station area. We get support from the Kolkata Munic ipal Corporation for maintaining the plants. We have als o employed a gardener who ge ts his wage s from the college f und to maintain the green cover in the college.

> ∗ *Hazardous waste management*

We have a dedicated system of solid waste management, which sifts out the hazardous waste which is transported to the Kolkata Municipal Corporation solid waste compactor located close to the college.

7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- Extensive use of the college aud itorium for value ad ded sections of the curriculum. The auditorium which i s a va luable resource for the local community is also use d for various extensio n and outreach activ ities of the college.
- Students are given int ernet access for using e-resources under the supervision of the teachers.
- An online feedback mechanism for students, supplemented by manual feedback mechanism.
- Biometric attendance for all staff members of the college.
- Extensive use of LCD projectors for using a udio-visual clips supplementing

the traditional class methods.

- Renting out space in the college to the PNB for opening an ATM centre at the college gate.

- Efficient mechanism to arrange stipends and freeships to students from various government and non-government sources.

- Publishing tabloid sized lab journals where the students publish their own writing and edit it too.

- Helping students make small documentaries on local issues and editing them at the college using the facilities available at the college.

- Computerizing the administrative office and using office management software for greater convenience of students.

- Online admission facility for students.

- Opening bank facility for students in the college.

- Leveraging support from various organizations to provide ground facilities and encourage sports activities among students.

- Organizing motivational and soft skill development presentations for students.

- Providing an electronic repository of e-books and e-journals with help from Open Access India.

- Holding a few classes over Skype with invited lectures from outside the state.

- Collaborating with organizations like the American Center to use their resources both physical and electronic.

- Organising college sponsored seminars in addition to the UGC-sponsored ones. We have also organized two international conferences.

- Collaborating with various NGOs for legal awareness and social awareness campaigns for our students.

- Encouraging students to work on various Environment related projects.

- Involving some students in the fieldwork of research projects by various research bodies.

- Academic Audit by the Inspector of Colleges

1.   **Title of the Practice**

Academic Audit by the University.

2.   **Goal**

There is a statutor y audit of the finances of the college both b y the government auditor and an auditor employed by the college. Apart from various formal mechanisms of monitoring the teaching-learning process, the college administration feels it is vital for the college to be accou ntable to the immediate society, the affiliating university, the gove rnment and other stakeholders.

The college voluntarily offers itself for Academic Audit by the Inspector of Colleges, University of Calcutta to inculcate a sense of accountability among the members of the t eaching and the non-teaching staff. This au dit is in addition to the acti vities of the IQAC and the preparations f or the NAAC accreditation. We hope to fine tune our delivery of the curriculum and look to rectify our shortcomings in the attainment of learning outcomes etc. through a regular annual process of Academic Audit.

3.   **The Context**

The college v oluntarily offers itself for Academic Audit. Since t his is not a statutory arrangement so far, it is a challeng e for the adm inistration to get everyone on boar d for the preparations an d the arrange ments for the audit. The advantages are that the University has the necessary wherewithal to make note of the unique challenges f aced by institutions like ours and make policy decisions for the benefit of all stakeholders.

4.   **The Practice**

The academic audit begins with a statement of intent ratified by the statutory Academic Subcommittee of the college and sent to the Inspector of Colleges,

University of Calcutta. This is followed by the University sending a detailed questionnaire consisting of all important details concerning the teaching-learning process to the college.

The preparation of the largely quantitative data involves every administrative section of the college and all the departments as well. These details include the Attendance records, the diary maintained by teachers regarding their every curricular and extra-curricular activity in the college. The performance of the students with respect to the various internal examinations, class tests, unit tests, mid-term tests and selection tests is recorded.

The progress of the students with respect to the stated learning outcomes is also recorded. Various details of the college infrastructure especially laboratory and library statistics are also recorded.

Information regarding admission of students to various streams and the flexibility of subject options is provided too.

The preparation of such records provides an opportunity for various staff members to make a self-assessment of their contribution to the teaching-learning process in the college.

A University team comprising the Inspector of Colleges, two senior professors nominated by the University and two other University officers then visits the college and validates the information submitted to the questionnaire. They hold separate meetings with the various departments, the Teachers' council and also with student representatives. This is followed by visits to various facilities of the college including the library, computer rooms and students' common rooms and the canteen.

Based on their observation and recommendations the college administration makes various policy decisions for the benefit of all the stakeholders.

5. **Evidence of Success**

A number of the innovative initiatives in the college including the mentorship programmes have been due to the recommendations of the Academic Audit

team. It has al so provided us wit h an op portunity for systematic record keeping and also optimizing our physical and human resources. Various avenues of support at the government and University level have been made known to us through the Audit process.

6.   Problems Encountered and Resources Required

The challenges were more administrative in nature since the system in college like ours does not explicitly provide for such audits to be mandatory. Getting the staff involved in the process which is largely voluntary was a challenge, but once the stakeholders realize the worth of such exercises it becomes an increasingly enriching exercise. There are no significant financial costs in the Academic Audit, largely due to the support of the University.

7.   ContactDetails

Name of the Principal: Dr. Purnima Biswas Mookherjee
Name of the Institution: Surendranath College for Women
City: Kolkata Pin Code: 700009
Accredited Status: Grade B
Work Phone: (033) 32005465
Website: www.sncwcal.ac.in E-mail: sncw.cal@gmail.com
Mobile 9831745752

1. Title of the Practice

Formal Online Student Feedback Mechanism

3. Goal

The goal of the practice is to provide a c   ontinuous feedback mechanism for the students to help the members of the faculty and the administrative staff aware of the efficacy of their ef forts. Often the f eedback mechanism is one -off exercise, but through the use of Google Docs, we have been able to provide a process of convenient mechanism where the student can provide the feedback even from her h ome. They have a choice of providing the feedback anonymously. Open and closed options are provided for the f eedback. The Google Analysis interface provides us with a continuously updated mechanism for visual interpretation of issues that concern th e students.

3. The Context

The reticence of the students in providing direct feedback the ease of the Google Docs process which provides for an e xtremely accessible avenue of feedback were the immediate contexts leading to the a doption of the practice . Also the f act that the students could even use their smart phones to send in feedback was important. The Faculty members could readily view such feedback through the col lege gmail id was another context that was taken into account since it was vital for us to make the feedback actionable. It would be no use getting the feedback on the College when the students had almost completed the term and there was no s cope for the de partment concerned to take any action.

4. The Practice

The online link for student feedback is provided on the college website. The student feedback largely involves ticking a few boxes, clicking a few buttons and selecting from drop-down menus. There are also options for open ended feedback. There are a few questions, designed on the Likert Scale where the students have to click on numbers related to their level of satisfaction and complaint. The feedback mechanism includes Curriculum, Class Room Interaction, Laboratory, Examination, Library, College Office, Sports, Administration, Canteen, Common Room & Sanitary system, Strengths & Weaknesses of the Department, Suggestions for development of the college and any other grievance.

For students who do not have access to computers or those who are not comfortable with the use of computers are provided with manual forms — available at the Principal's office and also at the College office which they have to submit to the Principal's office. For the manual forms a member of the office staff then keys in the response on the Google forms. The Principal based on the feedback received from the students invites members of various departments regarding corrective measures or even policy decisions.

5. Evidence of Success

This mechanism has provided us with an effective tool to continuously monitor our delivery of the curriculum and whether the learning outcomes are successfully attained. Many departments have made changes in their academic schedule based on such feedback. Also we have been able to provide services like a water cooler, water purifier for students based on their feedback. The earlier canteen staff were also removed following continuous negative feedback from students. We also changed the college timings based on such feedback.

6. Problems Encountered and Resources Required

The challenges were to ensure that genuine feedback was recorded. The online arrangement makes it possible for anyone to anonymously record their feedback. We have tried to overcome this possibility through regular interactions with students and

other stake holders through parent-teacher interactions and also department wise interactions. There was hardly any cost involved in this process.

7. Contact Details

Name of the Principal: Dr. Purnima Biswas Mookherjee

Name of the Institution: Surendranath College for Women

City: Kolkata Pin Code: 700009

Accredited Status: Grade B

Work Phone: (033) 32005465

Website: www.sncwcal.ac.in E-mail: sncw.cal@gmail.com

Mobile: 9831745752

POST ACCREDITATION ACTIVITIES

1. Construction of College Auditorium

The new State-of-the-Art auditorium was completed in February 2011. It can accommodate 200 people and is equipped with acoustics, projection and other facilities. It was constructed with support from MP LAD funds, UGC grants and from the college's own resources. The air-conditioned auditorium — named Gitanjali, one of Rabindranath Tagore's most important creations —has provided us with an extremely important resource to hold regular seminars, conferences workshops. It also helps in our outreach and extension activities for the local community since there is no such facility in the vicinity. A number of events for the local community have also been organized at the auditorium. The old office and some other rooms on the ground floor were dismantled to construct the auditorium.

2. New office space

A new office was constructed with modern facilities for easier interaction with students. It has allowed us to make optimum utilization of the administrative staff and also to provide better service to the students by providing them with better access.

3. National Library and Information Services Infrastructure for Scholarly Content (N-LIST)

The college subscribed to the UGC-Infonet Digital Library consortium to provide access to e-resources to teachers and students. Individual usernames and passwords for access to ejournals and ebooks are provided to all members of the teaching staff and to students as well.

4. Biometric attendance system for college teaching and non-teaching staff

Ours was the first college affiliated to the University of Calcutta to initiate a biometric attendance system in the college. It records the time a staff spends in the college and is also an effective tool for calculating the applicable leave etc.

5. Digitalization of the library

The college library was equipped with Libsysa library management software. The catalogue was digitalized and an Online Public Access Catalogue was made available for the students.

6. New courses

Two general courses in Sociology and Urdu and one compulsory language course in Hindi was started based on the feedback received from the students.

7. Online admission

The college admission process has been made entirely online. The entire process from the filling up of the forms to submission of fees, publication of merit list and getting admitted is done online.

8. Audiovisual classes

A number of our classes are held using audiovisual clips. Four LCD projectors, Smartboards, LED televisions, LCD screens and laptops are used for the classes to make it more interesting and useful for the students.

9. National Mission on Education through Information and Communication Technology (NMEICT)

The College ha s collaborated with IIT Bombay as part of the National Mission on Education through Information and Communication Technology (NMEICT) for providing Free and Open Source Software (FOSS) courses relevant to our students — LibreOffice, Writer, Calc, Impress, LaTex, GIMP, Blender, Inkscape, Ktouch.

On completion of the course through video tool- spoken tutorial students are provided completion certificates by IIT Bombay.

10. Collaboration with the KMC for solid waste management

A solid waste management portable compactor has been made available very close to the college. The sol id waste from the coll ege is sent to the co mpactor which work s throughout the day. This has significantly reduced visual and olfactory pollution

11. Bank facilities inside the college for students

We have entered into an agreement and pro vided space to the P unjab National Bank inside the college for the benefit of the students. Studen ts can pay their fees and have bank transactions inside the college.

12. Filling up vacant posts

Six new teachers have been appointed on the substantive posts against vacancies. The post of the Principal too has been recently filled up,

13. Student stipends

Our college caters to economically disprivileged students. It is our major objective to get them access to various sources of grants and stipends. Our college apart from many other kinds of stipends has work ed hard to provide f inancial support to the students in every form. We were awarded by the State government of West Bengal for

arranging for our students the largest nu mber of 'Kanyashree' stipends to the students in the entire state.

14. Change of college timing

Based on the recommendations of the last NAAC peer team, we revised our college timings to a seven hour schedule from 7 am to 2 pm every day, six days a week.

15. Water cooler and purifier for students

We arranged for a large water cooler and purifier for students at the canteen through funds from the MP LAD scheme.

16. Remedial Coaching

Through funds received from the UGC we i nitiated a formal scheme of Remedial Coaching for backward students. This co aching was succes sfully initiated in all departments of the college.

17. Computers with Internet connection

We did not have a single internet facility for the students during the last NAAC visit. We have successfully provided over 50 computers with 1 Mbps internet connection for use of students in various departments.

18. Wi-Fi facility

The Wi-Facility has been made available to all teacher s and staff throughout the college by placing routers at important intersections in the college.

19. UGC-sponsored seminars

Five UGC-sponsored national and regional seminars were organized by various departments since the last NAAC vi sit. One such se minar was inaugurated by the Hon'ble Governor, West Bengal. Eminent resource persons from all over the country were invited for the seminar.

20. College sponsored seminars/workshops

Over a do zen other seminars and workshops were orga nized by various departments apart from the UGC-sponsored Seminars including the prestigious IAMCR Regional Conference recently.

21. New Generator

The college purchased a new 125 KV generator. All the classrooms and the computer rooms are linked to the generator and in the case of load she dding no clas ses are disrupted anymore.

22. Career counseling

A new caree r counseling cell wa s set u p in the college organizing various c areer related workshops and conferences. Recently a Psychometric Assessment Test for the Third year honours students was co nducted as part of the career counselin g programme. Students were then advised about various car eer opportunities after completion of the Undergraduate programmes.

23. Construction of extra class rooms.

Additional class rooms, seminar rooms and office rooms were constructed in the limited space available on the ground floor.

24. New College Gate

Another college gate was constructed facing the Mahatma Gandhi Road, for better access for the students, keeping in view the increased number of students over the years.

25. Conference Room

A new conference room also used as a research room by the teachers was constructed on the first floor.

26. College website

The college website with the extension ac.in was started in 2008. It has been regularly updated with various notifications and other links for use of students.

27. Students sports

Although the college does not have any playground we have a designated non-teaching staff working at providing linkages with local authorities and Railway facilities for use of their playground facilities. Regular sports events are held at the playground of a neighboring college. Students have also qualified for various state-level events in Kabaddi and Archery.

28. Students' Common Room

Students Common Room with the necessary infrastructure was set up, apart from the canteen space available to them.

29. Collaborations

Collaborations with local agencies, the American Center and Open Access India were forged to provide access to learning resources for students. Our students have

regularly attended events at the Lincoln Hall at the American Center in Kolkata, apart from the online collaboration with IIT Bombay for the Spoken Tutorial courses.

30. Extension activities

A number of extension authorities with the help of NGOs and local municipal authorities have been organized.

31. Intercom facilities

PBX facilities linking up various sections of the college have been set up

32. Initiation of Post Graduate courses

The college has recently started the process of beginning MA courses in Geography, Economics and Journalism & Mass Communication. The proposed MA courses will be held from 1 pm to 5 pm and will utilize the available space fully. These courses will be fully self-financed and we hope to be gin them by the next Academic Session in 2016-17.

33. Modular curriculum

The Academic Calendar of all depart ments comprises the entire c urriculum broken down into actionable modules spread and supplemented with value-added elements. These modules are made known to the students and other stakeholders at the beginning of each session

34. Online student feedback

We have also introduced a system for an online student feedback, using Google Docs. The link is pr ovided on the c ollege website and it provides for an ef ficient and

dynamic feedback process which is regularly monitored by the Principal and the other Heads of Department.

35. Anti-Sexual Harassment Cell

We have set up a sexual harassment cell in the college in accordance with the government guidelines.

36. Office Management software

The new office space was supplemented with LAN connected computers, printers, scanners and new office management software for keeping the records of the students right from their admission to the University examination. It helps in the financial management too. Student Identity cards and other documents are generated through this software.

SURENDRANATH COLLEGE FOR WOMEN
(NAAC ACCREDITED)

24, MAHATMA GAN
KOLKAT
℘ : 033 2352-5437,
www.sn
e-mail : sncw.cal@

Ref. No. ....

Dated ....

December 29, 2015

Declaration by the Principal

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.

Sincerely,

P. Biswas

(Dr Purnima Biswas)

Principal

Place: Kolkata

Date: December 29, 2015

Evaluative Report: Department of Bengali

1.   Name of the department: **Bengali**

2.   Year of Establishment: 1960

3.   Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**

4.   Names of Interdisciplinary courses and the departments/units involved

5.   Annual/ semester/choice based credit system (programme wise): **Annual**

6.   Participation of the department in the courses offered by other departments: **Seminar, workshop**

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.: **N.A.**

8.   Details of courses/programmes discontinued (if any) with reasons: **Nil**

9.   Number of Teaching Posts

	Sanctioned	**Filled**
Professors	N.A	N.A
AssociateProfessors	04	04
Asst.Professors	N.A	Nil

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt. /Ph.D. / M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experie nce	No. of Ph.D. Students guided for the last 4years
Afroja Khatun	Ph. D., B.Ed, M.A	Associate Professor	Folk Literature	21	1
Anindita Dutta	Ph.D, M.Phil, M.A	Associate Professor	Comparative Literature	19	N.A
Debjani Basu Sen	B.Ed, M.A.	Associate Professor	Post Rabindranath Modern Literature	18	N.A
Anjana Chakraborty	M.A.	Associate Professor	Rabindranath		N.A

11. List of senior visiting faculty: **Prof. Pabitra Sarkar, retired VC, Rabindra Bharati University; Dr. Amitava Chakraborty, University of Delhi; Dr. Moloy Rakshit, Presidency University.**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

13. Student -Teacher Ratio (programme wise)

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned andfilled

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ M.Phil /PG.

   Ph.D: 2; M.Phil: 1; PG: 2

16. Number of faculty with ongoing research projects from a) National b) International funding agencies and grant received: **Minor Research Project by one faculty member. One lac twenty two thousand rupees received from UGC**.

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **INR 10,000 from UGC for Sundarban Project, 2010; One day excursion to Jorasanko Thakurbari, 2014 (no grants received).**

18. Research Centre /facility recognized by the University

19. Publications:

   ∗   Publication per faculty:

   Afroja Khatun: 32

   Anindita Dutta: 1

   Debjani Basu Sen: 5

   ∗   Number of papers published in peer reviewed journals (national / international) by faculty and students:

   AfrojaKhatun: '**Selina Hossainer GolpeNarir Bonhi Roop'** in *Galpokatha,* Selina Hossain issue (ISSN 2309-494X), Rajsahi, Bangladesh, February 2015, p: 419-425.

   ∗   Number of publications listed in Internatio nal Database (e.g.: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

   ∗   Monographs

   ∗   Chapter in Books

   Afroja Khatun:

   1. **'Andore Anatare Bangali Muslim Jibon Ebong Ouponnyashikder Somajbikhha'** in *Bitoshok Bhattacharya Smarak Grantha-Feb, 2013*(ISBN: 978-93-81245-37-8), published by Bengali department, Medinipur College and Ashadeep, January 2014, pp: 208-220.

   2. **'Atmaprakasher Laraiye Obibhokto Banglar Muslim Mohilara'** in *Nabachetanay Banganari* (ISBN: 978-93-81245-56-9), published by Ashadeep, January, 2015, pp: 99-120.

3. **'Bibhagpurbo Bangla Upannyas Sahitye Muslim Antapur'** in *Itihas Anusandhan-19*, (ISBN: 81-7102-131-X), published by Farma KLM Pvt. Ltd., January, 2005, pp: 781- 788.

4. **'Muslim Byaktigoto Aine Nari: Nirbachito Bangla Upannyaser Prekkhite'** in *Itihas Anusandhan-20,* published by Paschimbanga Itihas Sansad, January, 2006, pp: 636- 643.

5. **'Proceedings',** ICBS 2010, International Congress of Bengal Studies.

6. **'Proceedings',** INCOH2011, International Conference on Humanities 2011

7. **'Chinho', 'Shorom', 'SeiChithi'** and **'Adhikar'** in *Japan Juddhe Meyera*(short stories written by me), published by 'Aamra', Kolkata-700075, Kolkata Boimela, 2014**,** p: 97-160.

8. **'Bhashakonya Theke Slogan Konya: Ek Bohoman Dhara'** in *Shahabag Andolan O Murshidabad,* published by Murshidabad JelaItihas O Samaskriti Charcha Kendra, March 2014, p: 35-41

9. **'Bidogdho Byaktitto Rokeya'** in *Smaraniyo Baraniyo*, published by Paschimbanga Ganatantrik Lekhak Shilpi Sangho Rajya Committee, December 2014, pp: 106-109.

Debjani Basu Sen:

- Books Edited: **Afroja Khatun: Britter Baire Andarer Galpo** (ISBN: 978- 81-295-1790-6), Dey's publishing, Kolkata, April 2013

- **Books with ISBN/ISSN numbers with details of publishers:**

AfrojaKhatun: **Bangla Katha Sahitye Muslim Antapur** (ISBN: 978-81-295-1228-4)**,** Dey's publishing, Kolkata, January 2011.

Britter Baire Andarer Galpo (ISBN: 978-81-295-1790-6), Dey's publishing, Kolkata, April 2013.

Meye Tume Ebang Amra, Dey's publishing, Kolkata (Upcoming Publication)

AninditaDutta: **Rabindrapatre Sahityabodh, Jibonbodh O Samaj Rajnitir Kotha** (ISBN: 978817768052-2), Year: 2010

* CitationIndex

* SNIP

* SJR

* Impact factor

* h-index

20.   Faculty as members in

21.   Areas of consultancy and income generated: **Nil**

a)National committees

b) International Committees: **Afroja Khatun, International Society of Bengal Studies, Trustee Executive**

c) Editorial Board: AfrojaKhatun: **Associate Editor,** Bangavidya (ISSN: 2277-717), International Journal of Bengal Studies 2010, volume-1 issue-1

Associate Editor, Bangavidya (ISSN: 2277-717), International Journal of Bengal Studies 2010, volume-1 issue-II

Associate Editor, Bangavidya (ISSN: 2277-717), International Journal of Bengal Studies 2011-2012, volume-2-3

Joint Editor, Proceedings of 1st International Congress of Bengal Studies, Delhi, 25-28 February, 2010. In collaboration with Delhi University

Editor, SEW Patrika (ISSN: 2347-2898)

22. Student projects

a)   Percentage of students who have done in-house projects including interdepartmental/programme

b) Percentage of students placed f or projects in organizations out side the institution i.e.in Research laboratories/Industry/ otheragencies

22. Awards / Recognitions received by faculty andstudents:

AfrojaKhatun: Hana Kathrin Mulens Samman, 2012 by Milan Manjil

23. List of eminent academicians and scientists / visitors to the department: **Prof. Pabitra Sarkar, retired VC, Rabindra Bharati University**

24. Seminars/ Conferences/Workshops organized & the source offunding

a) National

b) International

25. Student profile programme/coursewise:

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Bengali Honours					96

*M = Male   *F =Female

26. Diversity of Students

Name of the Course	%of students From the Same state	% of students From other States	% of students from abroad

27. Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

28. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

    a) Library

    b) Internet facilities for Staff &Students

    c) Class rooms with ICT facility

    d) Laboratories

30. Number of students receiving financial assistance from college, university, government or other agencies

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

32. Teaching methods adopted to improve student learning

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: **South Kolkata Society for Empowerment of Women, a public funded organization is started by one of the faculty from the department- Afroja**

Khatun who is the Secretary of the organization. The organization works for the empowerment of Muslim Women who in the name of religion is subjected to the oppression of an uncodified Muslim Personal Law which is patriarchal in its nature. It started under the name Bengal Forum for Muslim Women's Right and Empowerment in 2010. In the same year a rally was organized in December where Muslim women of Murshidabad- who constitute the poorest of the poor section of the society and the most marginalized- came forward and narrated their life stories. Also two teams of delegation went to the then CM and Governor of West Bengal to submit a memorandum regarding the same. Presently it is called South Kolkata Society for Empowerment for Women and it holds a seminar every December regarding the aforementioned issue. The faculty and students of the department of Bengali are attached with this organization and have been attending all the programs since its inception in 2010. Faculty and students from other departments which are also involved with the organization are Education, Economics, English, History, Journalism and Political Science.

34.   SWOC analysis of the department and Future plans

*****MRP Name: "In Search of Cloud Shrouded Stars: Muslim Women of Murshidabad 1995-2005"** Submitted in 2011.

Evaluative Report: Department of Commerce

1. Name of the department: **Commerce**

2. Year of Establishment:

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG**

4. Names of Interdisciplinary courses and the departments/units involved

5. Annual/ semester/choice based credit system (programme wise): **Annual**

6. Participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts

	Sanctioned	**Filled**
Professors		
Associate Professors		
Assistant Professors		

10. Faculty profile with name, qualification, designation,
    specialization,(D.Sc./D.Litt.
    /Ph.D. / M.Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
Samita Banerjee	M. Com.	CWTT	Accounts	8 Years	
Sumana Seal	M. Com	PTT	Accounts	11 Years	
Sarmita Guha Roy	M. Sc.	PTT	Finance &Econometrics; Financial Analysis	13 Years	
Priyata Chowdhury	M.Com	Guest Lecturer	Accounting and Finance		
Debanjan Laha	M.Com	Guest Lecturer	Accounting and Finance		

11. List of senior visiting faculty: **None**

12. Percentage of lectures delivered and practical classes handled (programme
    wise) by temporary faculty: **52%; For IT practical, guest and project: 14%
    on the basis of 2015-16.**

13. Student -Teacher Ratio (programme wise): **1400:7**

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned
    and filled: **1 (casual)**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.: **None**

16. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding
    agencies and grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and
    total grants received

18. Research Centre /facility recognized by the University

19. Publications:

   * a) Publication per faculty

   * Number of papers published in peer reviewed journals (national / international) by faculty and students:

       * Number of publications listed in International Database (For eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

       * Monographs

       * Chapter in Books

       * Books Edited

       * Books with ISBN/ISSN numbers with details of publishers

       * Citation Index

       * SNIP

       * SJR

       * Impact factor

       * h-index

20. Areas of consultancy and income generated

21. Faculty as members in

           a) National committees

            b) International Committees

           c) Editorial Boards….

22. Student projects

   a) Percentage of students who have done in-house projects including interdepartmental/programme: **3rd. Yr. Hons: (100%); 2nd. Year IT Projects (Hons.+Gen.) 100%**

   b) Percentage of students placed f or projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students: None

24. List of eminent academicians and scientists / visitors to the department:

Late Dr. Prof. Pabitra Giri, Calcutta University,

Dr. Prof. Ratan Khasnobis, Calcutta University,

Dr. Malayendu Saha, Calcutta University,

Dr. AmitavaSarkar, Professor and Director, School of Management, WBUT,

Dr. Gagari Chakraborty, Presidency College,

Dr. Parthapratim Roy, St. Xaviers College,

Dr. Ranjan Nag, St. Xavier's College,

Dr. Deb Kumar Chakraborty, Ramkrishna Mission Vidya Mandir, Belur,

Dr. Pranab Bhowmick, Dr. M.N. Roy,

Dr. Paramita Mukherjee, ICFAI Buisness School,

Prof. Prantik Chakraborty, P.K. College, Contai,

Dr. Shyamalendu Chatterjee.

25. Seminars/ Conferences/Workshops organized & the source of funding

    a) National

    b) International

    UGC State Level Seminar in Collaboration with Chittaranjan College has been organized in 2010 on Globalisation and Changing Structure of Capital Market in India.

26. Student profile programme /course wise:

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Com Honours	640	123		519	
B.Com Gneral	238	123		131	

*M = Male   *F =Female

27.   Diversity of Students

Name of the Course	% of students From the Same state	% of students From other States	% of students from abroad

28.   How many students have cleared national and state competitive examination such as NET, SLET, GATE, Civil Services, and Defense Services etc.?

29.   Student progression

Student progression	Against %enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

b)   Internet facilities for Staff &Students

c) Class rooms with ICT facility

d) Laboratories: IT lab

31. Number of students receiving financial assistance from college, university,
     government or other agencies.

32. Details on student enrichment programme (special lectures / workshops /
     seminar) with external experts.

33. Teaching methods adopted to improve student learning: **Giving lectures &
     notes to the students.**

34. Participation in Institutional Social Responsibility (ISR) and Extension
     activities

     Priyata Chaudhury presented a Paper on E thics in Financi al Market in the
     International Seminar in 2015.

35. SWOC analysis of the department and Future plans

Evaluative Report: Department of Communicative English

1. Name of the department: COMMUNICATIVE ENGLISH (MAJOR)

2. Year of Establishment: 1997

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

    MAJOR DEGREE IN BATCHELOR OF ARTS (COMMUNICATIVE ENGLISH)

4. Names of Interdisciplinary courses and the departments/units   involved

    MEDIA STUDIES, ENGLISH, POLITICAL SCIENCE

5. Annual/ semester/choice based credit system (programme wise) – (1+1+1), A 3 year

    Degree Programme as per the structure of University of Calcutta

Part-1A (Semester- 1: At the end of First year)	**200 marks**
Paper I Study of Phonetic(theory)	40 marks
L,S,R,W- four communication skills (practical)	60 marks
Paper II Remedial grammar	100 marks
Part-1B (Semester- 2: At the end of Second year)	**200 marks**
Paper –III: Language comprehension & Creative writing	100 marks
Paper -IV : Study of English Language	40 marks
Role play and conversation (practical)	60 marks
Part-II (Semester- 3 : At the end of 3rd year)	**400 marks**

Paper V:Introduction to Media & Business Communication	100 marks
Paper VI: Current affairs and General Knowledge	50 marks
Skills of a Media professional (practical)	50 marks
Paper VII: On the job training, practice teaching & Projects	100 marks
Paper VIII: Entrepreneurship Development	100 marks

Evaluation

The students after- completion of each semester usually appear . in the final examination conducted by the University Of Calcutta and after publication of their results they usually becomes promoted and at the end of 3rd semester they obtained their Bachelor degree (major)on Communicative English from the university of Calcutta. The college conducts Preparatory Test Examination of the students before appearing on their final examination,

6. Participation of the department in the courses offered by other departments

   ENGLISH, POLITICAL SCIENCE, JOURNALISM & MASS COMMUNICATION

7. Courses in collaboration with other universities, industries, foreign institutions, etc.
   N.A.

8. Details of courses/programmes discontinued (if any) with reasons
   N.A.

9.   Number of Teaching posts

	Sanctioned	**Filled**
Professors		
Associate Professors		
Asst. Professors		

10.   List of senior visiting faculty:

   Prf. Madhuri Dasgupta

   Prf.. Swapan Chakraborty

11.   Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: **100 %**

12.   Student -Teacher Ratio (programme wise**):   1:3 (present ratio**)

13.   Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Integrated with the college**

14.   Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG**.:** *PG.*

15.   Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **N.A.**

16.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **N.A.**

17.   Research Centre /facility recognized by the University: **N.A.**

18.   Publications: **N.A.**

   *   a) Publication per faculty

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

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor h-index

19. Areas of consultancy and income generated: **Nil**

20. Faculty as members in

    a) National committees b) International Committees c) Editorial Boards: **N.A.**

21. Student projects

    a) Percentage of students who have done in-house projects including inter departmental/programme: **100%**

    b) Percentage of students placed f or projects in or ganizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **N.A.**

22. Awards / Recognitions received by faculty and students
    Accolades

    Recipient of National (Lotus) Award - for Cinema from Govt. of India
                    SAARC award - for Cinema
                    PIFF – Jury Award- for Cinema
                    Television and Journalist Award – for Cinema

    Recognition   Member of the Jury for NFA instituted by Govt. of India, 2013
                    Member of the Jury for NETPAC Award , 2014
                    Member of the Jury for State level ' Kala Utsav' instituted by
                    MHRD & School Education Department , Govt. Of west
                    Bengal, 2015

23. List of eminent academicians and scientists / visitors to the department

    N.A.

24. Seminars/ Conferences/Workshops organized & the source of funding

   a) National **N.A.**
   b) International **N.A.**

25. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.A. (Major) Com. English	10 – 30	3 - 25	x	5 (present strength)	100%

   *M = Male   *F = Female

26. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. (Major) Com. English	100%	nil	nil

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. **N.A.**

28. Student progression

Student progression	Against % enrolled
UG to PG	40%
PG to M.Phil.	

PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed Campus selection • Other than campus recruitment	60% (after on -job training)
Entrepreneurship/Self-employment	

29.   Details of Infrastructural facilities

      a) Library - Integrated with Central Library of the college

      b) Internet facilities for Staff & Students - yes

      c) Class rooms with ICT facility - yes

      d) Laboratories – Language Laboratory (with audio Visual tools)

30.   Number of students receiving financial assistance from college, university, government or other agencies: **N.A.**

31.   Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

Exposure visits / residential workshops to the district s (along with Dept. of Education) to experience and learn the skills of communication, survey, data collection, compilation and presentation.

On job training (part of the syllabus) with corporate / Development and small-scale sectors.

32.   Teaching methods adopted to improve student learning

Keeping the objectives of the course in view effort is made to implement a kind of learning - teaching methodology different from conventional wa ys. Our method is based on experiential learning. Care is ta ken to create a conduc ive environment for the st udents in the classroom to reflect on in various situations and learn from that. These types of methods are implemented with games, exercises, group sharing and ongoing process monitoring apart from classroom lectures.

The tools t hat normally used are ro le plays, guided i mageries, story boards, video CDs, questionnaires. Creating different conditions and by bringing the students in those situations effort is made to enhance their communication skills in English along with decision

making, and leadership skills.

33.   Participation in Institutional Social Responsibility (ISR) and Extension activities

Key speaker on ' Language of Media ' at ICCR, Colombo, Srilanka. 2011

Speaker at the seminar on ' Impact of Audio Visual Media ' at JadavpurUniversity, organised by JU Alumni Association., 2012

As Consultant   - Vikramshila Education Resource Society
                   Path Welfare Society, facilitating workshops for the Teachers and for developing teaching tools.

Worked with various group of people like Socially challenged children and youth, Mentally and   physically challenged children , migrant labours, HIV positive people, animators and field workers to middle level management workers and teachers conducting workshops and training on different issues and mobilizing the community.

Worked with organizations like-PCI – Project Concern International
                   UNICEF
                   CRY – Child Relief and You
                   CI- Children International
                   CINI- Child in Need Institute
                   SAHAY
                   GD -Group Development and SANJOG
Bangladesh
And many others in and around West Bengal.

Area of Consultation   Alternative Teaching Methodology
                   Capacity Building
                   Soft Skill Development
                   Community Mobilization
                   BCC
                   IEC and BCC material development

With Theatre

Apart from Writing and Directing plays, have conducted theatre workshops and have worked with the process of TIE - Theatre in Education, and TIMH – Theatre in Mental Health.

In Audio- Visual Media

Made a series of educational software on "Indian Languages" for CIIL- Govt. Of India.

Students have worked and are working with CWSN . Presently working with Thalasemia.

34.   SWOC analysis of the department and Future plans

STRENGTH:
- Well-equipped classroom
- Facilitation expertise
- Useful Human Resource (in-house as well as visiting)
- Good networking contacts (with both corporate and non corporate sectors – for ' on the job' training as well as for practice teaching)
- High success rates (in terms of students' academic and professional performances)

WEAKNESS
- Created vaccuum in the system for frequent change of Institutional Heads
- Small no. of Students
- Problem in placing the course in the list of priority
- No full time faculty

OPPORTUNITY

- Positive trends in all sectors for Communicative English Graduates
- A significant platform leading to higher studies as well as placement
- Other Universities have started recognising the course as equivalent to Honours course
- A place to nurture and practice facilitators' innovative and creative instincts in the process of making good students and effective professionals
- increasing no. of students in the neighbouring colleges.

CHALLENGE

- Lackadaisical attitude of the University
- Orthodox and Homeostatic thought process of the decision makers
- Learners' poor existing learning base

Evaluative Report: Department of Economics

1. **Name of the department:** Economics

2. **Year of Establishment: 1960**

3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.)** Undergraduate (B.Sc.) Economics Honours

4. **Names of Interdisciplinary courses and the departments/units involved:** Commerce & Geography

5. **Annual/semester/choice based credit system (programme wise):** Annual 1+1+1 System

6. **Participation of the department in the courses offered by other departments:** Participation in teaching Economics (General Subjects) with B.Sc. Geography Hons, B.A Journalism and Mass Communication (Hons), Political Science (Hons) and a s B.A/B.Sc General Subject for the students studying general courses only.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** None

8. **Details of courses/programmes discontinued (if any) with reasons: NIL**

9.   **Number of Teaching posts**

	Sanctioned	**Filled**
Professors		
Associate Professors	2	2
Assistant Professors		

10.   **Faculty   profile   with   name,   qualification,   designation, specialization,(D.Sc./D.Litt./Ph.D. / M. Phil.etc.,)**

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the last 4years
SMITA MAJUMDER	M.PHIL, M.A.	ASSOCIATE PROESSOR	ECONOMETRICS & STATISTICS	19	NONE
SUPARNA GANGOPADHYAY	PH.D, M.PHIL, M.SC. B.ED.	ASSOCIATE PROFESSOR	ECONOMETRICS & STATISTICS	19	NONE
BUDHADITYA BAENERJEE	M.PHIL, M.SC.	PTT	ECONOMETRICS & STATISTICS	7	NONE

PROKRITI CHATTERJEE CHAKRABORTY	M.SC	PTT	ECONOMETRICS & STATISTICS	7	NONE
KUHELI PAUL	M.SC	GUEST LECTURER	INDIAN ECONOMMICS		NONE
ADITI DEY	M.SC	GUEST LECTURER	ECONOMETRICS WITH COMPUTER APPLICATION		NONE

11. **List of senior visiting faculty**: **NONE**

12. **Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:** 27 % per week (UG only)

13. **Student -Teacher Ratio (programme wise):**46:1 (approx). Students include B.Sc Honours and B.A/B.Sc General Courses.

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil**

15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.** Please refer to Point No 10

16. **Number of faculty with ongoing projects from a)National b)International funding agencies and grants received:** None

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received**: None

18. **Research Centre /facility recognized by the University**: Nil

19. **Publications:**

   ∗ a) **Publication perfaculty**: **4** (SMITA MAJUMDER –3; SUPARNA

GANGOPADHYAY-1)

i) SmitaMajumder:

1. Gender Disparity in South Asia etc in "Woman Across Asia: Issues of Identities" in Lipi Ghosh & others edited, Gyan Publishing House, New Delhi 110002. ISBN/ISSN 81-212-0872-6

2. Woman Studies: Various Aspects edited by BasabiChakraborty, Urbi Publication, Kolkata, ISBN/ISSN 978-93-80648-26-2

3.Prasanga Manabibidya, edited byRajasreebasu and others.

4. Millenium Development Goals and Gender Equality in India :Urbi Publication (in Pipeline)

ii) SuparnaGangopadhyay:

1. Feminisation of Labour: The Tainted Workers in India in Afroja Khatun ed S EW PATRIKA, South Kolkata Society for Empowerment of Women, 2014., ISSN 2347-2898

* **Number of papers published in peer reviewed journals (national / international) by faculty and students:** Please refer to Point No 19a

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) Nil

* Monographs

* Chapter in Books

* Books Edited

∗ Books with ISBN/ISSN numbers with details of publishers: Already mentioned

∗ Citation Index

∗ SNIP

∗ SJR

∗ Impact factor

∗ h-index

20. **Areas of consultancy and income generated**: NIL

21. **Faculty as members in**

    a) National committees b) International Committees c) Editorial Boards.: **NONE**

22. **Student projects**

    a) Percentage of students who have done in-house projects including interdepartmental/programme: **40%. Students of 3rd year Honours undertake Project Work as per syllabus.**

    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **No such provision is available.**

23. Awards / Rec ognitions received b y faculty and students : 2 (Students), Teacher-1

    Students won Third Prize for Paper Presentation, in Young Economist Students' Meet in 20 11, held in Jadav pur University.

24. List of eminent academicians and scientists / visitors to the department: **NONE**

25. **Seminars/ Conferences/Workshops organized & the source of funding:**

Suparna Gangopadhyay organized UGC Sponsored One Da y State Level Seminar, for the Depa rtment of Commerce and worked as Convener in 2011. Other faculty of the department also actively participated.

a) National:

b) International

26. **Student profile programme/course wise:**

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentag
			*M	*F	
UG (Honours)	36			05	100

*M = Male   *F =Female

27. **Diversity of Students: Nil**

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad

28. **How many students have cleared national and state competitive**

examinations such as NET, SLET, GATE, Civil services, Defense services, etc?

The Department teaches only UG Courses but the teachers help the students in the preparation of the Entrance Examination needed for Higher Studies.

29.   **Student progression**

Student progression	Against %enrolled
UG to PG	50%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	Campus Selection Procedure is not available in the college. Nearly 50% - Other than Campus Recruitment.
Entrepreneurship/Self-employment	

30.   **Details of Infrastructural facilities**

a) Library: Students use General Library as well as Departmental Library

b) Internet facilities for Staff &Students: Free Internet access is available to the students and staff in the library as well as in the department

c) Class rooms with ICT facility: Apart from traditional method of teaching with chalk and duster, teachers use Smart board and Wacom Board with the help of the projector and laptops.

d) Laboratories

31. **Number of students receiving financial assistance from college, university, government or other agencies**

32. **Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:** Nil

33. **Teaching methods adopted to improve student learning:**

    Apart from usual lecture method, various interactive sessions with the students, lecture by the students and conducting regular tutorials class are being practiced by the teachers to make the students understand the topics. Audio visual Aids are also used.

34. **Participation in Institutional Social Responsibility (ISR) and Extensionactivities:**

    Faculty of the department worked as invitee lecturer in different colleges and institutions. Smita Majumder has delivered lecture to UGC NET appeared, a Study organized by University of Calcutta. She also attended seven days' workshop on "Human Development" organized by ICSSR. Smita Majumder is a member of the Governing Body of the College and also a member of the Selection Committee for the recruitment of Guest lecturer.

    Suparna Gangopadhyay delivered a lecture on Theory of Estimation in Bethune College during 2013 and on Foreign Exchange Market in India in Charuchandra College in 2015. She also performed the role Judge, two times in Seminar Competition, Confluence, organized by St. Xaviers College in India. She participated in a two-day Autumn Workshop on Qualitative Response and Control Variable in Econometric Analysis, organized by Department of Applied Economics, Presidency University, in 2010.

    Prokriti Chatterjee is the sub Editor and writer of a Bengali quarterly little magazine, "Chander Hasi". She is an active member of a Child Welfare Centre

"Udvas Shishu Bhavna Kendra"

Faculty of the Depa rtment actively participated in the Workshop on S yllabus upgradation organised by the Board of Studies of the University of Kolkata.

Aditi Goswami completed a Project on "Forest Eco-system and sus tainable Livelihood"under Rajiv Gandhi Chair Professorship in 2011

35. **SWOC analysis of the department and Future plans:**

Strength: Teachers-Students interaction is very strong. Students who are first generation learners get special support from the teachers in terms of books and extra classes. Students who are weak in studies benefit from special classes.

Weakness: Scope for research work for the students.

Opportunities: Career Counseling is provided by the teachers through Teachers- students' communication. Teachers help the students preparing for entrance examination for higher studies. Students are free to give suggestions for the improvement of the department. Teachers and students work together for every departmental activity.

Challenges: To make the students rational and fit for accepting challenges of real life. To reduce gap between ex ante plan and target of the department with ex post realization and achievement.

Future Plan: The Department takes the initiative with the help of the institution to establish a P ost Graduate Course in Economics. A Plan has been taken to organize a UGC National level Seminar in 2016.

Evaluative Report: Department of Education

1. Name of the department: EDUCATION

2. Year of Establishment: 1960

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG

4. Names of Interdisciplinary courses and the departments/units involved

5. Annual/ semester/choice based credit system (programme wise): ANNUAL

6. Participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts

	Sanctioned	**Filled**
Professors		
Associate Professors		
Assistant Professors	4	3

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
SANGHAMITRA BASAK	M.A, B.ED, M.PHIL	ASST. PROF.	EDUCATIONAL TECHNOLOGY& HISTORY OF EDUCATION	5	
MOM MITRA	M.A, M.PHIL, PH.D	ASST. PROF.	EDUCATIONAL TECHNOLOGY & NON FORMAL EDUCATION	16	1
JAYEETA CHOWDHURY	M.A, M.PHIL	PTT	EDUCATIONAL TECHNOLOGY& NON FORMAL EDUCATION	19	
SOMA GHOSH	M.A, B.ED, M. PHIL	PTT	EDUCATIONAL TECHNOLOGY & NON FORMAL EDUCATION	7	
AJIT MONDAL	M.A, B.ED, PH.D	ASST. PROF.	TEACHER EDUCATION	1YR. 3 MONTHS	

11. List of senior visiting faculty

12.   Percentage of lectures delivered and practic al classes handled (pr ogramme wise) by temporary faculty

13.   Student -Teacher Ratio (programme wise): 700:5

14.   Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled

15.   Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.: 2 (PH.D); 4 (M.PHIL); 5 (PG)

16.   Number of faculty with ongoing proje cts from a)National b)I nternational funding agencies and grants received

17.   Departmental projects funded by DST - FIST; UGC, DBT, IC SSR, etc. and total grants received:

18.   Research Centre /facility recognized by the University

19.   Publications:

   *   a) Publication per faculty

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

              *   Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc.)

   *   Monographs

   *   Chapter in Books

   *   Books Edited

   *   Books with ISBN/ISSN numbers with details of publishers

   *   Citation Index

   *   SNIP

   *   SJR

∗   Impact factor

∗   h-index

Mom Mitra

Publications :

a) Title :" Impact of Perceived Parenting on the Academic Overload of the Adolescents of Kolkata Metropolis" in Procedis - **Social and Behavioral sciences** Vol : 29, 2011 , Pages 1482-1489.. Published by ELsevier Ltd. ISSN: 1877-0428

b) **Book of Abstracts** of the 2nd International Conference on Education and Educational Psychology. (ISSN: 1986-3020. (pg 66)).

c) **Interplay of Text Anxiety and Self concept** published by **LAMBERT Academic Publishing**. (ISBN: 978-3-659-11539-4)

d) " Influence of Parenting on the Mental Health of Indian Adolescents' in. **Scholarly Research Journal for Interdisciplinary Studies.** Volume -I, Issue -III, Oct-Nov (2012) pages 509 - 518. (ISSN: 2278-8808).

e) "Self-Concept: A Determinant of Academic Stress and Perceived Parenting."

In **Indian Journal of Educational Research.** Volume II, March (2013) .Published by University of Calcutta, (ISSN: 2277-3819).

f) **A chapter** on "Challenges to Inclusion in Indian Higher Education"- An Appraisal. In the book Higher Education: Emerging Issues and Concerns. (2015) Published by A.P.H. Publishing Corporation, New Delhi. (ISBN 978-93-313-2703-1)

Minor Research Project on "DEVELOPMENT OF A STANDERDIZED SCALE ON STRESS DUE TO   LIFE EVENTS OF ADOLESCENTS AND YOUNG ADULTS" Grant Sanctioned = 118000/-

PAPERS PRESENTED:

a) "HOW FRAGILE IS THE INDIAN ADOLESCENTS SELF - CONCEPT" in the UGC sponsored National S eminar on Con temporary Research in Education. Dec 2007.

b) "IMPACT OF PERCEIVED PARENTING ON THE ACADEMIC OVERLOAD OF THE ADOLESCENTS OF KOLKATA METROPOLIS" at the 2nd International Conference on education and educational Psychology. Oct 19-22, 2011.

c) "PARENTING A DECIDING FACTOR FOR THE MENTAL HEALTH OF THE ADOLESCENTS OF KOLKATA METROPOLIS " at the 2 nd International Bengal Studies , 17-20 Dec, 2011, Dhaka.

d) "Movement Discourse on Right to Education in India f rom Directive Principle to Fundamental Right - An Appraisal " in an International Seminar on Dif ferent Perspectives of Education in Moder n Society organized by JRSET College of Education in collaboration with ST. Xavier's Institution. (Feb 21 and 22, 2015).

SPECIAL TRAINING ON:

a) Participated in the Training Programme on Quantitative Research Methods in Education: Understanding Educational De velopment and Dispar ities. Organized b y the Department of Educational Planning, **NUEPA** from Aug 3-21, New Delhi.

b) Participated in t he Hands-on-Training on " Open Data Development and Transparency Initiatives " organized by **World Bank Group** and National University of Educational Planning and Administration(**NUEPA)** New Delhi on 14th Aug, 2015

Sanghamitra Basak

Articles:

1.Swami Vivekananda and Female Education in India (2012): ISBN-978892408804

2.An Appraisal of Women Empowerment (2015): ISBN-2249-555

3.AmraAyinerSuraksha Chai : ISBN-2397-2898

1. Workshop on Generating Question for the New Syllabus in Education, organized by Undergraduate Board of Studies in Education, Calcutta University, held in Murlidhar Girls' College, Kolkata, on 26. 11 2010

AjitMondal

A) PUBLISHED PAPERS IN JOURNALS:

PUBLISHED PAPERS IN PEER REVIEWED / REFEREED JOURNALS

1. **Mete, J. & Mondal, A. (2011).Response to Child Labour in India**, *YOJANA* (English), Min istry o f In formation& Bro adcasting, Government of India, New Delhi, ISSN- 0971-8400, Vol. 55, pp. 41–44, November, 2011

2. **Mondal, A. & Mete, J. (2012).Women Empowerment and Education in the Context of India**, *University News*, Association of Indian Universities (AIU), New Delhi, ISSN- 0566-2257,   Vol. 50, No. 20, pp. 12 – 18. May 14 - 20, 2012

3. **Mondal, A. & Mete, J. (2012). Right to Education – An Appraisal,** *Kurukshetra – A Journal on Rural Development*, Ministry Rural, Development, Government of India. New Delhi, ISSN-0021-5660, Vol. 60, No. 11, pp.11 – 14, Sept. 2012

4. **Mondal, A. & Mete, J. (2013). Higher Education and Quality Research in India: An Overview**, *University News – A Weekly Journal of Higher Education*, , Association of Indian Universities (AIU), New Delhi, ISSN-0566-2257, Vol. 51, No. 19, pp. 3 – 10, May 13-19, 2013

5. **Mondal, A. & Mete, J. (2013). Continuous and Comprehensive Evaluation – An Appraisal**, *Issues and Ideas in Education*, Chitkara University, Chandigarh, Punjab, ISSN 2320 – 7655, Vol. 1, No, 2, pp. 1–18, September 2013

6. **Mondal, A. & Mete, J. (2013). Tagore on Rural Reconstruction – A Lesson**, *University News – A Weekly Journal of Higher Education*, Association of Indian Universities (AIU), New Delhi, IS SN- 0566-2257, 0566-2257, Vol. 51, No. 43, pp. 20-24,Oct.28 – Nov. 03, 2013

7.   **Mondal, A. & Mete, J. (2013). Education of Children with Disabilities in India**, *Indian Journal of Educational Research*, Department of Education, University of Calcutta, West Bengal. ISSN: 2277-3819, Vol. II, pp. 56-67, March 2013

8. **Mondal, A. & Mete, J. (2014). Value – Oriented Education in India: The Policy Perspective**, *University News – A Weekly Journal of Higher Education*, Association of India Universities (AIU), New Delhi, ISSN-0566-2257, Vol. 51, No. 42, pp. 9-14, December. 30, 2013 – January 05, 2014

9. **Mondal, A. & Mete, J. (2014). Education for Peace in the Light of National Curriculum Framework – 2005,***EDUCARE- International Journal for Educational Studies,*Association of Indonesian Scholars of History Education

(ASPENSI), Central Java, Indonesia, ISSN: 1979-7877, Vol. 6, No. 2. Pp 129 - 136, February 2014[Available online also at: http://educare-ijes.com/category/journals/vol-6-2-february-2014/].

10. **Mondal, A. & Mete, J. (2014). Education for Sustainable Development in India: The Policy Perspective**, *University News – A Journal of Higher Education*, Association of Indian Universities(AIU), New Delhi, IS SN- 0566-2257, Vol. 52, No. 23, pp. 20-28, June 09 – 15, 2014

11. **Mondal, A. (2014). Equity Issues in the Context of the RTE Act, 2009**, *The Primary Teacher Journal*, National Council of Educational Re search and Training (NCERT), New Delhi, Volume XXXIX, Number – 3, pp. 5-14, ISSN: 0970-9282, July 2014

12. **Mondal, A. & Mete, J. (2014). Tagore's Santiniketan School A Retrospective View**, *Bangladesh Education Journal*, A half -yearly journal published by Bangladesh Forum for Educational Development (BAFED) with financial assistance from Action Aid Bangladesh BAFED, Bangladesh, ISSN: 1811-0762, Volume 13, Number 2, pp. 49-57, December2014

13. **Mondal, A, & Mete, J. (2014). A Historical Analysis of UEE with reference to the RTE Act, 2009**, *Journal of Educational Chronicle*, Indian Institute of Professional Studies, Gwalior, Madhya Pradesh, ISSN: 2229-6220, Volume 5, Number 2, pp. 1-8, December 2014

14. **Mondal, A. (2015). Inclusions in Education in the Context of the Right to Education Act, 2009**, *Journal of Disability Management and Special Education*, Ramkrishna Mission Vivekananda University, Coimbatore, Tamil Nadu, ISSN: 2229-5143, Volume 5, Number 1, pp. 67-75, January 2015

15. **Mondal, A. (2015). A Study on the Awareness about the Rte Act, 2009 among Teachers of Elementary**.*GHG Journal of Sixth Thought*, GHG Khalsa College of Education, Ludhiana, Punjab, ISSN: 2348-9936, pp. 1-4, Vol.2, No.1, March – 2015

PUBLICATION OF BOOK

1. **Mondal, A. & Mete, J. (2013).** *Right to Education*, New Delhi: APH Publishing Corporation, pp. 1 -274, ISBN-978-93-313-1845-99, (Hard Bind), ISBN: 978-93-313-1846-6 (Paperback)

PUBLICATION OF EDITED BOOKS

1. **Mete, J. & Mondal, A. (Ed.) (2013). Teacher Education**, New Delhi: APH Publishing Corporation, pp. 1 – 296, ISBN - 978-93-313-1966-1

2. **Mete, J. & Mondal, A. (Ed.) (2013).** *Emerging Issues on Women Empowerment,* New Delhi: Kunal Books – Publishers & Distributors. Pp. 1-553, ISBN- 978-93-82420-20-0

3. **Mondal, A. & Mete, J. (Ed.) (2015).** *An Outline of Value Education*, New Delhi: Kunal Books – Publishers & Distributors, Pp. 1-331, ISBN: 978-93-82420-75-0

4. **Mondal, A. & Mete, J. (Ed.) (2015).** *Higher Education- Emerging Issues and Concerns,* New Delhi: APH Publishing Corporation, Pp. 1-658,ISBN: 978-93-313-2703-1

PUBLICATION OF CHAPTERS IN EDITED BOOKS

Mondal, A. & Mete, J. (2012). *Quality Issues in Elementary Education in the Context of Sarva Shiksha Abhiyan*, In Mukhopadhaya, D. (et.al.) Education: Thinking through Quality Parameters, Kolkata: Readers' Service, ISBN 978-81-87891- 46-8, PP. 103-113

Mete, J. & Mondal, A.(2013). *Teaching as a Profession in Indian Context – A Brief Analysis*, In Mete, J. & Mondal, A. (Ed.) Teacher Education, New Delhi: APH Publishing Corporation, ISBN - 978-93-313-1966-1, pp. 125 – 135.

Mondal, A. (2014). *Revisiting Educational Thoughts of Swami Vivekananda,*In Mohapatra, A. (Ed.). Vivekananda and Contemporary Education in India –Recent Perspectives,New Delhi: Surendra Publications, ISBN: 978- 93-80817-50-7, pp. 183-196

Mondal, A. (2015). *National Values Enshrined in the Indian Constitution: An Appraisal,* InMondal, A. & Mete, J. (Ed.). An Outline of Value Education, New Delhi: Kunal Books – Publishers & Distributors, ISBN: 978-93- 82420-75-0, Pp. 181-194

Mondal, A. (2015). RUSA: The Roadmap for Revamping Higher Education in India, In Mondal, A. & M ete, J. (Ed.). Higher Education- Emerging Issues and Concerns, New Delhi: APH Publishing Corporation, ISBN: 978-93-313-2703-1, pp. 199-209

Mondal, A. (2014). The Right to Education Act, 2009 – An Investigative Overview, In Mohapatra, A. (2014). Development Issues in I ndia: Policies and Perspectives (2014), Delhi: Manglam Publishers & Distributors, ISBN: 978- 93-82816-21-8, Pp. 342-362

Mondal, A. (2015). *The RTE Act, 2009: A Historical Analysis in the Context of UEE,* In Right   to Education and After, Kolkata: Aaheli Publishers, ISBN: 81-89169- 31-9, Pp. 97- 110,

Mondal, A. (2015). *Distance Education in India – Its Genesis, Development and Challenges*, In Da s, K. (Ed.). Hig her Education in India -Issues, Concerns and New Directions, New Delhi: Abhijeet Publications, ISBN: 978-93-5074-162-7, Pp.   1-172

ARTICLES PUBLISHED IN SEMINAR PROCEEDINGS

Mondal, A. & Mete, J. (2012). *Right to Education Act, 2009: Opportunities and Challenges in the 21st century***,** InProceedings (UGC sponsored National Seminar) on Education in the 21 st Century, S. S. College of Education, S himural, Nadia, West Bengal, ISBN 978- 81-922902-2-5, pp. 65 - 68

OTHER ACADEMIC ACTIVITIES

1. Editor of the **EDULIGHT** *–A Multidisplinary Peer-Reviewed Journal*, COUNCIL OF EDULIGHT – A Researchers' Organization, Kalyani, West Bengal, (ISSN: 2278-9545).
2. Editor of the **Contemporary Research Spectrum** *-International, Multi-disciplinary, Bi-annual & Refereed Print Journal* , COUNCIL OF EDULIGHT –A Researchers' Organization, Kalyani, West Bengal, (ISSN: 2454 - 8987).

3. **Resource Person** in the Workshop on "The Implication of the R TE ACT" organisedby Bizpur Urban Level Resource Centre, B izpur, Kanchrapara, Paschim Banga Sarva Siksha Mission, Government of West Bengal held on 7th Jan. to 9th Jan., 2013.

4. Associate Editor of the **Educationia Confab Journal** (ISSN: 2320-009X, URL: http://confabjournals.com).

5. Member of the Editor ial Board of the **Golden Research Thoughts Journal** (ISSN: 2231-5063, URL: http://aygrt.isrj.net)

6. Member of the Editori al Review Boar d in E ducation subject of **Pratidhwani theEcho Journal** (Print Version: ISSN 2321- 9321& Online Version: ISSN 2278-5264,URL: http://www.thecho.in)

7. Member of the A dvisory Board of the **SAHABATI – Biannual Research Journal,** ISSN: 2454-2512, Council of Sahabati, Kalyani, West Bengal, India.

8. **Member of theNAAC Steering Committee and IQAC**, Surendranath College for Women, Kolkata

Jayeeta Chowdhury

Participated in Staff Selection Commission Question Bank Workshop on General Intelligence and Reasoning held on 9th and 10th December 2012 in Kolkata Item Writer

Soma Ghosh

1. M.Phil Dissertation Title- Social Awareness among women in kolkata: A Case Study.(2006-07) Kalyani University.

2. UGC Sponsored National Seminar on Perspectives of Quality Management in Education. 2011 Organised by Dept of Education, Surendranath College for Women, Kolkata.

Paper Presented on -Effective Quality Management in Class room Environment through Teaching- Communication Skills, International Seminar on Thoughts and Ideas of Swami Vivekananda on Education.2012, Kalyani University organised by Dept of Education.

Paper Presented and Published- Vision of Swami Vivekananda in Education for National Intregation, UGC sponsored National Seminar on - Women Empower ment and Environmental Sustainability, 2013, organised by Shimurali Sachinandan College of Education, Nadia, West Bengal.

Paper Presented and Published - Influence of Environmental Pollution Among Women Rag - Pickers in West Bengal - A Study.

20. Areas of consultancy and income generated

21. Faculty as members in

   a)National committees b) International Committees c)Editorial Boards….

Mom Mitra

Life - Member of All India Association for Educational Research. (AIAER) Membership No.2271.

Also acted as Joint Secretary from 2009-2010 to AIAER (WB Chapter).

22. Projects Not Applicable

23. Percentage of students who have done in-house projects including interdepartmental/programme

24. Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ otheragencies

25. Awards / Recognitions received by faculty and students.

26. List of eminent academicians and scientists / visitors to the department

27. Seminars/ Conferences/Workshops organized & the source of funding

   a) National

   Mom Mitra Was the Convenor of an UGC Sponsored 2 day National Seminar on "Perspectives in Quality management in Education"

   Organised by Surendranath College for Women, Department of education in Collaboration with AIAER (WB Chapter).

   b) International

28.   Student profile programme/course wise:

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
EDUCATION HONOURS	277	73		90	100%

*M = Male   *F =Female

29.   Diversity of Students

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad
UG	100	NA	NA

30.   Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

31.   Student progression

Student progression	Against %enrolled
UG to PG	20%
PG to M.Phil.	Not applicable
PG to Ph.D.	"
Ph.D. to Post-Doctoral	"
Employed • Campus selection • Other than campus recruitment	"
Entrepreneurship/Self-employment	"

32.   Details of Infra-structural facilities

a) Library

b) Internet facilities for Staff &Students

c) Class rooms with ICT facility

d) Laboratories

33. Number of students receiving financial assistance from college, university, government or other agencies

34. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Special Lectures

As part of remedial coaching/ classes special lectures have been arranged by the Department with the help of Ext. Experts.

- **Prof. Dulal Mukhopadhaya, Ex HOD Department of Education Kalyani University.**

- **Dr. Bijan Sarkar, Asst Prof, Department of Education, Kalyani University.**

35. Teaching methods adopted to improve student learning

- Group Activity
- Questionnaire Sessions
- Audio-Visual Aids
- Lecture Sessions

36. Participation in Institutional Social Responsibility (ISR) and Extension activities

Mom Mitra

> a. **Convenor** of the Routine Committee from 2009, - 2011.

> b. **Nodal officer** of the College (acted as enumerator) as part of the MHRD Survey.
> c. **Convenor** in the organisation of a Workshop on "Writing Journal papers / Articles ' as part of the activities of AIAER WB Chapter in NITTTR Kolkata, 2010.

37. SWOC analysis of the department and Future plans

Evaluative Report: Department of English

1. Name of the department: ENGLISH

2. Year of Establishment: 1960 (Honours)

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.):   UG

4. Names of Interdisciplinary courses and the departments/units involved: Compulsory English for all 1st year students

5. Annual/ semester/choice based credit system (programme wise):   Annual and Tests (bi-annual)

6. Participation of the department in the courses offered by other departments: Journalism Honours, Communicative English (Vocational)

7. Courses in collaboration with other universities, industries, foreign institutions, etc. NA

8. Details of courses/programmes discontinued (if any) with reasons: None

9. Number of Teaching posts: 5 sanctioned, 3 filled

	Sanctioned	**Filled**
Professors	0	0
Associate Professors		1
Assistant Professors		2

10. Facultyprofilewith name, qualification, designation, specialization,(D.Sc./D.Litt./Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experi	No. of Ph.D. Students guided for the last 4years
Papia Mitra	Ph.D	Associate Professor	Augustan Age; Religious Studies	18 years	NA
Barun Naha	M.A	Assistant Professor	Film studies	11 months	NA
Rianka Roy	M.Phil	Assistant Professor	Digital Humanities	4 months	NA
Rituparna Das	Ph.D	Part-time (Not Substantial)	Cultural Studies	6 years	NA

1. List of senior visiting faculty: Professor Amitava Roy; Dr. Tapu Biswas

2. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 20%, varying from year to year depending on number of filled-up substantial posts.

3. Student -Teacher Ratio (programme wise): 2015 (Honours class only) – 3rd yr: 15:1; 2nd yr: 30:1; 1st yr: 60:1

4. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned andfilled: 0

5. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.: P.G – 3; M.Phil -1; Ph.D -2

6. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies and grantsreceived: N.A

7. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grantsreceived: 2 Minor Research Project, funded UGC, Rs. 1,03000 + Rs. 75000/- ; total = Rs. 178000/-

8. Research Centre /facility recognized by the University: N.A

9.   Publications: (see attached)

∗   a) Publication per faculty
∗   Number of papers published in peer reviewed journals (national /
    international) by faculty and students

∗   Number of publications listed in International Database
    (For Eg: Web of Science, Scopus, Humanities
    International Complete, Dare Database - International
    Social Sciences Directory, EBSCO host,etc.)

∗   Monographs

∗   Chapter in Books

∗   Books Edited

∗   Books with ISBN/ISSN numbers with details of publishers

∗   Citation Index

∗   SNIP

∗   SJR

∗   Impact factor

∗   h-index

Rianka Roy:

Published article in journal:

1. **'**Infinite Ways to Make Profit: Digital Labour and Surveillance on Social
Networking Sites', *Rupkatha* (Digital Humanities Special Issue) (ISSN: 0975-
2935), Vol 7: 1, 2015, March, 2015.

Papia Mitra

Published article/chapter in books:

1. "Fairy Tale Structure in Shakespeare's Tragedies: a study of four tragedies",
Glimpses of World Literature, ed. Ganesh Thakur, (ISBN 978-93-81549-71-1),
ABS Publication (Varanasi), 2015, pp. 194-209.

2. "Artificial Intelligences and Karma: An Evaluation of Information

Technology

in Light of J.L. Shaw's Concept of Moral Free Will", *Comparative Philosophy and J.L. Shaw,* P. Bilimoria, M. Hemmingsen (Eds.), (ISBN 978-3-319-17872-1), Springer International, (Switzerland), 2015, pp. 247-262.

3. "The Shakesperean Goddesses: The Trinity of Weird sisters and the Indic Context", *Memorial Year 2014: (Nehru - Shakespeare –Lermontov – Beckett),* ed. Harish C. Gupta, (ISBN: 978-93-5196-830-6), Indian society for West East Literary Studies, (Kolkata) , 2015, pp. 65-85.

Research papers/ Review articles/ Conference Proceedings

1. "PROSPERA THE MOTHER: How a vowel Changes Shakespeare's Canon in The Tempest", *Theatre International*, Vol VII (Shakespeare Special Issue, 2014), (ISSN NO: 2278 – 2036) pp. 66-89. [Research paper]

2. "SHAKESPEREAN AND INDIAN MORAL VISION: Cordelia in the light of Indian concept of Dharma*", International Journal of Culture Studies and Social Sciences* Vol – I, No. – IV, 2014   (ISSN - 2347-4777) pp. 88-97 [Research paper]

10. Areas of consultancy and income generated: N.A

11. Faculty as members in

   a) National committees b) International Committees c) Editorial Boards….:   Editorial Board -1

12. Student projects

   a) Percentage of students who have done in-house projects including interdepartmental/programme N.A

   b) Percentage of students placed for projects in organizations outside   the   institution   i.e.in   Research laboratories/Industry/ otheragencies N.A

13. Awards / Recognitions received by faculty and students: office-data

14. List of eminent academicians and scientists / visitors to the department: Prof. Amitava Roy, Shakespeare Professor of

English, Rabindra Bharati University

15.   Seminars/ Conferences/Workshops organized & the source of funding: 1 workshop, 1 State level seminar , funded by UGC

   a) National

   b) International

16.   Student profile programme/course wise: office-data

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

*M = Male   *F =Female

17.   Diversity of Students: office-data

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad

18.   Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

Majority of our students come from highly disadvantaged backgrounds, including linguistic minority. Though they enroll in English Honours their grasp of the language is inadequate. This prevents them from clearing competitive exams.

19.   Student progression

Student progression	Against %enrolled
UG to PG	50%
PG to M.Phil.	4%
PG to Ph.D.	Not Available

Ph.D. to Post-Doctoral	Not Available
Employed • Campus selection • Other than campus recruitment	 45% (approx.)
Entrepreneurship/Self-employment	Not Available

20.   Details of Infrastructural facilities

a) Library: Central Library; Departmental Library

b)   Internet facilities for Staff &Students: Central Library

c) Class rooms with ICT facility: None

d) Laboratories: None

21.   Number of students receiving financial assistance from college, university, government or other agencies: office-data

22.   Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: workshops and seminars with visiting faculty, wall magazines

23.   Teaching methods adopted to improve student learning:
     Class discussions; library research; downloading texts and reference materials; writing assignments; examinations.

24.   Participation in Institutional Social Responsibility (ISR) and Extension activities

25.   SWOC analysis of the department and Future plans:
Overall the performance of the students is satisfactory. We feel that we have made them more aware of the outside world and their rights and duties as citizens and also encouraged them to become more empowered women. We also make them aware of various career options. The weakness of our students lie in their disadvantaged and conservative backgrounds, and of times regarding English studies as a prestige issue than a subject of study. However such concerns are being dealt with.   We are interested in establishing research centres which will connect their subject with their everyday life.

Evaluative Report: Department of Geography

1. Name of the Department: Geography.

2. Year of Establishment: 1995.

3. Name of Programme : UG

4. Name of Interdisciplinary courses and the Departments / unit involved nil.

5. Annual /semester / choice based credit system: being a constituent department of an affiliated college adherence to University of Calcutta Examination regulation is compulsory. Thus Annual credit system is to be followed in pursuance to University of Calcutta Examination Examination Calendar with collateral compliance to institutional schedule for the aforementioned purpose.

6. Participation of the Department in the courses offered by other Department: As Geography is the standalone Earth Science Department in this college, therefore intra institutional departmental partnership has not been possible.

    Department of Geography discharges the institutionally assigned curricular responsibility of Environmental Studies inclusive providing functional guidance including the thematic orientation in order to prepare the students to calibrate a Project work based report.

7. Courses in collaboration with other Institutions: A PG Diploma in Remote Sensing and GIS in collaboration with IIT Kanpur and Remote Sensing Centre, University of North Bengal (accredited by ISRO) is in the process of formation. Professor (Dr.) Onkar Dikshit, Department of Civil Engineering, IIT, Kanpur and Professor (Dr.) Sushma Rohatgi, Director, Remote Sensing

Centre, University of North Bengal, along with Professor (Dr) Bibhas Jha, Ex-Director, National Atlas & Thematic Mapping Organization (under Ministry of Science & Technology, Government of India) and now Professor, Department of Geography, Visva Bharati and Professor (Dr.) Subir Sararkar, Department of Geography , University of North Bengal have also communicated their consent to be the Members of Course Delineation Committee.

8. Details of courses/ programmes discontinued : Nil

9. Number of Teaching Post : In accordance to relevant Government Order being promulgated by the Department of Higher Education,
Government of West Bengal at the affiliated undergraduate level only Assistant Professor is being sanctioned and allowed to be recruited by the West Bengal College Service Commission.
Therefore the prescribed table within this item is not applicable.
In department of Geography in adherence to the stated criterion only one post of Assistant Professor until is being sanctioned.

10. Faculty Profile

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D student guided for the last five year
Kaustubh Lahiri	Ph.D	Associate Professor	Initially Regional Planning ameliorated to Livelihood Regeneration	16	Under present statutory Norm University Of Calcutta

			by proliferation & intense-fication through Ecology Livelihood Interface Management.		does not allow this capacity for Geography
Smita Paul	M.Sc	Contractual Whole Time Teacher	Cartography with GIS & Remote Sensing.	10	Nil
Poulami Ghosh	M.Sc	Guest Lecturer	Urban Geography	02	Nil
Chandreyi Sengupta	M.Sc	Guest Lecturer	GIS & Remote Sensing.	05	Nil
Poushali Dasgupta	M.sc	Guest Lecturer	Geomorpho-logy	05	Nil
Sangeeta Chodhury	M.sc	Guest Lecturer	Geomorpho-logy	06	Nil

11. List of senior visiting faculty:

I). Professor Subhas Chandra Mukhopadhyay, D.Sc: Retired Emeritus
    Professor, Department of Geography, University of Calcutta.

II). Professor Subir Sarkar: Department of Geography, University of North
    Bengal,734013.

III) Professor Ranjan Basu: Department of Geography, University of Calcutta.

IV) Professor Sukla Bhaduri : Department of Geography, University of Calcutta.

V) Late Professor Surendranath Chatterjee, Department of Rural

   Development, Palli Sanghatana Bibhaga, Sriniketan, Visva Bharati.

12) Percentage of lecturers delivered and practical classes handled by

   Temporary faculty: <30%

13. Student – Teacher Ratio: 1: 30 [both UG Honours & General Course]

14. Number of academic support staff (technical) and administrative staff:

   Technical – Sanctioned 1: Filled 1. Administrative - Sanctioned 1: Filled 1

15. Qualification of teaching faculty with Ph.D – 1. PG – 05 [each NET

Qualified]

16. Number of faculty with ongoing projects from a) National funding

   Agencies: 1.

17. Departmental Projects: NIL

18. Research Centre organized by University:

NABARD Cell of Agro Economic Research Centre, Visva Bharati, Santiniketan.
This entitled is being prepared 'FIRST – STAGE REPORT ON DEVELOPMENT OF
NON FARM SECTOR'.

19. Publications:

   a) Publication per faculty

   i) Dr. Kaustubh Lahiri: 14
   ii) Smita Paul: 01.

*Number of papers published in peer reviewed journals:

Dr. Kaustubh Lahiri : 11
Smita Paul: 01

*Number of publications listed in the International database: Nil

*Monographs: Nil

*Chapters in the books: 03.

1. 'Harvesting Prosperity by Look East Policy'
Published in the Book titled 'Globalization and North East India' Ed. by Prof. Bimal. J. Deb & Prof. Keya Sengupta and Dr. B. Datta Ray on behalf of North East India Council for Social Science research by Concept Publishing Company, New Delhi – 110059. 2008.
ISBN 13: 978 – 81- 8069 – 510 – 0
ISBN 10: 81 – 8069 – 510 – 7.

2. 'Ecosystem Enrichment and Livelihood Management: An Endeavor for Synthesis towards Symbiotic Sustainability' published in the Book titled 'Society, Culture and Development in North East India – Essays in Honour of Dr. Basudeb Datta Ray' Ed. By Dr. Ashok Kumar Ray and Dr. Satya Brata Chakraborti published by Concept Publishing Company.

3. 'Raising Caste Disadvantage Index 'Published in the Book Ed. by Prof. Sukla Bhaduri, Department of Geography, University of Calcutta. 2008.

20. Area of consultancy & Income generated: in the pipeline, with newly constituted Sagar Namkhana Development Board by Government of West Bengal.

21. Faculty as members in National Committee: Dr. Kaustubh Lahiri.

a) North East India Council of Social Science Research.

b) Indian Institute of Landscape System & Ecological Studies.

c) T Global Centre for Development Studies.

22. Student Project:

a) Percentage of Students who have done in house projects: 100%.

In compliance to the syllabus of the university of Calcutta all the honours and general students pursuing UG Geography curriculum has to calibrate post Field work Project Report with appropriate application of Geographical and Statistical techniques. Department of Geography also grooms up the students to prepare Project in Environmental studies in pursuance with University of Calcutta Curriculum in compliance with institutional assignment.

b) Percentage of students placed for projects in the organization outside the institution: Nil

23. Awards / Recognized received by faculty and students:

Geography Students occupy top ranking position in the institutional science discipline.

24. List of eminent academicians and scientist/ visitors to the Department.

This is in addition already enlisted eminent academicians enlisted in
Item 11:

a) Professor Onkar Dikshit: Department of Civil Engineering, Director Centre of Remote Sensing, IIT, Kanpur.

b) Professor Arun Kumar Sharma: Department of Sociology, Faculty of Humanities and Social Science, IIT, Kanpur.

c) Late Prof. Jalad Baran Ganguly: Ex- Vice Chancellor, Tripura University.

d) Prof Sushma Rohatgi: Department of Geography, University of North Bengal, Director Centre of Remote Sensing, University of North Bengal.

25. Seminars/ Conferences/ Workshops organized & Source of funding : Nil

26. Student profile programme / course wise:

Name of the Course	Applications received	Selected	Enrolled F❊	Pass percentage
UG (Hons) Part I/ First Year; Entry Level	350	65	65	90%
UG (General) Part I/ First Year; Entry Level	200	50	50	95%

❊ This is a Girls' College.

27. Diversity of students

Name of The Course	% of Students from the same state	% of students from other states	% of students from abroad
UG (Hons)	100%	0%	0%
UG (General)	100%	0%	0%

28. How about students have cleared national & state level competitive Examinations.

West Bengal School Service Commission: 40%

NET / SLET   : 10%

29. Student Progression.

Student Progression	Against % Enrolled
UG to PG	40%
Upper hierarchical levels	No substantive Information.
Employed ● Campus Selection	No such institutional provision
● Other than Campus recruitment	40%
Entrepreneurship/ Self employment	No such information.

30. Details of Infrastructural facilities:

a) Library: Department possess a well organized seminar library. Books purchased from MRP grants (selected only), received specimen copies along with borrowed from the Central Institutional Library are categorized according to modular requirements of the syllabus and displayed properly with open access system to students under supervision of faculties and a systematic lending system is maintained in order to ensure affordable reading facility to the students.

Apart from books, Topographical Sheets & Atlas are stocked and maintained systematically according to curricular requirement.

b) Internet facilities for staff and students : yes

c) Class room with ITC facility: yes.

d) Laboratories: Department harbors all required equipments intending to cater to the curricular essentialities. Additional instruments are also maintained to facilitate peripheral knowledge orientation in order to strengthen the core knowledge fulcrum. Both two & three pairs of Air Photos and Satellite Imageries are being procured for this purpose.
A contemporary pertinent up gradation of the existing laboratory is the raising of GIS & Remote Sensing component attached with licensed version of GIS software in compliance with the promulgation of the University of Calcutta.

31. Number of Students receiving financial assistance from college/University/Government and other agencies.
Minority Students receive scholarship from Government sector.
General Students receives financial assistance through Kanyashree Prokolpo initiated by the Government of West Bengal.

32. Details on student enrichment programme.
a) Professor S.C. Mukhopadhyay delivered two lectures on Fluvial Geomorphology and Tectonic of Sikkim Himalaya in order to prepare the students before their field work in Sikkim.

b) Off Campus Workshop: At Department of Geography, University of North Bengal on the role of meteorological and fluvial oscillation in the terrain Evolution of Dooars Region Of West Bengal by Professor Subir Sarakar.
At Department of Rural development, Palli Sanghatana Vibagha, Visva Bharati on the livelihood aspect of Rahr Bengal with particular refence to Mayurakshi – Ajoy interfluves by late Professor S.N. Chatterjee.

33. Teaching methods adopted to improve student learning.

Functional interface is the key in the learning management. Emphasis is oriented towards encouraging students to procure and assimilate fundamental knowledge base of a particular modular topic in order elevate her from the regimented Exam centric tendency of study persuasion. It is a persistent & collective departmental drive. Internet based knowledge browsing with particular reference to Wikipedia is consistently encouraged.

Importance of Key Scientific and Government Websites are being regularly emphasized upon for the essential purpose of knowledge up gradation as geography is thematic combination of both earth, atmosphere and livelihood mosaic.

34. Participation in Institutional Social Responsibility and Extension Activities.
    Depending upon institutional communication.

35. SWOC analysis of the Department and Future Plans.

This Department is being raised under the inspiration of Late Professor Tarun Bikas Lahiri, the only Geographer in India whose plan for Participatory Rural development has been applied for Sundarben Region of West Bengal and received International acclamation.

Dedication, perseverance and compassion are key cornerstones. Devoid of any kind of biasness has expanded the span of free and lively interface between faculties and students. Of constraints exist but collateral efforts by teachers and students couple into an integrated strength in order to overcome the constraints.

Our future plan emphasizes upon the regeneration of Geography as an applied subject capable of providing strategies for livelihood consolidation and proliferation as being envisaged by Late Professor Dr. Tarun Bikas Lahiri. The proposed PG Diploma Course in GIS & Remote Sensing would be endeavored to widen into a Livelihood Management Course by adding pertinent components to equip the geographers to be the planner to solve Livelihood problems in reality by providing affordable alternatives. Geography can only prosper when Professional Geographers can be raised. A conventional PG Course would also be sincerely tried in order to provide greater scope for student progression.

Evaluative Report: Department of Hindi

1. Name of the department: HINDI

2. Year of Establishment:

3. Names of Programmes / Courses offered (UG, Compulsory.)

4. Names of Interdisciplinary courses and the departments/units involved. All departments of the college

5. Annual/ semester/choice based credit system (programme wise) Annual

6. Participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts

	Sanctioned	**Filled**
Professors		
Associate Professors		
Assistant Professors		

CWTT Faculty member Dharnidhar Keswani

10.   Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil.etc.,)

11.   List of senior visiting faculty:

12.   Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty

13.   Student -Teacher Ratio (programme wise)

1st year: 569:1 (divided in 4 sections)

14.   Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled

15.   Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.

16.   Number of faculty with ongoing projects from a)National b) International funding agencies and grants received

17.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18.   Research Centre /facility recognized by the University

19.   Publications:

   *   a) Publication per faculty

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

∗ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc.)

∗ Monographs

∗ Chapter in Books

∗ Books Edited

∗ Books with ISBN/ISSN numbers with details of publishers

∗ Citation Index

∗ SNIP

∗ SJR

∗ Impact factor

∗ h-index

WORKSHOP ATTENDED:

1. International Workshop on "Gender Sensitization" organized by Department of Jounalism and Mass Communication, Surendranath College for Women, Kolkata in association with the International Association of Women in Radio and Television on 30.08.2012.

2. Workshop on "Some Issues in Philosophy of Religion and Contemporary Indian Thought" organized by Undergraduate Board of Studies in Philosophy, University of Calcutta, and the department of Philosophy, Surendranath College for Women on 15.09.2012

3. Symposium on "Recent Trends in Bengali Cinema" organized by Department of Journalism and Mass Communication, Surendranath College for Women on 01.10.2012.

4. Workshop on "Internal Quality Assurance Cell" organized by Surendranath Law College on 19.01.2015 at Gitanjali Auditorium of Surendranath College for Women

PUBLICATION

1. "AnweshanatmakPatrakarita: Samay Ki Maang" in "Hindi Jagriti", Hindusthan Paper Corporation Limited, Kolkata, 2006

2. "Sadak"-a poem published in "Abhivyakti" in "Nagar RajbhashaKaryonnayanSamiti", Kolkata,

3. "Maa" a poem published in Bagarth, in BhartiyaBhashaParishad, Kolkata, No: 142

3. "JibonRupiSamudra Mein" in Pratibimba, Purba Railway, PradhanKaryalaya, Kolkata, April-June 2007

4. "Lahare" in Bagarth, BharatiyaBhashaParishad, Kolkata, NO: 148

5. "Smriti" in "BartamanSahitya", Aligarh, No: 2008

20. Areas of consultancy and income generated

21. Faculty as members in

    a) National committees

    b) International Committees

    c) Editorial Boards.

22. Student projects

    a) Percentage of students who have done in-house projects including interdepartmental/programme

    b) Percentage of students placed f or projects in org anizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students

24. List of eminent academicians and scientists / visitors to the department

25.Seminars/ Conferences/Workshops organized & the source of funding

a) National

b) International

26.Student profile programme/course wise:

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentag
			*M	*F	

*M = Male   *F =Female

27. Diversity of Students

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad

28. Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against %enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	

Ph.D. to Post-Doctoral	
Employed Campusselection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

   a) Library

   b) Internet facilities for Staff &Students

   c) Class rooms with ICT facility

   d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

Evaluative Report: Department of History

1. Name of the department: History

2. Year of Establishment: 1960

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG

4. Names of Interdisciplinary courses and the departments/units involved

5. Annual/ semester/choice based credit system (programme wise): Annual

6. Participation of the department in the courses offered by other departments : As a general subject in Philosophy Honours, Political Science Honours, Bengali Honours, English Honours

7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Not Applicable

8. Details of courses/programmes discontinued (if any) with reasons : Not Applicable

9. Number of Teaching posts

	Sanctioned	Filled

Professors		
Associate Professors		
Assistant Professors	4	3

10.   Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt./Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
MousumiChatterjee	M A, MPhil	Associate Professor	Modern History	29	NA
BratatiHore	M A, PhD	Associate Professor	Modern History	31	NA
DipikaMitra	M A, B.Ed	Assistant Professor	Modern History	5+	NA
Bhaswati Roy	M A	PTT	Ancient History	8	NA

11.   List of senior visiting faculty:

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Guest Lecturer takes 10 classes per week.

13.   Student -Teacher Ratio (programme wise): 6:1 (Hons), 80:1 (Gen)

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled: NA

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG : Ph.D -1, MPhil-1, PG-1

16. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies and grants received: x

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : x

18. Research Centre /facility recognized by the University: x

19. Publications:

    *   a) Publication per faculty 3

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

                *   Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc.)

                *   Monographs

                *   Chapter in Books

                *   Books Edited

                *   Books with ISBN/ISSN numbers with details of publishers

                *   Citation Index

* SNIP

* SJR

* Impact factor

* h-index

Publication of Bratati Hore:

1. Raktokhhoyee July 1956 Tram BharaBriddhiBirodhiAndolon (Movement Against Hike In Tram Fare In Kolkata in 1956) (2012) : Proceedings Volume of Annual General Conference of West Bengal History Association, Volume 26, pp 538-543. ISSN/ISBN No: 978-81-910874-6-8.

2. JibonJanoDieeAhutiMuktiAse (On Bangladesh Liberation War, 1971) (2011) : Proceedings Volume, Institute of Bangladesh Studies, University of Rajshahi, . Page 243-247.

3. Permanent Liability (1949-1950) (2014): Proceedings Volume of Annual General Conference of West Bengal History Association, Volume 28, pp 514-519.

4. World War II (Women & Korea) (2015): Proceedings Volume of Annual General Conference of West Bengal History Association, Volume 29, pp 934-937.

5. Tamosho Ma Jyotirgamayo (2015): Proceedings Volume of Indian History Congress, 75th Session,

Articles/Chapters in Book

1. Crime against Women, Womens' Movement-Enforcement of Laws 1979-80 in India: A Review (2013): Gender Sensitization, Women Empowermwnt and Distance Education in History Society and Culture, Ed by KajalDey, ChandanBasu, Srideep Mukherjee, NetajiSubhas Open University, Kolkata.

2. ItihasherPrekhiteSachindranathSenguptaRachitoSirajdoulaNatokePratibad (2011) :Bangla NatokePratibadiChetana, ed by D. Biswas, NabajatakPrakashan.

Recent papers:

1) Presented paper in 56th session of All India Political Science Conference at BHU, Varanasi on 25th-27th October, 2015. My paper entitled "Role Of Peasant Women in Tebhaga Movement in Undivided Bengal" was published in the Proceedings Vol-LXXVI, No.3. in 2015.

2) Presented Paper entitled " The Fury of Holocaust and its Impact on Women:A Case Study of Concentration Camp of Ravensbruck" was presented in 76th Session of Indian History Congress at GourBanga University, Malda, on 27th -29th December, 2015.

3) Delivered lecture on "Sexual Harassment and Few Basic Laws - A Review" on one day State Level Seminar on "Sexual Harassment and Higher Education Institutions" at Santipur College on 15th January, 2016.

20. Areas of consultancy and income generated

21. Faculty as members in

    a) National committees b) International Committeesc)Editorial Boards….

22. Student projects

    a) Percentage of students who have done in-house projects including interdepartmental/programme

    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ otheragencies

23. Awards / Recognitions received by faculty andstudents

24. List of eminent academicians and scientists / visitors to the department

25.   Seminars/ Conferences/Workshops organized & the source offunding

   a) National

   b) International

26.   Student profile programme/coursewise: 1st Year Hons. 2015-16

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
History Honours	144	73		29	69.23

*M = Male   *F =Female

27.   Diversity of Students

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad
Hist (Gen)	90%	10%	NA
Hist (Hons.)	95%	0.5%	NA

28.   Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc: No Information available.

29. Student progression

Student progression	Against %enrolled
UG to PG	40%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

    a) Library : Total Books – 2353 , Text-1567, Reference-768

    b) Internet facilities for Staff &Students: Yes, they can use Library internet for project work and downloading.

    c) Class rooms with ICT facility

    d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies: 5%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NA

33. Teaching methods adopted to improve student learning: Visit to Historical Places and practical knowledge for overcoming the deficiency.

34. Participation in Institutional Social Responsibility (ISR) and Extension

activities

Bhaswati Roy has written and directed a Be ngali film "Sunyo Je Kol" (Empty Lap) based on Surrogacy and Motherhood in 2016.

35. SWOC analysis of the department and Future plans: <u>Weaknesses</u>- Students are notes oriented. They need to read more books, particularly reference books for doing good results.

<u>Strength</u> – Students are very enthusiastic about field works , visiting Museum etc.

<u>Future Plan</u>- Every month visiting to Historical place and workshop and lectures for everyone and lecture for the good working.

Evaluative Report: Department of Journalism & Mass Communication

1.   Name of the department: JOURNALISM AND MASS COMMUNICATION

2.   Year of Establishment: 1995 (General) 2004 (Honours)

3.   Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):   UG

4.   Names of Interdisciplinary courses and the departments/units involved:

5.   Annual/ semester/choice based credit system (programme wise):   Annual and Tests (bi-annual)

6.   Participation of the department in the courses offered by other departments: English Honours, Communicative English (Vocational), History Honours, Political Science Honours, Economics Honours

7.   Courses in collaboration with other universities, industries, foreign institutions, etc. No courses but informal linkages with American Center and Ohio University.

8.   Details of courses/programmes discontinued (if any) with reasons: None

9.   Number of Teaching posts: 1 sanctioned, 1 filled

	Sanctioned	**Filled**
Professors		
Associate Professors		
Asst. Professors		1

10.   Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil.etc.)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last
Uma Shankar Pandey	Ph.D	Assistant Professor	New Media	13 years	NA
Satyabrata Paul	M.A, B.Ed	PTT	Reporting and Editing	11 years	NA
Srabani Mukhopadhyay	MA	PTT	Advertising	14 years	NA
Usasi Roy	MA	PTT	Film Studies	11 years	NA
Kanka Majumdar	MA	PTT	Print Media	11 years	NA
Payel Ghosh	MA	GL	Print Media	1 year	
Debipreeta Rahut	MA	GL	New Media	1 year	
Ananya Sen	MA	GL	PR	1 year	

11. List of senior visiting faculty: Subir Ghosh, Samir Goswami

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 20%, varying from year to year depending on number of filled-up substantial posts.

13. Student -Teacher Ratio (programme wise): 2015 (Honours class only) –IIIyr: 5:1; IIndyr: 5:1;   1styr: 10:1

14. Number of academic supportstaff(technical)and administrative staff; sanctioned and filled: 1

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.:   P.G – 3; M.Phil -0; Ph.D -1

16. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received: One

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: 1Minor Research Project, funded UGC, Rs. 1.5 lakhs

18. Research Centre /facility recognized by the University: N.A

19. Publications: (see attached)

 *   a) Publication per faculty Over 20 papers published

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

       *   Number of publications listed in Internati onal Database (F or Eg: Web of Science, Scopus, Humanities International

Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated: N.A

21. Faculty as members in

   a) National committees b) International Committees c) Editorial Boards….:   Editorial Board -1

22. Student projects

   a) Percentage of students who have done in-house projects including interdepartmental/programme : All honours students have to do projects as part of their curriculum every year.

   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies N.A

23. Awards / Recognitions received by faculty and students: office-data

24. List of eminent academicians and scientists / visitors to the department: Prof. Amitava Roy, Shakespeare Professor of English, Rabindra Bharati University

25. Seminars/ Conferences/Workshops organized & the source of funding: 1 workshop, 1 State level seminar , funded by UGC

   a) National

   b) International

26. Student profile programme/course wise: office-data

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA Honours	175	40		40	100

*M = Male   *F =Female

27. Diversity of Students: Not available

28. Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against %enrolled
UG to PG	25%
PG to M.Phil.	Not available
PG to Ph.D.	Not Available
Ph.D. to Post-Doctoral	Not Available
Employed • Campus selection • Other than campus recruitment	 45% (approx.)
Entrepreneurship/Self-employment	Not Available

30. Details of Infrastructural facilities

a) Library: Central Library; Departmental Library

b) Internet facilities for Staff &Students: Cyber Room

c) Class rooms with ICT facility: 1

d) Laboratories: 1

31. Number of students receiving financial assistance from college, university,
     government or other agencies: None

32. Details on student enrichment programmes (special lectures / workshops /
     seminar) with external experts:

     College lab journal Campus Sojourn

Workshops/ Seminars with visiting faculty,

1. Symposium on Recent Trends in Bengali Cinema a part of National Symposium Series on Hundred Years of Indian Cinema. Date: October 1, 2012

2. International Workshop on Gender Sensitization in association with International Association of Women in Radio and Television. Date: August 30, 2012

3. UGC Sponsored National Seminar; Journalism in the Age of News Media. Date: January 10 & 11, 2012

4. UGC Sponsored National Seminar on Future of Print Media. Date: February 17 & 18, 2009

5. One- Day workshop on News-Anchoring. Date: January 7,2013

6. One- Day workshop on Lates Camera Techniques in Bengali Films. Date: January 16, 2014

Excursion

2008--Simla-Kulu-Manali-Chandigarh (26th Nov- 4th Dec)

2007—Nepal (28th September-8th October)

2009—Santiniketan (17th February-20th February)

2010—Nainital (4th January-12th January)

2011—Bolpur (March)

2012—Bolpur (January)

2013—Murshidabad (4th February-7th February)

2014—Gangtok, Pelling (30th January- 5th February)

2015—Dooars (19th January-24th January)

33.   Teaching methods adopted to improve student learning:

Class-discussions; library research; downloading texts and reference materials; writing assignments; examinations., Using Audiovisual clips, mock press conferences, news anchoring, making documentaries, field visits.

34.   Participation in Institutional Social Responsibility (ISR) and Extension activities

35.   SWOC analysis of the department and Future plans:

Strength: Our Faculty, a well-equipped Computer room with internet facility, video editing and print editing software. Regular publication of lab-journal, making documentary, mock press conferences and audio visual classes.

Weakness: Lack of studio facility

Opportunity: PG courses

Challenges: Lack of sufficient placement opportunities for students.

List of papers published by Uma Shankar Pandey

1. Journalists' Role Conception and Choice of Official News Sources: Beyond Instrumental Rationality in *Journal of Global Communication*, Volume 7 No 2 July – December 2014, ISSN 0974-0600 (Page 149-159)

2. Book Chapter: Digital Competence Index: Using the Capability Approach to Measure Digital Divide in Essays on Marginalization in India, December 2014, ISBN : 978-93-82171-39-3 (Page 226- 253)

3. Meaningful Access to New Medi a Technology: A Ca se for Digital Capability in *Communicator* Volume XLV No. 1 Januar y –December 2010, ISSN: 0588-8093 (Page 03 – 23)

4. Book — Internationalisation of Bollywood: A hundred-year-old journey, published by Lambert Academic Publishing, Germany, January 2013, ISBN: 978-3-659-33450-4

5. Redefining the Virtual Self: Analysis of Facebook Discourse of College S tudents in Kolkata in *Media Watch*, May 2013, ISSN: 0976-0911

6. A Theory of Media Spectatuals: A Case Study of India Against Corru ption Demonstrations in the *Journal of Global Communication*, Volume 5, No. 2 Jul y-December 2012, ISSN: 0974-0600

7. Reconstructing Print Journalism: The I mpact of New Media published in *International Journal of Communication and Development*, July 2011 ISSN: 2331-2498

8. Theorising Community Media: An Alternative Paradigm of Participation in Public Spherein *MediaWatch,* July 2011ISSN: 0976-0911

9. Book Chapter — Using the Capability Approach to Evaluate New Media Literacy In *Issues of Journalistic Ethics and Freedom in the Contemporary Age of Digital Media,* published by Journalism Congress, Kolkata, January 2012 ISBN 81-86263-004

10. Book Chapter — Contextualising Bias: Me dia Framing as a D ynamic Process in *Recent Changes in Indian Journalism,* Kolkata, ISBN: 978-81-906318-0-8

11. Book Chapter — Perception and Represen tation of Reality: Perspectives on Media Framing In *Media Ethics: Issues and Concerns* published by Publication Bureau, Punjabi University, Patiala, March 2012. ISBN: 978-81-302-0157-3

12. Development Communication: A New Paradigm in *Communication Today,* June 2012 ISSN: 0975-217X

13. Proactive Interactivity:A Discourse Analysis Perspective to Computer Mediated Communication *Media Today*, published by University of Rajasthan, January 2012

14. Conference Proceedings — Cultivating Fear: A Normative Approach to C onflict Reporting Published in Media, De mocracy and Human Rights, published by MMC Colllege, Kolkata, February 2007

15. Edited, *A Reader on Print Media in India,* February 2009

16. March 2003 *History of Journalism Education in Calcutta* Journal of Media and Communication, published by University of Calcutta

Evaluative Report: Department of Mathematics

1. Name of the department: Mathematics

2. Year of Establishment:

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.): UG

4. Names of Interdisciplinary courses and the departments/units involved

5. Annual/ semester/choice based credit system (programme wise): Annual

6. Participation of the department in the courses offered by other departments : Economics, Geography, B.Com.

7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Not Applicable

8. Details of courses/programmes discontinued (if any) with reasons : Not Applicable

9.   Number of Teaching posts

	Sanctioned	**Filled**
Professors		
Associate Professors		
Assistant Professors		

10.   Facultyprofilewithname,qualification,designation,specialization,(D.Sc./D.Litt. /Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
ABHIJIT KANJI	M.SC. B. ED.	P.T.T	Statistics	17 Years	NA
GARGI MALLICK	M. SC	Guest Lecturer	Structures on Manifolds Modern Theory	1 Month	NA

11.   List of senior visiting faculty: N.A.

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Guest Lecturer takes 10 classes per week.

13. Student -Teacher Ratio (programme wise): 6:1 (Hons), 80:1 (Gen)

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled: NA

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG: **P.G.**

16. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies and grants received: x

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : x

18. Research Centre /facility recognized by the University: x

19. Publications:

*   a) Publication per faculty

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

        *   Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

        *   Monographs

        *   Chapter in Books

        *   Books Edited

        *   Books with ISBN/ISSN numbers with details of publishers

        *   Citation Index

      ∗　SNIP

      ∗　SJR

      ∗　Impactfactor

      ∗　h-index

20. Areas of consultancy and income generated

21. Faculty as members in

    a)National committees b) International Committees c) Editorial Boards.

22. Student projects

    a) Percentage of students who have done in-house projects including interdepartmental/programme

    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students

24. List of eminent academicians and scientists / visitors to the department

25. Seminars/ Conferences/Workshops organized & the source of funding

    a) National

    b) International

26. Student profile programme/course wise: 1st Year Hons. 2015-16

Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentag
			*M	*F	

*M = Male   *F =Female

27.   Diversity of Students

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad

28.   Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc: No Information available.

29.   Student progression

Student progression	Against %enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

    a) Library :

    b) Internet facilities for Staff &Students: Yes, they can use Library internet for project work and downloading.

    c) Class rooms with ICT facility

    d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies: 5%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NA

33. Teaching methods adopted to improve student learning: Visit to Historical Places and practical knowledge for overcoming the deficiency.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans :

Evaluative Report: Department of Philosophy

1.   Name of the department: PHILOSOPHY

2.   Year of Establishment: Honours and General - 1960

3.   Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):   UG only

4.   Names of Interdisciplinary courses and the departments/units involved:
        The department is not involved in any such courses till date

5.   Annual/ semester/choice based credit system (programme wise): Annual

6.   Participation of the department in the courses offered by other departments:
         No such practice till date

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.:
         No such practice till date

8.   Details of courses/programmes discontinued (if any) with reasons:
         No such course/programme

9.   Number of teaching posts:

	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	02 *(by promotion)*
Asst. Professors	03	01 *(2 promoted to Associate Prof.)*

10.   Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,):

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sravanti Bhowmik	M.A., M.Phil	Associate Professor	Logic	30	0
Nandini Chaudhuri	M.A.	Associate Professor	Logic	19	0
Basudeb Halder	M.A.	Assistant Professor	Nyaya Darshan	5	0
Soma Mitra	M.A.,	Part-Time	Ethics	8	0

	M.Phi 1	Lecturer(Govt. Approved)			
Moumita Das	M.A.	Guest Lecturer	Logic	5 Month	0

11.   List of senior visiting faculty: No such visiting faculty till date

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 10% (Temporary Faculty as Guest Lecturer)

13.   Student -Teacher Ratio (programme wise):
    Honours Course: 10: 1   General Course: 120: 1
    (Data given as per no. of students for the session 2014-15)

14.   Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable

15.   Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:

M.Phil. qualification	02
PG qualification	03

16.   Number of faculty with completed/ongoing projects from a) National b) International funding agencies and grants received: Nil

17.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:
    The department does not have any such departmental project

18.   Research Centre /facility recognized by the University:

The department does not have any such research centre

19.   Publications:

* a) Publication per faculty
* Number of papers published in peer reviewed journals (national/ International) by faculty and students
* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
* Monographs
* Chapter in Books
* Books Edited
* Books with ISBN/ISSN numbers with details of publishers
* Citation Index
* SNIP
* SJR
* Impact factor
* h-index

Sravanti Bhowmick:

1. Existential Philosophers (2008) , Ebang Mushayera
2. Articles published: Literary Magazine Baromash, Dec 2009, Dec 2012, Dec 2013, Dec 2014, Dec 2015.
3. Article published in Literary Magazine "Antashar", May 2013.

BasudebHalder:

1. Swami Bibekanander Dristite Barna byabostha, Editorial, Published by Fakir Chand College, 2014, ISBN-978-81-922-961-5-9

2. Swami Bibakanander Shikshachintay mulyabodher Bhumika: Editorial, Published by Fakir Chand College, 2014, ISBN-978-81-922-961-7-3

20. Areas of consultancy and income generated:
The department does not provide any consultancy

21. Faculty as members in
a)National committees b) International Committees c) Editorial Boards….:

ACADEMIC INVOLVEMENT BEYOND CAMPUS	
Basudeb Halder	Member of the Editorial Board of "Contemporary Research Spectrum Journal"

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: 100% students doing their ENVS projects in 3rd year as per the syllabus of the Calcutta University.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: **Nil**

23. Awards / Recognitions received by faculty and students:

24. List of eminent academicians and scientists / visitors to the department:
No such visit to the department so far takes place.

25. Seminars/ Conferences/Workshops organized & the source of funding a)
The department did not organize any seminar at National and International level. But the department organized a U.G. syllabus oriented workshop of the Calcutta University.

26. Student profile programme/course wise:

Name of the Course/Programme	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.A.		40		40	90%

*M = Male   *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. (UG) Honours	100%	Nil	Nil
B.A. (UG) General	95%	5%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

As the department offers only undergraduate course of study, it does not maintain such data normally.

29. Student progression

Student progression	Against % enrolled
UG to PG	70%
PG to M.Phil.	10%
PG to Ph.D.	
Ph.D. to Post-Doctoral	

Employed	
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	

30.   Details of Infrastructural facilities

a) Library: Approx. 2253 Books (as purchased by the Department in the Central Library of the College till date).

b) Internet facilities for Staff & Students:

c) Class rooms with ICT facility

d) Laboratories:

31.   Number of students receiving financial assistance from college, university, government or other agencies:

32.   Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:

33.   Teaching methods adopted to improve student learning:

34.   Participation in Institutional Social Responsibility (ISR) and Extension activities:

35.   SWOC analysis of the department and Future plans:

Strength

Highly efficient teaching and non-teaching staff members

Good reputation of the department

Good inter personal relationship

Good teacher-student relationship

Good discipline

High demand for admission

Strong Management

Sanctioned posts filled up

Publication of books with ISBN number after each UGC-sponsored National level seminar

Publication Details only Basudeb Halder

*Professional Development Activities

Participation in Conf /Seminar Without Paper	No of participation	Session
UGC Sponsored National Seminar	3	2010-11
State Level Seminar	1	,,
UGC Sponsored National Seminar	1	2011-12
UGC Sponsored National Seminar & Seminar Organized by J.U, Dept-Phil	1+1=2	2012-13
UGC Sponsored National Seminar	1	2013-14

*Papers Presented in Seminar

UGC Sponsored National Seminar & International Seminar	1+1=2	**2013-14**
UGC Sponsored National Seminar	1+1=2	**2014-15**

*Training Courses

Courses	Year
Refresher Course in J.U	2011
Orientation Program in J.U	2015
ICPR Sponsored (MHRD) Ten days	2015

Workshop, Organized by SKBU, Philosophy Through the Analysis of Language	

*Publications

Sl.No	Title of Paper	Type of Book	ISBN No	Publisher	Year
1.	Swami Vivekanander Drishtite Varnabyavasta	Editorial	978-81-922-961-5-9	Fakir Chand College	June 2014
2.	Swami Vivekanander Shikshachintaya mullyavodher bhumika	Editorial	978-81-922-961-7-3	Fakir Chand College	July 2014

*Participated in Short Term Courses

Sl.No	Topic	Organizer	Duration	Year
1.	Some Fundamental Concepts of Indian Philosophy	Ramakrishna Mission Institute of Culture,	14-week workshop	February 2013 – May 2013

Evaluative Report: Department of Political Science

1. Name of the department: POLITICAL SCIENCE

2. Year of Establishment: 1948(general)-1962 (Honours)

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.): UG

4. Names of Interdisciplinary courses and the departments/units involved:

5. Annual/ semester/choice based credit system (programme wise): ANNUAL AND TUTORIAL (QUARTERLY)

6. Participation of the department in the courses offered by other departments: GENERAL STUDIES FOR OTHER SOCIAL SCIENCES (HONOURS)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NA

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts: 04

	Sanctioned	Filled
Professors	0	0

Associate Professors		02
Assistant Professors		01

Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt. /Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years
TARKESHWAR.PANDEY	M.A	ASSOCIATE PROFESSOR	PUB. AD, POLITICAL.THEORY, INDIAN.GOVT.POLITIC	19	NIL
SANGHAMITRA. SARKER	M.PHIL	ASSOCIATE PROFESSOR	INTERNATIONAL RELATION,COMPARATIVE POLITICS& POLITICAL SOCIOLOLOGY	19	NIL
SUJOYKUMAR DAS	M.A	ASSISTANT PROFESSOR	LOCAL GOVERNMENT & POLITICS	01	NIL
LINA RAHA	M.A.	PART TIME TEACHER	INDIAN POLITICS AND GOVT, LOCAL GOVT &POLITICS.	13	N.A

10. List of senior visiting faculty: PROFESSOR. SOVANLAL DUTTA GUPTA, DR. ARUNAVA GHOSH, DR. BISWANATH CHAKRAVARTY.DR.(LATE) RAJASREE BOSU DR. IMAN KALYAN LAHIRI. PROF. SWADHIN DEY.

11. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: Approximate 10% but sometimes vary from one year to another year.

12. Student -Teacher Ratio (programme wise): III YEAR- 1:1, II YEAR- 2:1, I YEAR- 17:1

13. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled: NONE

14. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.: M.PHIL- 1, M.A- 4

15. Number of faculty with ongoing projects from a)National b)International funding agencies and grants received: 1 Sanghamitra Sarker (MAJOR)- ICSSR, 1 Tarkeshwar Pandey (MINOR)-

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: UGC-7.49 LAC (MAJOR), ICSSR-(MAJOR) 8 LAC, UGC- 40 THOUSAND (MINOR) + UGC-1.35 LAC(MINOR): TOTAL GRANTS = RS. 17 LAC and 24 THOUSAND.

17. Research Centre /facility recognized by the University: NA

18. Publications:

    * a) Publication per faculty: S.S. BOOKS- 2, PUBLICATION- S.S. NATIONAL- 5, INT.-4

    * Number of papers published in peer reviewed journals (national /

international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NIL

* Monographs- IN PROCESS

* Chapter inBooks- 2

* BooksEdited- 1

* Books with ISBN/ISSN numbers with details of publishers

   ISBN 978-81-7049-2-Manash publication. New Delhi

Citation Index -YES

* SNIP

* SJR

* Impact factor

* h-index -YES

19. Areas of consultancy and income generated: consultancy- Prof. S. Sarker- ideal village formation in North Bengal.(TEA BELT IN BANARHAT AREA)

20. Faculty as members in

   a) National committees b) International Committees c) Editorial Boards…. 1

21. Student projects

   a) Percentage of students who have done in-house projects

including interdepartmental/programme- III YEAR-
100%, II YEAR- 100%, I YEAR- 40%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies- 5%-10% of Hons graduate students.

22. Awards / Recognitions received by faculty and students: NA

23. List of eminent academicians and scientists / visitors to the department: M.K.Narayan (former governor, west Bengal-2012).Tathagata Roy(Governor, Tripura.)-2009.Prof.Pradip Bhattacharyya,(M.P,Rjya sabha,-2009,2012) Prof. Sougata Roy-2009(M.P. Loksabha).Prof. Suranjan Das- VC, Jadavpur University,-2012, Prof. Krishna Basu–former M.P LOKSABHA-2012. ,Anbassador Krishnan Srinibasan- former Foreign Secretary ,Govt of India 2012, Amb. Souravkumar-2012.Amb.Alok sen-2012. Prof. OM. Prakash Mishra-former Advisor to National Security Council. Mr. Shakti Sinha-IAS former Finance and Power Sec .to Govt of Delhi and Indian representative to W.Bank,-2012,CAP. AlokBansal, strategic expert for Pakistan-2012.,Prof. Parthapratim Basu, Prof. Sanjukta Bhattacharya, Prof.Anjali Ghosh (Jadavpur University-2012).Prof.Amartya Mukhopadhaya-Univesity of Calcutta) and others.

24. Seminars/ Conferences/Workshops organized & the source of funding

a) National-seminar 2012 on South Asian security- funding by UGC, College fund, individual funding, one govt sponsorship (PNB bank)

b) International

25. Student profile programme/course wise:

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
POLITICAL SCIENCE	184	73		98	90

*M = Male   *F =Female

26. Diversity of Students

Name of the Course	%of Students From the Same state	% of students From other States	%of students from abroad
UG	90	10	

27. Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.:

SLET-3, WBCS (C)-4, SCHOOL SERVICE COMMISSION-11 as per available report (2008-2013)

Our students are coming from socio-economic less privileged and from linguistic minority background. In both cases their main weakness as we perceived that their weak area is English language. Poor knowledge in English language is main barrier for them to clear national /state level eligibility test.

28. Student progression

Student progression	Against %enrolled
UG to PG	55% (Hons-PG)
PG to M.Phil.	1-2%
PG to Ph.D.	NOT AVAILABLE
Ph.D. to Post-Doctoral	NONE
Employed • Campusselection • Other than campus recruitment	NONE 50% (approximate)
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

a) Library- yes

b) Internet facilities for Staff &Students: Students use computers in the library having internet facilities.

c) Class rooms with ICT facility- no

d) Laboratories-no

30. Number of students receiving financial assistance from college, university, government or other agencies

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts. **We arrange several special lectures, workshop and seminars, talks to improve learning process of our**

students. We also do departmental Projects based on field tour as innovative method.

32. Teaching methods adopted to improve student learning: Interactive session, Debate, Class Test- we always keep data base of social back ground of our students, we meet their parents regularly to understand them in better way.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Departmental Projects, Academic Tour, Field Work. We did every year Departmental Projects based on academic tour.-

     1. 2009-parlimentary election of 2009 and overview of young voters,
     2. 2010-womens' bill in Parliament of India-some observation of young women of Bengal.3.2012- south Asian security- observation of women young adults. 2013- Rural reconstruction center of Shantiniketan.2015-relevance of Pousmela in Gramonnon: A case study of Pousmela 2015.

34. SWOC analysis of the department and Future plans.

     We want to empower our students in every aspect of life. We wish that they will take active part in nation building as per their own capacity. We are interested to establish some centers which are working on Human rights, Women studies, Refugee studies, because we should not forget that in yesteryear this college was established to offer education to those ill-fated girls who became "refugee" to offer us Independent India.

Evaluative Report: Department of Sanskrit

1. Name of the department: SANSKRIT

2. Year of Establishment:

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):   UG

4. Names of Interdisciplinary courses and the departments/units involved:

5. Annual/ semester/choice based credit system (programme wise):   Annual and Tests (bi-annual)

6. Participation of the department in the courses offered by other departments:

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons:

9. Number of Teaching posts: 5 sanctioned, 3 filled

	Sanctioned	**Filled**
Professors		
Associate Professors		
Asst. Professors		

Guest Faculty:

- Protima Giri

- Somnath Chakraborty

- Nitai Pal

- Jayanti Mothar

- Pijush Kanti Pal

10.   Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of	No. of Ph.D. Students guided for the last 4years

11.   List of senior visiting faculty:

12.   Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:

13.   Student -Teacher Ratio (programme wise): 2015 (Honours class) – 3rd yr: 10:1; 2nd yr: 13:1;   1st yr: 30:1

(General) – 3ʳᵈ year 22:1; 2ⁿᵈ year 95:1; 1ˢᵗ year 110:1

14. Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled:

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.:

16. Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies and grants received: N.A

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

18. Research Centre /facility recognized by the University: N.A

     ∗ Publications:

     ∗ a) Publication per faculty

     ∗ Number of papers published in peer reviewed journals (national / international) by faculty and students

> ∗ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc.)
>
> ∗ Monographs
>
> ∗ Chapter in Books
>
> ∗ Books Edited
>
> ∗ Books with ISBN/ISSN numbers with details of publishers
>
> ∗ Citation Index
>
> ∗ SNIP
>
> ∗ SJR

∗ Impact factor

∗ h-index

19. Areas of consultancy and income generated: N.A

20. Faculty as members in

   a) National committees b) International Committees c) Editorial Boards….: Editorial Board

21. Student projects

   a) Percentage of students who have done in-house projects including interdepartmental/programme N.A

   b) Percentage of students placed for projects in organizations outside   the   institution   i.e.in   Research laboratories/Industry/ other agencies N.A

22. Awards / Recognitions received by faculty and students: office-data

23. List of eminent academicians and scientists / visitors to the department:

24. Seminars/ Conferences/Workshops organized & the source of funding:

   a) National

   b) International

25. Student profile programme/course wise: office-data

Name of the Course/programme (refer question no.4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

*M = Male   *F =Female

26.   Diversity of Students: office-data

Name ofthe Course	%of students fromthe samestate	% ofstudents fromother States	%of students from abroad

27.   Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

28.   Student progression

Student progression	Against %enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

29.   Details of Infrastructural facilities

a) Library: Central Library; Departmental Library

b) Internet facilities for Staff & Students: Central Library

c) Class rooms with ICT facility: None

d) Laboratories: None

30. Number of students receiving financial assistance from college, university, government or other agencies: office-data

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

32. Teaching methods adopted to improve student learning: Class-discussions; library research; downloading texts and reference materials; writing assignments; examinations.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities

34. SWOC analysis of the department and Future plans:

Overall the performance of the students is satisfactory. Students are made aware of various career options.

Evaluative Report: Department of Sociology

1. Name of the department: Sociology

2. Year of establishment: 2008

3. Name of Programmes/ Courses offered: UG

4. Names of interdisciplinary courses and the departments/units involved:

5. Annual /semester/ choice based credit system: Annual

6. Participation of the department in the courses offered by other departments:
    General course in Sociology offered for Honours course in other disciplines.

7. Courses in collaboration with other universities etc.: NONE

8. Details of courses discontinued with reasons: NONE

9. Number of teaching posts:
    One sanctioned Contractual Whole-time Teacher
    No sanctioned full-time substantive post

10. Faculty profile with Name, qualification, designation, specialization:
    Name: Ananya Sarkar
    Qualification: M.A., SET
    Designation: CWTT
    Specialization: Industrial Society, Consumer Culture and Globalization.
    No. of years of experience: 8
    No. of PhD students guided for the last 4 years: NONE

11. List of senior visiting faculty: NONE

12. Percentage of lectures delivered by temporary faculty: NONE

13. Student teacher ratio (programme-wise): All enrolled sociology general students taught by one teacher.

14. Number of academic support staff and administrative staff: NONE

15. Qualifications of teaching faculty: M.A.

16. Number of faculty with ongoing projects from national/international funding agencies and grants received: NONE

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc. and total grants received : NONE

18. Research centre/facility recognised by the university: N.A.

19. Publications:

    Ananya Sarkar

    1. "Social Networking Websites and Emerging Patterns of Social Interaction among Young Bengalis"; Annual Journal of the Sociological Association of West Bengal; Vol-II, 2009.

20. Areas of consultancy and income generated: NONE

21. Faculty as members in national committees/international committees/ editorial boards: NONE

22. a) Percentage of students who have done in-house projects: All general course students in their 3rd year till 2012.

    b)Percentage of students placed for projects in organizations outside the institution: NONE

23. Awards/recognitions received by faculty and students: NONE

24. List of eminent academicians/ visitors to the department: Prof. Dr. Bula Bhadra, Eminent Sociologist and Professor, Department of Sociology, University of Calcutta.

25. Seminars/ Conferences/Workshops organized and the source of funding: NONE

26. Student Profile:

27. Diversity of Students:

28. How many students have cleared national and state competitive exams:

29. Student progression:

30. Details of infrastructural facilities: Library and Internet

31. Number of students receiving financial assistance:

32. Details about student enrichment programmes with external experts:

1. Special Lecture on Women's Empowerment delivered by Prof. Dr. Bula Bhadra, Professor, Department of Sociology, University of Calcutta in 2012.

33. Teaching methods adopted to improve student learning: Tutorial and Remedial Classes

34. Participation in Institutional Social Responsibility and Extension Activities: SWOC analysis of the department and future plans

1. Students participated in a Nutrition Awareness Programme organized by the Bengal Chapter of Indian Dietetic Association at the Bengal Tuberculosis Association in 2012.

Evaluative Report: Department of Urdu

1. Name of the department: URDU

2. Year of Establishment:

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.)

4. Names of Interdisciplinary courses and the departments/units involved

5. Annual/ semester/choice based credit system (programme wise)

6. Participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Assistant Professors		

10.   Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil.etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4years

11.   List of senior visiting faculty:

12.   Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty

13.   Student -Teacher Ratio (programme wise)

14.   Numberofacademicsupportstaff(technical)andadministrativestaff;sanctioned and filled

15.   Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil /PG.

16.   Numberoffacultywithongoingprojectsfroma)Nationalb)Internationalfunding agencies and grants received

17.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18.   Research Centre /facility recognized by the University

19. Publications:

* a) Publication per faculty

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

    * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host,etc.)

    * Monographs

    * Chapter in Books

    * Books Edited

    * Books with ISBN/ISSN numbers with details ofpublishers

    * Citation Index

    * SNIP

    * SJR

    * Impact factor

    * h-index

    20. Areas of consultancy and income generated

    21. Faculty as members in

        a)National committees b) International Committees c) Editorial Boards.

    22. Student projects

        a) Percentage of students who have done in-house projects including interdepartmental/programme

b) Percentage of students placed for projects in organizations
outside   the   institution   i.e.in   Research
laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students

24. List of eminent academicians and scientists / visitors to the
department

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National

b) International

26. Student profile programme/course wise:

| Name of the Course/programme | Applications received | Selected | Enrolled | | Pass percentag |
			*M	*F	

*M = Male   *F =Female

27. Diversity of Students

Name of the Course	%of students From the Same state	% of students From other States	%of students from abroad

28. Howmanystudentshaveclearednationalandstatecompetitiveexaminationssuch
as NET, SLET, GATE, Civil services, Defense services, etc.?

29. Student progression

Student progression	Against %enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

b) Internet facilities for Staff &Students

c) Class rooms with ICT facility

d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

33. Teaching methods adopted to improve student learning

Group discussions and activities

34.   Participation in Institutional Social Responsibility (ISR) and Extension activities

35.   SWOC analysis of the department and Future plans
       Starting Honours courses

SURENDRANATH COLLEGE FOR WOMEN
(NAAC ACCREDITED)

24, MAHATMA GAN
KOLKAT
℘ : 033 2352-5437,
www.sn
e-mail : sncw.cal@

Ref. No. ....

Dated ....

December 29, 2015

Declaration by the Principal

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.

Sincerely,

P. Biswas

(Dr Purnima Biswas)

Principal

Place: Kolkata

Date: December 29, 2015

SELF STUDY REPORT

SURENDRANATH COLLEGE FOR WOMEN

Ph : 9133 3200 5645
www.sncwcal.ac.in
sncw.cal@gmail.com