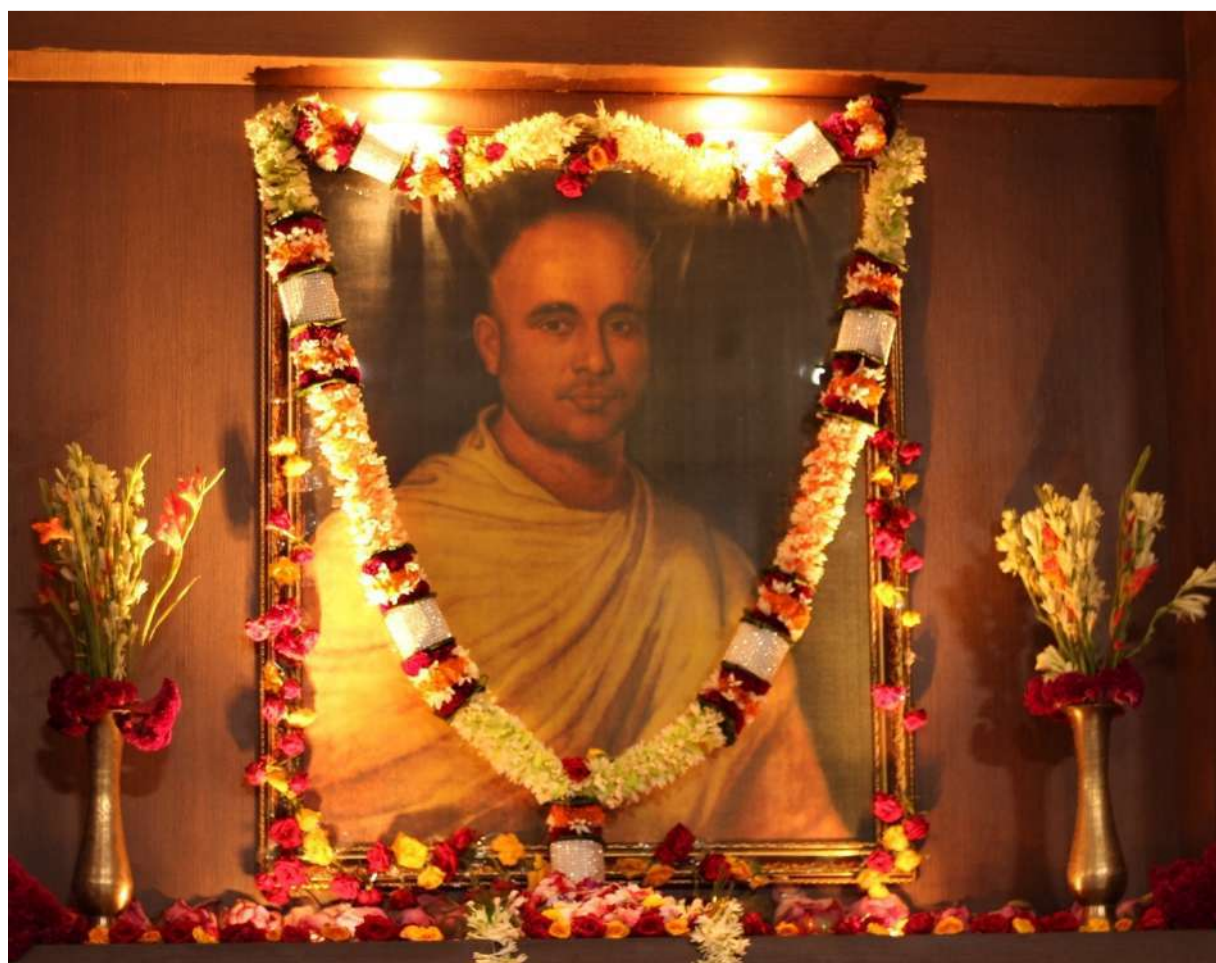


SELF STUDY REPORT

**SUBMITTED TO
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC)**



VIDYASAGAR EVENING COLLEGE
39, Sankar Ghosh Lane, Kolkata – 700006.
Telephone: +91-33-22419508; +91-33-64597118
Website: www.vec.ac.in
Email: vidyasagarevening@yahoo.in

SELF STUDY REPORT

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Submitted to

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

Dr. R. S. Gangopadhyay
M. Sc. Ph. D.
Principal & Secretary



Phone : (033) 2241-9508
Principal : 9433724454
Vidyasagar Evening College
39, SANKAR GHOSH LANE,
KOLKATA - 700 006, WEST BENGAL
e-mail : vidyasagarevening@yahoo.in
principal@vec.ac.in
website : www.vec.ac.in

Ref No.....

Dated.....

To
The Director,
National Assessment and Accreditation Council (NAAC)
P.O. Box no: 1075, Nagarbhavi,
Bangalore- 560072,
India

**Sub: Submission of Self Study Report for 1st cycle of accreditation of
Vidyasagar Evening College, 39, Sankar Ghosh Lane, Kolkata – 700006.
(Track ID: WBCOGN25608)**

Sir,

We hereby submit our Self Study Report for the 1st cycle of accreditation by NAAC. The SSR showcases the key aspects of the functioning of our college, accompanied by enclosures as listed on the Contents page.

I earnestly look forward to hear from you on your decision for peer team inspection in our college.

Thanking you,

Yours faithfully,

Date: 28.12.2015

Dr. Ram Swarup Gangopadhyay
Principal

Principal
Vidyasagar Evening College
Kolkata-700 006

Dr. R. S. Gangopadhyay
M. Sc. Ph. D.
Principal & Secretary



Phone : (033) 2241-9508
Principal : 9433724454
Vidyasagar Evening College
39, SANKAR GHOSH LANE,
KOLKATA - 700 006, WEST BENGAL
e-mail : vidyasagarevening@yahoo.in
principal@vec.ac.in
website : www.vec.ac.in

Ref No.....

Dated.....

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Vidyasagar Evening College, 39, Sankar Ghosh Lane, Kolkata - 700006 (Track ID: WBCOGN25608) fulfils all norms

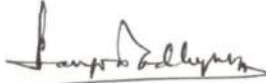
1. Stipulated by the affiliating University and
2. Regulatory Council/Body [UGC] and
3. The affiliation and recognition [if applicable] is valid as on date.

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

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

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

Date: 28.12.2015
Place: KOLKATA.


Principal/Head of the Institution
(Name and Signature with Office seal)
Principal
Vidyasagar Evening College
Kolkata-700 006

PREFACE

It gives us immense pleasure to present the Self Study Report (SSR) for assessment and accreditation by the National Assessment and Accreditation Council. Vidyasagar Evening College aspires to contribute in a very effective way to the cause of academic excellence and character-building. Pandit Ishwar Chandra Vidyasagar remains our inspiration and his ideals give us the impetus to nurture our College and to make it an academic institution par excellence.

The College has travelled a little more than half a century since its birth in the year 1961. In the initial stages of our journey we faced considerable hurdles trying to run a co-educational College in a common building along with Vidyasagar College and Vidyasagar College for Women. It was observed that compared to the two other sister Colleges, our College enjoyed only 1/6th of space and time. This situation has been significantly remedied from last year by the construction of a new building. This has been possible due to the concerted and determined effort of the faculty members and supporting staff. Thus we can proudly affirm that the College is now in a position to compete on an equal footing with other peer institutions. This improvement is the fruit of the tireless effort spanning for over two decades by the stakeholders. The new building, constructed in the heart of the city with our own accumulated funds, we believe, is a beginning, that will set us on track to fulfil our quality plan of “Gyan, Tyag, Seva”.

This is just the beginning and we have to traverse miles before we realize the ideals of Pandit Ishwar Chandra Vidyasagar and make our Institution an epitome of its lofty academic ideals and its character-building curriculum. Our perspective plan is still to be realized in its entirety and there are also other hurdles that need to be overcome. We welcome the peer team to visit our College and are desirous to receive their criticism/feedback as well as suggestions for accelerated growth in near future.

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Executive Summary

Pandit Ishwar Chandra Vidyasagar became the President of the Managing Committee of the Calcutta Training School in 1859, and subsequently it paved the way for the Metropolitan Institution, established in 1860. The growth of the Institution led to its affiliation to Calcutta University for Arts only on January 1st, 1872. In 1917 it was renamed Vidyasagar College and since then the College has witnessed a rapid growth. Subsequently its academic curriculum expanded with the formal beginning of the Commerce Department in 1922 and the Morning Section for Women in 1931. The Commerce Department of the College has the distinction of being the oldest commerce teaching Department in India. In 1928 it acquired the affiliation to the B. Com. Course (under the University of Calcutta). In 1951 a separate wing of the College, devoted to Commerce teaching in the evening shift, was established owing to the rapid growth of the Department in terms of faculty and student strength. The evening section emerged as an independent entity with a separate Governing Body in 1961 bearing the name Vidyasagar Evening College and since then the College is being run with the mission of disseminating knowledge to a cross section of students. The College is especially a boon to those who are constrained to work during the day to support themselves and their families but are desirous of acquiring a Graduate degree.

In pursuit of this mission the College has gone through an uninterrupted surge of expansion. Vidyasagar Evening College is a co-educational Institution affiliated to the University of Calcutta, and it shares a long and illustrious history with two of its sister Institutions: Vidyasagar College and Vidyasagar College for Women. True to the philanthropic spirit of Vidyasagar, the founder of the College, the teaching and the non-teaching staff are tireless in exploring new avenues of growth and making the functioning of the College more responsive to the needs of the student. But limitation of space resulting from the utilization of the main Campus by the three Colleges on a time sharing basis, has so far kept the expansion of its academic activity rather modest. However with the recent construction of separate buildings for Vidyasagar Evening College and Vidyasagar College for Women (by the acquisition of a plot of land adjacent to the main building of the College), the Institution is favourably poised for the fulfilment of quite a few of its plans. Today the College offers Under Graduate courses with Honours in Bengali, English, Political Science, Geography, Mathematics, Physics and Physiology. Besides, the College has become a study centre of Post Graduate courses in Geography and Dietetics & Community Nutrition Management under the affiliation of the Directorate of Distance Education, Vidyasagar University from the 2014-'15 academic session.

Criterion-I: Curricular Aspects

Since its inception, the College has been actively involved in educating the youth and extending the parameters of education beyond mere classroom teaching. The College administration incorporates all the resources at its disposal to build a system of education that is value-based on the one hand and on the other emphasizes the need for innovation and creativity. The College never loses sight of the fact that an awareness of social issues is crucial to building an ideal learning environment. The Governing Body, IQAC, Academic Sub Committee, Finance Sub Committee, Building Sub Committee and the Teachers' Council, Non-teaching Staff Council as well as the non-statutory Committees that look into matters related to admission, examination, the library, routine, cultural activities, students' election, prize distribution, etc. strive to provide every necessary opportunity required for the perfect management of the College. The Academic Calendar along with a list of holidays is published through the College website. Students are informed about the rules, regulations, codes of conduct, infrastructure, the courses offered, fee structure, prizes and scholarships and other facilities in the form of an Orientation Programme. Relevant information related to the various activities of the College is also regularly communicated to all the stakeholders through the official website. Workshops, seminars and extension lectures with eminent experts as invited speakers are regularly held to keep the teachers abreast of the recent developments in their respective subject areas and to upgrade the teaching quality.

The teachers are encouraged to participate in Refresher Courses, Orientation Programmes, seminars and symposia and to involve themselves in research activities. Several teachers are also engaged in supervising Ph. D. thesis of scholars in collaboration with other Universities. The College also has an interdisciplinary study circle for and by the faculty members. The teachers are regularly appointed as Examiners, Head Examiners, Moderators, Paper Setters and Scrutineers in the examinations conducted by the affiliating University. Seminars and workshops have been organized by this College on issues concerning women, environment, anti-corruption, contemporary theatre, film studies and financial education for young investors.

A sense of community culture is achieved through various N.S.S. activities like awareness programmes and health camps conducted by the students in the surrounding slums. They are encouraged to participate in value education classes which serve to inculcate moral and ethical values and develop a sense of social responsibility. Employability training programmes and Language competency classes aim to equip the students for the job market. The teaching-learning process is regularly evaluated through class tests as well as the formal system of internal examinations, mid-term and selection tests. The performance of the students in College and University examinations and their subsequent absorption into Institutes of higher education and professions provide us with the praxis of the College curriculum. The College organizes and encourages sports events to improve the quality of extra-curricular activities. The system of students' feedback keeps the College grounded while providing a stimulus for growth and development.

Criterion-II: Teaching, Learning and Evaluation

The College authorities try to advertise in every possible way to boost student enrolment in the College. The admission process is a transparent one and every Department is given the freedom to screen its candidates and streamline the admission process but keeping in mind the University criteria for admission to the Undergraduate Course. The IQAC of the College regularly reviews the admission process of the College. The College has a number of policies through which it tries to include all types of students in its student profile and adhere to the national policy of social inclusion. However the recent years have witnessed a downward trend in the demand ratio of the College and we are concerned about this and are doing our best to rectify the situation.

An educational Institution should always try to cater to student diversity by planning and implementing various policies. Our Institution also tries to do this. Furthermore we also have provisions for students to bridge their knowledge gap through various means. On the other hand advance learners are also given special care to improve their academic merit.

A well-structured teaching-learning process is at the heart of an academic Institution which aims for academic excellence. The Departments maintain their own lesson plans. The IQAC also plays an important role in monitoring the teaching-learning process. The College provides impetus to the students and encourages them to develop innovative and critical habits of thinking. The students are also given proper exposure to advanced learning and the Institution is in the process of streamlining its library facility to that end.

The College ensures teaching quality by recruiting permanent teachers through the West Bengal College Service Commission. The in-service teachers of the College are encouraged to attend workshops, seminars and Faculty Development Programmes as well as Refresher Courses and Orientation Programmes to upgrade their teaching quality.

The Institution maintains the norms of the evaluation process as directed by the University. The internal College examinations are also executed with sufficient transparency and rigour.

The College has specific goals as its projected learning outcomes. The Institution tries to plan its teaching learning strategies in a manner that facilitates the effective achievement of the learning outcomes.

Criterion-III: Research, Consultancy and Extension

The College requests and motivates all faculty members to apply for research projects in order to acquire funding and engage themselves in active research. The College further encourages research collaboration with various research bodies, Institutes and Universities and the faculty members carry out collaborative research work while efficiently balancing it with an effective teaching schedule. The College also requests the faculties to organize

seminars so that the students are suitably motivated about the reach and possibilities of research work.

A good number of the faculty members are engaged in active research. They are approaching UGC and other similar research bodies for grant and some have already received it. Several faculty members have availed the Teacher Fellowship Grant under Faculty Development Program provided by the UGC for their Ph.D. work. Some of the faculties are also supervising Ph.D. students. Interdisciplinary research programmes are taken up by the faculty members of the various Departments in the form of publications, workshops, seminars and conferences.

Eminent speakers are invited and memorial lectures are organized for the enlightenment and intellectual edification of the students and faculty members. 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 taught to appreciate and understand the importance of society building and philanthropy through positive and active participation in social and cultural events organized by the NSS unit of the College. The College firmly believes in inculcating moral values among all students, so that they can grow into ideal individuals, guided by the principles that Pandit Ishwar Chandra Vidyasagar had bequeathed to this Institution as his legacy.

Criterion-IV: Infrastructure and Learning Resources

The College provides a host of infrastructural facilities to its students and staff. The College tries to utilize its resources in line with academic growth for its optimal utilization. Fifteen classrooms in the Satellite Campus and twenty classrooms in the main Campus are utilized by the College for taking classes. Purified drinking water facility is available at several locations in the Campus. Students participate in a range of co-curricular activities in the College through the mediation of NSS unit and students' clubs. The College auditorium hosts the seminars arranged from time to time. Healthcare facilities are also provided to the students through Students' Health Home and to the staff through the own health check-up unit of the College.

Our Library facilities are dedicated to the convenience of the learners and the College does its best to upgrade its resources to make it an indispensable tool of learning. INFLIBNET also helps the faculty members to browse e-resources of their interest.

The IT Infrastructure of the Departments is also commendable. The College provides laptops to the Departments to aid them in their teaching-learning as well as research activities. Wi-fi facility is available in the 2nd floor of the Satellite Campus. Smart classroom has also been incorporated in this College.

Finally the Institution tries to maintain its infrastructural strongholds by allocating funds for its proper maintenance. Furthermore calibration and upkeep is also done on a need-basis for scientific and sensitive equipment.

Criterion-V: Student Support and Progression

Student Support and Progression is one of the obvious goals of any academic Institution and this College is no exception.

In the area of student mentoring and support the College provides all possible information about the Institution to the students by providing them an information sheet, updating the website and also highlighting the facilities in the College to the students in the Orientation Programme at the beginning of the year. The College has an sms facility through which students are updated on latest notifications, important schedules etc. The College tries to reach out to the students from the economically backward classes by offering them substantial financial assistance as well as merit-cum-means scholarship. The Institution also has a host of student support services ranging from health support services to courses designed to upgrade skills; from student publication to mentoring of slow learners. The Institution offers counselling services and also has a strong Grievance Redressal Cell and Anti-Harassment and Anti-Ragging Cell. These cells work in a democratic as well as concerted manner to support students. A number of plans are on the anvil to further augment these services.

In the area of Student Progression the data provided by the College will amply testify that a fair number of students progress to higher education and the College tries to ensure greater academic progress. However there is definitely scope for progress.

The students participate in a variety of extra-curricular activities and have also earned recognition in some of the fields for their talents and abilities. The Students' Union in the College is an active one and provides impetus to such activities by organizing them on a regular basis. Moreover all the major Subcommittees of the College have Students' Union representation to make all academic and administrative decisions democratic and student-centric. Finally the Alumni Association of the College also plays a very vital role in students' progression and help in their own significant way to enrich the academic growth of the Institution.

Criterion-VI: Governance, Leadership and Management

Vidyasagar Evening College was started in the year 1961 as a corollary of Vidyasagar College to cater chiefly to Commerce education (beside Honours in four other subjects) among the young students who were successfully leaving school education. The provision for evening education was justified by the fact that the majority of the students who chose to make a career in Commerce were usually those who were engaged in some kind of

employment; for them earning got a priority over formal education. However over a period of time the College authority gradually realized the pressing need of opening few more Departments including those corresponding to Biological Sciences - not merely to present the stakeholders with more options but also to survive amidst the steep competition in the higher education sector. Over time, the College has upgraded itself in a manner that is holistic, infrastructural as well as academic, so that an overall vertical growth could be achieved. To match students' need and serve students in a better way toward fulfilment of the aims and objectives, the College has erected its new premise and changed its time schedule to avail more working hours.

Apart from involvement in regular teaching-learning process the faculty members actively participate and organize various co-curricular activities. Various activity clubs regularly nurture students to this end and organize programmes involving students throughout the year. The NSS unit of the College is very strong and has become one of the best in the University with the active and sincere involvement of our volunteers and faculty members. Various quality improvement programmes have been undertaken by the faculty members like Computer Training programme under Information and Communication Technology for staff, Language Competency Programme for students, and Career Counselling programme for the students.

The leadership approves the effectiveness of decentralization in achieving goals. Therefore it believes in the formation of small Subcommittees headed by able personnel who are usually senior faculty members. Each Subcommittee is trusted with a piece of specific work which they complete within a given time frame. The Principal not only remains vigilant in the whole affair; he also places the progress report before the Governing Body for detailed discussions particularly in the trouble shooting domain, if any. The strategic plans for the College primarily involve the rational and optimal utilization of manpower, for the Institution's all out development. The authority adopts measures to make each and every individual staff feel important by putting them at the helm of a Subcommittee. Simultaneously such individuals are given enough freedom to carry on a specific assignment with other people in the team. The viability as well as operational success rate of this methodology has been unquestionably positive. The Subcommittees of the College are constituted with the goal of grooming individuals into responsible leaders. Young teachers and senior faculty are the core members of each Committee and this helps the resolutions to be more effective, as they are framed by an amalgamation of the experience of the senior teachers and staff and the youthful energy and dynamism of the young staff members and students.

The Anti-ragging and Anti-harassment Cell and the Student Welfare and Grievance Redressal Cell ensure that students acquire a personality that empowers them to believe in themselves and refrain from questionable codes of conduct. Also the Headship of the Departments is circulated by rotation thus enabling every teacher to groom his/her leadership skills. Student members are also present in some of the important committees and this gives them a working idea of the responsibilities that leadership calls for.

Criterion-VII: Innovations and Best Practices

From the previous duration of 5.00 pm to 9.15 pm, the College has shifted its working hours to 2.00 pm to 8.15 pm, by arranging the afternoon classes in its newly constructed Satellite Campus, thereby increasing the total number of classes to benefit the student community. The use of energy-saving LED lights and utilization of solar photovoltaic power have been promoted by the College. The Department of English is running weekly classes on Language Competency to enhance the English-speaking power of the students of the College, which would, in turn, help them in facing interviews. The ICT committee has taken initiative to practice basic computer skills and open-source software by the office staff. Employability programs started in July 2015, with Tata Consultancy Services (TCS) carrying out a two-week training program for the unemployed graduates of this College. They provided certificates at the end of the training and absorbed fifteen of them in their concern. The Department of Physiology underwent a program of students exchange with the local Colleges.

The College has become a study center of Vidyasagar University under Distance Education mode for Post-Graduation in Dietetics and Community Nutrition Management (DCNM) and Geography. This has increased the Institution's scope of offering education to the students beyond the UG level. Drama club, Music club, Debate club, Nature and Photography club have been running since the last year to cultivate the interests of the students and staff members in different fields

Before the commencement of 1st year classes, the Orientation Program is arranged by the IQAC, whereby the students are first informed about the glorious history of the College, its vision & mission and the existing Departments. Finally, the students are instructed to follow the Institutional codes of conduct by the General Secretary of the Students' Union and an oath is taken by the new students.

Installing a biometric system to maintain an updated record, for noting the arrival and departure times of the teaching and non-teaching staff of the College, has indeed been a milestone in the history of the College. However, the College is setting up a herbal garden on the rooftop of its Satellite Campus. The College is also well on its way to beautify (jointly with Vidyasagar College for Women) the common ground between the two Campuses. Bio-degradable and bio non-degradable waste are collected separately within the College Campus and delivered to the Corporation for proper disposal.

Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name:	Vidyasagar Evening College	
Address:	39, Sankar Ghosh Lane	
City: Kolkata	Pin: 700006	State: West Bengal
Website:	www.vec.ac.in	

2. For Communication:

Designation	Name	Telephone With STD code	Mobile	Fax	Email
Principal	Dr. Ram Swarup Gangopadhyay	O: (033)64597118 R: None.	94337- 24454	None	vidyasagarevening@ yahoo.in, ramasgangopadhyay@ gmail.com
Vice Principal	N.A.	O: R:			
Steering Committee Coordinator (IQAC)	Dr. Samir Kumar Ghosh	O: None. R: (033)23297442	94338- 94420	None	gorapaltan@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. Is it a recognized minority institution?

Yes

No

√

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

--

6. Sources of funding:

Government

Grant-in-aid

Self-financing

Any other

√

7. a. Date of establishment of the college: 01-07-1961 (dd/mm/yyyy)

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)	01-07-1961	Copy of relevant document enclosed as Annexure 1
ii. 12(B)	01-07-1961	

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

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

Under Section/ clause	Recognition / Approval details Institution / Department Programme	Day, Month and Year (dd-mm-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: ...N.A.....(dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes

No

If yes, Name of the agency: ...N.A.....and

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

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

Location*	Kolkata Metropolitan area with Urban status
Campus area in sq. mts.	Main Campus: 2710 m ² , Satellite Campus: 1910 m ² .
Built up area in sq. mts.	Main Campus: 3500 m ² , Satellite Campus: 2525 m ² .

(*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
 - * swimming pool
 - * gymnasium

• Hostel (**None**).

* Boys' hostel

- 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 – cadrewise) **None**.
- Cafeteria– Yes.
- Health center– Yes.

First aid ✓, Inpatient, Outpatient, Emergency care facility, Ambulance.....

First aid box is available in the office in the new building as well as in the health check-up unit on the top floor of the new building. In case of emergency, the students can contact the Students' Health Home (3 km from the College), Sir Nilratan Sarkar Medical College & Hospital (3 km) or Calcutta Medical College & Hospital (2 km).

Health center staff–

Qualified doctor	Fulltime	<input type="text"/>	Part time	<input type="text"/>
Qualified Nurse	Fulltime	<input type="text"/>	Part time	<input type="text"/>

- Facilities like banking, post office, book shops

State Bank of India, Bank of Baroda and Indian Overseas Bank are within 1 km from the Campus. Bidhan Sarani Post Office is also within 1 km from the College. There is a small book shop-cum-photocopy center within the College. However, the huge market of books in the College Street is with 1.5 km from the Campus.
- Transport facilities to cater to the needs of students and staff

The College being in the heart of the city, bus and tram services are available in front of the College. Also, Sealdah and Howrah railway stations are within 2 m and 5 km respectively from the College.
- Animal house
- Biological waste disposal

Biological wastes from the toilets are regularly collected by the Kolkata Corporation. The wastes resulting from the laboratories of Physiology, Zoology and Botany are dumped in a separate place, from where they are collected by the Corporation.

- Generator or other facility for management / regulation of electricity and voltage ✓
Generator is available at both the Campuses.
- Solid waste management facility
Solid wastes are collected by Kolkata Municipal Corporation.
- 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	B. A. B. Sc. B. Com. (Hons + Gen)	3 years	Passed Higher Secondary (+2) level	English & Bengali	1248 in 1 st year	633 in 1 st year
	Post-Graduate	M. Sc. In Geography and DCNM (Distance Education)	2 years	B. Sc. in respective subjects	English & Bengali	200 (total) in each year	136 in 1 st year
	Integrated Programmes PG						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

N. A.

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

Yes	√	No		Number	6
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The new programs include (i) M. Sc. in Geography (distance education mode) under the affiliation of Vidyasagar University, (ii) M.Sc. in Dietetics and Community Nutrition Management (distance education mode) under the affiliation of Vidyasagar University, (iii) Basic computer skills and open source software course by ICT committee, (iv) course on Language Competency, (v) Course on Quantitative Aptitude and General Intelligence, (vi) Affirmative Action program by TCS.

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 (e.g. Physics, Botany, History etc.)	UG	PG	Research
Science	Geography, Mathematics, Physics, Physiology, Botany, Chemistry, Statistics, Zoology	Yes	In Geography and DCNM (Distance Education)	
Arts	Bengali, English, Political Science, Economics, Sociology, History, Hindi	Yes		
Commerce	Commerce	Yes		
Any Other (Specify)				

16. Number of Programmes offered under (Programme means a degree course like B.A., B. Sc., M. A., M. Com...)

a. Annual system	3
b. Semester system	0
c. Trimester system	0

17. Number of Programmes with

a. Choice based credit system	0
b. Inter / multidisciplinary approach	0
c. Any other (specify and provide details)	0

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 / Principal		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University/ State Government Recruited	1		8	1	17	8	9	2	8	-
Yet to recruit					5				3	
Sanctioned by the Management / society or other authorized bodies Recruited							3	1	5	-
Yet to recruit										

*M-Male*F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor / Principal		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	1	-	2	1	8	5	17
M.Phil.	-	-	-	-	-	1	1
PG	-	-	6	-	8	2	16
Temporary teachers (UGC Substitute Teacher)							
Ph.D.							
M.Phil.							
PG					2	-	2
Part-time teachers							
Ph.D.					2	-	2
M.Phil.					2	-	2
PG					3	4	7

22. Number of Visiting Faculty / Guest Faculty engaged with the College. 16

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

For UG Courses

Categories	2011 – '12		2012 – '13		2013 – '14		2014 – '15	
	Male	Female	Male	Femal	Male	Female	Male	Female
SC	28	1	51	6	36	9	47	6
ST	4	0	3	1	1	2	5	0
OBC	13	1	31	3	39	5	A: 15 B: 20	A: 5 B: 6
General	266	75	435	92	393	99	439	126
Others								

For PG Courses (Geography and DCNM)

Categories	2011 – '12		2012 – '13		2013 – '14		2014 – '15	
	Male	Female	Male	Femal	Male	Female	Male	Female
Total	-	-	-	-	-	-	25	69

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

Type of students	UG	PG	M.Phil.	Ph.D.	Total
Students from the same state where the college is located	M: 469 F: 164				633
Students from other states of India					
NRI students	0				
Foreign students	0				
Total	633				

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

UG PG

26. Unit Cost of Education

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

(a) Including the salary component

(b) Excluding the salary component

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

Yes No

If yes,

a) is it a registered center 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

B. A. (Honours): 12:1

B. A. (General): 14:1

B. Sc. (Honours): 10:1

B. Sc. (General): 3:1

B. Com. (Honours): 37: 1

B. Com. (General): 28: 1

(Overall: 21: 1)

29. Is the college applying for Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4
Re-assessment:

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

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

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

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

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

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

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

32. Number of teaching days during the last academic year

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

33. Date of establishment of Internal Quality Assurance Cell (IQAC): 19/04/2013.

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC: **Not Applicable.**

AQAR (i)(dd/mm/yyyy)

AQAR (ii)(dd/mm/yyyy)

AQAR (iii)(dd/mm/yyyy)

AQAR (iv)(dd/mm/yyyy)

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

SWOC analysis of the College

STRENGTHS

- Convenient location.
- Dedicated faculty with a blend of experience and youth.
- Well-stocked and updated collection of books in the Central Library as well as the Departmental libraries for the reference and research of staff and students.
- Good interpersonal relation between staff and students beyond classroom interaction
- Successful PG Courses which have received very good response from the students.

WEAKNESSES

- Lack of permanent teachers in some Departments.
- Space Constraints which compels the College to share the old building with Vidyasagar College.
- No space for playground.
- Canteen space inadequate.
- Office space inadequate

OPPORTUNITIES

- The College provides financial impetus to students from economically challenged backgrounds.
- The College grooms students in English language proficiency.
- The College gives substantial academic freedom to the various Departments to decide their mode of teaching and their lecture methods
- The College provides teachers with AV aids as well as smart classroom facilities to streamline their lectures.
- The new building of the College gives us an opportunity to develop our stated perspective plans.

CHALLENGES

- To educate students who enter the College after qualifying the last examination with average marks and put them at par with their better peers.
- To induct the first generation learners into the academic atmosphere of an Undergraduate Course.
- To use the available space in the Campus to develop infrastructural plans for a better teaching environment.
- To involve all the stakeholders in the College in every academic/administrative decision.

CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

THE BEGINNING: HISTORY AND LANDMARK EVENTS

Ishwar Chandra Bandyopadhyay, popularly known as **Pandit Ishwar Chandra Vidyasagar** was considered as one of the stalwarts of Bengal Renaissance. He continued the reforms that were started by Raja Ram Mohan Roy. Vidyasagar was a well-known writer, intellectual and above all a staunch follower of humanity. He brought a revolution in the education system of Bengal. Born on 26th September 1820 in a village called Veerasingha of the then Hooghly (now part of West Midnapore) district of West Bengal, Vidyasagar spent his childhood in extreme poverty. His tiny frame housed an unusually tall personality. A firebrand and a visionary, he commenced primary education at the village *pathsahaala* – an indigenous Indian school where language, grammar, arithmetic and other *shastras* were taught to youngsters. Vidyasagar maintained religious neutrality at all times and to him there was one religion and that was the welfare of humanity. The most significant contribution of Vidyasagar was the spread of mass education and the education of women. Education of girls was one of the prime objectives of Vidyasagar's plans. He realized that unless the women of the land could be educated, it was impossible to emancipate and liberate them from the terrible burden of patriarchal inequalities and injustice imposed on them by society. On witnessing the abysmal darkness and superstitions in which the people of Bengal lived in the absence of education, Vidyasagar explored local popular support and participation in the spread of mass education. He appealed to the people who responded positively and it was decided that schools would be set up at chosen localities where the financial support of erecting school buildings were to come from the locality. Vidyasagar may be regarded as the first architect of national education. In 1859, when Pandit Ishwar Chandra Vidyasagar became the President of the Managing Committee of the Calcutta Training School, it paved the way for the Metropolitan Institution established in 1860. The growth of the Institution led to its affiliation to Calcutta University for Arts only on January 1st, 1872. In 1917 it was renamed Vidyasagar College. Since then the College has witnessed a rapid growth; subsequently its academic curriculum expanded with the formal beginning of the Commerce Department in 1922 and the Morning Section for Women in 1931. The Commerce Department of the College has the distinction of being the oldest commerce teaching Department in India. In 1928 it acquired the affiliation to the B. Com. Course (under the University of Calcutta). In 1951 a separate wing of the College, devoted to Commerce teaching in the evening shift, was established owing to the rapid growth of the Department in terms of faculty and student strength. The evening section emerged as an independent entity with a separate Governing Body in 1961 bearing the name

Vidyasagar Evening College and since then the College is being run with the mission of disseminating knowledge to a cross section of students, especially to those who are constrained to work during the day to support themselves and their families.

In pursuit of this mission the College has gone through an uninterrupted surge of expansion. Vidyasagar Evening College is a co-educational Institution affiliated to the University of Calcutta, and it shares a long and illustrious history with two of its sister Institutions: Vidyasagar College and Vidyasagar College for Women. True to the philanthropic spirit of Vidyasagar, the founder of the College, the teaching and the non-teaching staff are tireless in exploring new avenues of growth and making the functioning of the College more responsive to the needs of the student. But limitation of space, since the main Campus is utilized by the three Colleges on a time sharing basis, has so far kept the expansion of its academic activity rather modest. However with the recent construction of separate buildings for Vidyasagar Evening College and Vidyasagar College for Women (by the acquisition of a plot of land adjacent to the main building of the College), the Institution is favourably poised for the fulfilment of quite a few of its plans. Presently besides offering Honours and General courses in Commerce, the College offers Undergraduate courses in Humanities and Science subjects, with Honours in Bengali, English, Political Science, Geography, Mathematics, Physics and Physiology. The College has also become a study center of Post Graduate courses in Geography as well as Dietetics and Community Nutrition Management (DCNM) under the Directorate of Distance Education, Vidyasagar University, from the 2014-15 academic sessions.

Our Emblem: Its significance

An extract of the Sanskrit shloka, “*Vajradapi Kathorani Mruduni Kusumadapi*” is etched on the two sides of the square emblem. The verse is quoted from Bhavabhuti’s *Uttararamacharita*, describing two apparently contradictory qualities of a yogi: the heart is harder than a thunderbolt when firmness is needed but also softer than a flower when occasion demands. The top of the emblem displays the motto of the founding fathers and stakeholders: “Gyan, Tyag, Seva” (“Knowledge, Renunciation, Selfless service to the society”).



Vision and mission

The vision of the College is to groom a generation of young citizens with thinking minds, who will be intellectually sound, morally upright and socially responsible. To this end the College provides financial help and arranges remedial classes to educate weaker sections of students so that in resonance to the philanthropic spirit of Pandit Ishwar Chandra Vidyasagar, the lamp of knowledge remains accessible to all. Thus the College envisions that the students who leave its portals should imbibe its motto “*Vajradapi Kathorani Mruduni Kusumadapi*” into the very core of their being by virtue of the holistic education that they have acquired in the College.

The College is committed to help the students who are neither affluent nor intellectually sound. Such students are equipped by the College with the wherewithal to compete in the global/professional sphere. The object is not to create “in specific” rank seekers, rather the objective lies in building students with robust character, uphill confidence, and with a strong sense of altruism and love for humanity. The College believes in the creation of a being with a passionate heart, tireless brain, and a sympathetic touch.

The mission of the College is to emerge as an academically and socially vibrant place where the students are free to express their views. The College also aims at arming its students with knowledge based on a high level of pragmatic skill, social commitment and moral as well as ethical values. It firmly believes that the purpose of education should be the development of a competent and committed human resource nourished within a profound humanistic tradition.

The objectives of the College are prominently placed in the homepage of the College website (www.vec.ac.in) for the information of students, teachers, staff and stakeholders. From the 2014 – ’15 academic session the College has started an Orientation Programme for the students admitted in the first year. The history, vision, mission, code of conduct and various facilities available in the College are communicated to them through this program.



The Principal addressing the students during the Orientation Programme in 2014.

The administrative structure of the College comprises the following committees, and the teaching and non-teaching members involved therein implement the policies of the College through meetings at regular intervals:

Administrative and Academic Committees

- Governing body
- Internal Quality Assurance Cell (IQAC)
- Finance Subcommittee
- Academic Subcommittee
 - Admission Subcommittee
 - Examination Subcommittee
 - Results Subcommittee
 - Routine Subcommittee
- Building Subcommittee
- Teachers' Council
- Library Subcommittee
- Sports Subcommittee
- Students' Activities Subcommittee
 - Drama Club
 - Music Club
 - Debate and Extempore Club
 - Nature and Photography Club
- NAAC Subcommittee
- Career Advancement Scheme Subcommittee
- Anti-ragging and Anti-harassment Cell
- Campus Development Subcommittee
- ICT Subcommittee
- NSS Unit
- Campus Publication Subcommittee
- Student's Welfare and Grievance Redressal Cell
- Career Counselling and Placement Cell
- Disciplinary Subcommittee
- Service Book Subcommittee
- Equal Opportunity Cell

The Academic Calendar is provided in the College website and the Department wise detailed teaching calendar is notified on the respective notice board/s. The teaching plan is also circulated to the students of the respective Departments. Important notices are provided in the College website and are circulated among the staff and students through SMS as well as notice books. These measures ensure that the administrative information is available to all concerned.

Location of the College



The College is located near the Thanthania Kali temple, in the central part of Kolkata and lies in close proximity to Sealdah Railway Station, University of Calcutta, Calcutta Medical College and Hospital and Mahatma Gandhi Road Metro Railway Station. The geographical location of the College is shown beside (courtesy: Google maps). Vidyasagar Evening College is

one of the Heritage Buildings in North-Kolkata. Most of these Heritage Buildings are at a walking distance from our College. The Sadharan Brahma Samaj is at 211, Bidhan Sarani and it is just a few meters away from the College. The Bharatvarshiya Brahma Mandir is located nearby the Kesab Chandra Sen Street where Kesab Chandra Sen, the famous Brahma leader preached his Nava-Vidhan (The New Law). The ancestral home of Swami Vivekananda in Simla (Kolkata) is also very close to the College. The residential house of Pt. Ishwar Chandra Vidyasagar (now “Vidyasagar Smriti Mandir”) is also another significant landmark situated near the College. The residential houses of Raja Rammohan Roy and Upendra Kishore Roy Chowdhury (founder of the popular children’s magazine *Sandesh*) are also situated near the College. The College is a stone’s throw away from College-Street, which is popularly known as “Boi-para” (literally ‘the neighbourhood of books’). It is one of the oldest and largest book markets of the World. College Street also houses the Asutosh Shiksha Prangan Campus of the University of Calcutta and the Presidency University, the birth place of the 19th century Bengali Intellectual Revolution or the Young Bengal Movement. Thus the College is situated in a neighbourhood that is rich in its cultural and historical heritage.

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).

Vidyasagar Evening College unifies the spirit of the past with the pragmatism of the present in its plan of action and curriculum implementation:

- ❖ The University of Calcutta, the affiliating university of this College, prescribes the number of lectures allotted for completion of modules / sections of the curriculum. Accordingly, the Departments prepare the teaching plan and distribute the curriculum among its students.
- ❖ At the beginning of the academic session, an Orientation Program is arranged for the students admitted in the first year to inform them about the College and its curriculum,

evaluation process, fees structure and concession facilities available and the co-curricular activities going on here.

- ❖ The ability of the students to absorb the essence of teaching is judged through regular class tests, Mid-term tests and the final Test examination.
- ❖ Special supplementary examinations are arranged for the students who fail to appear for the Test exams.
- ❖ Invited lectures and seminars are arranged for students and faculty members for their academic enrichment. Details of these are available from the Departmental profiles.
- ❖ Remedial classes are taken after the completion of normal scheduled classes to enhance the performance potential of academically-challenged students.
- ❖ Debates, Quiz competitions etc., are conducted by the College in connection with the curriculum and the prizes are awarded to the winners on the Founder's Day, commemorating the Birth Anniversary of Pandit Ishwar Chandra Vidyasagar (26th September).
- ❖ Faculty members are encouraged to attend Refresher and Orientation courses as well as short-term courses to upgrade themselves. During the last four years, faculties from the various Departments have attended Orientation Programs (five), Refresher Courses (eleven) and five faculties (from Commerce, History, Economics and English) have joined the Faculty Development Program under UGC scheme.

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

- ❖ As mentioned earlier, the College follows the Academic Calendar published yearly by the University of Calcutta and the activities are planned accordingly.
- ❖ The teachers are encouraged to procure books and journals and improve teaching method through the use of OHP, power point presentation (PPT) and internet.
- ❖ Smart Classroom facility is available in the College.
- ❖ The General library and the Departmental libraries have been set up to furnish the students with resource materials in the disciplines concerned.
- ❖ Classes are sometimes held in the seminar hall equipped with LCD projector. Besides, there are four other LCD projectors in the College which can be utilized by the interested faculty members for delivery of the curriculum using Powerpoint presentation / videos.
- ❖ INFLIBNET facility is available for accessing the online resources in any subject. Each faculty member is assigned a user name and a password for accessing the facility through the subscription of the College.
- ❖ Faculty members are motivated to apply for Minor/Major Research Projects, and to pursue research activities individually. For example, during 2014 – '15, there are three research projects running in the Departments of Economics, Physiology and Physics.



A teaching session using smart classroom

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 initiatives taken up by the College for effective delivery and transaction of curriculum are given below.

- ❖ Extension of College working hours from the 2014 – '15 academic session.
- ❖ Arrangement of special classes, whenever needed, to complete the curriculum in time.
- ❖ Availability of adequate reading materials like books and journals in the Central library as well as the Department libraries.
- ❖ Internet facility is provided through wi-fi connection in the 2nd floor in the Satellite Campus for the staff members and in the library for students.
- ❖ INFLIBNET facility to browse e-resources.
- ❖ Motivation of the students to collect information and data from digital sources.
- ❖ Arrangement of Memorial lectures on the Founder's day (26th September).
- ❖ Invited talks by experts in seminars.
- ❖ Students' presentations for the academic enrichment of the students and faculty members. For example, on the last Saturday of each month, the Department of Mathematics arranges a special programme – "Sanibarar Pathsala" (literally, a Saturday School) – where the Departmental students deliver talks on topics selected by them, falling within the purview of their undergraduate syllabus.

1.1.5 How does the Institution network and interact with beneficiaries such as industry, research bodies and the University in effective operationalization of the curriculum?

(a) Institute-industry interaction: the Career Counselling and Placement Cell organizes the workshop and training program in the College by the reputed concerns. The representatives of the concerns clarify the needs of the industry to the students. They sometimes also provide training to the students to help them better their chances of employment. For example, in July 2015, Tata Consultancy Services (TCS) carried out two-week training program for the unemployed graduates of this College, provided certificate at the end of the training and absorbed fifteen of them in their concern.

(b) Networking with research bodies: Some of the faculty members are involved in research works / research guidance in collaboration with different Universities:

- Dr. Samir Kumar Ghosh of the Department of Physiology is engaged as a Joint Supervisor in Physiology in University of Calcutta and Kalyani University.
- Dr. Sarbari Ghosh of the Department of Mathematics is a Joint supervisor of a Ph.D research scholar in Jadavpur University.
- Dr. Pushan Banerjee and Dr. Biswajoy Brahmachari of the Department of Physics are carrying out their separate research work (post-doctoral level) in Jadavpur University and University of Calcutta respectively.
- Dr. Tamal Das is a post-doctoral fellow at the Department of Physiology, University of Calcutta.

(c) Interaction with University: The College encourages the faculty members to participate in seminars and workshops in their area of interest to keep them well informed about the recent developments in their fields. Besides, some of the faculty members are involved in teaching in other Universities / Institutes. Examples include:

- Dr. Samir Kumar Ghosh of the Department of Physiology teaches at the University of Kalyani besides being the Executive Committee member and Governor's nominee at the University of Gour Banga; University Council member and Government's nominee at Diamond Harbour Women's university; Calcutta University nominee in the Governing Body of Maharaja Srish Chandra College and Chittaranjan College.
- Dr. Sarbari Ghosh of the Department of Mathematics is teaching Atmospheric Science in the University of Calcutta during 2015-'16.
- Smt. Debalina Banerjee and Dr. Shymasree Basu of the Department of English teach at the Post Graduate level in Rabindra Bharati University and Narasingha Dutta College, Howrah respectively.
- Dr. Sanjay Pramanick of the Department of Bengali, teaches at the University of Kalyani.
- Smt. Swati Maitra of the Department of History teaches at Netaji Subhash Open University.

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.

For an affiliated College the scope to contribute to the development of the university curriculum is very limited. But despite the limitations the College has made several contributions:

- The feedback regarding the curriculum is communicated to the University through the Principal whenever the University asks for it to upgrade the curriculum.
- The teachers of the College are regularly appointed as examiners, paper setters, zonal coordinators and moderators for the University examinations. For example, Dr. Biswajoy Brahmachari has acted as a paper setter in Physics in the year 2014 – '15.
- The examiners of honours practical examinations provide their suggestions during the examiners' meet each year to improve the system by modifying the questions.
- For general practical examination, the University provides only a guideline and the examiners set the question papers following the constraints of the College.
- The feedback from students and guardians are also taken regarding the problems and possible modes of improvements in infrastructure and teaching-learning process.
- Staff members attend the workshops and seminars organized by the Under Graduate Board of Studies regarding preparation and development of 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 started the following short training programs after designing the curriculum:

- Basic computer skills for staff members
- Classes on Language Competency and Communication Skills
- Course on Quantitative Aptitude and General Intelligence
- Employability Training Programs

The needs assessment for the above courses was carried out after realizing the weakness of the students in English, the poor efficiency of some of the staff in handling computers as well as to meet the growing demand for data base. The demand has been facilitated by a keen interest on the part of the staff members. However the College is still in the last phase of complete transition from papers to computers.

The designing of the courses were done after the discussions of the IQAC with the ICT committee and the Department of English, who would be responsible in delivering the curriculum.

The development and planning of the courses involving the course material, duration and resource persons were decided by the members of ICT committee and the Department of English.

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

In the hope of better dividends in the future, the College carries out quantitative and qualitative analysis. The feedback so far has been positive but milestones are yet to be achieved:

- Monitoring the students' performance in the internal College tests and the University examinations.
- Periodic meetings of faculty members to discuss the progress of academic and co-curricular activities and adoption of corrective steps.
- Regular discussions in the Academic Sub Committee of the College about the results and suggestions involving corrective measures.
- The absorption of the students in higher education institutes (through state / national level entrance tests) and job sectors is also the indicator of the extent of implementation of the curriculum.

1.2 Academic Flexibility

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

Mainly the honours and general degree courses, as permitted by the University of Calcutta, are running in this College. However, the College is also offering the following enrichment courses for skill development:

- **Tutorial on computer skills for staff**, as a NMEICT, MHRD, Govt. of India initiative – here a training is provided to help the staff to learn the basics of MS-Office, open-source software etc.
 - ✓ Objective: to teach basic computer skills and open source free software that may replace licensed software in the future.
 - ✓ Curriculum: Basic computer usage Office suite for documents, spreadsheets, presentations, database etc. – to replace MS-Office.
 - ✓ Time: initially 2 hours per day for one week – will be extended in future.
 - ✓ Faculty members (acting as Resource Person): Dr. Biswajoy Brahmachari (VEC).
 - ✓ Participants: presently the non-teaching members of the College.
- **Communicative English and Language Competency Classes** – started from the year 2015.
 - ✓ Objective: to help the students develop communicative English skills to aid them in interviews and other professional oral assessments
 - ✓ Curriculum: interview skills and techniques, speaking skills, listening

- comprehension & group discussions, writing skills. Emphasis on self-teaching.
- ✓ Time: 2 hours daily during the lean period and 1 hour weekly during full session.
 - ✓ Faculty members: Smt. Debalina Banerjee, Dr. Shymasree Basu (VEC) and Smt. Tapati Talukdar (Instructor, Communicative English, School of Languages, Rabindra Bharati University).
 - ✓ Participants: About 32 (in Communicative English).
- **Course on Quantitative Aptitude, General Intelligence and Communicative English.**
 - ✓ Objective: helping the final year students for succeeding in competitive examinations to cope with the job market.
 - ✓ Duration: 22nd – 27th June 2015.
 - ✓ Faculty members: Dr. Tapati Talukdar, Dr. Sutapa Kar.
 - ✓ Participants: Graduate students in search of employment.
 - The College is presently a study center for post graduate course in Dietetics and Community Nutrition Management (DCNM) and Geography in distance education mode under the affiliation of Vidyasagar University.

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

Not applicable.

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

- **Range of core/elective options offered by the University and those opted by the College:**

The College believes in academic flexibility and intends to adapt methodologies to ensure skill development etc. However at this point it is difficult for the Institution to adapt things the way it visualizes, primarily for want of space and manpower. The extent to which the Institution has been able to implement the various policies and programmes is presented in the following tables:

Table 1.1: Subject combination in B. A. (Honours)

Honours subject	Combination Subjects (<i>any two of the following</i>)
Bengali	(a) English or Political Science (b) Geography or History (c) Economics or Sociology
English	(a) Bengali or Hindi (b) Geography or History (c) Economics or Sociology
Political Science	(a) Bengali or Hindi (b) Geography or History (c) Economics or Sociology

Table 1.2: Subject combination in B. Sc. (Honours)

Honours subject	Combination Subjects (<i>any two of the following</i>)
Geography	(a) English or Political Science (b) Economics or Sociology
Mathematics	(a) Chemistry or Statistics (b) Physics
Physics	(a) Chemistry or Statistics (b) Mathematics
Physiology	(a) Chemistry (b) Zoology

Table 1.3: Subject combination in B. Com. (Honours)

Honours subject	Combination Subjects (<i>any two of the following</i>)
Accounting & Finance	1 st year: Financial Accounting I, Business Regulatory Framework, Principle and Practice of Business Management and Communication, Economics I, Business Mathematics and Statistics.
	2 nd year: Financial Accounting II, Auditing, Direct and Indirect Taxation, Cost and Management Accounting, Information Technology, Principles of Marketing and E-commerce.
	3 rd year: Financial Accounting III, Economics II and Advanced Business Mathematics, Indian Financial Systems and Financial Market Operations, Financial Management and Project Work.

Table 1.4: Subject combination in B. A. (General)

Combination Subjects (<i>any three of the following</i>)	
(a)	Bengali or Hindi
(b)	Geography or History
(c)	Economics or Sociology
(d)	Political Science or English

Table 1.5: Subject combination in B. Sc. (General)

Combination Subjects (<i>any three of the following</i>)	
(a)	Geography, Economics, Political Science or English
(b)	Physics, Chemistry or Statistics, Mathematics
(c)	Botany, Zoology and Physiology

Table 1.6: Subjects offered in B. Com. (General)

1 st year: Financial Accounting I, Business Regulatory Framework, Principle and Practice of Management and Business Communication, Economics I, Business Mathematics and Statistics.
2 nd year: Information Technology and its Application in Business, Principles of Marketing and E-commerce, Financial Accounting II, Direct and Indirect Taxation, Cost and Management Accounting I, Auditing.
3 rd year: Financial Accounting III, Cost and Management Accounting II, Financial Management.

In addition, first year students have to study compulsory English and Bengali/Hindi (50 marks each), whereas the third year students should study a compulsory Environmental Studies course of 100 marks.

• **Choice Based Credit System and range of subject options**

Not applicable till now.

• **Courses offered in modular form**

Almost all of the courses are offered in modular form. However, the students have to appear for the University examination at the end of each academic year following the 1+1+1 system of examination of the University of Calcutta.

• **Credit transfer and accumulation facility**

Not applicable till now.

- **Lateral and vertical mobility within and across programmes and courses**

According to the regulations set by the University of Calcutta, the students can change their Honours subjects after admission within a stipulated time as directed by the University. Students failing to secure qualifying marks in their honours subjects in the University examinations are transferred to the corresponding general Courses. No other scope for further lateral or vertical mobility within or across courses exists here.

- **Enrichment courses**

The Department of Mathematics has organized a short term training program by its ex-students to get through various competitive exams for higher studies in the field of mathematics. Not only that, the Department also organizes an open-to-all academic meet (“Sanibarar Pathsala”) on the last Saturday of each month in collaboration with “Indian Society of Nonlinear Analysis”.

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 does not offer any self-financed program.

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.

The details of the various skill oriented programmes have been underlined below:

- As mentioned earlier in 1.1.7, the College has organized a course on Quantitative Aptitude, General Intelligence and Communicative English during 22nd to 27th June 2015 to help the outgoing students to develop their skills to succeed in various competitive examinations.
- Recently in July 2015, the Tata Consultancy Services took an initiative by imparting training free of cost to the unemployed graduates (B.A., B.Sc., B. Com. Final year students) to make them employable and then consider them for employment in the organization, subject to their complying with the company's standard norms. Their focus was on the unemployed graduates from the SC/ST cluster and financially challenged families. A specialized course module was designed by TCS to develop a person's communication skill, numerical and analytical ability. It enabled the trainees to face interviews confidently. Grooming and etiquette sessions familiarized the trainees with corporate environment. The trainees who were regular in attendance were given a participation certificate from TCS to increase their employability in the corporate world. After the completion of the training an exit test was conducted. Those who qualified underwent interview rounds. Fifteen successful candidates have already been absorbed by the TCS.
- The College has offered course in Communicative English and further offers classes on Language Competency and communication on a regular basis.

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 flexibility for combining conventional and distance modes of education does not exist since the university does not permit the same. The students are allowed to change subject within a stipulated time after their admission to the first year. The subjects too, are to be chosen from those offered by the College.

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 students are encouraged to attend or listen to the online lectures of different foreign Universities available online. Besides, the College organizes various co-curricular and extra-curricular programmes for the students to ensure the execution of academic programmes on one hand and accomplishment of the objectives of the Institute on the other. These programs include cultural activities, learning photography, debates, educational tours, annual sports etc. Seminars are also organized by some Departments to expose the students towards the recent developments in their subjects and motivate them for higher education and research.

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 College can only offer some extra training program / courses outside the curriculum to enrich the skills of the students.

- The College has a Placement and Counselling Cell which helps students to get prepared for the job market. Recently Tata Consultancy Services (TCS) has provided training to third year students so as to absorb fifteen selected candidates from them.
- Cinematic representations for literature students, power point presentations, Shakespeare workshops, Departmental seminars help in enriching and organizing the curriculum.
- Language Competency classes and those on quantitative aptitude help the students to develop their communications and problem solving skills.
- Study tours organized by different Departments supplement the knowledge gathered in the classroom.



Geomorphological survey by the 3rd year Geography students in Lidder river

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

The College adopts Bishakha guidelines for its female students and teachers to prevent any sexual harassment in the College. The faculty members have numerous publications on gender issues. The College had organized a gender conference in 2011 at a national level, with international delegates. A dedicated anthology on gender related issues “Beyond Boundaries: Gender, Culture and Spaces” published by Cambridge Scholars Publishing, U.K., has added another feather to the list of publications initiated by the College. The College strongly encourages admission of the third genders.

There is a compulsory paper on Environmental Studies, specified by the University of Calcutta, for the third year students. This includes theoretical lectures and a 25-mark project work. The geography Department makes use of climatology as a part of its attempt to integrate its applications with the day to day management of the College.

A teacher’s study circle has contributed to the atmosphere of interdisciplinary research. The circle will be formally inaugurated with a conference on “Nineteenth Century Bengal: Ideas, Contexts and Continuities”, with presentations by the faculties of the College on diverse academic disciplines.



A technical session at the National Seminar in 2011.

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

The College has started the following short training programs after designing the curricula:

- Basic computer skills for staff members
- Classes on Language Competency and communication skills
- Course on Quantitative Aptitude and General Intelligence
- Employability Training Program (e.g. by TCS).

§ Moral and ethical values

The College started organizing intermittently invited lectures on value education for the youth and the role of moral education in nation building. On the 10th of October, 2015 a value education lecture was organized under the banner of the NSS unit of the Institution.

§ Employable and life skills

The co-curricular activities help students to share space with others, develop leadership qualities and give importance to others' opinions. The placement cell helps to develop job-oriented skills among students.

§ Better career options

In July 2015, the Tata Consultancy Services provided training free of cost to the unemployed graduates (final year students) to make them employable and then absorbed 15 of them for employment in the organization. The Department of mathematics has organized a short term training program in 2014 by its ex-students to get through various competitive exams for higher studies in the field of mathematics.



Swami Purnatmananda addressing the audience during the Value-Education Program on 27th November 2015.

§ Community orientation

The NSS unit in the College organizes programs like blood donation camps, value education, tree-plantation and slum development activities for the welfare of the local community as well as to make the students aware about their social responsibility.

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

The syllabus of UG level here is designed and developed by the University of Calcutta, so the enrichment of curriculum through feedback is beyond the scope of the College. However, feedback from the former students of this College just after the publication of their results provide sufficient input regarding the strengths and weaknesses of the College, which in turn helps the College to arrange facilities for acquiring additional skills to the present students. As an example, the laboratories of the Departments of Geography, Physics and Physiology have been redesigned following students' feedback.

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

The quality of the enrichment programmes is monitored by the relevant bodies comprising in-house faculty and overseen by IQAC periodically by checking the regularity of student attendance and participation. The assessment is made analyzing the feedback from the students 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?

As mentioned earlier, the College has itself very little scope of design and development of the curriculum unless its teaching members are a part of the Board of Studies of the University. However, the feedback from the Principal, examiners, paper-setters, moderators and Zonal coordinators is sent to the University for necessary action.

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

There is no formal mechanism to obtain feedback from students and stakeholders on Curriculum.

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

As a result of appointment of a faculty member in the vacant position, Statistics has been reintroduced (after a long break) from the 2014 – '15 academic session, as a combination subject in the general level. B. Sc. students admitted in honours (in Physics and Mathematics) and general (pure science) courses can take Statistics as an alternative subject to Chemistry.

The College has also started offering courses in (i) Basic computer skills and open source software, (ii) Language Competency, (iii) Quantitative Aptitude and General Intelligence, (iv) Employability course like Affirmative Action program by TCS.

Besides, the College has been chosen as a study center from 2014 – '15 session for Post Graduate courses in Dietetics and Community Nutrition Management (DCNM) and Geography in distance education mode under the affiliation of Vidyasagar University. This center is regularly conducting contact programs and practical classes on Sundays and holidays for the post graduate courses.

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

The College plans to start yoga and karate classes for the students as measures of self-enlightenment and self-defence.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student enrolment and profile

The Admission Subcommittee of the College, chaired by the Principal and comprising some other teaching members and one non-teaching staff as well as one student member, frame the admission criteria for undergraduate courses, based on the guidelines of the University of Calcutta and the recommendations made by the Departments. The respective Departments review the students' profiles of the previous year and may change the eligibility criteria, if necessary.

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

The College takes great pains to publicize the courses taught, the academic and infrastructural facilities (designed to enable the students to survive competition) and various other relevant information of the College necessary for the freshmen and women, to the stakeholders. The College website is professionally managed and outsourced for such publicity. In addition at the time of admission we employ professional organizations to publicize the admission details through prominent banners placed at important junctions of the city to attract daily commuters from districts. Inserts in daily newspaper are another means to publicize college admission.

The College presently is practicing online admission through its website. As the College website gives free access to everyone, the stakeholders are entitled to download the pages to fulfil admission process. The merit list is published on dates declared earlier in the website along with other important dates and information regarding admission. The merit list accommodates all the applicants in order of merit to ensure transparency. Students are admitted on the basis of merit till the available seats in a particular Department get filled up. The College authority further cater to the stakeholders with a chance to satisfy their queries, if any by providing a helpline and an email for FAQs.

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 programs of the Institution.

The students apply online through the College website if their results meet the eligibility criteria advertised by the College. While the detailed criteria adopted for admission to various courses are attached as Annexure 3, the fundamental principle of the College with regard to admission is stated below;

- A number of Departments adopt direct admission through publication of merit list.
- Several Departments arrange for admission test. In such Departments admission test marks are added to the marks obtained in the last examination passed to determine the final position in the merit list.
- In the General courses admission is made on the basis of 'first come first serve'

principle provided the candidates are placed above the pre-determined cut-off marks. The applicants in Honours course, sorted according to their merit score, are called for counselling (as long as seats are vacant) to make them aware of the admission formalities.

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

The College offers three-year undergraduate degree courses in Arts, Commerce and Science and the admission criteria is fixed by the Admission Subcommittee (with opinions from all the Departments) before the commencement of the admission process. The comparison with other colleges could not be done due to inadequacy of data. However, the maximum and minimum percentage of marks for the sessions 2014 – '15 and 2015 – '16 are provided in table 2.1 below.

Table 2.1: Range of percentage of marks of the applicants

Serial no.	Subject	Aggregate ('14 – '15)		Aggregate ('15 – '16)	
		Maximum	Minimum	Maximum	Minimum
1.	Bengali (H)	76.0	41.3	78.5	45.2
2.	English (H)	76.8	52.5	84.0	49.2
3.	Geography(H)	84.5	40.0	88.0	61.5
4.	Political Science (H)	72.3	53.0	73.2	50.7
5.	Mathematics (H)	87.0	52.3	85.0	56.5
6.	Physics (H)	86.5	54.8	87.7	53.5
7.	Physiology (H)	84.8	52.0	87.0	53.5
8.	Commerce (H)	81.8	43.1	88.2	51.5
9.	B. A. (General)	63.3	30.2	97.5	30.0
10.	B. Sc. (General)	82.8	44.0	75.0	46.7
11.	B. Com. (General)	70.8	36.5	71.5	40.5

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 College has the mechanism of annual revision of the admission process and the students' profile. The IQAC in consultation with the Academic Subcommittee holds regular meetings to discuss these issues.

As a result of the review process the college has implemented the following changes in its admission process:

- Offline admission has been replaced by online admission (merit based) – providing access of the admission form to the students from remote areas and making it easier to keep the record of the applicants.
- The admission to General Courses is now carried out directly on a first come-first serve basis – as a result, seats in General courses are filled up quickly.

- For B. Com. (General) course, 50% of the seats are filled through direct admission and rest 50% later on the basis of merit list. It has been found from experience that some competent Commerce students come for admission at a later stage and so seats are kept for them in anticipation.
- Introduction of admission tests in some Departments – providing to judge the academic level of the applicants, which would eventually help to set the pace of teaching in the class.

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

SC/ST OBC women differently able economically weaker sections minority community any other

The College tries its best to evolve a cohesive policy by adhering to the spirit of National commitment to ‘diversity and inclusion’ in the following ways:

- The College follows the state Government stipulated reservation policy for the SC, ST, OBC-A, OBC-B and differently abled candidates (SC – 22%, ST – 6%, OBC-A – 11%, OBC-B – 8%, differently able – 2%). Women form a part of the student applicants and no separate quota is allotted for them at present.
- For economically weaker sections, there is a merit-cum-means scholarships (notified at the middle of the year).
- The Alumni Association of the College encourages students by sponsoring books to one student belonging to first year Honours course and having the highest attendance in the respective Honours subject.
- The institution plans to implement a scheme of free studentship scheme for the First Year students (Honours and General) who have a 95% attendance in their Class lectures.
- The College has made certain infrastructural arrangements available for the convenience of the physically challenged in the Ground floor of the new building.(details provided in entry no.:2.2.1)

We believe that these provisions will actually provide an impetus to the different categories of students who have to be included, if our mission to create responsible citizens for tomorrow, as underlined in the Criteria 1, is to be effectively realized.

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

The details of the programs offered by the College and the trends are provided in table 2.2.

Table 2.2: Details of the programs offered by the College

Program	Year	No. of applications	No. of students registered	Demand ratio
Bengali (Honours)	2011	101	30	3.37
	2012	92	30	3.07
	2013	98	25	3.92
	2014	90	34	2.65
	2015	107	49	2.18
English (Honours)	2011	350	56	6.25
	2012	353	71	4.97
	2013	332	66	5.03
	2014	250	47	5.32
	2015	206	78	2.64
Geography (Honours)	2011	360	34	10.59
	2012	352	33	10.67
	2013	344	34	10.12
	2014	449	35	12.83
	2015	223	34	6.56
Political Science (Honours)	2011	15	4	3.75
	2012	30	14	2.14
	2013	16	4	4.00
	2014	17	5	3.40
	2015	72	30	2.40
Mathematics (Honours)	2011	320	45	7.11
	2012	315	45	7.00
	2013	298	32	9.31
	2014	217	45	4.82
	2015	177	62	2.85
Physics (Honours)	2011	190	15	12.67
	2012	224	29	7.72
	2013	287	29	9.90
	2014	336	43	7.81
	2015	206	41	5.02
Physiology (Honours)	2011	250	30	8.33
	2012	270	34	7.94
	2013	300	36	8.33
	2014	331	43	7.70
	2015	161	46	3.50
B. Com. (Honours)	2011	1350	55	24.55
	2012	1299	81	16.04
	2013	1059	89	11.90
	2014	1101	81	13.59
	2015	1017	80	12.71
B.A. (General)	2011	52	98	0.53
	2012	592	132	4.48
	2013	609	133	4.58
	2014	636	190	3.35
	2015	180	119	1.51

Program	Year	No. of applications	No. of students registered	Demand ratio
B. Sc. (General)	2011	314	45	6.98
	2012	278	75	3.71
	2013	263	43	6.12
	2014	219	64	3.42
	2015	70	35	2.00
B.Com. (General)	2011	890	58	15.34
	2012	877	78	11.24
	2013	833	93	8.96
	2014	820	78	10.51
	2015	506	72	7.02

- Demand ratio has been calculated as the ratio of the number of applications received to the number of students registered.

As the table above indicates, the College is witnessing an unfortunate trend as manifested in the decrease of the demand ratio in the different Departments in the successive years. This is undoubtedly an area of concern for the College. One of the reasons for such a trend may be that the change of the College hours from 3.45p.m to 2.00 p.m. from the 2014-'15 session has not been publicized adequately. Thus the response anticipated has not been effectively realized. Also in the last two academic sessions the government announced a 20% seat increase in all the subjects of all Colleges, thus entitling the student to choose from a variety of options and exercise his preference for other Colleges in the same locality. While the College will try to lure more students through better and more visible publicity, it also believes that the numbers always do not convey the entire story. Commitment to academic excellence is the top priority and thus the College is unanimously willing to prioritize quality over quantity. A smaller volume of students with an academic bent of mind will complement the dedication of the College to academic discipline.

2.2 Catering to student diversity

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

The College tries its best to cater to the needs of the differently-abled students by making/implementing the following provisions:

- The College follows the State Government policies regarding the needs of differently-abled students in its entirety and keeps seats reserved for them during admission to various programs.
- There is the provision of a wheel chair and a makeshift ramp in the College to provide assistance for the physically challenged students.
- The library of the College has been housed in the ground floor of the new building to facilitate ease of access for differently-abled students.
- The library staff are sympathetic to the needs of such students and will be helping them in every possible way.

- The College plans to install webcam in classrooms so that a differently-abled student, sitting at the ground floor, can get the ideas provided in the classroom.
- Also the ramp is constructed close to the dedicated parking lot of the College and a differently-abled student would be able to access it if he avails a private vehicle.

However, construction of a ramp in the old building is not possible due to space constraints. Once again we would like to reiterate that our commitment to the National policy of inclusion of the differently-abled in our educational institutions is total and we have pledged to endow them with the conducive facilities/conveniences to aid them in their quest for knowledge.

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

It is common knowledge that the leap from a +2 curriculum to an Undergraduate curriculum is huge and requires specific set of skills. The students opting for Honours and General Courses assessed by the concerned teacher/s by perusing their previous examination records [Madhyamik (Class 10) and Higher Secondary (+2)]. However, the marks of the Higher Secondary Examination become the central criteria for assessment of the student/s before the commencement of the Programme.

The teachers, in general, assess the knowledge and skills of the students of the respective Departments during counselling program before admission where a student's basic competence and ability is tested by the respective Departmental teachers. However, three Departments namely English, Mathematics and Physics have conducted admission tests in the session 2015 – '16 for their applicants to judge their understanding of the curriculum of class XII.

The response of the students during the first few weeks after the commencement of class also helps the teachers to get an idea about their knowledge and skills, and the subsequent teaching plans are framed accordingly.

Although the marks of the Higher Secondary Examination are essential for admission to a Honours / General Course, the teachers believe that the student needs to understand that an Undergraduate Degree Course requires the student to expand their academic skills in very specific ways (such as through meticulous reference work, library based research and trying to organize material studied into original answers) and thus a good +2 result should be the stepping stone and not a total yardstick of the student's potential. The teacher best understands the students' needs when he/she encounters them in the classroom lectures and thus the post commencement teaching plans better address a student's specific needs.

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 program of their choice?

The following strategies are adopted by the various Departments to bridge the knowledge gap encountered by the students:

- The Departments organize a subject specific orientation at the time of the general orientation. In this session Departmental teachers give the students a working idea of the requirements of the course and the nature of teaching. Also certain guidelines and principles of academic discipline are stressed in this session so that the student understands the need to evolve himself for an Undergraduate Academic programme (B. A. / B. Sc. / B. Com.).
- During the 2011-'2012 academic session a few students, who completed the previously present two-year general course, were admitted into a one year bridge course so as to get a certificate for three-year graduation course, as demanded by the present job market.
- Remedial classes and personalized interactions with the students help them to identify and redress their academic flaws.
- Knowledge gap of the enrolled students is reduced by means of taking frequent class tests and analysing the results to the students.
- Some teachers / Departments provide model answers or/and question modules to streamline the student's understanding of the course and equip him/her for the forthcoming University exams.

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

The College tries to sensitize its staff and students on issues such as gender inclusion, environment etc. in the following ways.

- In August 2011, a UGC sponsored 2-day seminar was organized jointly by the Departments of English, Economics and History, in collaboration with Ramakrishna Mission Institute of Culture on "Women and Spaces: Engendering and Regendering Identities". This seminar was an initiative on the part of the teaching faculty to make the staff and students relate to the concept of gender and identity. The presented papers have been compiled into a parallel publication entitled "Beyond Boundaries: Gender, Culture and Spaces" published by Cambridge Scholars Publishing, U.K.
- As per the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act 2013), the College has a Anti-Harassment Cell which looks into such gender sensitive issues. The members of this Cell try to resolve and redress any complaints which they receive with their sensitivity and experience.
- For students there is already a compulsory course on Environmental Studies in the third year, stipulated by the University of Calcutta. As a part of the course the students have to submit a project paper on some environment based issue. Working on such project papers naturally raises the level of awareness regarding environmental issues.

- The NSS unit of the College enlightens the students through their programs about environment and gender issues. Beside their health camp in the slum, the NSS unit organized in 2013 a seven-day special camp on the theme “Healthy Youth for Healthy India” and in 2014 a special camp on “Health and Sanitation”. Also the NSS Unit of the College has tried to keep the Campus clean and eco-friendly.



The NSS special camp during 2013 – ‘14

- The non-teaching staff of the College had also undertaken a Campus cleaning initiative recently in collaboration with the teaching staff of the College.
- It might be mentioned in this regard that the Students’ Union of the College actively urges the students to keep the Campus green and clean by eschewing plastic and refraining from littering the Campus.
- To strive towards the goal of a green Campus, the College is planning to develop a herbal garden on the terrace which might go a long way to foster eco-consciousness among the staff and students.
- Our most significant achievement in the area of environment is the installation of a solar photovoltaic rooftop power plant which supplies the power to the lobbies, stairs, corridors etc. in the Satellite Campus and thereby reduces the share of greenhouse gas emission to a considerable extent.

The above-mentioned points bear out the fact that the College is trying its best to sensitize the staff and students on the issues of gender, environment, health and hygiene. It goes without saying that these issues will always be crucial as they also contribute to our aforementioned goal of creating responsible citizens of tomorrow through our students and

not self-seeking individuals. Our future plans will also endeavour to raise consciousness on these issues and we will try to strive to make the Campus a space which will promote the ideals of gender equality and eco-friendly living.

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

The institutional faculty try their best to cater to the learning needs of advanced learners by practising the following measures:

- The response of the students during the classes, their performances in the class tests and their outside interaction with the teachers help to identify the advanced learners.
- The seminar libraries of the Departments also provide them with further reference materials to streamline their critical thinking and to further expand their intellectual horizons.
- The advanced learners are motivated to apply for summer programs.
- They are also encouraged to participate in seminars, quiz, debates etc. so that they can flourish in their field of interest. In 2015 the students from the Department of Mathematics participated in a poster Competition held in Belur Vidyamandir and bagged the third prize.
- The College is working to provide access of internet facility to students so that they can consult e-books and other online study materials. Three dedicated terminals with internet access will be available for student research and reference activity.

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

The Institution has evolved the following procedure to evaluate the academic performance of its students who are at the risk of drop out:

- ❖ The academic performance of the students is analysed through their involvement in the classroom teaching and activities as well as the results of the College tests.
- ❖ The Departmental teachers always try to keep constant vigil on the academic progress of the students. In most classes bilingual method of teaching is followed; remedial classes are arranged for the slow learners.
- ❖ For the economically weaker section, the College provides scholarships as well as a waiver of tuition fees.
- ❖ The Academic Subcommittee looks after the academic affairs and any glaring or unexpected poor results of a particular Department are deliberated upon and special classes are arranged during the slack session and in the period leading to the University exams.
- ❖ The Alumni Association of the College has a provision of book grant to needy students which has helped many students to continue with their education.

2.3 Teaching-learning process

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

The College plans and organizes the teaching, learning and evaluation schedules in the following manner:

- The teaching plan of the various Departments are published by the College, showing the syllabus distribution among the faculty members who form their own lesson plans depending on their allotted syllabus.
- The College, through the mediation of the Examination Subcommittee, holds its mid-term and selection test examinations in compliance with the Academic Calendar released by the University of Calcutta. The class tests and College examinations are also planned accordingly. The Academic Calendar prepared by the College contains the tentative dates of the internal exams to facilitate student information as well as the academic convenience of the Department.
- The Departments maintain the records for the class tests and tutorials.
- The Results Subcommittee organizes and monitors the evaluation process of the internal examinations and publishes the marks and attendance of the students appearing at those tests.
- The annual examinations are planned by the affiliating University.
- For laboratory based subjects the schedules for practical examinations are decided after finalizing the names of the external examiners, enquiring the program schedules of the two other Colleges sharing the same laboratory and checking the availability of the external examiner on the dates when the laboratories are available.



Students busy in analysing samples in the Chemistry laboratory

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

The IQAC of the College was established on 19-04-2013. Its present members are:

- (a) Dr. Ram Swarup Gangopadhyay (Principal-cum-Chairman)
- (b) Dr. Samir Kumar Ghosh (Coordinator and Associate Professor, Department of Physiology)
- (c) Sri Arunabha Misra (Associate Professor, Department of Geography)
- (d) Sk. Samsul Haque (Associate Professor, Department of Commerce)
- (e) Dr. Sarbari Ghosh (Associate Professor, Department of Mathematics)
- (f) Dr. Pranati Sinha (Mallick) (Assistant Professor, Department of Bengali)
- (g) Dr. Sandip Mukherjee (Bursar and Assistant Professor, Dept. of Chemistry).
- (h) Dr. Gautam Kundu (Government Nominee and External Member from Vidyasagar College, Kolkata).
- (i) Sri Sadhan Ray (Head Clerk)
- (j) Smt. Sadhana Bose (local Councillor).
- (k) Representative from the Students' Union.

The cell monitors the overall activities of the College and its development through:

- Monitoring teaching-learning processes by regular meeting with the academic and administrative committees.
- Coordination with internal and external stakeholders (like parents).
- Implementation of decisions regarding infrastructural development and teaching-learning processes.
- Support and monitoring of co-curricular and extra-curricular activities.
- Career advancement of faculties through performance based appraisal system (PBAS).
- Analysis of feedback from the stakeholders and inform the outcome to the same for any possible correction / modification.

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

The following support structures and systems are available for the teacher to develop skills among students:

- The Orientation Programme held on the opening day of the College session inspires, motivates and informs the students about the Institution.
- Scholarships, concessions, remedial classes, placement training, and special classes help in their grooming as a good human resource for the society as well as the job market.
- For the more academic-minded students the lectures are planned in a manner to inspire them for higher research.
- The lessons are planned to deliver in such a way that the level of teaching suits the average batch of students.

- The faculties avail the support of interactive teaching, audio-visual and computer based presentations and laboratories with modern equipment.
- The students are encouraged to participate in Departmental seminars and workshop (viz. those in Department of Mathematics) as well as those held in other institutes (e.g. the one held in Belur Vidyamandir, where the students of the Department of Mathematics bagged the third prize for Best Poster).
- Project based learning (pursued in the Departments of Environmental Studies, Commerce and Sociology), field visits (Departments of Botany, Zoology and Physiology), excursions (Department of Geography, Botany and Zoology) and surveys and practical classes also help to make the learning process student-centric.



Students from the Department of Commerce during their Project work in the Computer laboratory.

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 College takes special care to nurture the inquisitive mind of the youthful learners and encourages them to seek knowledge as a lifelong pursuit in the following manner:

- The seminars, workshop and other co-curricular activities in the College help the students to nurture critical thinking and creativity.
- Though the College cannot directly assist the students in research programs, the project based term papers included in the curriculum of B.Com. (Honours) help them to prepare for the job market.
- The project work included in the Environmental Studies (in 3rd year) helps to develop scientific temper by working on a current topic.

- Every Department tries to inspire the students to regularly attend classroom lectures to understand the modes of contemporary critical thinking in a particular area. Exposure to these lectures enables the students to gauge the range of their subjects. Thus they get to know about books, reference sources which take them beyond the world of the text.
- Independent learning is encouraged by giving the students open questions for discussions. Students' seminars (e.g. by the Department of Mathematics) are particularly useful in this aspect.
- Sometimes film shows and slide presentations were also arranged (viz. in Department of Bengali) for this purpose.
- Students are encouraged to view the online lectures available from other renowned institutes to get a better understanding of their subjects.
- Students are encouraged to participate in Science exhibitions (like the one held in this College in January 2015) so that their creative ability is nurtured.
- Programmes are held by Career-counselling Cell to give the students an idea about the job market and also to test their core competency in various professional organizations.

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.

The following facilities and technologies are used by the various Departments of the College for effective teaching:

- The Departments of Geography, Botany, Physiology and Zoology organize field tours for their students.
- The Departments of Bengali, History and Political Science also organize various educational tours to stimulate critical thinking and to provide fresh perspectives to the students in their chosen disciplines
- Powerpoint presentations, assisted by the online resources are sometimes used by some of the Departments for better presentations of the topics.
- The English Department has started Language Competency classes where “self-teaching” mode of lectures is employed. Interactive teaching modules have been procured from BBC to help the students to groom themselves to become more competent speakers. The Computer Laboratory provides the equipment required for the class: Sound system, Computer Consoles and head phones.
- INFLIBNET facility helps the faculties to enrich their knowledge in their respective subjects so as to apply them in classroom teaching.

Thus the College provides substantial technological facilities to the teacher to enable them to deliver effective teaching for the students and put them at par with their peers.



Students from the College during an Educational Tour in Hazarduari (Mushidabad)

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

The students and faculty are exposed to an advanced level of knowledge in the following manner:

- The College has started the tradition of Invited Lectures by renowned academicians / professionals on the occasion of our Founder's Day. In 2014 a lecture on Mars exploration by India was delivered by Prof. Debi Prasad Duari (Director, M. P. Birla Planetarium) and in 2015 a special lecture was given on the History and implications of the Special Theory of Relativity by Dr. Siddhartha Roy (Retired faculty, University of Kalyani). These special lectures may be regarded as exercises in inter-disciplinary or blended learning since a technical field is illuminated from a layman's perspective. The active question/answer session following these lectures is the proof of their efficacy in stimulating the young learners.
- Faculty Development Programmes along with Orientation and Refresher Courses and other Short Term Courses enable the faculties to enrich their knowledge.
- The faculties also participate in seminars and workshops and present papers in them.



Prof. Siddhartha Roy during his invited lecture on 26th September 2015.

- As already mentioned, the students are encouraged to attend the online lectures of the other institutes to learn better. They also participate in the seminars – in and outside the College – to update themselves.

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

The students routinely approach the Departmental head and other faculty members for guidance on various matters – academic or personal. Teachers have always been the best mentors for young learners and in this College the student-teacher relationship is such that the teachers evolve the system of mentoring in an informed manner. The Placement and Counselling Cell of the College also carries out psychological counselling of the students whenever needed, to solve their problems. In 2014, the Cell in collaboration with the NSS unit organized a students' counselling session. A drug-awareness camp has also been organized by the NSS unit during its Special Camp in March 2014 in collaboration with Narcotics Control Bureau, Govt. of India, on 26th June 2014 to stimulate students' awareness in this College. In future, the College plans to rope in trained professionals to address the issues pertaining to the psychological problems of students.

Any mentoring or counselling provided to students as a psycho-social support is done purely in an informal capacity and unless a planned or regimental system is incorporated such figures detailing beneficiaries and the process of psychosocial counselling cannot be estimated or provided with accuracy.



A glimpse from the seminar on Drug Awareness in March 2014.

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

The details of the innovative teaching practices are given below:

- The College always encourages its teachers to use computers, internet and e-resource facilities while teaching.
- Educational tours also help the students to relate the complex ideas of a subject in a relatively concrete manner and stimulate critical thinking and provide fresh insights.
- Self-teaching method adopted in the Language classes to boost student confidence.
- Smart classroom has been introduced to elevate learning to a new level where technology becomes an integral part of the teachers' teaching apparatus.
- Students' seminars (Department of Mathematics) and Mock Parliament session (Department of Political Science) help to improve the reasoning and speaking ability of the students.



During the Youth Parliament and Quiz Competition held on 24th November 2015.

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

The central library of the College with 30,000 books and 11 journal titles and the Departmental seminar libraries for Honours students are regularly used by the teachers and students. Books are regularly purchased in the libraries to upgrade the shelves according to the changes in syllabus. The LAN connection in the new building and the INFLIBNET facility equip the teachers to download the e-resources outside the library. The students also avail the internet facility to streamline the knowledge acquired in class.

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

The College definitely faces certain challenges in completing the curriculum within the planned time frame and calendar. Till the 2013 – '14 academic year, this problem was significant because the College had to share the building and infrastructure with Vidyasagar College (Day) as well as Vidyasagar College for Women and could fully utilize the old College building only after 5 pm on weekdays and 2 pm on Saturday. Only a handful of Honours classes could be arranged before 5 pm on weekdays. However, the new building has enabled the extension of the academic hours and the problem of completion of curriculum would be less severe now.

Problems in this regard still exist because several Departments suffer from the insufficiency or the lack of full time faculties. Moreover, the engagement of the existing

faculty members in examinations and other administrative duties also create problems in the completion of the curriculum.

However, the College tries to cope with the situation by the recruitment of guest faculties. Also Special Classes and Tutorials are held in the slack session to enable the faculty to finish any syllabus which is yet to be finished.

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

The IQAC of the College monitors and evaluates the quality of teaching learning. It collects feedbacks annually from the students to review their impression and experience about the library, laboratories, staff members and other facilities of the College. It keeps record of the Departmental activities like seminars and results of the students. It also provides suggestions to improve the academic performance of the Departments. As a result, the College continues to improve the teaching-learning process.

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.

The recruitment of the full time faculties of this College, like the other State-aided Colleges in West Bengal, is fully governed by the West Bengal College Service Commission. The Commission selects the eligible candidates from NET / SLET / SET qualified applicants on the basis of interview. The selected candidates in turn, choose their College at the time of counselling according to their rank. The present part time faculties are serving here from 2010 and since then no new part time faculty member has been recruited following the policies of the Government of West Bengal. However, guest faculties are recruited from time to time depending on the requirements of the respective Departments.

The highest qualifications of the existing Departmental teachers are given in table 2.3. The College provides the opportunities to the qualified competent teachers to attend the faculty development programs organized by UGC Academic Staff College and other reputed UGC accredited organizations.

Table 2.3: Highest qualifications of the faculty members

Highest qualification	Professor/Principal		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	1	-	2	1	8	5	17
M. Phil	-	-	-	-	-	1	1
PG	-	-	6	-	8	2	16
Temporary teachers (Guests and Substitute teachers)							
Ph.D.	-	-	-	-	1	-	1
M. Phil	-	-	-	-	-	-	-
PG	-	-	-	-	10	7	17
Part time teachers							
Ph.D.	-	-	-	-	2	-	2
M. Phil	--	-	-	-	2	-	2
PG	-	-	-	-	3	4	7

2.4.2 How does the institution cope with the growing demand / scarcity of qualified senior faculty to teach new programs / 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.

A qualified part time faculty is already present to teach IT in the curriculum of B.Com. From the current academic session, an experienced full time faculty has been engaged for the newly introduced Statistics General optional/elective paper. As soon the West Bengal College Service Commission asks for the requisition of faculties, the presence of any vacant substantive post is communicated to them. Also, while recruiting guest faculties it is checked whether they have the necessary expertise with the topics they are assigned.

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

a) Nomination to staff development programs

Table 2.4: Number of nominated faculties in Staff Development Programs

Academic Staff Development Programs	Number of faculty nominated
Refresher courses	11
HRD programs	-
Orientation programs	5
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / winter schools, workshops, etc.	11

Besides, the College encourages all activity related to the development of staff. Study leaves are sanctioned to the faculties for research purposes, especially to complete Ph.D. degree, and duty leave are provided to attend conferences, workshops, orientation courses, and refresher courses organized by Universities and institutes.

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

▪ **Teaching learning methods / approaches**

Most of the Arts Departments follow the oral lecture methods while Commerce and Science Departments use oral, chalk-and-board method and PowerPoint presentations for teaching.

The English Department has developed the Language Competency classes with a self-teaching module. The Mathematics Department also has an arrangement whereby each student teaches some part of the syllabus to his/her peers. As teaching approaches these endeavours deserve special mention.

The study tours, excursions, field trips, film shows and seminars conducted by the various Departments may easily be the salient features of the institution's ability to evolve innovative teaching methods.

▪ **Handling new curriculum**

The University of Calcutta organizes workshops when the existing syllabus is upgraded or new syllabus is introduced. The senior members of the faculty also help the newly appointed ones to effectively handle the new curriculum.

▪ **Content/knowledge management**

The faculties manage the curriculum using the syllabus as guideline. To facilitate knowledge management the faculties share their ideas with other faculties to get their opinions. Our teaching/lesson plans are also finalized and distributed following Departmental meetings before the commencement of the Academic programme.

▪ **Selection, development and use of enrichment materials**

Participation of the faculties in seminars and workshops in their respective subjects enriches their knowledge. The books in the libraries and e-resources also help to keep them upgraded. Moreover the procurement of books and journals are done according to the Departmental requisitions and thus are always updated. The staff is always encouraged to attend enrichment programmes.

▪ **Assessment**

There is a self-assessment system of the faculties to keep track of the academic, administrative and research-oriented duties performed by them. This is particularly important for the promotional purpose of the Assistant Professors, following the UGC guidelines. The heads of the Departments regularly meet with their respective faculties to discuss the improvement needed.

▪ **Cross cutting issues**

Faculties are encouraged to attend the interdisciplinary seminars organized by this College and other institutions. As mentioned earlier the seminars and invitational lectures are planned according to their interdisciplinary merits.

▪ **Audio visual aids/multimedia**

As mentioned earlier a self-teaching module has been adopted for the Language Classes hosted by the Department of English which makes use of Audio-visual aids.

▪ **Open educational resources (OER)**

The teachers employ e-resources, free software etc. to improve the teaching. The students are also encouraged to use them.

▪ **Teaching learning material development, selection and use**

Photocopies of study material, developed by the teachers after rigorous review of the available resources, are sometimes provided to the students for their ease of learning.

c) Percentage of faculty

- invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies: 12.5%.**
- participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies: 20%.**
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 12.5%.**

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 programs industrial engagement etc.)

The College is always striving for ways to enthuse teachers to pursue academic projects which would recharge them.

- Though the College is unable to support any research and academic publications, it encourages faculties to apply for research grants.
- Study leave is sanctioned to them to attend conferences and FDP. In the last five years two faculty members from the Department of Economics and one from the Department of English have successfully completed their Ph.D. through FDP. Presently one faculty from the Department of History and one from the Department of Commerce are availing FDP for the same purpose.
- Some of the faculties are involved in teaching in other institutions:
 - ✓ Dr. Samir Kumar Ghosh (Department of Physiology) in the University of Kalyani.
 - ✓ Dr. Sarbari Ghosh (Department of Mathematics) is teaching Atmospheric Science in the University of Calcutta during 2015 –'16.
 - ✓ Smt. Debalina Banerjee (Department of English) at the Post Graduate level in Rabindra Bharati University.

- ✓ Dr. Shymasree Basu (Department of English) at Post Graduate level at Narasingha Dutta College, Howrah(Self-Financed PG Course affiliated to CU).
- ✓ Dr. Sanjay Pramanick (Department of Bengali) at the University of Kalyani.
- ✓ Smt. Swati Maitra (Department of History) teaches at Netaji Subhash Open University.
- ✓ Faculty members of the Departments of Geography and Physiology are also involved in teaching the M.Sc. courses run in this College under Directorate of Distance Education, Vidyasagar University.

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.

None of the faculty members have received awards / recognition at the State, National and International level for excellence in teaching during the recent past.

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?

The College has an evaluation system of the faculties by the second year students. As for example in academic year 2014-'15 analysis of feedback submitted by the students show the following result shown in table 2.5.

Table 2.5: Result of feedback analysis of Faculty members

Percentage score	Number of Teachers
Above 90	16
Between 81 and 90	12
Between 71 and 80	07
Between 61 and 70	02
Below 60	-

Therefore performance of most of the teachers is satisfactory as per stakeholder's feedback.

From the current academic session (2015 – '16), feedback from newly admitted first year students are also being taken. The IQAC analyses the feedback and convey it to the respective faculties who in turn, can use them to rectify their shortfalls.

2.5 Evaluation process and reforms

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

The students are made aware of the evaluation process of the College at the Orientation Programme held at the beginning of the first year. The students also communicate with their teachers regarding the system of evaluation. Regular attendance in the classroom ensures that the students get to know about the evaluation / examination schedule beforehand. The College notice board puts up the schedule of the Internal as well as University exams well in advance to alert the students.

The internal evaluation system consists of class tests, mid-term tests and selection tests at the College level and the annual system of the University examinations (Part-I, Part-II and Part-III at the end of first, second and third year respectively).

After the examinations the results are tabulated and declared by the College. The students also get to see their scripts and address their queries and clarifications regarding the grading to the concerned examiner.

The results are generated and tabulated through Computer to make it relatively error free.

It may also be remarked that before the final form fill-up preceding the University examinations, the student's performance in the Test exams is tallied with his attendance percentage in the Honours and General lectures. Shortfall, if any, is penalized by levying fines.

The evaluation process, it should be mentioned, is also quite democratic. Students may address their result-related grievances to the Result Sub Committee.

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 major evaluation reform by the University of Calcutta was to conduct the University examination at the end of each academic year (1+1+1 system) with modular system of question papers. This was a departure from the earlier (2+1) system. The question pattern in some subjects favour short questions. From 2013, the practical examinations are being conducted in the respective Colleges (home center). The University has also directed since 2008 – '09 to conduct mid-term tests as preliminary assessment of students. These reforms have been welcomed by the teachers and students because they have reduced the examination stress.

The same pattern of questioning is used in the College in-house examinations. After evaluation in the College examinations, the answer scripts are shown to the students to help them in identifying their mistakes. The College has a plan to purchase customized software to keep the marks and attendance records of the students in LAN-based computers, so that any faculty can store the marks obtained by the students who in turn can view them using the same software at a later time for all subjects. The Principal would then be also able to see the attendance report and marks of a particular student whenever needed.

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?

To ensure effective implementation of the evaluation reforms of the University, the College maintains a regular contact with the administration of the University. Faculty members are appointed as examiners and paper-setters. The Examination Committee of this College ensures smooth conduct of the examination process.

The students are tirelessly coached in the importance of university and internal exams and the necessity to be present for both. After the Mid Term tests the Departments summon guardians of those students who fail to obtain satisfactory marks in the subject.

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.

The formative assessment of the student involves measuring the skills verbally, in seminars and class tests as well as mid-term tests. These serve as tools in obtaining feedback on their understanding of the subject. Special remedial classes are arranged for the slow learners.

The summative evaluation consists of the students' performance at the selection tests and at the annual University examinations at the end of each academic year.

The students who secure first class in the final (Part-III) examination are awarded prizes at the annual prize distribution event of the College. This serves as a motivation to the junior students for better academic performance.



A student receiving prize from Smt. Smita Bakshi, the local MLA for securing 1st class in C.U. Part-III Examination, 2015.

The fact that the Departmental teachers always keep the guardians informed about the progress of their wards has also had a positive impact on the system with the guardians now comprehending the need to counsel the ward to perform better.

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

The College maintains complete transparency in the internal assessments. After the evaluation of answer scripts, they are shown to the students and any confusion arising is solved on the spot.

Also the marks of all the Departments are centrally received and processed, thus minimizing any kind of discrepancy.

The internal assessment of the student does not give weightage to behavioural aspects but the attendance percentage is given due importance. Also the grading and evaluation of the class tests as well as the Mid-Term and Test Exams are done in a manner which gives credit to candidates who give evidence of original, critical thinking in their answers. As far as communication skills are concerned the student is encouraged to express him/herself in English (except in vernaculars) to put him/her at par with their national peers. This is also desirable because a candidate might choose to further his PG studies in a different state and communication skills in English will be an added advantage. The University has also allotted two 50 marks Compulsory Papers for (English and Modern Indian Vernacular) which the student has to pass in order to get a Graduation degree. Thus the Compulsory English and Bengali/Hindi classes are held regularly and the teachers evaluate the students regularly enough.

As has been stated earlier a lot of the students come from economically challenged backgrounds and have very little knowledge of English. Thus even if it is desired to, adequate percentage allotment of marks for English communication skills cannot be kept because question papers as well as class lectures have to be bilingual.

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?

The University of Calcutta specifies a particular percentage of marks and a particular percentage of attendance in lectures as attributes of a graduate.

However, we choose to interpret this word 'attributes' in consonance with our avowed mission of character-building (as underlined in Criterion 1). The College endeavours to mould its students through comprehensive education by inculcating the qualities of confidence, competence, excellence and moral fortitude.

The students imbibe valuable lessons through seminars, moral lectures, presentations and community outreach programs (through NSS). These develop the personality and outlook of the students and generate a social orientation in them, so that they can become global citizens.

Thus moral integrity as well as academic excellence is equally promoted as graduate attributes. Moreover, our founder Pandit Ishwar Chandra Vidyasagar epitomized the confluence of these two traits in his personality and an institution preserving his legacy should commemorate his values by emphasizing these twin ideals.

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

The evaluation process in the College is absolutely transparent and any doubt, expressed by the student after seeing the evaluated answer script, it is immediately cleared through discussions.

For University examinations, the students may apply for scrutiny or re-examination of the answer script in the prescribed proforma, forwarded by the College authority, within a stipulated time. Under the RTI act they can also apply to get the photocopy of their evaluated answer scripts.

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 College has the following clearly stated learning outcomes:

- Freedom to express their views.
- Participation in outreach programs through NSS.
- High level of pragmatic skill.
- Inculcation of moral and ethical values.
- Development of competent and committed human resource nourished with profound humanistic tradition.

The students and the staff members are made aware of these through the Orientation Programme at the beginning of academic session, College website and through teachers in the classes.

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

The progress and performance of the students are monitored by their respective Department. The results are displayed after each examination and the faculties discuss with the students their performance and the ways for improvement. Slow learners are helped through remedial classes. The results of the University examinations are displayed on the notices board and they are also accessible through internet. The College keeps the records of the marks in the internal tests and the University examinations. A comparison of such results for the honours subjects is given in Annexure 4.

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 following are the strategies adopted by the College to facilitate the achievement of the intended learning outcomes:

- Use of modern teaching methods like PowerPoint presentation besides the lecture method of teaching to make the process of teaching more interesting.
- Application of charts, photographs etc. by some Departments (e.g. Geography, Physiology, Chemistry) to illustrate their lectures.
- Enrichment of the knowledge of the faculties by attending seminars and faculty development courses and communicate their knowledge to the students.
- Excursion and field work by some Departments to encourage young learners.
- Debates, quiz competitions, wall magazines, College magazine and Departmental seminars to enrich the students.

These strategies, we believe, are suited to complement our intended learning outcomes.

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?

In the introductory classes to any course, the new students are made aware of the social and economic relevance of the course. Throughout the year, the seminars attended by the students as well as their involvement in NSS activities enhance their research aptitude and responsibility to the society.

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

The regularity of the students in attending College and their performance in the examinations are collected by the Results Subcommittee. This data is monitored by the IQAC and Results Subcommittee so as to suggest necessary actions to improve the performance of the students. In future, the College plans to use a specialized software package to store these data for each student so that the three-year performance can be viewed whenever needed.

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

The achievement of learning outcome is monitored through the students' performance in the examinations are meticulously collected and stored by the College office using a software package. The results of the College and University examinations are discussed in the Departmental meetings and remedial classes are arranged for slow learners.

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.

The institution and individual teachers use assessment / evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning. Based on the performance in class and examinations the slow and advanced learners are identified. The slow learners are encouraged to attend remedial classes to bridge their knowledge gap. The advanced learners are given home-work, special tutorials to enhance their knowledge. Books of the Departmental library are distributed to equip the students with the available knowledge.

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

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?

The College is yet to have any recognized research center.

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 as such does not have any Research Committee. However, the research proposals sent to UGC or other funding agencies are screened by IQAC. The composition of IQAC has already been mentioned in section 2.3.2. It requests and motivates all faculty members to write research projects for future funding and research. It also requests the faculties to organize seminars so that the students are suitably motivated about the reach and possibilities of research work. This might be beneficial for faculties as well. As an impact of the above steps, a good number of the faculty members are engaged in active research as compared to the previous years (e.g. Dr. Tamal Das of Department of Physiology and Dr. Biswajoy Brahmachari of Department of Physics). They are approaching other organizations for research grant and some have already received it (e.g. Dr. Samir Kumar Ghosh of Department of Physiology, Sri Debasish Joddar of Department of Economics and Dr. Pushan Banerjee of Department of Physics). Some of the faculties are also supervising Ph.D. students (e.g. Dr. Samir Kumar Ghosh in the University of Calcutta and University of Kalyani, Dr. Sarbari Ghosh of Department of Mathematics in Jadavpur University).

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

The College itself has limited resources to facilitate and implement research schemes. However, the authority constantly encourages the members of various faculties who exhibit inclination to research, handle projects and guide research scholars. This provides a psychological boost as reflected in a steady increase in the number of faculty members getting involved in active research. The College authority further extends the following support to make the process easier:

- ❖ Autonomy of the principal investigator (PI) is ensured.
- ❖ Resources are released in timely manner upon receiving funds from the respective agency.
- ❖ Depending upon the nature of the research project, the PI can engage the necessary human resource for the work. The College library also helps the researchers through its information resources.
- ❖ Leave is approved for attending workshops / conferences or for pursuing Ph. D. work (if necessary) under UGC FDP scheme.

- ❖ Assistance is given for timely auditing and submission of utilization certificate to the funding authorities.
- ❖ With the erection of a new building the College now could manage to dedicate more space for the purpose of research by providing a room for carrying out major / minor project related works (MRP room).
- ❖ INFLIBNET facility helps the research minded faculty members to browse the e-resources of their area of interest.

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

Being an undergraduate College, there is limited scope to cultivate research culture and aptitude among the students through active involvement. However, the College endeavours in this regard in the following ways:

- While teaching, the faculty members try to elaborate the evolution of any particular topic and its current developments. The students thus get an idea about how the eminent thinkers look at the topic.
- The paper on Environment Studies, the practical classes and the projects embedded in the curriculum of different subjects empower the students to develop scientific aptitude. They can exploit their knowledge about data processing, analysis and documentation while preparing the project reports.



Students engaged in practical class in the Department of Physiology

- Seminars and workshops are organized in the College on various topics and students can exchange their ideas with the resource persons through these programs.
- The Science exhibition organized by the College last year also encouraged the students to foster interest in science-based problems.

- The College provides internet connection to its faculties and students in the College.
- Some peer-reviewed journals are subscribed in the library and e-resources are available through INFLIBNET.
- The College is waiting for the approval to the plan of another floor from the appropriate authority; on obtaining which a defined space with a central facility may be dedicated to 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.

In spite of being an undergraduate College, the faculty members take good interest in carrying out active research, as described below.

- ❖ Dr. Samir Kumar Ghosh (Department of Physiology) and Dr. Sarbari Ghosh (Department of Mathematics) are involved in student research guidance in the University of Calcutta, University of Kalyani and Jadavpur University respectively.
- ❖ Dr. Sanjay Pramanick (Department of Bengali) and Dr. Tapan Kumar Lai (Department of Chemistry) have completed their research projects during the past few years.
- ❖ Dr. Pushan Banerjee (Department of Physics) is supervising a student in a major project funded by UGC-DAE Consortium for Scientific Research, Kolkata.
- ❖ Sri Debasish Joddar (Department of Economics) and Dr. Samir Kumar Ghosh (Department of Physiology) are carrying out research work through UGC funding.
- ❖ Dr. Biswajoy Brahmachari (Department of Physics) and Dr. Tamal Das (Department of Physiology) are proceeding with their post-doctoral research.
- ❖ Besides, about three faculty members have been awarded Ph.D. during the last four years; two have submitted their thesis.
- ❖ Ten faculty members are engaged in their respective Ph. D. work in different Universities in this State.

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.

The following programs were arranged in the College to imbibe research culture among staff and students.

- A good number of monthly academic meets (for UG students) named “Sanibarer Pathshala” (Saturday School) organized by the Department of Mathematics in the last Saturday of every month, in collaboration with Indian Society of Nonlinear Analysis (ISNA).
- One day workshop named “Notun Swade Bigyaan” (for school students) on 21-01-15, organized by the Department of Mathematics in collaboration with Center for Interdisciplinary Research and Education, Kolkata and sponsored by ISNA.

- One day State level seminar on “Current Thrust Areas of Experimental Research in Physical Science” on 25th April 2015, organized by the Department of Physics and sponsored by DST, Govt. of West Bengal.



Prof. A. RayChaudhury addressing the audience in the seminar on 25th April 2015.

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

The research areas vary widely according to the Departments. The necessary expertise available is mainly through collaboration of the individual faculty members. The respective areas of interest of the teachers engaged in research are shown in table 3.1.

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 College has organized various National and Departmental seminars where experts in different subjects presented their views before the students as well as the faculty members. The names of such experts who visited the College in connection to different seminars / workshops are available from the Departmental profiles.

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?

About 15% (five out of thirty five) faculty members have utilized sabbatical leave in last four years. Two members from the Department of Economics and one from the Department of English have submitted their Ph. D. thesis. It is hoped that the work of those faculty members would benefit the staff and student community of the College. Following their way, one faculty member from the Department of History and one from the Department of Commerce have taken Sabbatical leave and some of the young faculty members have expressed their interest to avail such leave in future.

Table 3.1: Areas of interest in research of the faculty members

Sl. no.	Name	Department	Area of research interest
1.	Sanjoy Pramanick	Bengali	Linguistics; Modernism in Tagore's creations
2.	Susmita Saha	Bengali	Various aspects of Tagore, Drama, Women's liberation
3.	Gautam Sardar	Bengali	Linguistics
4.	Pranati Sinha	Bengali	Women's studies
5.	Mahasweta Das	Botany	Melissopalynology
6.	Tapan Kumar Lai	Chemistry	Natural products chemistry
7.	Sandip Mukherjee	Chemistry	Coordination chemistry
8.	Anjan Kr. Ray Choudhury	Commerce	Direct and indirect taxation
9.	Sarajit Sardar	Commerce	Contemporary marketing strategies
10.	Suparna Nandy	Economics	Finance
11.	Debasish Joddar	Economics	Rural Economy and microfinance
12.	Debalina Banerjee	English	Women's writing and Gender Theory
13.	Shymasree Basu	English	Afro-American and American literature
14.	Priyabrata DasGupta	Env. Studies	Ecology
15.	Arunabha Misra	Geography	Demography
16.	Sarbari Ghosh	Mathematics	Applications of Mathematics and Statistics in Atmospheric Science
17.	Shyamasree Ghosh Dastidar	Mathematics	Numerical range and optimal distance vectors
18.	Alakesh Maity	Mathematics	Non-linear dynamics and biomathematics
19.	Biswajoy Brahmachari	Physics	Particle physics
20.	Pushan Banerjee	Physics	Thin film inorganic solar cell materials
21.	Kartick Malik	Physics	Thermoelectric materials
22.	Dibyendu Biswas	Physics	Atmospheric science
23.	Samir Kumar Ghosh	Physiology	Cognitive neuroscience
24.	Tamal Das	Physiology	Ergonomics
25.	Aindrila Das	Physiology	Nutrition and health
26.	Samrat Dev	Physiology	Ergonomics
27.	Pratyay Dutta	Political Sc.	Modern Indian political thoughts
28.	Sanjoy Kumar Ghosh	Statistics	Statistical inference
29.	Parbati Chatterjee	Zoology	Entomology

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 always encourages the faculty members to publish their work in journals or present them in conferences, so as to make the community aware about their research. Moreover,

- A dedicated anthology on gender related issues "Beyond Boundaries: Gender, Culture and Spaces" published by Cambridge Scholars Publishing, UK, based on the proceedings of the UGC sponsored National Conference organized by the College has created awareness about research in Gender studies.
- A Teachers' study circle has contributed to the atmosphere of interdisciplinary research. The study circle is organizing a seminar on "19th Century Bengal: Ideas, Contexts and Continuities", with presentations by the faculties of the College on diverse academic disciplines.



Dr. Susmita Saha delivering her presentation in the first programme of Teachers' Study Circle on 12th December 2015

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.

The research funding is provided by the external agencies and the College has no budgetary provision for research activities.

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

The College acts as a disbursing authority for the external funding received by the faculty members research.

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

The College does not have the financial provision to support students' research projects. However, the College provides all other kinds of assistance to the students for project based work.

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

In general, the various Departments are not involved among themselves for carrying out interdisciplinary research. The limited facilities available in the College also act as a constraint here. However, some of the faculty members carry out interdisciplinary work. Besides there is an internal mechanism in the College – the Teachers’ Study Circle – to promote the culture of interdisciplinary research. The said circle is going to organize a conference on “19th Century Bengal: Ideas, Contexts and Continuities” in December 2015, with presentations by the faculties of the College on diverse academic disciplines regarding the activities in Bengal during the 19th Century.

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 College is, in general, yet to provide any specialized equipment for research work, other than providing internet and INFLIBNET facility to the faculty members for enabling them to be informed about the progress in various fields of research. A dedicated room (MRP room) has also been allotted to them for carrying out research work. However, in the Department of Physiology, the equipment available has enabled one faculty member to carry out some of his Ph.D. activities in this College.

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

The College is yet to receive any such grant.

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

The College helps the interested faculty members to approach the funding agencies for research activities. The ongoing and completed projects during the last four years are presented in tables 3.2 and 3.3 respectively.

3.3 Research Facilities

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

The College provides internet facility to the faculty members to access the information resources necessary for research. The INFLIBNET facility provided to the faculty members enable them to assess online resources necessary for their research. The College also has a dedicated room (MRP room) where researchers may discuss their ideas.

Table 3.2: Details of ongoing research projects

Nature of the Project	Duration Year From To	P.I and Department	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
					Sanctioned	Received	
Major project	2014 - 2016 (Three years)	Dr. Pushan Banerjee, Dept. of Physics	Ion beam induced modifications of the structural and opto-electronic properties of SnS thin films	UGC-DAE Consortium for Scientific Research, Kolkata	Rs. 25,000/- p.a. as cont.; Rs. 16,000/- p.m. + HRA for 3 years	Rs. 1,17,147/- (Till March 2015)	Rs. 1,17,147/-
Minor project	2015 - 2017 (Two years)	Dr. Samir Kumar Ghosh, Dept. of Physiology	Histochemical and histomorphometric ... induced neurodegeneration in brain regions	UGC	Rs. 3,00,000/-	Rs. 2,25,000/-	Rs. 2,25,000/-
Minor project	2015 - 2017 (Two years)	Sri Debasish Joddar, Dept. of Economics	Development of microentrepreneurship in West Bengal – problems and prospects	UGC	Rs. 1,50,000/-	Rs. 1,10,000/-	Rs. 1,10,000/-

Table 3.3: Details of completed research projects

Nature of the Project	Duration Year From To	P.I and Department	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
					Sanctioned	Received	
Minor project	2011 - 2013 (18 months)	Dr. Sanjoy Pramanick, Dept. of Bengali	“Narendranath Mitra galpe patitader sthan o samasya”	UGC	Rs. 1,20,000/-	Rs. 95,000/-	Rs. 95,000/-
Minor project	2012 - 2014 (Two years)	Dr. Samir Kumar Ghosh, Dept. of Physiology	“Nutritional assessment of ... urban slum of Kolkata”	UGC	Rs. 1,15,000/-	Rs. 1,05,000/-	Rs. 1,05,000/-
Minor project	Completed in 2010	Dr. Tapan Kumar Lai, Dept. of Chemistry	“Bioactivity directed ... <i>Spondias magnifera</i> Wild	UGC	Rs. 85,000/-	Rs. 85,000/-	Rs. 85,000/-

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?

Subscription to INFLIBNET gives the interested faculty members an opening to browse the journals and e-sources. The faculty members are also encouraged to discuss among themselves to generate ideas about any possible interdisciplinary field of research.

However, due to space constraints, the College is unable to provide any laboratory for research work to faculty members.

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

The College is yet to receive any such grant.

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

Such facilities are provided through individual collaborations of the faculty members pursuing collaborative research work. The members also borrow books from the library and download study materials through internet for their research works.

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

Computing and browsing facility are available in the College library during the College hours. The College has subscribed to UGC INFLIBNET to access journals for the support of researchers. The books available in the Departmental and College library also help the researchers in that purpose.

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

Basic administrative and browsing facilities are provided by the College but the research institutes have not created any collaborative research facility here.

3.4 Research Publications and Awards

The College always encourages its faculty members to carry out original research activities, though the system of providing incentives upon receiving research awards is not present in the Institution

The College does not publish any research journal of its own. The faculty members publish their research papers / articles in popular journals and magazines. The summary of the research output of the faculty members are described below. The detailed list of publications by the faculty is given in Annexure 5.

Table 3.4: Details of publications of the faculty members during the last five years

Sl. no.	Name/Department	a	b1	b2	C	d	e	f	g	h	i	j	k
1.	Sanjoy Pramanick (Bengali)	19	-	-	-	5	-	15	-	-	-	-	-
2.	Susmita Saha (Bengali)	8	-	-	-	-	-	1	-	-	-	-	-
3.	Gautam Sardar (Bengali)	3	-	-	-	-	-	-	-	-	-	-	-
4.	Pranati Sinha (Bengali)	8	1	-	-	3	-	-	-	-	-	-	-
5.	Mahasweta Das (Botany)	2	-	1	-	-	-	-	-	-	-	1	-
6.	Tapan Kumar Lai (Chemistry)	4	-	4	-	-	-	-	-	-	-	4	-
7.	Sandip Mukherjee (Chemistry)	2	-	1	-	-	-	-	-	-	-	1	-
8.	Anjan Kr. Ray Choudhury (Commerce)	2	-	-	-	2	-	-	-	-	-	2	-
9.	Sarajit Sardar (Commerce)	3	-	-	-	3	-	2	-	-	-	-	-
10.	Suparna Nandy (Pal) (Economics)	7	2	3	-	2	-	2	-	-	-	-	-
11.	Debasish Joddar (Economics)	4	-	1	-	3	-	4	-	-	-	1	-
12.	Debalina Banerjee (English)	17	3	2	-	9	3	16	-	-	-	-	-
13.	Shymasree Basu (English)	14	10	-	-	4	-	14	-	-	-	-	-
14.	Priyabrata DasGupta (Env.Studies)	8	-	-	-	-	-	-	-	-	-	-	-
15.	Arunabha Misra (Geography)	11	-	-	-	11	-	-	-	-	-	-	-
16.	Jadab Lal Santra (Geography)	2	-	-	-	2	-	-	-	-	-	-	-
17.	Sarbari Ghosh (Mathematics)	8	5	3	-	-	-	7	-	-	-	4	-
18.	Shyamasree Ghosh Dastidar (Mathematics)	1	1	-	-	-	-	-	-	-	-	-	-
19.	Alakesh Maity (Mathematics)	8	-	8	8	-	-	-	-	-	-	5	-
20.	Biswajoy Brahmachari (Physics)	4	-	3	3	-	-	-	3	3	3	3	-
21.	Pushan Banerjee (Physics)	5	-	5	5	-	-	-	5	5	5	5	-
22.	Kartick Malick (Physics)	7	-	4	7	-	-	-	4	4	4	4	-
23.	Samir Kumar Ghosh (Physiology)	1	-	1	-	-	-	-	-	-	-	-	-
24.	Tamal Das (Physiology)	16	2	6	-	-	2	9	-	-	-	5	-
25.	Aindrila Das (Physiology)	1	-	1	-	-	-	-	-	-	-	-	-
26.	Samrat Dev (Physiology)	13	3	10	-	-	-	-	-	-	-	5	-
27.	Pratyay Dutta (Political Science)	12	-	-	-	2	-	8	-	-	-	-	-
28.	Sanjoy Kumar Ghosh (Statistics)	1	-	1	-	-	-	1	-	-	-	-	-
29.	Parbati Chatterjee (Zoology)	10	7	3	-	-	-	10	-	-	-	-	-

- a: Publication per faculty
- b: Number of papers published by faculty and students in peer reviewed journals (b1: national / b2: international)
- c: Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- d: Monographs, chapter in Books
- e: Books Edited
- f: Journals / Books with ISBN/ISSN numbers.
- g: Citation Index
- h: SNIP
- i: SJR
- j: Impact factor
- k: h-index

3.5 Consultancy

There is no independent policy to promote consultancy in the College and no income is therefore generated through consultancy.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

The College promotes institution-neighbourhood-community network and student engagement through the following measures:

- The College takes care of the participation of students and faculty members in the extension and outreach activities. Students are encouraged to volunteer whole heartedly for all such programmes. The main impetus behind such activities is society building and character building which ultimately manifests itself in the form of positive nation building.
- The NSS unit organizes a blood-donation camp every year. The unit has adopted Jhamapukur slum nearby and takes part in the developmental programs of the slum (e.g. literacy programme, polio immunization, awareness development programme, competition among slum children). Tree-plantation program is also carried out annually by the NSS unit.



Blood donation camp organized by NSS Unit in 2014.

- The NSS unit also observes the special days like Independence day, Republic day, National Unity day, NSS day, Youth day etc.
- The College organized a fun mathematics workshop on 21st January 2015 for students from local school “Notun Swade Bigyaan” in collaboration with Center for Interdisciplinary Research and Education, Kolkata, to inculcate in young minds a love for the scientific spirit. A few local Schools participated in the programme by sending their students.
- The educational seminars organized by the various Departments help to widen the students’ knowledge beyond the formal curriculum.

- Value-education lectures organized in the College help in the holistic development of the students.

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

The College tracks the participation of students in different NSS programs, as organized by University of Calcutta (e.g. observation of World AIDS day, pre-Republic day parade, National Youth Festival, Cultural Programs of NSS etc.). Other data regarding these involvements are available chiefly through Departmental contacts.

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

The Institution gives due importance to the stakeholders' perceptions on the performance and quality of the institution. To solicit the views and expectations of the students, parents, and alumni and their feedback on the performance of the Institution, the following steps are taken by the IQAC:

- As part of the Internal Quality Assessment, the 2nd year UG students fill up feedback questionnaires on teaching and other aspects of the College. This feedback is considered by the respective Departments in order to enhance the teaching-learning process and incorporate the valid suggestions of the students. The format of students' feedback is provided in Annexure-7.
- Feedback is also taken from the 1st year UG students during middle of the session about the performance of every teacher in their class. Individual teaching members modify their teaching action or plan, if needed, considering those feedback.
- Creating free atmosphere for student-teacher interaction inside and outside the class.
- Feedback from parents is taken through parents-teachers meet at regular intervals.
- Feedback from alumni through meeting with Alumni Association.
- The information obtained from meetings of the Principal with members of various Subcommittees and Teachers' Council.

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

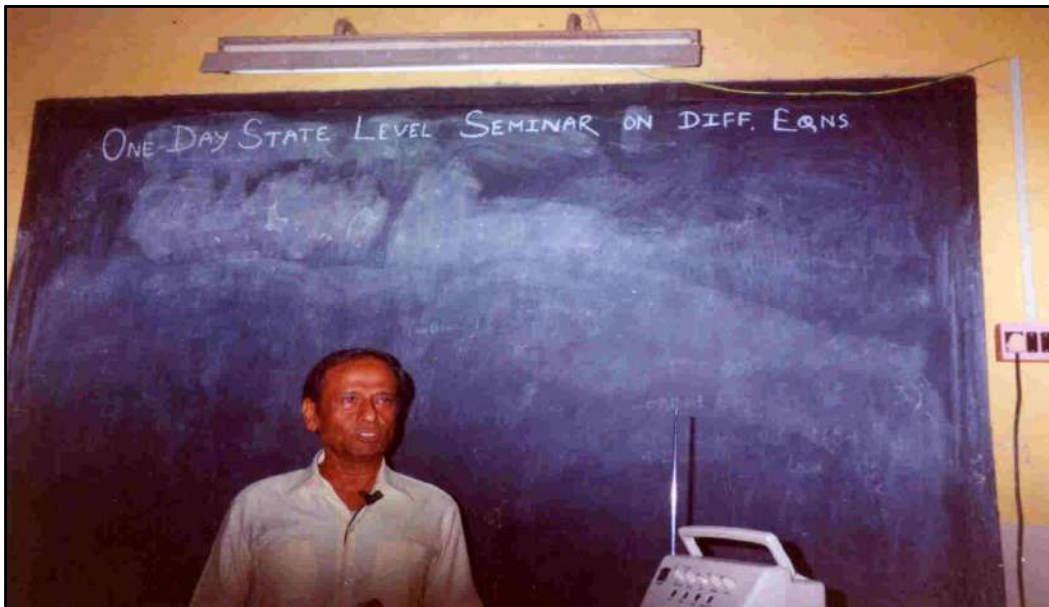
The College contributes in a big way to towards the organization and implementation of various outreach and extension programmes. The college funds and hosts memorial lectures, Departmental seminars, workshops, staff computer training programs, Communicative English courses that go a long way in students' career building. The extension and outreach programs that impact character and society building are planned by the NSS unit and the Students' Union in the College. The fund for the Students' Union is provided by the College while the Government of India contributes to the necessary budget for NSS (Rs, 22,500/- p.a. for special camp, Rs. 13,500/- p.a. for other expenses).

A list of such programmes in the last four years is given below. The budget for such activities (except NSS programmes has been shown under the head “Seminar and Cultural activities” (entry no. 9) in table 4.5.

The various Extension and Outreach programmes organized by the College in the last few years are listed below.

Extension programmes

- “Sanibarar Pathsala” – students’ monthly academic meet organized by the Dept. of Mathematics on the last Saturday of every month, open to all UG students.
- Value Education Programmes for holistic development of students.
- Debate, music, quiz and extempore competition organized by the Students’ Activity Subcommittee prior to the Founder’s day (26th September) each year.
- “Differential Equations: A Roadmap from its Formation to Application” – State level seminar organized by the Department of Mathematics on 5th March 2011.



Prof. P. R. Ghosh delivering his lecture in the State level seminar on 5th March 2011.

- “Rabindranath and His Political Thought” – UGC sponsored State level seminar, in collaboration with Anandamohan College, Kolkata on 4th April 2011.
- A short term training programme for Quantitative Aptitude, General Intelligence and Communicative English during 22nd June – 26th June 2015.
- “Women and Spaces: Engendering and Regendering Identities” – a National seminar organized by the Departments of English, History and Political Science on 29th and 30th August 2011.
- “Financial Education Workshop for Young Investors” – organized by the Department of Commerce on 22nd November 2014 for UG students.

- “Communication for Success” – a talk by Prof. Ajay Bhar from Haldia Institute of Technology in November 2014.



Mr. H. Biswas delivering his talk in the National Seminar on 29th August 2011.

- “Current Thrust Areas of Experimental Research in Physical Science” – a State level Seminar for students and research scholars on 25th April 2015.
- Affirmative Action Programme organized by Tata Consultancy Services during 30th June – 16th July 2015 for training and absorbing qualified UG students.
- Youth Parliament and Quiz Competition on 24th November 2015.
- An Extempore Competition on “Anti-corruption”, arranged in collaboration with Balmer Lawrie & Co. Ltd. (a Govt. of India enterprise), on 14th October 2015, to adopt and evolve preventive techniques to arrest the germination of seeds of corruption against the youth, School and College level students.

Outreach programmes

- Science Exhibition – involving science models presented by students from local Colleges on 20th and 21st December 2014.
- “Notun Swade Bigyaan” – one day Workshop for local School students on 21st January 2015.
- Blood donation camp organized by the NSS unit every year.



Science exhibition organized by the College in December 2014.

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

The College takes care of the participation of students and faculty members in the extension activities chiefly through NSS. Students are encouraged to volunteer whole heartedly for all its activities. The fact that the College has received an award as the best NSS unit under the University of Calcutta (2011) speaks volumes about the encouragement of the College and the active participation of the students and faculty members. Notices are issued, students are addressed individually and collectively, orientation for the first year students and awareness programs are organized periodically. The Students' Union also encourages its members to work in collaborative measures with the NSS volunteers. The major impetus behind such activities is society building and character building which ultimately manifests itself in the form of positive nation building.

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

The following list details the extent of extension work undertaken by the College:

- The NSS unit organizes free health camps and awareness programmes and conducts surveys in the surrounding slums regarding their socio-economic conditions.



NSS volunteers during a socioeconomic survey in Jhamapukur slum

- Fees concessions are provided by the college to meritorious students and students from economically backward families.
- Teachers themselves have sometimes financially helped individual students for procuring books and study materials.
- The College works in accordance with the reservation system of the Government, during admission procedures.
- Minority scholarships, Kanyashree schemes etc. are duly implemented by the college so that the students can fully utilize the schemes.

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.

A training program has been conducted in the College to enable students for various competitive examinations during 22nd – 26th June 2015. Underprivileged and vulnerable sections of the student community get benefitted from the various schemes and these initiatives enable the students to continue with their pursuit of knowledge, unhindered. Social and moral commitment and professional competence is the natural and expected outcome of these schemes and benefits.

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?

- ❖ NSS activities that focus on the health and hygiene issues of the surrounding slums with necessary help from the local Councillor and MLA contribute towards community development and participation.
- ❖ The College has organized a popular level workshop, “Notun Swade Bigyaan”, for students from local schools, in collaboration with Center for Interdisciplinary Research and Education, Kolkata, to inculcate in young minds a love for the scientific spirit.

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.

The College has organized various seminars and research programs in collaboration with other local Colleges / University and institutes:

- The College with the initiative of the Department of Mathematics organized popular science workshops for students from local schools “Notun Swade Bigyaan” in collaboration with the Center for Interdisciplinary Research and Education, Kolkata, to foster a scientific spirit in young minds.
- Collaboration with Central Blood Bank for the blood donation camps organized by the NSS and the Students’ Union of the College.
- A National conference on Women studies, organized by the Departments of English, History and Economics in collaboration with the Ramakrishna Mission Institute of Culture, Golpark.
- A conference organized by the Departments of Bengali and Political Science in collaboration with Anandamohan College.
- “Sanibarar Patshala” organized on the last Saturday of every month by the Department of Mathematics in collaboration with ISNA.

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.

The college received an award for the best NSS unit under the University of Calcutta, for the academic session 2010-11.

3.7 Collaboration

There is no official collaboration of this College with industry and no MoU has been signed. However, the faculty members of the College have been benefitted from the expertise made available from other research laboratories and institutions through direct collaborations of the faculty members who have been engaged in post-doctoral research activities. As specific examples,

- Dr. Samir Kumar Ghosh (Department of Physiology) is working as a Joint Supervisor of Ph.D. theses in the University of Calcutta and University of Kalyani.

- Dr. Sarbari Ghosh (Department of Mathematics) is a Joint Supervisor of Ph.D. thesis in Jadavpur University.
- Dr. Biswajoy Brahmachari (Department of Physics) is jointly working on particle physics with Dr. Amitabha Roy Chowdhury of Department of Physics, University of Calcutta and has published a good number of papers in peer-reviewed journals.
- Dr. Pushan Banerjee of the same Department here is working on ion-semiconductor interactions in collaboration with UGC-DAE Consortium for Scientific Research, Kolkata and on thin film solar cells with Jadavpur University.
- Dr. Tamal Das (Department of Physiology) is involved in post-doctoral work in the Department of Physiology of the University of Calcutta.

The students and faculties have also been greatly benefitted by the interactions with the Scientists and other Experts in various Departmental, State and National level seminars, held in collaboration with reputed institutions. The collaborative seminars organized by the different Departments in the last five years are given in table 3.5.

The College has a Career Counselling and Placement Cell which arranges the visits of experts from different corporate sectors and industries in order to interact with the students and inform them about placement opportunities. Some of such programs where the students have been benefitted are listed below.

- A short term training programme for Quantitative Aptitude, General Intelligence and Communicative English during 22nd June – 26th June 2015.
- “Financial Education Workshop for Young Investors” – organized by the Department of Commerce on 22nd November 2014 for UG students.
- “Communication for Success” – a talk by Prof. Ajay Bhar from Haldia Institute of Technology in November 2014.
- Affirmative Action Programme organized by Tata Consultancy Services during 30th June – 16th July 2015 for training and absorbing qualified UG students.
- An Extempore Competition on “Anti-corruption”, arranged in collaboration with Balmer Lawrie & Co. Ltd. (a Govt. of India enterprise), on 14th October 2015, to adopt and evolve preventive techniques to arrest the germination of seeds of corruption against the youth, School and College level students.

Table 3.5: Collaborative seminars organized during the last four years

Serial No.	Organized by	In collaboration with	Topic	Resource persons	Year
1.	Departments of English, Economics and History	Ramakrishna Mission Institute of Culture, Golpark	Woman and Spaces: Engendering and Regendering Identities (National level)	<ol style="list-style-type: none"> 1. Prof. Swati Ganguly, Visva Bharati University 2. Prof. Margaret Rubik, University of Vienna 3. Dr. Barun Chattopadhyay, Uttarpara Jaykrishna Library 4. Prof. Swati Ghosh, Rabindra Bharati Univ. 5. Prof. Anjan Chakraborty, University of Calcutta 6. Mr. Hardik Biswas, Jadavpur University 7. Ms. Saoli Mitra, Theatre personality 8. Dr. Mohibul Haque, Aligarh Muslim University 9. Prof. Ratnabali Chatterjee, University of Calcutta 10. Prof. Somdatta Mondal, Visva Bharati University 11. Dr. Bikash Chakraborty, Retired faculty, VEC 12. Mr. Goutam Mohan Chakraborty, Ex-Commissioner of Police 13. Mr. Pramod Dev, Independent Director 	2011
2.	Department of Political Science and Bengali	Anandamohan College, Kolkata	Rabindranath and his Political Thought (State level)	<ol style="list-style-type: none"> 1. Dr. Biswabandhu Bttacharya (Burdwan University) 2. Dr. Gopa Dutta (Ex-VC, Gour Banga University) 3. Dr. Biplab Chakraborty (Burdwan University) 4. Dr. Tarun K. Mazumdar (University of Calcutta) 5. Dr. Sivaji Pratim Basu (Habra Sri Chaitanya College) 6. Dr. Kritiyapriya Ghosh (Presidency College, Kolkata) 7. Dr. Amartya Mukhopadhyay (University of Calcutta) 	2011

Serial No.	Organized by	In collaboration with	Topic	Resource persons	Year
3.	Department of Physics, Vidyasagar College	Departments of Physics of Vidyasagar College for Women and Vidyasagar Evening College	Let There Be Light	1. Prof. P. N. Ghosh (Emeritus Prof, C.U.) 2. Prof. D. S. Ray (I.A.C.S.) 3. Prof. G. Kar (I.S.I.) 4. Prof. L. N. Hazra (C.U.) 5. Prof. M. Ray (I.I.E.S.T., Shibpur) 6. Mr. S. Chaterjee (Max Plank Institute, Germany)	2015



Prof. Pratip Palit addressing the School Students during “Notun Swade Bigyaan”



Participants observing the presented posters in the State level seminar on 25th April 2015.

Table 3.6: Non-collaborative seminars organized during the last four years

Serial No.	Organized by	Topic	Resource persons	Year
1.	Department of Physics	Interpretation of Quantum Mechanics	1. Dr. Avijit Lahiri (Retired faculty, VEC)	2010
2.	Department of Economics	Five-year Planning and Its Effect in Indian Economy	1. Dr. Bikash Chakraborty (Retired faculty, VEC) 2. Dr. Sukhendu Sarkar (Faculty, Shibnath Sastri College)	2011
3.	Department of Mathematics	Differential Equations: A road Map Application (State level)	1. Dr. Prabhat Ranjan Ghosh (Retired faculty, VEC) 2. Dr. Jyoti Das (Retired faculty, C.U.)	2011
4.	Non-teaching Council	Contemporary Relevance of Vidyasagar's Legacy	1. Sri Chandidas Bhattacharyya, (Sec., All Beng. Rabindra Sesquicentennial Birth Celebration Committee)	2011
5.	Department of Mathematics	Numerical Analysis	1. Dr. Prabhat Ranjan Ghosh (Retired faculty, VEC) 2. Dr. Jyoti Das (Faculty, C. U.)	2013
6.	Department of Physics	Current Thrust Areas of Experimental Research in Physical Science	1. Prof. Amitava RayChoudhury, University of Calcutta 2. Prof P.K. Mukhopadhyay, S.N. Bose National Center for Basic Sciences 3. Prof. Partha Chaudhuri, IACS. 4. Dr. Mallar Ray, IEST, Shibpur.	2015
7.	IQAC and NSS Unit	Awareness programme on Environment and Cancer	1. Ms. Monalisa Dutta (Toxics Link, NGO) 2. Dr. S. K. Nath, (Ex-Prof, R.G. Kar Medical College & Hospital)	2015
8.	Department of English	W.B. Yeats: A Tribute	1. Prof. S. Bhattacharya (Surendranath College)	2015

Any other relevant information regarding Research, Consultancy and Extension which the College would like to include: None.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The main Campus of the College at 39, Sankar Ghosh Lane is shared by three Colleges and any infrastructural change is discussed and approved by a Common Committee. The Common Committee is a statutory committee comprising the Principals of the three Colleges. However, the northern part of the Satellite Campus is the sole property of the College. Creation of any need-based infrastructure there is recommended by the Campus Development Subcommittee to the Principal who then takes the decision to implement the same.

Departmental requirements of equipment or other learning aids are placed before the College administration. In the academic interest of the College, the materials are purchased as and when funds are available. Departments finally ensure optimal utilization of physical infrastructure on priority basis.

4.1.2 Detail the facilities available for

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

- **Classrooms:** The main Campus of the College has 20 classrooms of different sizes – utilized on sharing basis with the two other Colleges, and the Satellite Campus holds 15 other classrooms extensively used for the College only from 2.00 p.m. to 8.15 p.m. However, none of them have permanent ICT facility. Whenever needed, the rooms in the new building can be fitted with LCD projector.
- **Technology enabled learning spaces:** The College has implemented Smart Classroom to streamline technology enabled presentation in classes and improve the teaching learning experience.
- **Auditorium:** The new building has one auditorium in the ground floor with a seating capacity of about 130. It is updated with acoustic design, sound-absorbing walls, good sound system and has been fitted with air-conditioning system.
- **Specialized facility and equipment for teaching:** The self-teaching module is followed in the Language classes held in the Computer Lab. Appropriate software and equipment have been deployed for the classes.



A class being taken in the Auditorium using smart classroom facility.

- **Laboratories:** The science Departments have their respective laboratories in the old building and are shared among three Colleges. However, the Departments of Geography, Physiology and Physics have their own 3rd year laboratories in the new building for use of Honours curriculum whenever required. A dedicated Computer Laboratory for the College is present at the ground floor of the new building for taking computer-related practical classes of Geography, Mathematics, Physics and Commerce.
- One room in the old building is available for **research purpose of faculties**.

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

- Among the indoor games, facilities for table tennis and carom are present in the Boys' and Girls' common rooms in the old building.
- Kits for football and cricket are also available (kept in the sports' room) in the College. The College has its Cricket and Football teams.
- There is an Auditorium in the New Building of the College which has a seating capacity of about 130. The Auditorium is the venue for the various cultural competitions, workshops, seminars and symposiums that are held in College.
- The Founder's Day celebration of the College is earmarked with a number of students' competitions in categories such as Debate, Extempore and Music.
- The College students regularly participate in these activities as well as in other inter-College activities.
- The College has an active NSS Unit and it holds camps quite regularly. Its community outreach activities have also been very successful.



Cultural program arranged on the Founder's day in 2015.

- The College has a health check-up unit (Suswasthya) for its staff.
- The College has started Language Competency classes and it has also hosted Communicative English Classes in the past.
- The College has plans to construct a basketball court in front of the new building.
- The College also plans to set up a multi-gym in the near future.

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

As mentioned elsewhere, the main building is utilized by three colleges and the College can take their classes from 5.00 pm to 8.15 pm. However the whole or part of it is requisitioned with prior intimation to hold the University examinations. Alongside, the northern part of the new building (in the hold of the College) can be utilized anytime during the day. The new dedicated building is a proof of the logical approach towards optimal utilization of advance learning. Accordingly the hours have been expanded from 2.00 pm to 8.15 pm. The Common Committee, which comprises members from all the three Colleges, has taken extensive renovation work with proper care for the maintenance of the heritage building.

The typical floor plan of the Satellite Campus is given in Annexure 6.

Details of the amount spent in development or augmentation of infrastructural facilities in the new building is given in table 4.1.

Table 4.1: Amount spent in augmentation of facilities

Serial no.	Facilities developed	Amount
1.	Share of construction of the Satellite Campus	Rs. 1,71,21,170/-
2.	Installation of CCTV	Rs. 1,30,796/-
3.	Installation of fire alarm	Rs. 1,28,746/-
4.	Modernization of seminar hall	Rs. 3,69,360/-
5.	Installation of AC in the 2 nd floor	Rs. 4,13,883/-
6.	Intercom	Rs. 57,225/-
7.	Water purifier	Rs. 91,000/-
8.	Biometric attendance system	Rs. 35,650/-

Plan of the Satellite Campus of the College has been given in Annexure 6.

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

The College library has been setup at the ground floor of the new building for the ease of physically challenged students who have difficulty in scaling stairs. For them, the College plans to provide access to the classroom lectures from the ground floor by installing a webcam facility in the near future. A ramp has been constructed for the ease of access of wheel chair bound individuals. However, no student with visual impairment has been admitted in the College so far.

The College is committed to facilitate individuals with disabilities to pursue their academic goals.

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

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

No residential facility is available in the College.

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?

The following health care facilities are provided by the College to its students and staff:

- The First-aid box facility is available in the College Students' Union Room, Principal's Room and "Suswasthya" for medical emergency.

- The College started a monthly health check-up facility named “Suswasthya” for staff. It monitors the following parameters: height, weight, body mass index, body surface area, waist circumference, hip circumference, waist-hip ratio, blood pressure, blood group determination, pulse rate, blood sugar estimation, hand grip strength, body flexibility test (sit and reach test), assessment of dietary intake etc.
- The College has a tie-up with Students’ Health Home, under the ministry of Youth Affairs, Government of West Bengal, where the students can avail medical check-up and examination at the OPD section (medicine, surgery, dental, skin, eye and ENT) for a nominal fee of Rs. 10/-. Pathological tests and other medical services are also available for them at a low cost.

4.1.7 Give details of the Common Facilities available on the Campus – spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Center, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Due to space constraints and sharing between three Colleges, spaces have to be shared between two / three special units. Examples include common room for:

- IQAC; and Health Check Up Unit
- NAAC Subcommittee; and Career Counselling and Placement Cell
- Anti-ragging and Anti-harassment Cell; and Students’ Welfare and Grievance Redressal Cell.
- NSS unit; and room for Sports Kits.

The Canteen is shared among three Colleges. However, there is a small serving place for light refreshments in the 2nd floor of the new building.

The Auditorium is used for organizing lectures (including smart classes) as well as recreational purposes (cultural programs).

Safe drinking water facility is available in the ground and 2nd floor of the new building as well as in the ground floor of the old building.

4.2 Library as a Learning Resource

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

The library has an advisory committee (the Library Subcommittee) with the following composition:

- Dr. Ram Swarup Gangopadhyay (Principal and President)
- Sri Sumit Kumar Manna (Librarian and Convenor)
- Dr. Samir Kumar Ghosh (Associate Professor, Department of Physiology)
- Sri Sovan Kumar Dhar (Associate Professor, Department of Commerce)
- Smt. Swati Maitra (Assistant Professor, Department of History)
- Dr. Alakesh Maity (Assistant Professor, Department of Mathematics)

- Sri Sanjay Kumar Ghosh (Assistant Professor, Department of Statistics)
- Smt. Shymasree Basu (Assistant Professor, Department of English)
- Sri Pratik Maity (Non-teaching staff, Library)



Students visiting the Library to borrow books

The Subcommittee suggested the shifting of the central library to the new building from the old shared place and the designing of the new library space has been implemented following the committee recommendations. The subscription to INFLIBNET facility is also a result of such suggestion. Another suggestion regarding the extension of library working hours from 12 noon to 8 pm is on the way.

4.2.2 Provide details of the following:

- * **Total area of the library (in Sq. Mts.):** About 120 m².
- * **Total seating capacity:** Around sixteen for students.
- * **Working hours (on working days, on holidays, before examination days, during examination days, during vacation):** The library remains open throughout the College hours i.e. from 12 pm to 8 pm.
- * **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) –** Given in Annexure 7.

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.

Table 4.2: Amount spent for the Library during the last four years

Library holdings	2011 – 2012		2012 – 2013		2013 – 2014		2014 – 2015	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text and reference books	456	Rs. 1,00,272/-	46	Rs. 15,373/-	834	Rs. 2,25,000/-	1005	Rs. 1,25,000/-
Journals/Periodicals	-	-	-	-	-	-	11	Rs. 12,535/-
e-resources	-	-	-	-	-	-	-	Rs. 5,700/-
Any other (specify)	-	-	-	-	-	-	-	-

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

Presently the library room is used for reading and issuance of books and journals only. There is a separate computer room beside the library to access the INFLIBNET resources (upon availability of internet connection). Ports with internet facility will also be provided in the teachers' sitting room and the laboratories in the second floor.

- * **OPAC** – None till now.
- * **Electronic Resource Management package for e-journals** – None.
- * **Federated searching tools to search articles in multiple databases**– None.
- * **Library Website** – under construction.
- * **In-house/remote access to e-publications** – None.
- * **Library automation** – yes.
- * **Total number of computers for public access** – Nil.
- * **Total numbers of printers for public access** – Nil.
- * **Internet band width/ speed () 2mbps () 10 mbps () 1 GB**
- * **Institutional Repository** – 30,000 books and 11 journals.
- * **Content management system for e-learning** – N.A.
- * **Participation in Resource sharing networks/consortia (like Inflibnet)** – INFLIBNET is available for faculties and students.

4.2.5 Provide details on the following items:

- * **Average number of walk-ins:** About 35 / day.
- * **Average number of books issued/returned:** About 30 / day, reaching to 60 – 70 / day before the University examinations.
- * **Ratio of library books to students enrolled:** 30,000: 1448

- * **Average number of books added during last three years:** 450.
- * **Average number of login to OPAC:** N.A.
- * **Average number of login to e-resources:** none till now.
- * **Average number of e-resources downloaded/printed:** none.
- * **Number of information literacy trainings organized:** None.
- * **Details of “weeding out” of books and other materials:** 562.

4.2.6 Give details of the specialized services provided by the library

- * **Manuscripts:** None.
- * **Reference:** Both text and reference books.
- * **Reprography:** Not available
- * **ILL (Inter Library Loan Service):** Loan provided to departmental libraries.
- * **Information deployment and notification:** Yes.
- * **Download:** None.
- * **Printing:** Not available.
- * **Reading list/ Bibliography compilation:** Not available.
- * **In-house/remote access to e-resources:** In-house facility available.
- * **User Orientation and awareness:** Provided by the Librarian and other staff.
- * **Assistance in searching Databases:** Through library staff.
- * **INFLIBNET/IUC facilities:** INFLIBNET facility available.

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

The students are more habituated to browse books from the open stack rather than from catalogues. The library staff as well as the Librarian himself helps the students and faculties to get their books of interest. The Librarian also apprises the freshers in the basics of accessing the library and the maintenance of books issued.

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

Such facility is not available in the library.

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

The library does not itself collect feedback from the students. However, the feedback is collected centrally by the College about the library as well as the other facilities and services of the College. The library committee and the IQAC analyse them and take action accordingly.

4.3 IT Infrastructure

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

Table 4.3: Computers and their configuration

Sl. No.	Location	Type	Quantity	Configuration
1.	Computer lab (new building)	Desktop	8	Intel Core i3 (4 th generation) processor, 4 GB RAM, 1 TB HDD
2.	Library	Desktop	3	Intel Core i3 (4 th generation) processor, 4 GB RAM, 1 TB HDD
3.	Principal's room (old and new 96yurv.)	Laptop	2	Intel Core i3 (2.27 GHz processor), 2 GB RAM, 320 GB HDD
4.	Office	Desktop	1	Intel Atom (1.66 GHz) processor, 2 GB RAM, 250 GB HDD
		Desktop	1	Intel Core i3 (3.3 GHz) processor, 4 GB RAM, 500 GB HDD
		Laptop	1	Intel Dual core (2.9 GHz) processor, 2 GB RAM, 250 GB HDD
5.	Bursar's office	Laptop	1	Intel Dual core (2.9 GHz) processor, 2 GB RAM, 250 GB HDD
6.	Cashier	Laptop	1	Intel Dual core (2.1 GHz) processor, 3 GB RAM, 300 GB HDD
7.	Teachers' room	Desktop	1	Intel Dual core processor, 2 GB RAM, 80 GB HDD
9.	Department of Physiology	Laptop	1	Intel Core-2 duo (2.1 GHz) processor, 3 GB RAM, 320 GB HDD
		Laptop	1	Intel Pentium dual core (2 GHz) processor, 2 GB RAM, 250 GB HDD
10.	Department of Geography	Desktop	1	Intel Pentium 4 (3 GHz) processor, 1 GB RAM, 80 GB HDD
		Laptop	2	Intel Core-2 Duo proc., 3 GB RAM, 320 GB HDD
11.	Department of Physics	Desktop	1	Intel Pentium Dual core (2.8 GHz) processor, 2 GB RAM, 500 GB HDD
		Desktop	1	Intel Pentium Dual core (2.8 GHz) processor, 1 GB RAM, 320 GB HDD
12.	Dept. of Economics	Laptop	1	Intel Core-i3 processor, 2 GB RAM, 320 GB HDD
13.	Results Subcom.	Laptop	1	Intel Core-2 Duo processor, 3 GB RAM, 320 GB HDD
14.	Dept. of English	Laptop	1	Intel Core-2 Duo proc., 3 GB RAM, 320 GB HDD
15.	Department of History	Laptop	1	Intel Core-i3 processor, 3 GB RAM, 320 GB HDD
16.	Department of Bengali	Laptop	1	Intel Pentium dual core processor, 2 GB RAM, 250 GB HDD
17.	Department of Mathematics	Laptop	1	Intel Core-i3 processor, 2 GB RAM, 320 GB HDD
18.	Department of Commerce	Laptop	5	Intel Core-2 Duo processor, 3 GB RAM, 320 GB HDD
19.	Department of Statistics	Laptop	1	Intel Core-i3 processor, 2 GB RAM, 320 GB HDD

- **Computer-student ratio:** 1: 38.
- **Stand-alone facility:** 24.
- **LAN facility:** 11 (in computer lab), 3 (in office).
- **Wi-fi facility:** in the 2nd floor.
- **Licensed software:** Windows XP (two), TALLY, GIS software
- **Number of nodes/ computers with Internet facility:** Two in the Library, all machines in the 2nd floor (through Wi-fi facility).
- **Any other**

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

Some of the laptops have been allotted to faculties (for off-Campus use) not having their own computers. For on-Campus use, they can avail the one in the teachers' sitting room in the new building as well as the Departmental machines (for the respective faculties only). However, internet facility by the College is restricted to on-Campus use only.

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

- The College has arranged for a printer for the use of the faculties in their sitting room in the new building.
- There are plans to provide internet facility to the students by providing nodes at the computer laboratory.
- Smart Classroom has been developed in the Satellite Campus.

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)

Table 4.4: Budget allocated for computers during the last four years

Year	2011 – '12	2012 – '13	2013 – '14	2014 – '15
Expenditure (Rs.)	1,04,334/- (Proc.) + 8,871/- (Maint.)	30,880/- (Maintenance)	34,450/- (Maintenance)	3,13,258/- (Proc.) + 32,750/- (Maint.)

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?

- Computer programming is already included in Mathematics and Physics curriculum.
- The Department of Geography also uses GIS software as a part of its curriculum.
- The Department of Commerce teaches IT using computer-aided method.
- Besides, the College always encourages its faculty members to use computer-aided teaching method in classrooms. However, due to limitations in infrastructure, only some of them could avail the facility.

- At present, the Departments of Bengali, Geography, Physics and Physiology sometimes use computer-aided methods for classroom teaching.
- Moreover, the ICT committee employs interactive computer training for the staff for Open Source Software Office Libre. There are plans to provide training for the teaching staff as well as students.
- The Language Competency Course of the English Department also uses ICT resources. Special modules have been installed at the terminals to help the students improve their language skills by responding to the Audio Visual format through self-teaching module.

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

As of date being a small College we are yet to achieve a status to provide all sorts of technological facilities to the students to augment the learning process. Our teachers partially depend on traditional teaching methods while getting access to PowerPoint and internet learning facilities. However interactions with students inside the classroom help to identify their difficulties in learning and to think about the possible modification in teaching. Educational tours supplement the classroom-level knowledge of the students. Project work and practical classes show them the implementations of theoretical knowledge into practice.

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?

The College is yet to avail connectivity directly to National Knowledge Network.

4.4 Maintenance of Campus Facilities

4.4.1 How does the Institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The budget allocated for maintenance of Campus facilities during the last four years are given below in table 4.5.

Table 4.5: Budget allocated for maintenance of facilities

Sl. No.	Item	Expenditure (Rs.) in			
		2011 – '12	2012 – '13	2013 – '14	2014 – '15
1	Building (for maintenance)	-	2,00,000/- (Common fund)	2,00,000/- (Common fund)	5,10,000/- (Common fund)
2	Furniture	34,767/-	-	-	-
3	Lab expenses	60,429/-	67,789/-	1,55,575/-	1,37,871/-
4	Computer maintenance	8,871/-	30,880/-	34,450/-	32,750/-
5	Telephone	17,903/-	18,949/-	2,771/-	7,171/-
6	Electricity	Included in item 1 above			8,290/-
7	Website and software	-	42,000/-	56,725/-	1,05,225/-
8	Newspaper and periodicals	1,165/-	1,099/-	1,209/-	12,153/-
9	Seminar & cultural activities	1,71,500/-	73,499/-	11,577/-	42,148/-
10	Other repair & maintenance	77,397/-	39,850/-	65,008/-	4,83,456/-

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

The Institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment are as follows.

- ✓ The maintenance, repair and construction work in the Satellite Campus is looked after by the Building Committee in the College. The role for the same in the main Campus is played by a Common Committee comprising the representatives of the three Colleges and it looks after the water, power supply and gas also.
- ✓ Contractual guards from a security agency care for the security in the Campus. The computers are maintained and repaired by a person engaged on hiring basis.
- ✓ There is a generator for supplying power in the Satellite Campus in case of power failure.
- ✓ Laboratory instruments are maintained by the respective faculty members and non-teaching staff.
- ✓ Toilets are cleaned using own sweepers of the three Colleges.

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

The non-teaching staff and faculty members decide the necessity of calibrating the laboratory instruments and they perform the job either themselves or through hired technicians. For the other sensitive instruments used centrally, either the engineer from the supplying concern or hired qualified person repairs the defects arising, if any.

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

- To take care of voltage fluctuation, UPS have been installed in the computer laboratory and some other machines.
- Overhead tank and water purifier-cum-chiller system ensures constant supply of water.
- For maintenance and upkeep of laboratory instruments, a yearly fund is allocated and either laboratory staff or hired persons take care of the job.

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

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 provided to students through these documents and how does the institution ensure its commitment and accountability?

The prospectus of an institution is a manifesto of its goals, achievements and vision. It provides detailed and necessary information about the institution to the stakeholders. Vidyasagar Evening College utilizes its website (www.vec.ac.in) for the aforementioned purpose. The website provides a complete profile of the College, admission procedure, fee details, College working days, as well as a list of rules and regulations the students need to observe. The detailed information regarding the College teaching and non-teaching staff and the facilities available to the students are also provided for the benefit of the students.

In addition the Institution provides an information booklet to the students to make them aware about the facilities available to them. All relevant information about the Institution is provided in the booklet in a condensed manner for the reference of the students.

The College also organizes an Orientation Programme at the beginning of the session to acquaint the students and guardians with the rules, regulations, discipline and culture of the institution.

Finally the College also provides necessary information to the students through SMS.

The College strictly adheres to its commitments and ensures accountability of all its staff members, teaching or non-teaching, in the following ways.

- The Governing Body of the College consisting of the President, the Principal, Teachers' representatives, Non-teaching members' representatives, Government Nominee, University Nominee, Local Administration representative and Students' representative meet on a regular basis to take stock of the situation and takes decision as and when necessary to ensure that the College is proceeding on the ideals and aspirations conceived by its founding members.



Glimpse of a meeting of the Governing Body of the College in November 2015.

- The IQAC of the College is also very active and deals strictly with the slightest possible slip in the quality of the teaching-learning and administration.
- Further the grievances of the students are also given importance by allowing the Students' Union representative/s to participate in the decision making process.
- The College also has different Subcommittees formed by the Teachers' Council, a statutory body approved by the IQAC and the Governing Body to look after the teaching-learning process, Campus development, students' discipline, cultural and literary activities of the students as well as extra-curricular activities.

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 students can avail the following scholarships:

- (i) Merit cum means scholarship – the students scoring 60% in the last University examination appeared, may avail tuition fee exemption as scholarship for their performance. The same facility is available to the students belonging to the economically weaker sections who are sincere in their approach towards education.
- (ii) The students with excellent attendance records are also rewarded with partial fee-exemption.
- (iii) The Alumni Association of the College also rewards the students having maximum attendance.
- (iv) The students may also avail the Government scheme specially designed for the aid of the minority section students.

About 7% of the students have availed such financial benefits during the last four years.

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

The institution guides the students desiring to appeal for any financial assistance provided by the State Government, Central Government and other National agencies. For instance the College provides assistance to the students applying for Kanyasri Scheme run by the Government of West Bengal. Similar help is also provided to the students applying for Railway Concession provided by the Ministry of Railways, Government of India.

The students from the Backward Classes are also encouraged to apply for financial assistance provided by the State and Central Government.

A Counselling Subcommittee which functions as an Equal Opportunity Cell deals with these students. The individual teachers and non-teaching members also provide help to the best of their abilities.

However, the College caters to the academic needs of the students belonging to the rural areas. There are a number of students who belong to the economically weaker sections of the society. The College provides financial assistance and counselling to these students through the Students Welfare and Grievance Redressal Committee. Nearly 25% - 30% of the students receive financial assistance and counselling.

5.1.4 What are the specific support services/facilities available for:

- ✓ **Students from SC/ST, OBC and economically weaker sections**
- ✓ **Students with physical disabilities**
- ✓ **Overseas students**
- ✓ **Students to participate in various competitions/National and International**
- ✓ **Medical assistance to students: health center, health insurance etc.**
- ✓ **Organizing coaching classes for competitive exams**
- ✓ **Skill development (spoken English, computer literacy, etc.,)**
- ✓ **Support for “slow learners”**
- ✓ **Exposures of students to other institution of higher learning/ corporate/business house etc.**
- ✓ **Publication of student magazines**

The College is committed to provide the students every possible help and support they need in their pursuit to become worthy citizens. The specific support service/facilities available are given below:

- **Students from SC/ST, OBC and economically weaker sections** – The students belonging to the SC/ST, OBC communities are identified during the admission process and the benefit of reservation as per the Government norm (20%) is available to them. These students are provided with all possible help like financial assistance, psychological and career counselling by the College. In addition the teachers take personal care of these students. The students of the economically weaker sections of the society are also granted financial help, assistance and counselling to provide the push needed to bring them at par with the students of the privileged section of the society. The Students’ Welfare and Grievance Redressal Committee performs the aforementioned functions in an unbiased and impartial manner.
- **Employability programme** – The College in association with Tata Consultancy Services organizes an Affirmative Action Programme to improve the employability potential of unemployed graduates, especially those hailing from the SC/ST community, BPL and those coming from financially challenged clusters. The programme offers free employability training to improve English Communication skills and the highlights of the programme also include preparatory sessions on corporate etiquette specifically designed to build the confidence of the graduates and connect them to the corporate world and by extension to Corporate India.
- **Students with physical disabilities:** The students with physical disabilities are provided with all possible care and attention needed to make them feel comfortable in the College Campus. Reservations are provided as per the government norms. As far as infrastructure is concerned, the library is located at the ground floor keeping in mind the physically challenged students. A specially designed wheel chair and a dedicated ramp for the movement of the wheel chair are provided at the approach of the new building. The students are provided with the unstinted assistance of the non-teaching members of the College as and when needed. Such students are given extra

attention by the invigilators during the terminal as well as final examination of the College. The College plans to install a web cam facility where by such students might participate in the lectures sitting in the library. We realize that these facilities are meagre at best but we are committed to developing such facilities for the aid and assistance of specially-abled students in the near future.

- **Overseas students:** In the age of Globalization when borders between countries are diminishing, the College is committed to extend every possible help to the overseas aspirants. Admission is given to them as per the University guidelines and subject to security clearance.
- **Students to participate in various competitions – National and International:** The College has always encouraged the students to participate in various national competitions. The teachers of the College assist such students personally and help them prepare for the various competitive examinations.

The Department of Mathematics has recently helped the students of the Department to participate in a Poster Competition organized by Belur Vidyamandir. One of the participating teams from the Department has won the third prize in the Competition.



Students participated in the Poster Competition organized by Belur Vidyamandir.

- **Medical assistance to students: health center, health insurance etc.** – The College has recently inaugurated a health check-up unit ('Suswsthya') inside the Satellite Campus for the benefit of the student/s. The unit provides facilities like first-aid, measuring BP and other need based amenities. The College authority believes that "prevention is better than cure" and the students are encouraged to pay attention to their health. Students may also avail OPD facilities at a nominal charge from the Students Health Home, a city based Health Home (running under the aegis of the

Ministry of Health, Government of West Bengal) by producing their College Identity Card. The College plans to introduce Health Insurance to the students in the near future.

A First Aid Box is available in the Health Center, the Principal's Room and in the Student's Union Room to administer first aid in the case of any such emergency.

Our College is committed to provide a healthy and hygienic Campus to the students and its staff. It believes in the phrase "cleanliness is next to godliness" and provides adequate attention to maintain the sanitation of the Campus. The College provides proper and pure drinking water facilities, sanitized bathrooms and classrooms.

- **Organizing coaching classes for competitive exams** – The College has organized coaching classes for students appearing for competitive examinations under the MERGE scheme of the UGC XIth plan. The classes received huge response and a large number of students were benefitted from the aforesaid course.

The Department of Mathematics has organized a seminar using one of its ex-students as resource person to impart the present students with the requisite know-how on how to qualify the National level competitive examinations after graduation. In June 2015, the College has organized a six-day training program for the third year students on quantitative aptitude, general intelligence and communicative English.

- **Skill development** (spoken English, computer literacy, etc.) – The skill developments of the students especially for those who are from rural and semi-urban areas and are mostly first generation learners, who are taken special care of by the institution by offering them a host of facilities and programmes.

The College has a computer laboratory with LAN and internet facilities which help the students in their reference and academic work.

The College organizes a short course on Communicative English, imparting interview skills and techniques, speaking skills, listening comprehension and group discussions, writing skills to help the students in interviews or other oral evaluations they will have to face in future.

The College in association with Tata Consultancy Services organizes an Affirmative Action Programme to improve the employability of unemployed graduates. The programme offers free employability training to improve English Communication skills, and also contains preparatory sessions on corporate etiquette training which intends to build the confidence of the graduates and connect them to the Corporate World and by extension to Corporate India.

- **Support for "slow learners"** – The College believes in the need to impart education to all and slow learners need special guidance in order to fulfil their academic goals. The teachers pay attention to each and every student personally so that nobody is left behind. The "slow learners" are provided adequate assistance as well as mentoring by the teachers by involving them in discussions during lectures. Even after the lectures the students may approach the teachers for further guidance.

- **Publication of student magazines:** The College publishes its students' magazine "Unmesh" every year. The Campus Publication Subcommittee (consisting of teachers, non-teaching staff and students' representative) works all through the year to select articles from the student, teachers and non-teaching community and edits them competently. The magazine helps the students to chisel their artistic and literary skills.

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

The Science Exhibition organized by the College presents the different science-oriented projects undertaken by the students. This is a platform which showcases the innovative thinking of the students – one of the first pre-requisites of developing entrepreneurial skills. The Placement Cell of the College (consisting of the members from the teaching and non-teaching staff) and the Students' Union organizes activities which focuses on the development of the leadership skill, marketing skill, business development skill, managerial skill, communication skill, risk assessment skill, team building skill etc.

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

- Additional academic support, flexibility in examinations**
- Special dietary requirements, sports uniform and materials**
- Any other**

The College encourages students' participation in extracurricular and co-curricular activities. The Sports Subcommittee and Students Activity Subcommittee supervise the preparation of the students participating in such activities. The College authority provides funds required to participate in such programmes like purchase of equipment and provides infrastructural and logistical help. The College has a Students' Common Room on a sharing basis where the students can practice before such programmes. A Sports Room has been built where the sports equipment are kept. The students are encouraged to participate in the competitions organized by other institutions as well as the University of Calcutta. For instance the students of the Department of Mathematics recently participated in a Poster Competition organized by Belur Vidyamandir and were awarded third prize for their performance.

The students who are unable to attend classes in order to take part in sports, games, quiz competitions, debate and discussions, cultural activities etc. are given special attention by the teachers to compensate their absence from lectures.

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, CAT / GRE / TOFEL / GMAT / Central / State services, Defence, Civil Services, etc.

The College makes an honest and conscious attempt to make the students job-ready by providing them with adequate assistance: psychological or otherwise. The College allows the students to use the library and computer laboratory to help them prepare for competitive examinations.

The specific initiatives include the seminar organized by the Department of Mathematics in which one of its ex-students was invited as a resource person to inform its present students about how to crack the National level competitive examinations. In June 2015, the College has organized a six-day training program for the third year students on Quantitative Aptitude, General Intelligence and Communicative English.

The College at present is yet to have a system of providing structured guidance to students who appear or desire to appear for competitive examination like UGC-CSIR NET, SLET, GATE, CAT, GRE, TOEFL, GMAT etc. But like every other academic institution, this College also supports the students who are willing to appear for the aforementioned examinations. The teachers advise and guide the students personally. The ex-students who on completion of their Masters Course wish to appear for such competitive exams may get in touch with the Departmental head and consult the faculty members of the Department as well as use the resources of the library for their benefit.

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

The College has a Counselling Cell consisting of teaching and non-teaching members which works round the year for the students. The Committee provides career counselling advice to the students, organizes free seminars and workshops for the benefit of the students. For example, in July 2015, the Tata Consultancy Services provided training free of cost to the unemployed graduates (B.A., B.Sc., B. Com. Final year students) to make them employable and then absorbed fifteen of them for employment in the organization.

The students seeking help are provided with information about the various opportunities available in the society based on his or her ability.

The students passing through teens and adolescence often face numerous personal and social problems which require professional counselling and intervention. The College has organized psycho-counselling sessions for such students under the auspices of NSS which helped them overcome their problems and improve their maturity.

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

The institution has a Cell which specifically looks after career guidance and placement of its students by conducting sessions that helps the students choose their career and helping them in getting placements.

The Affirmative Action programme organized recently by the TCS is one such example of initiatives taken by the Cell to help the students. Around eighty students participated in the programme and fifteen of them got selected to join the company.



Mr. Amit Banerjee addressing the participants during the Affirmative Action Programme by TCS

A Communicative English Class is also organized by the College with the help of Resource Persons to impart students with skills to handle job interviews such as Group Discussion and Personal Interview techniques. However, the College at present does not organize Campus interviews.

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

The College has a Students' Welfare and Grievance Redressal Cell which responds to students' complaints and also looks after the requirements of students' welfare. The grievances of the students are attended to by the Departmental teacher at the primary stage. The committee handles matters which are outside the purview of the Departmental

teachers. The College authority has provided the students with a Grievance Redressal Box at a convenient location to drop their complaints. The students can also reach the College authority through the College website. The various steps taken by the College authority as a result of the complaints made by the students are:

- ✓ Water cooler-cum purifier installed at convenient locations
- ✓ Renovation of Sports room
- ✓ Better and improved canteen facility
- ✓ Back up of electricity in case of electric shut down during College hours
- ✓ Placement of trash bins at convenient locations in the Campus

Some of the grievances pertaining to the old building infrastructural arrangement such as the renovation of students' toilets, the condition of lights and fans and their inconvenient positioning have been referred to the Common Committee since the College cannot resolve these issues on their own.

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

The College has put in place an Anti-Ragging and Anti-Harassment Cell, comprising of teaching and non-teaching members as well as the General Secretary of the Students' Union, which keep round-the-year vigil on the Campus to prevent any untoward and undesirable incident. The contact numbers of the concerned members of the Committee are listed in the College website to facilitate access. Also the Help Desk at the entrance of the new building has a list of these numbers for ready reference and availability.

The Anti-Ragging and Anti-Harassment Cell is committed to adhere to all the provisions made by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 which urges employers to "*ensure that women are protected against sexual harassment ... This will contribute to their right to gender equality, life and liberty and equality in working conditions everywhere.*"

The College authority has installed CCTV cameras in sixteen different locations in the new building to keep a close watch on the Campus and this surveillance discourages such unsavoury conduct. The students are notified about these provisions through the information booklet and also through various notifications.

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 maintained a zero tolerance to incidents of ragging. The College has an Anti-ragging and Anti-harassment Cell as stated earlier, which has issued clear guidelines for dealing with cases of ragging. The students are informed about the views of the College authority on the very first day when an Orientation Programme is organized. Moreover the sixteen CCTV cameras installed inside the new Campus also keep the students under constant surveillance.

There have been no reported incidents of such cases in the last four years.

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

The Institution in order to ensure that the welfare schemes reach the students has a Students' Welfare and Grievance Redressal Cell comprising senior teachers and non-teaching staff. The students are informed about the welfare schemes on the very first day when an Orientation Programme is organized. Further the Cell promotes the various schemes by informing the students through the students' notice board. The schemes which are run by the College are:

- ❖ **Scholarships and freeship:** The students who get 60% and above marks in the last appeared University exam are provided with freeship by the College. The students who are meritorious or studious but financially weak are given financial support by allowing them to carry on their studies free of cost. The Students' Welfare and Grievance Redressal Cell supervises the procedure of selecting the students eligible to avail the freeships. The Alumni Association of the College also helps the meritorious and needy students financially. Finally the institution has plans to provide freeship to those students who have 95% attendance in the class lectures.
- ❖ **Anti-Ragging and Anti-Harassment Cell:** The Cell stays vigilant round the year so that no instances of ragging and harassment can occur. The Cell also makes a sincere and credible effort to sensitize students to develop healthy relationship with their fellow students irrespective of their gender. Moreover the CCTV cameras installed also help the College authority to keep a close watch on the activities of the students.
- ❖ **Health services:** The College authority is quite concerned with the health and sanitation of the students. The College has recently inaugurated a health check-up unit inside the Satellite Campus for the benefit of the students and staff. The unit provides facilities like first-aid, measuring BP and other need based amenities. Students may also avail OPD facilities at a nominal charge from the Students Health Home, a city based Health Home (running under the aegis of the Ministry of Health, Government of West Bengal) by producing their College Identity Card.
- ❖ **Career Counselling and Placement Cell:** The Cell helps the students in shaping their career and also provides them with psychological help whenever they need it.

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

The institution has an Alumni Association. The association actively interacts with the College authority and provides useful suggestion for the improvement of the College. The Association meets regularly at the College premises. The Alumni Association conducts seminars and workshops for the benefit of the present students. The present students who are meritorious and studious also receive financial help from the old students association. The association is an integral part of the College management and is expanding with new enrolment of students.

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.

Table 5.1: Students' progression to higher education

Student progression	%
UG to PG	About 50%
PG to M.Phil.	N.A.
PG to Ph.D.	N.A.
Employed <ul style="list-style-type: none">• Campus selection• Other than Campus recruitment	16% of the participants in the programme by TCS

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.

A comparative study of the pass percentage of the College and the University of Calcutta is presented below in table 5.2. The result of other Colleges of the affiliating university within city/district is not available.

Table 5.2: Comparison of results of the College

SL NO.	COURSE	COLLEGE RESULT 2011	UNIV RESULT 2011	COLLEGE RESULT 2012	UNIV RESULT 2012	COLLEGE RESULT 2013	UNIV RESULT 2013	COLLEGE RESULT 2014	UNIV RESULT 2014
1	Commerce	93%	85%	100%	84%	76%	73%	72%	66%
2	Bengali	96%	86%	98%	85%	87%	89%	78%	86%
3	English	93%	76%	77%	79%	89%	82%	100%	81%
4	Geography	97%	88%	96%	93%	100%	94%	100%	93%
5	Mathematics	83%	63%	62%	65%	59%	57%	78%	60%
6	Physiology	100%	93%	100%	99%	100%	93%	100%	100%
7	Physics	100%	84%	50%	80%	71%	89%	75%	84%
8	Political Science	100%	86%	91%	91%	100%	86%	100%	89%

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

The Institution facilitates student progression to higher level of education and/or towards employment through proper guidance by the teachers. The College strives to develop the personality of the students through various seminars and workshops, through counselling sessions and through extension activities.

The College in association with Tata Consultancy Services organizes an Affirmative

Action Programme to improve the employability potential of unemployed graduates, especially for SC/ST community, BPL and those coming from financially challenged clusters. The program offers free employability training to improve English Communication skills, preparatory sessions and corporate etiquette training with the intention to build the confidence of the graduates and connect them to the Corporate World and by extension to Corporate India.

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

The College is committed to bring down the failure and drop-out rate of the students. The various socio-economic and cultural reasons contribute to the increase in drop-out and failure rate. The College authority provides financial and mental support to the students so that they can overcome the psychological impediments. The teachers personally interact with the students and prevent them from abandoning their studies mid-way.

A psycho-counselling session was organized under the auspices of NSS unit to guide such students overcome their stress and strive towards a prosperous future. The various provisions of freship and student concessions also encourage the students to sustain their academic activities.

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.

The College believes in the principle that educational Institutions have the obligation to promote/bring out the multi-faceted talent/ability of the students. These activities have significant character building potential. Hence our College has always encouraged the students to participate in sports, games, cultural and other extracurricular activities: inter College or intra College.

The College cricket and football teams regularly participate in the tournaments organized by the University of Calcutta. The Sports Subcommittee monitors/administers the process of selection of College team, availability of infrastructural facilities, procurement of finance etc.

The Students' Activity Subcommittee formed by teachers, non-teaching staff and students' representative has formed various clubs like Music Club, Drama Club, Debate and Extempore Club, Nature and Photography Club which help in multi-dimensional growth of the students. The Subcommittee organizes quiz competitions, singing competitions, poster drawing competitions to commemorate the birth anniversary of Pandit Ishwar Chandra Vidyasagar. Outstanding performances are appropriately rewarded.

Our students have also participated in debate, quiz and poster competition organized by other educational Institutions.



The participants during a freestyle football competition organized by Students' Union

The Students' Activity Subcommittee formed by teachers, non-teaching staff and students' representative has formed various clubs like Music Club, Drama Club, Debate and Extempore Club, Nature and Photography Club which help in multi-dimensional growth of the students. The Subcommittee organizes quiz competitions, singing competitions, poster drawing competitions to commemorate the birth anniversary of Pandit Ishwar Chandra Vidyasagar. Outstanding performances are appropriately rewarded.

Our students have also participated in debate, quiz and poster competition organized by other educational Institutions.

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

The students of our College participate in co-curricular, extracurricular and cultural activities at different levels. The Sports Subcommittee in consultation with the authority of the College provides all infrastructural and logistical help to the students.

The College football team regularly participates in the Inter-College football and cricket tournament organized by University of Calcutta. Though the team has not achieved anything remarkable but the spirit of participation and enjoyment of sports is the key to their initiative.

Besides, there have been some other achievements of the students of this College:

- ❖ 3rd Prize awarded to some students of the Department of Mathematics in the Poster Competition organized at Belur Vidyamandir in 2015.
- ❖ 2nd position in inter-College dance competition in Techno India College in 2015.
- ❖ 1st position in "Caliesta" – fusion dance (in group) competition organized in the University of Calcutta in 2015.

- ❖ 2nd position in Solo dance competition in “Caliesta” in 2015.
- ❖ 3rd position in Duet dance competition in “Caliesta” in 2015.
- ❖ 2nd position in Solo dance competition in South Calcutta Girls’ College in 2014.
- ❖ Finalist in Solo dance competition in T2 Talent Hunt in 2015, held in this College.



Students from this College performing in the Final of The Telegraph Talent Hunt, 2015.

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 College collects feedbacks from its students annually. The students’ views regarding the institution are analysed regularly by the College authority and appropriate steps are taken to improve the quality and service of the institution. Some of the steps taken after consulting the feedbacks are:

- ✓ Water cooler-cum purifier installed at convenient locations
- ✓ Building of Sports room
- ✓ Better and improved canteen facility
- ✓ Back up of electricity in case of electric shut down during College hours
- ✓ Placement of trash bins at convenient location inside the Campus
- ✓ Grievance Redressal Box placed at convenient location
- ✓ Improvement of ladies’ toilet.
- ✓ Sweeping and cleaning of premises.

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 institution has always encouraged the students to improve their literary and artistic ability by contributing in the College magazine “Unmesh”. The Campus Publication Subcommittee of the College has a students’ representative who provides valuable input about the students’ perception regarding the magazine. It also encourages the students to contribute to the magazine.

Departments like Bengali, English, Geography and Physiology use the tool of wall magazine to hone their literary and artistic skills.

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

The College has a Student Council known as Students’ Union. The Principal is the President of the Union. Election is held every year as per the date declared by the University of Calcutta and in the manner prescribed by the Constitution of the College. Class representatives (CR) are elected and from among the CRs an Executive Body is formed to serve the students. The activities of the Students’ Union include organizing blood donation camps, conducting students’ sports, arrange intra-College cricket and football competition and indoor games competition etc. The Students Union sends representatives to different academic and administrative Subcommittees including the Governing Body which is the highest decision making body of the College. The Students’ Union’s activity is funded by the students themselves who contribute during admission.

In the recent past the Students’ Union of the College has hosted various intra-College as well as inter-College extra-curricular activities within the Campus. It also organizes the annual cultural programme, Science Exhibition and Freshers’ Welcome.

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

The academic and administrative bodies which have student representatives on them are as follows:

- (i) Governing Body
- (ii) Internal Quality Assurance Cell (IQAC)
- (iii) Admission Subcommittee
- (iv) Academic Subcommittee
- (v) Routine Subcommittee
- (vi) Examination Subcommittee
- (vii) NSS Unit
- (viii) Campus Publication Subcommittee
- (ix) Sports Subcommittee
- (x) Anti-Ragging and Anti-Harassment Cell

- (xi) Campus Development Subcommittee
- (xii) Students Welfare and Grievance Redressal Cell
- (xiii) Career Counselling and Placement Cell
- (xiv) Disciplinary Subcommittee
- (xv) Library Subcommittee
- (xvi) Students' Activities Subcommittee.
- (xvii) Equal Opportunity Cell.

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

The institution has an Alumni Association. The Association actively participates in the functioning of the College. The office bearers hold regular discussions with the College authorities to put forth their suggestions. The Alumni Association plays active role in motivating the students by sponsoring scholarships to students. They are also regularly invited to the different College programmes.

The former faculty members keep in touch with the institution. They are invited to different College programmes and they present their views about the ways and means by which the institution can progress. Thus their competency and experience makes them virtually an advisory body which provides quality assurance to the Institution and is indispensable to our future plans to develop the College.

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 the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Vidyasagar Evening College was started in the year 1961 as a corollary of Vidyasagar College to cater chiefly to Commerce education (in addition to a few other subjects) among the young students who are successfully leaving school education. The practical justification of the provision for evening education lies in the fact that the majority of the students who chose to make a career in Commerce were usually those who were engaged in some kind of employment and could not afford to pursue an UG degree at a day College. The method of implementation undoubtedly helped a significant number of such students to afford formal education in a College not only by virtue a flexible time but also keeping the College fees in an affordable range.

However over a period of time the College authorities gradually realized the pressing need of opening a few more Departments. The idea was not merely to present the stakeholders with more options but at the same time it was a question of survival amidst the steep competition in the higher education sector. Since the students the College gets are neither affluent nor academically brilliant, its mission is to educate its mediocre students to enable them to compete in the present global sphere. The goal of the College is not to create “in specific” rank seekers, but groom students and equip them with a robust character, uphill confidence, and a love for humankind. Vidyasagar Evening College believes in creation of individuals who will have a compassionate heart, a tireless brain, and a sympathetic touch. In view of the present global scenario, analysis of the FAQs that the College encounters prompted the College to upgrade the College in a holistic way embracing infrastructural as well as academic development so that an overall vertical growth can be achieved to make its students withstand all sorts of weather. Thus the College successfully erected its new premises dedicated to advanced learning. To match the students' need and serve students in a better way toward fulfilment of the aims and objectives, the College further changed its time schedule to avail more working hours. This was a very important though difficult decision on the part of the Management. What is overwhelming is the compliance of all servers in the system to such a paradigmatic change which is a true reflection of the mission of the College as a whole as well as of every individual associated with the Institute.

The time has come to extend the activities of the College beyond boundaries. The College is determined to achieve its vision through generation of knowledgeable individuals capable to contribute to the society through innovative thinking. Enrichment of the society is the prime object of education to all concerned. Vidyasagar Evening College wants to confer a kind of education to its students which will make them self-sufficient, effective contributors, passionate, morally enriched and above all self-believers.

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

The College is managed by the Governing Body constituted as per guidelines provided by the University of Calcutta. Overall day-to-day academic and administrative policies are followed as per instructions and orders mentioned in the Statute of University of Calcutta. The orders and circulars of the Higher Education Department, Government of West Bengal are regularly followed and subsequently implemented by the management, as and when required.

The Principal of the College regularly attends the meetings organized by the Directorate of Education and proposes various plans that will be useful for ensuring quality at the College level. The Principal regularly coordinates with the University, the Higher Education Department and local administration, for smooth management and running of the institution.

Apart from involvement in regular teaching-learning process the faculty members actively participate and organize various co-curricular activities. For this purpose various activity clubs have been constituted (Nature and Photography, Music, Drama, Debate and Extempore) which regularly nurture students to this end and organize programmes involving students throughout the year. The NSS unit of the College is very strong and has become one of the best in the University with the active and sincere involvement of our faculty members. Various quality improvement programmes undertaken by the faculty members are:

- (i) Computer Training programme for staff.
- (ii) Language Competency classes for students.
- (iii) Career Counselling Programme for the students.
- (iv) Students' Activity Clubs as mentioned above.

6.1.3 What is the involvement of the leadership in ensuring:

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

The leadership approves the effectiveness of decentralization in achieving goals. Therefore it believes in the formation of small Subcommittees headed by able personnel who are usually senior faculty members. Each Subcommittee is trusted with a piece of specific work which they complete within a given time frame. The Principal not only remains vigilant in the whole affair; he also places the progress report before the Governing Body for detailed discussions particularly in the trouble shooting domain, if any.

• Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

The strategic plans for the College primarily involve the rational and optimal utilization of manpower, for the institution's all round development. The authority adopts measures to make each and every individual staff feel important by putting them at the helm of a Subcommittee. Simultaneously such individuals are given enough freedom to carry on a specific assignment with other people in the team. The viability as well as operational success rate of the methodology has been found unquestionable.

- **Interaction with stakeholders**

The College authority is determined to provide the best of services to the stakeholders. In addition the authority believes that satisfaction of the stakeholders should be the ultimate goal to touch new milestones in higher education. Students, guardians and local people get involved in various co-curricular social activities like science exhibition, community service as a part of the College's NSS activity, birthday celebration of Pandit Iswar Chandra Vidyasagar, the founder of the College and in few other programs organized from time to time. The stakeholders also have scope to opine in various developmental work of the Institute as representatives in different Subcommittees.

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

The Governing Body, the highest authority of the institute, extends scope for the stakeholders to opine about needs and seriously value such opinion on a priority basis during implementation. While planning developmental aspects students are always consulted to meet their need, demand and necessity. Students' needs receive highest priority from the management.

- **Reinforcing the culture of excellence**

The leadership of the College considers academic excellence to be its prerogative. The faculty members in all the Departments put in their best to reach the peak of academic success. Students are encouraged to pursue their academic goals as well as their extra-curricular activities through awards. Students are counselled on a day to day basis to project the importance of remaining focused in life. The leadership also explains the motto of the culture of excellence to all the stakeholders whenever such scope arises.

- **Champion organizational change**

The history of the College bears testimony to the extent the Institution champions organizational change. An institution which started on a modest scale now runs seventeen Departments with Honours Courses being offered in eight of them. The academic achievements of the different Departments are worth mentioning as they function despite a lot of practical problems, at the center of which is a great deficit in manpower.

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 Institution is fully aware of the hurdles in the path of implementation and monitoring of the various plans and programmes taken by the authority from time to time. It has consciously decided to involve members of the Teaching and Non-Teaching Staff as well as members of the Students' Union to pool in their resources to better monitor and evaluate the policies and plans of the Institution. The involvement of all these sections of

the College ensures that the implementation process is democratic and free from any kind of bias.

The Students' Union helps the Principal substantially to monitor student related matters including students' grievances. Small Subcommittees are formed to ensure policy implementation and assess the benefit derived out of such implementation. The IQAC of the College monitors the overall progress and evaluates the relative merits and demerits of all policies framed for the purpose of development.

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

It is beyond the purview of an undergraduate affiliated College to venture into intellectual exchange programme. However the Management always encourages inviting outstanding teachers of various disciplines to allow interaction with our students, not stretching ourselves beyond limit. The Vidyasagar Memorial Lecture is one such occasion where noted scholars address the College staff and students on the occasion of our Founder's Day. The most prominent and effective leadership that the Management provides is encapsulated in the academic freedom that every Department enjoys. Such freedom has been proved over time to be very congenial in view of improvising curriculum as well as teaching methods. The Departments are also given a free hand in organizing seminars in their Department. The College, true to its commitment to academic excellence, extends all possible kinds of co-operation to the faculty members involved in research and also to those who are desirous of undertaking such research.

6.1.6 How does the College groom leadership at various levels?

"Not to compromise with quality and leadership" is the motto of the Management that has enabled the Institution to flourish to a point which is truly laudable given our limited resources. Irrespective of rank the Principal has been successful in instilling self-belief in every individual by virtue of which each one of them are equal contributors to the common cause of institutional development.

The Subcommittees of the College are constituted keeping the goal of grooming young leaders in mind. Young teachers and senior faculty are the members of each Subcommittee and this helps the resolutions to be more effective as they are framed by pooling in the experience of the senior teachers and staff and the youthful energy of the young staff members and students. Also the Headship of the Departments is circulated by rotation thus enabling every teacher to groom his / her leadership skills.

Student members are also present in some of the important Subcommittees and this gives them a working idea of the responsibilities that leadership entails. The NSS camps and activities are also instrumental in grooming leadership at the student level. Also the College teachers delegate important responsibilities to the students while organizing any special event in the College be it a seminar or a special workshop or camp. Thus these events provide a platform of leadership to the students.

The net result is the creation of a leadership hub that is considered as the greatest strength of our College.

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

The College consciously provides operational autonomy to the individual Departments and this policy has been proved a time tested advantage in monitoring the quality of services being catered to the stakeholders. The authority extends a free hand to all the Departments in monitoring admission, holding tests for internal assessment, preparatory test prior to University examination, adequate flexibility in holding theory and practical classes, allowing the Departments to arrange parent-teacher interaction and fix tutorial classes. Certain Departments enjoy authority in conducting study tours as a part of their syllabus. Introduction of such autonomy extends the benefit of decentralization whereby things can be done distinctly avoiding overlap of jobs, confusion and unintentional delay.

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

The culture of participative management is always there in the day to day functioning of the College. Traditionally there is participation of all sections of stakeholders in the management. The Governing Body of the College comprises representatives of teachers, non-teaching staff, students and local bodies which regularly meet to discuss about regular practices followed in the College, future planning and problems, if any, in the Management of the College. Decisions are taken after consensus among all the participants. Apart from the Governing Body, the Teachers’ Council, Non-Teaching Staff Council and Students’ Union are also bodies whose ideas, planning and recommendations / resolutions are properly addressed at the Management level.

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?

The quality policy of the College is enshrined in the concept of “Gyan, Tyag, Seva”, as visible in the masthead of the College emblem. The College has started from humble beginnings and so our avowed policy is to provide quality academic grooming while fostering the philanthropic ideals of Pandit Ishwar Chandra Vidyasagar, who was a living epitome of such a confluence of academic excellence, sacrifice and selfless service. The institution thus prioritizes its social responsibility towards the student community and the local neighbourhood and its commitment to academic excellence as its “quality policy.”

The teachers are committed to inspire the students to serve the community and become responsible citizens. The Orientation Programme at the beginning of the College year is designed in a manner to make the students realize that academic development is as important as social awareness. As students they should contribute meaningfully and

substantially to the community and further their own academic and cultural education. The NSS Unit of the College helps in the successful realization of this motto of improving the community through its various programmes and workshops. The Unit sponsors the development of a nearby slum (Jhamapukur Slum) by formally adopting it according to NSS Guidelines. The Unit also tries to encourage needy students of the neighbourhood by organizing small competitions to boost their morals. The Student Union of the College also tries to do their lot by organizing events such as blood donation camps etc.



Prize distribution to the children in the slum by the Principal.

For Academic development the teachers regularly review the progress of individual students of the Department in its meetings. Regular tests, assessments and monitoring help to streamline the Department. Guardian's meetings help to preserve the interactive character of the College and encourage a student's all round development.

The IQAC in its role as the reviewing authority helps to review the feedback of the students and also reviews the effectiveness of the NSS activities and its outreach for future improvement and up gradation.

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

A perspective plan defines or outlines the vision for the future and the concerted efforts towards fulfilment of the plan. In the past the College faced considerable problems arising out of the lack of institutional space since it had to share the premises with the Vidyasagar College for Women (Morning) and Vidyasagar College (Day). From 2014 the College has been operating with a new building while sharing the old one. This building houses the Library and the Auditorium and since its launch it has been possible to expand the

academic activities considerably. The building also has a dedicated computer laboratory and well-equipped science laboratories which are not shared with the other two Colleges. Thus students and teachers can now study and work independently in their own space. The building also has its own NSS room. Thus the perspective plan to build the College on a solid basis of academic excellence has been furthered. The College hopes to enhance the philanthropic goals in the near future as well. The following points provide an estimate of the perspective short and long-term plans of the College for future.

Short-term plans:

- Starting interdisciplinary research unit for faculty members.
- Running health check-up unit using qualified doctors on regular basis.
- Making the whole of the new building a wi-fi zone.
- Construction of a multi-gym.
- Development and beautification of the adjoining area i.e., space in front of the new building of the College.
- Organizing seminar on Consumer Affairs and Fair Business Practices.
- Organizing workshop on Pain Management for students and staff.
- Organizing awareness program on Environment and Cancer.
- Starting a Consumers' Club for creating awareness among stakeholders of the College.

Long-term plans:

- Opening of Honours course in Chemistry and Economics.
- Opening regular Master degree course in Bengali and English.
- Group insurance for staff members.
- Health insurance for students as a group.
- Construction of 3rd floor rooms for extending the sitting space for faculties and readying some new classrooms.
- Increasing the capacity of rooftop solar PV plant and tie-up with CESC.
- Provision for rainwater harvesting in the Campus.
- Development of a herbal garden in the terrace of the Satellite Campus.

6.2.3 Describe the internal organizational structure and decision making processes.

The internal organization structure consists of the Principal as the administrative head. He is aided by the teaching faculty (consisting of Permanent Professors, Part time Professors, Contractual Full time Professors and Guest Lecturers) and non-teaching staff of the College. The various committees of the College are assigned different administrative functions and responsibilities in order to make the internal organization more democratic. The Principal is the Chairperson of all the committees and thus effectively oversees the process and streamlines it accordingly.

The internal decision making process of the College is undertaken by the Governing Body which gives due weightage to the Departmental issues. The body consists of elected and nominated members and they are entrusted with a host of important functions. Within this setup the Departments enjoy sufficient academic autonomy and have substantial freedom in the implementation of their academic policies.

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

- **Teaching & Learning**

The curriculum is innovatively taught by the teachers with the help of traditional blackboard work as well as audio visual resources. Students are actively encouraged to participate in the class lectures through discussion, debate and interactive lectures. Regular student seminars are held to make the teaching-learning experience an enriching one for the students. The College in pursuance with its social commitment also hosts regular remedial classes to help students who have problems in their learning abilities.

- **Research & Development**

A number of teachers in the College are engaged in UGC sponsored projects. Some of the teachers have submitted their respective projects with success. These activities help in enriching the academic climate of the College. The scope and the variety of the research projects is a good marker of the academic depth of the College.

- **Community engagement**

The Community engagement activities of the College are managed and executed under the aegis of the NSS Unit of the College. The Unit pursues programmes to uplift the community. Its projects are specifically designed to benefit the children and young adults of the community. According to the NSS guidelines a neighbouring slum has been adopted and the NSS Unit works to educate them on the basics of health and hygiene.

- **Human resource management**

- The faculty members participate in Orientation and Refresher courses to periodically update their expertise.
- Some of the faculty members also avail the UGC-FDP Scheme.
- ICT Subcommittee is providing training to the non-teaching members to enhance their software handling capability.
- The students belonging to the NSS unit participate in outreach programs to serve the local community.
- The College has also organized a Communicative English Class to help outgoing Third Year Students to streamline their English speaking skills
- All of the students are encouraged to participate in various intra-College and inter-College competitions and programs to develop their skills.

- **Industry interaction**

The College has organized workshops and programmes from time to time to facilitate Industry Interaction and these efforts have hugely benefitted the student body. The recent Affirmative Action programme (conducted by TCS) hosted by the College has been very successful. A number of students from the College have been placed in the organization following the termination of the programme.

In November 2014, Prof. Ajay Bhar (Department of Business Administration, Haldia Institute of Technology) delivered a talk entitled “Communication for Success” to about one hundred students of 2nd and 3rd year. A game show followed the program and the students responded spontaneously.

On 14th October 2015, an extempore competition on “Anti-corruption” was arranged in collaboration with Balmer Lawrie & Co. Ltd. (a Govt. of India enterprise), following a directive from the Central Vigilance Commission to adopt and evolve preventive techniques to arrest the germination of seeds of corruption against the youth, School and College level students. A good number of students participated in the program.

We have plans to conduct more of such Interactive programmes in the future.

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?

The Principal ensures that the adequate information is available for the top management and the stakeholders to review the activities of the institution by conducting regular meetings with them. In the case of very important issues Governing Body meetings are held where specific agendas are marked out for deliberation and resolution. There are also various Subcommittees in the College which provide information to the Principal on their activities and interaction with the students, which in turn is passed on to the top management and stake holders. The Students’ Union of the College also helps the Principal in this task as they form the bridge between the teaching and the student community.

Also some of the Subcommittees have Student Union members in their composition in order to give substantial leverage to the student stakeholder. The Subcommittees are headed by the Principal, the face of the top management.

The Principal earmarks special sessions with Departmental teachers, students and representatives of the IQAC to streamline the functioning of the Departments and ensure their better productivity. These meetings also help the Principal and the IQAC to assess the problems pertaining to the teachers and students of the respective Departments.

Feedback from the students plays an important role in collecting the students’ opinions about the College. Apart from manually collecting feedback from the first and second years in College, there is also a provision of recording one’s feedback in the official website of the College.

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

The involvement of the staff in improving the effectiveness and efficiency of the College is done in a number of ways. Firstly, all the Committees functioning in the College consist of members chosen from among the teaching and non-teaching staff of the College. Moreover the membership of these committees is reshuffled from year to year so that every member of the College staff acquires adequate information about every aspect of the College. In the academic matters too, the headship is circulated within the permanent faculty members of the Department by rotation so that every member of the teaching faculty acquires some experience in academic as well as administrative matters. The College website is open to the perusal of all and it is requested from the Principal's office, that if there is anything which is worthy of inclusion in the site, it must be brought to the notice of the authorities and the technical team who supervise the running of the website. This fosters the good habit of visiting the website regularly. The Principal holds regular meetings/discussions with the Teachers' Council and the Non-Teaching Staff council to improve the effectiveness and efficiency of the institutional processes.

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

The following significant actions were taken following the resolutions made by the Governing Body of the College in the last year.

- Requisitions were made to the West Bengal College Service Commission for filling up the vacant teaching posts. As a result, a few posts have been filled in the current academic year.
- The proposal for making the College a study center for Geography and DCNM under the affiliation of Vidyasagar University in distance education mode has been approved. A good number of students have been admitted in these courses in two years.
- A guard has been appointed to look after the College building, after the retirement of the old gatekeeper.
- To reduce the load over the existing Subcommittees, some new Subcommittees have been formed (e.g. Examinations Subcommittee, Results Subcommittee and Routine Subcommittee have been formed as subsections of Academic Subcommittee).
- Fund for development of the College has been requested from the local MLA.
- Contribution to the common fund of the three Colleges has been reduced from approximately 33% to about 25%, following the lesser use of common infrastructure.
- Two faculty members (one from the Department of Commerce and other from the Department of History) have been allowed to go to UGC approved Faculty Development Program and their substitutes have been arranged.
- NAAC Committee has been reconstituted by increasing the number of committee members.

- Hundred point roster systems has been approved and authenticated for teaching and non-teaching members.
- IQAC has been reconstructed.
- Biometric attendance system has been introduced following the recommendations by IQAC.
- Library service has been proposed to start from 12 noon (instead of 2 pm) and run upto 8 pm.
- Decision has been taken to develop the adjoining area of the new building, jointly with Vidyasagar College for Women.
- A proposal to run regular M.A. course in Bengali is under process.
- Decisions have been taken to engage security guard (for the College gate at 8A, Shib Narayan Das Lane) and group C and D staff at the office to manage the increasing workload.

However, the proposal for introducing health insurance scheme for students could not be implemented due to the poor response obtained from the students.

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?

Yes, the University of Calcutta does have a provision for granting the status of autonomy to affiliated institutions.

However, Vidyasagar Evening College feels that it is not in a position to apply for autonomy. The College is still in the process of developing its academic excellence as well as infrastructural facilities, and might consider applying for autonomy subsequent to the improvement of these facilities.

At present the College has two successfully running PG courses in Geography and DCNM (Dietetics and Community Nutrition Management under the Directorate of Distance Education, Vidyasagar University.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to 127urved the nature of grievances for promoting better stakeholder relationship?

In order to redress the grievances of students and staff, the Institution has a Grievance Redressal Cell. The Cell consists of members of the teaching, teaching and the student community and they try to deliberate on the grievances which are presented before them.

The members try to arrive at some resolution while redressing the grievances. However, if there are any serious issues which are raised, the matter is referred back to the Principal. In some cases the Cell redirects the complaints to other Committees. For example, Complaints against the Library facilities are referred back to the Librarian and the Library Committee.

To make this system more effective the institution also has a Grievance and Complaint form. This form may be obtained from the office and deposited by the student after filling in his/her complaint in the Complaint Boxes which are placed in visible vantage points in the old as well as new buildings. The website feedback is also collected and submitted to the relevant Committees.

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?

In the last four years the College was a party to two W.P. filed against Govt. of West Bengal in the Hon'ble High Court. Children of two non-teaching staff (who expired during their service) sought approval from the State Government for confirmation of their temporary service in this College while dying-in-harness ground. In both the cases the judgments were neither in favour of the petitioner nor against the College.

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

The College has a formal mechanism for analysing students' feedback on the performance of the College through the mediation of IQAC. The feedback comprises the students' assessment of the faculty members as well as the general atmosphere of the College. The First Year feedback is only a students' feedback of the teacher and the second year feedback is a holistic feedback. The feedback forms and the detailed report are given in Annexure 8.

6.3 Faculty Empowerment Strategies

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

Efforts made by the institution to enhance the professional development of the staff are given below

- a) Basic computer courses have been arranged on a regular basis for non-teaching staff in order to enhance their skill.
- b) Various seminars and workshops have been organized by the respective Departments of the College in order to enhance the professional development of the teaching staff. In addition, the teachers have been encouraged to participate in mandatory RC and OP as well as other faculty development programmes sponsored by UGC. Last year's data for such activities is given below:
 - Number of faculties participated in Refresher Course: five.
 - Number of faculties participated in Orientation Program: two.
 - Six monthly academic meets (for UG students) named "Sanibarer Pathshala" organized by the Department of Mathematics, in collaboration with Indian Society of Nonlinear Analysis (ISNA).

- One day workshop named “Notun Swade Bigyaan” (Science from New Perspective) for school students on 21-01-15, organized by the Department of Mathematics in collaboration with Center for Interdisciplinary Research and Education, Kolkata and sponsored by ISNA.
- “Financial Education Workshop for Young Investors” (for UG students), organized by the Department of Commerce on 22nd November 2014.



Mr. Ram Prahlad Chaudhury addressing the students in workshop for Young Investors on 22nd November 2014.

- One day State level seminar on “Current Thrust Areas of Experimental Research in Physical Science” on 25th April 2015, organized by the Department of Physics and sponsored by DST, Govt. of West Bengal.
- Five classroom seminars, organized by the Department of Bengali.
- One classroom debate programme on “Did Feudalism Exist in Ancient India?”, organized by the Department of History on 26-11-2014.

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 College authority is committed in its mission to groom students as responsible citizens of the nation. The faculty members are therefore constantly encouraged to streamline and update themselves through Refresher Courses, Orientation Programmes, Seminars, Workshops, etc. To this end the College tries to maintain a peaceful, cordial and disciplined atmosphere here so that the teachers may practice their teaching ideas productively. Value Education lectures also help to motivate the teachers in this respect.

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.

For the faculty members, a Performance Based Appraisal System (PBAS) has already been introduced by UGC to monitor their performance for consideration of their promotion. In the PBAS system, the faculties have to inform

- The proportion of classes taken with respect to classes allotted,
- The activities as the members of different Subcommittees to contribute to the corporate life of the College,
- Participation in seminars, conferences etc.
- Use of innovative methods for teaching,
- Examination and evaluation duties performed for the College as well as for the affiliating University,
- Participation in any outreach programme or community work,
- Publications appeared anywhere or presentations made in any conference or symposium,
- Supervision of thesis and major / minor project works carried out,
- Acting as resource person in any programme and
- Refresher course and Orientation Programmes (organized by Academic Staff Colleges) attended for development.

These records are kept by the faculty members on a daily basis in a self-appraisal booklet and are summarized at the end of the academic year for filling up the PBAS form. Using this PBAS system, a faculty member has to score minimum 60% of the maximum allotted marks to be eligible for promotion. The decision for promotion is taken by the Directorate of Public Instructions, Government of West Bengal.

Besides, a feedback system is running inside the College for consideration of the performance by the Management, where the opinions from students are taken regarding the quality of teaching for each faculty member.

For the non-teaching staff, such feedback is registered in terms of the performance of the division where the staff is working (e.g. office, library, canteen and laboratory). Based on the review of the results of feedback, the Management identifies the fault (if any) and instructs the respective division to improve their performance.

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?

After the review of the performance appraisal report of the staff, the Management instructs the corresponding staff to rectify the performance or may take harsh decision. For example,

- (i) After receiving the report that the average time taken by the office to offer any service to students is 23 minutes, the Management has directed the office to reduce the time to about 2 minutes.

- (ii) One casual staff working in the library has been dismissed from her job following her irregular attendance.
- (iii) The biometric attendance recorder generates the attendance transcripts of the staff every month. The Principal then generates an availability report of the staff and warns those who appear to consistently flout rules of regular attendance and at least five hour availability.

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

The institution has undertaken several welfare schemes for the teaching and non-teaching staff since it understands the value of health. The College takes immediate action for providing loan from the provident fund of the respective staff in case of his/her emergency following the norms mentioned by the Government of West Bengal. Moreover, the institution arranges short-term credit to employees by providing advance from College fund, if it is not possible to sanction the loan immediately due to some technical constraints. The College encourages the employees of the institution to join the cooperative formed by Vidyasagar group of Colleges so that they can enjoy the benefits available from the cooperative fund.

The welfare scheme is also focused on health and hygiene of the staff. Therefore, the College has plans to keep the health check-up facility for both teaching and non-teaching staff (as well as students) on a regular basis. The College has allotted a room on the top floor as a health check-up center. It has been named as “Suswasthya” and has been inaugurated on 26th September 2015 by the local MLA. Presently there are provisions for recording the following parameters:

- (1) Height,
- (2) Weight,
- (3) Body mass index,
- (4) Body surface area,
- (5) Waist circumference,
- (6) Hip circumference,
- (7) Waist-hip ratio,
- (8) Blood pressure,
- (9) Blood group determination,
- (10) Pulse rate,
- (11) Blood sugar estimation,
- (12) Hand grip strength,
- (13) Body flexibility test (sit and reach test).
- (14) Assessment of dietary intake.

On the first day, six staff members of the College turned up for their health check-up. Presently, the last Saturday of every month has been allotted for the health check-up of the staff from 4 to 6 pm.

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

For retaining and attracting eminent teachers, the provision of research facility, the availability of computer lab, research project room along with internet access, enriched laboratory for science stream have been provided by the institution.

The institution also provides the necessary help and other assistance to those who are eager to visit the university and/or research institute domestically and abroad in order to update, refresh and enrich their knowledge.

We would like to mention here that two our most illustrious ex-teachers, Dr. Abhijit Lahiri (Physics) and Dr. Prabhat Ranjan Ghosh (Mathematics) had been involved as international level academic endeavours and have had a number of international publications to their credit during their tenure here. Thus we may say that the academic freedom of the institution helps in the fruitful exercise of academic activities.

6.4 Financial Management and Resource Mobilization

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

The Finance Committee of the College is responsible for overall management of financial resources. Day to day monitoring of financial aspects are done by the Principal, Bursar and Accountant. For the requirements of Departments or other sections, requisitions from the respective heads are invited and the corresponding budget is approved by the Finance Committee. Rs. 20,000/- and Rs. 40,000/- are allocated annually to each laboratory based general and honours subjects respectively for managing contingency, small purchase and repairing expenses, which is further approved by the Bursar and Principal.

As per the rules of State Government, purchase and procurement below Rs. 10,000/- are done directly from the market, provided the rates are reasonable. For any purchase and procurement over Rs. 10,000/- quotations are invited with proper notification through College notice board, Borough office notice board and College website. If the estimated expenditure crosses Rs. 1 lakh, advertisement is published in the newspaper for announcing tender. In all the cases, decisions are taken by the Principal after consultation with the members of Finance committee.

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

Experienced audit and accounting firm has been engaged to perform internal audit work. External audit is performed by Government recommended auditor as per the provisions of Government of West Bengal rules and University of Calcutta act and audit for the financial year 2014-15 has been completed.

During 2012-'13, 2013-'14 and 2014-'15, the reconciliation of the difference between the bank balance in the books of accounts and bank statement have not been done w.r.t. two

accounts lying with SBI. Also, during 2013-'14, no income tax has been deducted at source within due date for payment of website and software.

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

- Tuition and other fees are the major sources of fund for the Institution.
- UGC regularly allots funds to the College under development grant and other schemes (e.g. Merge Scheme).
- State Government provides Grant-in-aid for salary of full time Teaching and Non-teaching staff and also for providing remuneration of Part Time Teachers.
- Funds for development of the College are also obtained from the State Government and occasionally resources are also received from local MLA and MP under local area development programme.

The receipt-payment statements for the last four financial years have been provided in Annexure 8.

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

The College has obtained grant from local MLA under BEUP fund and also from local MP under LAD fund for the development of Campus.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

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

The College has established an IQAC in 2013. It helps in quality assurance process through the following processes:

- Monitoring teaching-learning processes by regular meeting with the Academic and Administrative Subcommittees.
- Coordination with internal and external stakeholders (like parents).
- Implementation of decisions regarding infrastructural development and teaching-learning processes.
- Support and monitoring of co-curricular and extra-curricular activities.
- Career advancement of faculties through performance based appraisal system (PBAS).
- Analysis of feedback from the stakeholders and inform the outcome to the same for any possible correction / modification.

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

Fourteen major recommendations of IQAC have been approved by the Governing Body of the College. Out of them, the following eleven have been implemented:

- (i) Flooring of central library using marble stone.
- (ii) Installation of air-conditioning machines in office, laboratories and sitting spaces for the teaching staff as well as the Principal's office in the 2nd floor of new building.
- (iii) Changing the working hours of the College.
- (iv) Automation of the library using software.
- (v) Installation of CCTV, biometric attendance system and fire alarm.
- (vi) Organizing career counselling and employability programs as well as communicative English classes.
- (vii) Renovation of the interior and sound system in the seminar hall.
- (viii) Installation of software to manage students' data.
- (ix) Software training of the office staff by the ICT committee.
- (x) Introduction of students' activity clubs and science exhibition.
- (xi) Installation of rooftop solar photovoltaic power for lighting purpose.

The recommendations that are in pipeline are:

- (i) Extension of library working hours.
- (ii) Beautification of the Campus including construction of basketball court, gymnasium and open air theatre.
- (iii) Construction of rooms in the 3rd floor of the Satellite Campus.

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

Yes – the external members of IQAC are:

- Dr. Gautam Kundu (Principal, Vidyasagar College, Kolkata).
- Smt. Sadhana Bose (local Councillor).

Smt. Sadhana Bose has helped the College to get water supply connection and solve sewerage problem for the new building.

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

The students help the College in the student-related issues (viz. science exhibition and activity clubs) recommended by IQAC. They also provide suggestions for the betterment of day-to-day facilities, examination and teaching-learning process. IQAC also make special effort to involve the alumni in the various programmes organized by the College.

The Alumni of the College provides scholarship to those first year Honours students in various Departments who have highest attendance.

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

The IQAC involves representatives from the teachers, non-teaching staff, management, local dignitary for decision making and implementation. It also generates notifications to communicate its decisions and gets regular feedback after meetings with the Department/s.

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

- The statutory bodies like Governing Body, Finance Committee, Academic Committee, Teachers' Council, and Students' Union work for quality assurance.
- The IQAC periodically discusses the academic and administrative issues with the Departmental heads and seek suggestions for improvement.
- Students are encouraged to participate in cultural and sports activities for their holistic development.
- Social responsibility and good citizenship is inculcated among students through the extension programme of NSS.
- Anti-Ragging and Anti-Harassment Cell tries to prevent any case of harassment of students in the College.

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

The teaching staff participates in the Orientation Programmes, Refresher Courses and short term courses organized by the various Academic Staff Colleges for better fulfilment of their academic responsibilities through updating their knowledge. They can utilize these knowledge to improve their teaching skill in the classroom.

The non-teaching staff of the College are being trained the basics of MS-Office, open-source software with the mediation of ICT Committee. These have helped them in handling software applications more efficiently, thereby speeding their assigned work.

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

The individual Departments, Academic Committee and Teachers' Council analyse the year wise performance of the students to identify the strengths and weakness lying within. Detailed academic audit by the College is under planning. However, external review of academic provisions is not carried out at present.

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

The College has availed the State Level Appraisal of Performance (SLAP).

The rules and guidelines provided by the affiliating University, UGC and DPI are followed by the College to maintain standards in the teaching-learning process, examination and evaluation.

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

The following institutional mechanisms are practiced to review the teaching learning process

- The teaching plan is provided to the students by the Departments to inform them of the components to be learnt and answered in examinations.
- The IQAC regularly meets the Departmental heads as well as the Academic Committee, Admission Committee, Library Committee to discuss and implement the plans for improvement in teaching-learning.
- Feedback from the students and other stakeholders regarding the Department, faculties, library, office and other facilities available in the College helps to review and improve the existing resources.

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

The quality assurance policies are communicated to the stakeholders through regular notifications, meetings with different Subcommittees, parent-teacher meetings, meeting with the alumni and Orientation Programmes. The policies and plans are communicated to the University and State Government through the reports submitted to them.

Any other relevant information regarding Governance Leadership and Management which the College would like to include.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its Campus and facilities?

There is no formal mechanism of Green Audit in this College. However, the College Authority tries to keep the College clean by regular sweeping of the floor and the Campus, preventing the throwing of plastic wastes and promoting the use of green energy for lighting purpose in its Satellite Campus. Bio-degradable and bio non-degradable waste is collected and disposed separately from the College Campus.

The College has planned to develop birdhouses just below the sunshades in the Satellite Campus to conserve domestic sparrows that have become a threatened species in the city. Previously the old houses in Kolkata had small spaces below the ceiling for ventilation and acted as the nesting places for sparrows. Nowadays modern air-conditioning has eliminated these spaces, thus making the species of sparrows nearly extinct. The proposed birdhouses, like small chambers for nesting of sparrows, will help to conserve the species so as to restore the ecological balance of the environment substantially.

7.1.2 What are the initiatives taken by the college to make the Campus eco-friendly?

Energy conservation

The College has replaced the use of fluorescent tubes by energy conserving LED lights for general lighting purpose in the auditorium. Similar plan is there for replacement of lights in the corridors, stairs, lobbies and toilets in the Satellite Campus. In future, total replacement of fluorescent tubes in this Campus is being planned.

Use of renewable energy

The College has setup a 1 kWp rooftop off-grid solar photovoltaic power plant for supplying power to the above-mentioned lighting load (except the seminar hall). Thus, it has reduced the use of conventional power, thereby cutting down the share of consequent greenhouse gas emission, and at the same time could utilize the vacant space on the rooftop for promoting the use of renewable energy. In future, the College plans to increase the capacity of the solar PV plant and tie the SPV power with the grid connection provided by Calcutta Electric Supply Corporation using net metering system.

Water harvesting

No such initiative has been taken up by the College till now.

Check dam construction

This is not applicable in this locality.

□ **Efforts for Carbon neutrality**

The College promotes the necessity of economizing the use of electrical energy (by switching off light, fan, air-conditioner etc. in empty rooms), thereby helping to reduce the share of greenhouse gas emission.

□ **Plantation**

Due to limitation of space, tree plantation in the Campus grounds is hardly possible by the College. However, the College is planning to set up a herbal garden on the rooftop of its Satellite Campus, in consultation with ayurveda experts. The herbs grown in the garden can be used for medicinal purposes by the staff.

□ **Hazardous waste management**

The hazardous chemical wastes from the Chemistry or Bio-Science laboratories are diluted with water before disposal.

□ **e-waste management**

Electronic wastes are disposed off depending upon their condition after collecting them separately.

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.

- **Shifting of College working hours** – from the previous duration of 5.00 to 9.15 pm (though some honours Departments could arrange their classes earlier in adjustment with Vidyasagar College), the College has shifted its working hours from 2.00 to 8.15 pm, by arranging the afternoon classes in its newly constructed Satellite Campus, thereby increasing the total number. Of classes to benefit the student community
- **Use of renewable energy** – the lights used in the corridors, stairs, toilets and lobbies are being powered by solar PV system installed on the rooftop.
- **Use of energy conserving lamps** – conventional fluorescent tubes initially installed in the corridors, stairs, toilets and lobbies have been replaced by energy saving LED lights.
- **Language Competency classes** – the Department of English is running classes on language competency to enhance the English-speaking power of the students of the College, which would, in turn, help them in facing interviews.
- **Software training course for staff** – the ICT committee has come forward to teach basic computer skills and practice open-source source software by the office staff.
- **Affirmative Action programs by TCS** – in July 2015, Tata Consultancy Services (TCS) carried out a two-week training program for the unemployed graduates of this College, provided certificate at the end of the training and absorbed fifteen of them in their concern. Those who were not offered a job directly by TCS, have also

been benefited because the training would be useful while seeking employment in other concerns.



Solar PV modules installed at rooftop of the Satellite Campus

- **Students' exchange program** – the Department of Physiology underwent a program of students exchange with the local Colleges. The students from other Colleges may attend classes to share the teaching expertise available in other Colleges.
- **Running M.Sc. course on Sunday in distance education mode** – this College has become a study center of Vidyasagar University for post graduate in Dietetics and Community Nutrition Management (DCNM) and Geography. This has resulted in the extension of educational facilities offered by the College, providing benefit to the students.
- **Students' activity clubs** – Drama club, Music club, Debate club, Nature and Photography club have been running since last year to cultivate the interests of the students and staff in different fields.

7.3 Best Practices

7.3.1 Elaborate on any two best practices, which have contributed to the achievement of the Institutional Objectives and / or contributed to the Quality improvement of the core activities of the College.

Best Practice 1

3. Title of the Practice

Orientation Programme for the newcomers on their first day in this College.

4. Goal

To provide the students an overview of the place to which they are being admitted after leaving school, and to inform them about the various facilities offered by the College.

5. The Context

The students coming to the College as freshers may not be aware about the manifold aspects of their Institution. They may not be aware of the manner of official procedures like fee submission and may be at a loss when faced by certain problems. To inform them about all these things and to motivate them for academic excellence in the University examination, the College authority has arranged for this Orientation Programme.

6. The Practice

Before the commencement of 1st year classes, the Orientation Programme is organized by the IQAC. The students admitted in Honours and General courses are divided into several groups (e.g. students from two or three Honours courses are grouped together, those from general courses are grouped together) and separate slots are allotted for them in two days.

During the program, the students are first welcomed by the Principal and the Coordinator of IQAC. Then one or two faculty members deliver the presentation prepared for this purpose. In the presentation, the students are first informed about the glorious history of the College, its vision & mission and the existing Departments. The schedule of submission of College and University fees are described by the Bursar. He also informs the scholarships and concessions available to the students. The students are advised to go to Students' Health Home (having a tie-up with the College) to avail medical facilities at a low cost. The sports, cultural and other clubs of activities as well as the facilities in the College are described then. Finally, the students are instructed to follow the Institutional codes of conduct, which is read out by the General Secretary of the Students' Union. The General Secretary of the Students' Union administers a pledge to the students whereby they undertake to preserve the sanctity of the institution and dedicate themselves to become worthier students and responsible citizens of future India.

7. Evidence of Success

- The students are now approaching the faculty members more frequently in case of any difficulty.
- Fees are now being timely deposited to the office.
- Students are more focused on their academic goals and social responsibilities
- They have also developed a keen sense of the institution's history and legacy.

8. Problems Encountered and Resources Required

No problems arose as such with the practice.

7. Notes (Optional)

None.

Best Practice 2

1. Title of the Practice:

Recording the attendance of the staff using biometric system.

2. Goal

The goal of installing a biometric system is to maintain an updated record, for noting the arrival and departure times of the teaching and non-teaching staff, of the College.



The Principal registering his attendance using the Biometric system.

3. The Context

In the past, the arrival and departure times of the staff had to be written in registers provided in the staff-room. The allotted duties had also to be reported in the same register by the faculty members. However, due to the huge load in the short working period of the College, the staff often forgot to remember the times of arrival and departure properly. In this context, the College felt the need of installing the biometric attendance system, which provided a way to accurately keep a record of the attendance of the staff.

4. The Practice

Two biometric attendance machines have been installed in the College – one at the main gate of the College at 39, Sankar Ghosh Lane and the other at the gate in the Satellite Campus. The two are interconnected, so that putting the thumb impression on any one is sufficient to keep the record. At the beginning of the month, the arrival and departure times along with the duration of stay in the College by each staff member during the previous month are displayed in the notice books.

5. Evidence of Success

After the installation of biometric attendance system, the regularity of the staff is gradually increasing. As a result their self-appraisal log books are relatively free from discrepancies arising out of inadvertent errors of data entry.

6. Problems Encountered and Resources Required

The instantaneous monitoring of the presence of any staff cannot be monitored till date by the Management due to the distance of the server from the entry point – the discontinuity of a long expensive wire between the main entrance and the server is the source of problem. So the data for attendance has to be transferred to the computer using flash drives. Good quality of LAN has to be used to solve this issue.

7. Notes (Optional)

None.

Contact Details

Name of the Principal: Dr. Ram Swarup Gangopadhyay.

Name of the Institution: Vidyasagar Evening College.

City: Kolkata

Pin Code: 700006.

Accreditation Status: Applied for accreditation.

Work Phone: (033) 22419508, (033) 64597118.

Fax: None.

Website: www.vec.ac.in

E-mail: vidyasagarevening@yahoo.in, ramasgangopadhyay@gmail.com

Mobile: 09433724454 (Principal).

EVALUATIVE REPORT OF THE DEPARTMENTS

Evaluative report of the Department of Bengali

1. Name of the Department: Bengali
2. Year of Establishment: 1961 (Honours and General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (honours and general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: Compulsory language paper in B.A., B. Sc. And B. Com. (Honours and General).
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	4	4

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided in the last 4 years
Sanjay Pramanick	M.A. Ph. D	Assistant Professor	Linguistics	9+	-
Susmita Saha	M.A. Ph. D	Assistant Professor	Fiction	14+	-
Goutam Sardar	M.A. M. Phil., Ph.D.	Assistant Professor	Linguistics	5+	-
Pranati Sinha (Mallick)	M. A. M. Phil. Ph. D	Assistant Professor	Comparative Literature	14+	-

11. List of senior visiting faculty: None.

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: Not applicable.

13. Student –Teacher Ratio (program-wise):

Year	1 st year	2 nd year	3 rd year
Ratio for Honours Course	39: 4	22: 4	22: 4
Ratio for General Course	148: 4	74: 4	62: 4

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
Minor	2012-2013	Dr. Sanjay Pramanick	UGC	Rs. 1,12,000/-	Rs. 91,000/-

16. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

1. Publications:

Name	Publications		Conference (mention National / International)			
	Total	2010 – ‘15	Presented paper		Only participated	
			Total	2010 – ‘15	Total	2010 – ‘15
Susmita Saha	19	8	Nat -4, Int -2	-	NA-15, IN-4	-
Sanjay Pramanick	25	19	Nat -17, Int-9	-	NA-5	-
Goutam Sardar	-	-	3	Nat -2, Int -1	3	-
Pranati Sinha (Mallick)	11	8	14	-	3	-

2. Areas of consultancy and income generated: None.

3. Faculty as members in a) Nat. committees b) Int. Committees c) Ed. Boards:
 Sanjay Pramanick – National Bankim Academy; Sri Aurobindo Bhaban Trust
 Susmita Saha – National: Nikhil Bharat Bango Sahitya Sammelan;
 International- The P.E.N.

21. Student projects

- a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department:

- i) Prof. Biswabandhu Bhattacharya, ii) Prof. Hiren Chattopadhyay, iii) Prof. Gopa Dutta, iv) Prof. Biplab Chakraborty, v) Prof. Sanjay Mukhopadhyay, vi) Prof. Sujit Sarkar, vii) Prof. Tarun Mukhapadhyay, viii) Sri Rudraprasad Sengupta.

24. Seminars/ Conferences/Workshops organized & the source of funding:

Level (Dept./ State/Nat.)	Dates	Funding	Topic
1. State	04-04-2011	State Agency	Rabindranath and His Political Thought
2. Dept.	12-08-2009	College	Bangla Adhunik Kabitapath
3. Dept.	07-01-2011	College	Ajker Samay Natak Keno
4. Dept.	21-02-2012	College	21 st February Smarane
5. Dept.	02-03-2013	College	Bangla Bhasa
6. Dept.	21-02-2013	College	21 st February Smarane
7. Dept.	30-07-2011	College	Chalachitra

25. Student profile program/course wise:

Name of the Course / program	Applications received	Registered	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12	101	30	22	8	98
UG; 2012 – ‘13	92	30	28	2	87
UG; 2013 – ‘14	98	25	15	10	78
UG; 2014 – ‘15	90	34	18	16	72

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	100%	-	-
UG; 2011 – ‘12	100%	-	-
UG; 2012 – ‘13	100%	-	-
UG; 2013 – ‘14	100%	-	-
UG; 2014 – ‘15	100%	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	About 70
Employed • Campus selection • Other than Campus recruitment	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: Departmental Library; No. of Books: 140
- b) Internet facilities for Staff & Students:
- c) Class rooms with ICT facility:
- d) Laboratories: N.A.

30. Number of students receiving financial assistance from College, University, Government or other agencies.

31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: Several seminars and lectures were organized.

32. Teaching methods adopted to improve student learning: traditional lecture method, Chalk and Board, Audio-Visual System, Demonstration.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities. 100%

34. SWOC analysis of the Department and future plans:

Strength: 100% class taken, Seminar or special lectures by eminent academicians, class seminar by students, wall magazine, educational tour, audio-visual system, class test, parent-teacher meeting, guidance for higher education, placement, books, prize for highest marks in Part-III examination.

Weakness:

Challenges:

Opportunities:

Future plans: Annual Dept. Magazine, Workshop, Post graduate in Bengali.

Evaluative report of the Department of Botany

1. Name of the Department: Botany
2. Year of Establishment: 1988 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (General).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	1	1 (Part Time Teacher) + 1(Guest)

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Mahasweta Das	M. Sc.	P.T.T	Cell Biology Genetics	9 Years	-
Dalia Banerjee	M. Sc	Guest Lecturer	-	-	-

11. List of senior visiting faculty: Prof. Sudarshan Pal, retired faculty and Head of the Department till January, 2014.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: 38%.

13. Student –Teacher Ratio (program-wise):

1 st year (General)	2 nd year (General)	3 rd year (General)
16: 1	9 : 1	5 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One post of skilled laboratory attendant sanctioned, one filled.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
None	-	-	-	-	-

16. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – ‘15	Presented paper		Only participated	
			Total	2010 – ‘15	Total	2010 – ‘15
Mahasweta Das	3	1	8	2	4	2

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees
c) Editorial Boards: None.

21. Student projects

- Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.
- Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists/visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12	-	-	-	-	-
UG; 2012 – ‘13	-	-	-	1	-
UG; 2013 – ‘14	-	-	-	-	-
UG; 2014 – ‘15	-	-	-	-	-

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	100	-	-
UG; 2011 – ‘12	100	-	-
UG; 2012 – ‘13	100	-	-
UG; 2013 – ‘14	100	-	-
UG; 2014 – ‘15	100	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
Employed	
• Campus selection	
• Other than Campus recruitment	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: One Departmental library
- b) Internet facilities for Staff & Students: Available.
- c) Class rooms with ICT facility: None.

d) Laboratories: One laboratory on sharing basis with two other Colleges in the same building.

30. Number of students receiving financial assistance from College, University, Government or other agencies: Data not available
31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method, PowerPoint presentation, practical classes as per curriculum.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities and NSS program.
34. SWOC analysis of the Department and future plans:
Strength: Students' enthusiasm and dedicated faculties.
Weakness: Lack of adequate laboratories and full time faculty.
Challenges: Serving students in absence of full time faculty.
Future plans: Opening honours course in Botany

Evaluative report of the Department of Chemistry

1. Name of the Department: Chemistry.
2. Year of Establishment: 1961.
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (General).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	2 (by promotion)
Asst. Professors	3	1

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Nandadulal Debnath	M. Sc.	Associate Professor	Physical Chemistry	25 years	-
Tapan Kumar Lai	M. Sc., Ph. D.	Associate Professor	Organic Chemistry	15 years	-
Sandip Mukherjee	M. Sc., Ph. D.	Assistant Professor	Inorganic Chemistry	11 years	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: Not applicable.

13. Student -Teacher Ratio (program-wise):

1 st year (General)	2 nd year (General)	3 rd year (General)
46 : 1	33 : 1	10 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Three posts of skilled laboratory attendants sanctioned, one filled.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
None					

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – '14	Presented paper		Only participated	
			Total	2010 – '14	Total	2010 – '14
Nandadulal Debnath	-	-	-	-	-	-
Tapan Kumar Lai	7	5	9	-	19	-
Sandip Mukherjee	1	1	3	2	11	-

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student projects

a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department:
None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12	-	-	-	-	-
UG; 2012 – ‘13	-	-	-	-	-
UG; 2013 – ‘14	-	-	-	-	-
UG; 2014 – ‘15	-	-	-	-	-

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	95	5	-
UG; 2011 – ‘12	94	6	-
UG; 2012 – ‘13	96	4	-
UG; 2013 – ‘14	93	7	-
UG; 2014 – ‘15	93	6	1

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
Employed	
• Campus selection	
• Other than Campus recruitment	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities
- a) Library: One Departmental library
 - b) Internet facilities for Staff & Students: None.
 - c) Class rooms with ICT facility: None.
 - d) Laboratories: Two laboratories on sharing basis with two other Colleges in the same building.
30. Number of students receiving financial assistance from College, University, Government or other agencies.
31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method, powerpoint presentation, practical classes as per curriculum.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.
34. SWOC analysis of the Department and future plans:
- Strength: Dedicated Faculty and staff.
Weakness: Lack of adequate laboratories and faculty members.
Challenges: Managing a huge number of students in limited number of practical classes.
Future plans: Opening honours course in Chemistry.

Evaluative report of the Department of Commerce

1. Name of the Department: Commerce.
2. Year of Establishment: Originally 1922 within Evening section of Vidyasagar College and in 1961 as a part of Vidyasagar Evening College.
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (Honours and General).
4. Names of Interdisciplinary courses and the Departments/units involved: Departments of Mathematics and Economics are involved in teaching the curriculum of B. Com.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	2
Asst. Professors	4	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Sk. Samsul Haque	M. Com.	Associate Professor	Accounting	27 years	-
Sovan Kumar Dhar	M. Com.	Associate Professor	Accounting	27 years	-
Anjan Kumar Ray Chaudhuri	M. Com.	Assistant Professor	Accounting	10 years	-
Sarajit Sardar	M. Com.	Assistant Professor	Accounting	8 years	-
Arun Kumar Mandal	M. Com., Ph. D.	Part time faculty	Accounting	27 years	-
Hakdar Ali	M. Com.	Part time faculty	B. Tech., M.C.A.	5 years	-
Saurav Das	M. Com.	Substitute Teacher (UGC FDP)	Accounting	1 year	-

11. List of senior visiting faculty: None.

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty:

13. Student -Teacher Ratio (program-wise):

1 st year (Honours)	1 st year (General)	2 nd year (Honours)	2 nd year (General)	3 rd year (Honours)	3 rd year (General)
15: 1	15: 1	15:1	15: 1	12:1	12:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None.

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
-	-	-	-	-	-

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – ‘15	Presented paper		Only participated	
			Total	2010 – ‘15	Total	2010 – ‘15
Anjan Kumar RayChaudhury	2	1	3	2	10	10
Sarajit Sardar	-	-	7	3	19	16

19. Areas of consultancy and income generated: None.

20. Faculty as members in a)National committees b) International Committees c) Editorial Boards: None.

21. Student projects

- a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year honours students have to carry out a 100 marks project work as a part of the curriculum, besides the compulsory project on Environmental Science.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding:

Level	Date	Funding	Topic	Speaker with affiliation
Zonal	22-11-14	College	Financial Education Workshop for Young Investors	Dr. Ram Prahlad Chaudhury, Assistant Professor, Department of Commerce, University of Calcutta.

25. Student profile program/course wise:

Name of the Course / program	Applications received	Registered	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12	1350	55	44	11	100
UG; 2012 – ‘13	1299	81	66	15	76
UG; 2013 – ‘14	1059	89	65	24	72
UG; 2014 – ‘15	1101	81	55	26	58

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	75	25	-
UG; 2011 – ‘12	74	26	-
UG; 2012 – ‘13	78	22	-
UG; 2013 – ‘14	80	20	-
UG; 2014 – ‘15	84	16	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	5%
<p style="text-align: center;">Employed</p> <ul style="list-style-type: none"> • Campus selection • Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: One Departmental library.
- b) Internet facilities for Staff & Students:
- c) Class rooms with ICT facility:
- d) Laboratories: Computer laboratory on sharing basis.

30. Number of students receiving financial assistance from College, University, Government or other agencies.

31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: None.

32. Teaching methods adopted to improve student learning: traditional lecture method along with ICT facilities.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.

34. SWOC analysis of the Department and future plans:

Strength: Sincere and serious teachers always wanting to serve the students.

Weakness: Non-availability of separate Departmental classrooms in sufficient number, along with modern facilities.

Opportunities: Availability of large number of interested students.

Challenges: To upgrade the academic performance of mediocre students.

Future plans: To introduce post-graduate course in future.

Evaluative report of the Department of Economics

1. Name of the Department: Economics
2. Year of Establishment: 1961 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments:
B. A. and B. Com Honours and General Course.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Suparna Nandy (Pal)	M. A. Ph. D	Assistant Professor 2	International Trade	13+	-
Debasish Joddar	M.A.	Assistant Professor 1	Money and Banking	10+	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: Not applicable.

13. Student -Teacher Ratio (program-wise):

Course	1 st year	2 nd year	3 rd year
Economics General	144 : 2	89 : 2	40 : 2
Commerce Honours	90 : 2	-	77 : 2
Commerce General	88 : 2	-	-

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: not applicable

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
Minor	2015 - 2017	Sri Debasish Joddar	UGC	Rs. 1,50,000/-	Rs. 1,10,000/-

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Books/ Chapters in Edited Volume		Conference (mention National / International)			
	Total	2010 – 15	Total	2010-15	Presented paper		Only participated	
					Total	2010 – ‘15	Total	2010 – ‘15
Suparna Nandy (Pal)	5	5	2	2	6	3-Int, 2-Nat	13	Nat-3, State-1
Debasish Joddar	1	1	3	3	2	1-Int 1-Nat	13	Nat-4, Int-1, Others-4

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student projects

- a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum. Also B.Com. (honours) 3rd year students have to complete a project on Commerce or Economics as a part of their curriculum.
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department:

- i) Prof. Sukhendu Sarkar, ii) Prof. Bikash Chakravorty, iii) Prof. Anjan Chakrabarty

24. Seminars/ Conferences/Workshops organized & the source of funding:

Level	Dates	Funding	Topic
Dept.	08-01-2011	College	Five years planning and its effects in Indian Economy
National	29-30 August 2011	UGC	Woman and spaces: engendering and regendering identities

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12					
UG; 2012 – ‘13					
UG; 2013 – ‘14					
UG; 2014 – ‘15					

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	100%	-	-
UG; 2011 – ‘12	100%	-	-
UG; 2012 – ‘13	100%	-	-
UG; 2013 – ‘14	100%	-	-
UG; 2014 – ‘15	100%	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
Employed	
<ul style="list-style-type: none"> • Campus selection • Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: Departmental Library with almost 150 books.
- 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 programs (special lectures / workshops / seminar) with external experts: Seminar organized with external experts.

32. Teaching methods adopted to improve student learning: traditional lecture method, powerpoint presentation.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.

34. SWOC analysis of the Department and future plans:

Strength: Enough student strength, experienced faculty members engaged in research activities, Departmental library accessible to students, seminar organization.

Weakness: No separate Departmental space in the college,

Challenges: To teach the students most of whom having no background of Economics.

Opportunities: To arrange more interdisciplinary seminars, to organize invited lectures of eminent scholars of the subject

Future plans: To open honours course in the Department.

Evaluative report of the Department of English

1. Name of the Department: English
2. Year of Establishment: 1961 (Honours and General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (honours and general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: Compulsory language paper in B.A., B. Sc. and B. Com.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	1
Asst. Professors	4	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Debashis Bhattacharyya	M.A.	Associate Professor	Novel: theory and practice	28+	-
Debalina Bannerjee	M. A.	Assistant Professor	Indian writing in English, gender, post colonialism	9+	-
Shymasree Basu	M. A., M. Phil., Ph. D	Assistant Professor	African American literature, gender and culture	8+	-

11. List of senior visiting faculty: None.

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: 30%

13. Student -Teacher Ratio (program-wise):

Year	1 st year	2 nd year	3 rd year
Ratio for Honours Course	30:1	20:1	10:1
Ratio for General Course	20:1	15:1	8:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None.

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Books/Chapters of Books		Conference (mention National / International)			
	Total	2010 – '15	Total	2010-'15	Presented paper		Only participated	
					Total	2010 – '15	Total	2010 – '15
Debalina Banerjee	6	5	12	12	14	Int. 6, Nat. 5	3	3
Shymasree Basu	10	10	4	4	-	-	1	1

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards:

- (a) Debalina Banerjee is member of the Journal Analetе Universitatii din Oradea - Fascicula- Sociologie- Asistenta Sociala- Filosofie, Romania.
- (b) Shymasree Basu is Associate Editor of the Editorial Board of the ISSN credited journal "Critical & Creative Wings".

21. Student projects

- a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: N
Dr. Margaret Rubik, Dr. Rochelle Tucker, Dr. Usha Bande, Dr. Josodhara Bagchi, Md. Mohibul Haque, Dr. Somdatta Mandal, Mr. Barun Chattopadhyay, Dr. Swati Ganguly, Mr. Gautam Mohon Chakraborty, Ms. Shaoli Mitra.

24. Seminars/ Conferences/Workshops organized & the source of funding:

Level (Dept./ State / Nat.)	Dates	Funding	Topic
Departmental	10 th December, 2010	College	Relevance of Bible in Literature
National	29 - 30 August 2011	UGC	Woman and spaces: Engendering and Regendering Identities
Departmental (students' seminar)	7 th February, 2012	College	Supernaturalism in Shakespeare

25. Student profile program/course wise:

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – '12	350	56	46	10	77
UG; 2012 – '13	353	71	62	9	89
UG; 2013 – '14	332	66	42	24	100
UG; 2014 – '15	250	47	37	10	91

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – '11	100%	-	-
UG; 2011 – '12	100%	-	-
UG; 2012 – '13	100%	-	-
UG; 2013 – '14	100%	-	-
UG; 2014 – '15	100%	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	9%
Employed	
<ul style="list-style-type: none"> • Campus selection • Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: Departmental Library with nearly 50 books.
- 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 programs (special lectures / workshops / seminar) with external experts: Organization of Departmental and National seminars with external experts.

32. Teaching methods adopted to improve student learning: traditional lecture method, power point presentation, practical classes as per curriculum. Chalk and board, power point presentation, film shows for cinematic representations of literary texts, quiz, debates, group discussions, self teaching in language competence classes.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are involved in the social and cultural activities of the college and that of the NSS.

34. SWOC analysis of the Department and future plans:

Strength: Sincerity, determination, motivation of the teachers to teach honours and general course students who are not sound in the knowledge of the language. Organizing parent-teacher meetings at regular intervals. Inculcating a love for literature through audio-visual aid and cinematic representations, apart from building up a taste for fiction.

Weakness: Delayed replacement of teachers against vacancies

Challenges: Need for the enhancement of language and literature learning skill of the students through more contact hours with them through tutorials and individual counselling.

Opportunities: Organization of active cooperation programmes with the other Departments like Bengali and Hindi, through lectures, joint seminars and workshops.

Future plans: Shakespeare workshop for students and a Departmental seminar on W. B. Yeats in near future, augmentation and expansion of Language Competence course.

Evaluative report of the Department of Environmental Studies

1. Name of the Department: Environmental Studies.
2. Year of Establishment:
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate.
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: Compulsory subject in all streams in 3rd year.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	-	1 (Guest teacher)

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Priyabrata DasGupta	M. Sc.	Guest Teacher	Ecology and environment	7 years	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty:
13. Student -Teacher Ratio (program-wise):

3 rd year B.A.	3 rd year B. Sc.	3 rd year B. Com.
86: 1	86: 1	84: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None.

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – '15	Presented paper		Only participated	
			Total	2010 – '15	Total	2010 – '15
Priyabrata DasGupta	8	8	-	-	9	9

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: Life member of Indian Science Congress Association; Ethological Society of India and Zoological Society, Kolkata

21. Student projects

- Percentage of students who have done in-house projects including inter Departmental / program: A project on Environmental Studies is compulsory to all 3rd year students.
- Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

Level	Date	Funding	Topic	Speaker with affiliation

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12					
UG; 2012 – ‘13					
UG; 2013 – ‘14					
UG; 2014 – ‘15					

26. Diversity of Students: Data not available.

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11			
UG; 2011 – ‘12			
UG; 2012 – ‘13			
UG; 2013 – ‘14			
UG; 2014 – ‘15			

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
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 programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method using chalk and blackboard, PowerPoint presentation.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities:
34. SWOC analysis of the Department and future plans:

Evaluative report of the Department of Geography

1. Name of the Department: Geography.
2. Year of Establishment: 1996 (Honours), 1986 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (Honours and General).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	1
Asst. Professors	2	1

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	Years of Experience	Ph.D. students guided for the last 4 years
Arunabha Misra	M.A.	Associate Professor	Population Geography	28 years	-
Jadab Lal Santra	M.A., B.Ed, Ph.D.	Assistant Professor	Population Geography	10 years	-
Sujib Kar	M.Sc. (Geo), M.Sc.(Ecology & Environment), Ph.D.	Guest teacher	Geomorphology	17 years	-
Saktinath Dey	M. A., B.Ed. (NET qualified)	Guest teacher	Cartography	16 years	-

Name	Qualification	Designation	Specialization	Years of Experience	Ph.D. students guided for the
Jayeeta Manna	M. Sc, B.Ed.	Guest teacher	Advanced Geomorphology	09 years	
Prasun Ghosh	M.A. B.Ed. (NET Qualified)	Guest teacher	Cartography	09 years	
Ramkrishna Sen	M.Sc. B.Ed. (NET Qualified)	Guest teacher	Environmental Geography	08 years	
Sumanta Kar	M.A. B.Ed.	Guest teacher	Industrial Geography	02 years	
Nilanjana Ray	M.Sc.	Guest teacher	Geomorphology	02 years	

11. List of senior visiting faculty: None.

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: About 33% theoretical and 22% practical.

13. Student -Teacher Ratio (program-wise):

Year	1 st	2 nd	3 rd
Ratio in honours course	5: 1	5: 1	5: 1
Ratio in general course	13: 1	10: 1	10: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One technical staff.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – '15	Presented paper		Only participated	
			Total	2010 – '15	Total	2010 – '15
Arunabha Misra	-	-	-	-	14	6
Jadab Lal Santra	-	-	-	-	10	5

- 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 - School level text and non-text books, reprints are available.
- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student project

- (a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, and a Project based Field Survey (Physical and Socio-economic).
- (b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None.
- (c) Maximum students have to present papers based on primary and secondary data on current geographical users.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None

25. Student profile program /course wise:

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG (Honours); 2011 – '12	360	34	29	5	96
UG (Honours); 2012 – '13	352	33	27	6	100
UG (Honours); 2013 – '14	344	34	26	8	100
UG (Honours); 2014 – '15	449	35	27	8	92

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2011 – ‘12	100	-	-
UG; 2012 – ‘13	100	-	-
UG; 2013 – ‘14	100	-	-
UG; 2014 – ‘15	100	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

NET: 25; SLET: 4; Civil Services: 3.

28. Student progression

Student progression	Against % enrolled
UG to PG	60%
Employed	
• Campus selection	
• Other than Campus recruitment	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- Library: One seminar library consisting of 100 books.
- Internet facilities for Staff & Students: Two in 2nd year and 3rd year honours Laboratories and common computer laboratory.
- Class rooms with ICT facility: None.
- Laboratories: One in the main Campus and one in the Satellite Campus.

30. Number of students receiving financial assistance from College, University, Government or other agencies: None.

31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: Nil.

32. Teaching methods adopted to improve student learning: traditional lecture method, powerpoint presentation, practical classes as per curriculum.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in various College activities.

34. SWOC analysis of the Department and future plans:

- Strength : 1. Dedicated teachers,
2. Excellent teaching-learning environment.
3. Disciplined group of students.
4. Supporting parents.
5. Administrative support in decision making.
- Weakness : Lack of sufficient number of permanent faculties.
- Opportunity : 1. Arrangement of National and International seminars and interdisciplinary seminars.
2. Undertaking of major and minor research projects.
3. Creating more student friendly environment so that the students love their Department as well as the College so as to make the College academically and environmentally sound.
- Challenge : 1. To teach students with humanities background a multidisciplinary subject like Geography.
2. To teach students from the rural based poor economic and first generation families.

35. Future plans :

1. An intensive teaching methodology based on person-to-person interaction where the academic problems faced by individual students will be solved.
2. Establishment of sufficient G.I.S., computer laboratory, well established seminar library,
3. Continuous round the year assessment and evaluation of students together with students' feedback.
4. Organize seminars both State and National level by renowned experts,
5. Undertake major and minor research projects with active participation from the present and Ex-students of the Department.

Evaluative report of the Department of Hindi

1. Name of the Department: Hindi
2. Year of Establishment: 1961.
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.

9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Arjun Kumar Thakur	M.A.	Assistant Professor	Hindi Poetry	18+	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: None.
13. Student -Teacher Ratio (program-wise):

Course	1 st year	2 nd year	3 rd year
Hindi (General)	1:15	1:10	1:7
Hindi (Compulsory)	1:60	-	-

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None.

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications: None.

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – ‘14	Presented paper		Only participated	
			Total	2010 – ‘14	Total	2010 – ‘14

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: Member of editorial board of “Samkalin Srijan”.

21. Student projects

a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12					
UG; 2012 – ‘13					
UG; 2013 – ‘14					
UG; 2014 – ‘15					

26. Diversity of Students:

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	100%	-	-
UG; 2011 – ‘12	94%	6%	-
UG; 2012 – ‘13	96%	4%	-
UG; 2013 – ‘14	100%	-	-
UG; 2014 – ‘15	97%	3%	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
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: None.

30. Number of students receiving financial assistance from College, University, Government or other agencies.
31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: Traditional lecture method with chalk and board.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.
34. SWOC analysis of the Department and future plans:
Strength: Determination and sincerity of the teacher to improve the standard of weaker students admitted in the Department.
Weakness: Poor grammatical and basic literary knowledge of most of the students.
Challenges: Smooth running of the Department even by Single teacher.
Opportunities: Organization of interdisciplinary programmes.
Future plans: To start honours course, to start a seminar library.

Evaluative report of the department of History

1. Name of the department: History
2. Year of Establishment: 1961 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (general).
4. Names of Interdisciplinary courses and the departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the department in the courses offered by other departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.

9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Swati Maitra	M.A. M. Phil.	Assistant Professor	Modern Europe	12	-
Subhas Biswas	M. A. Ph. D.	Assistant Professor	Modern India	9	-
Tapoban Bhattacharya	M. A.	Substitute Teacher (UGC FDP)	Economic History of Modern India	1	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: N.A.

13. Student -Teacher Ratio (program-wise):

1 st year (General)	2 nd year (General)	3 rd year (General)
170:2	125:2	60:2

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Books/ Chapter in Edited Books		Conference (mention National / International)			
	Total	2010-'15	Total	2010-15	Presented paper		Only participated	
					Total	2010- '15	Total	2010 - '15
Swati Maitra	-	-	-	-		2	-	8
Subhas Biswas	4	4	11	11	5	-	-	5

19. Areas of consultancy and income generated: None.

20. Faculty as members in a)National committees b) International Committees c) Editorial Boards:

Swati Maitra: Life Member of (a) Paschimbanga Itihas Sansad, (b) Institute of Historical Studies, (c) Indian History Congress.

Subhas Biswas: Life Member of: (a) Paschimbanga Itihas Sansad, (b) Institute of Historical Studies, (c) Suchintan.

21. Student projects

a) Percentage of students who have done in-house projects including inter departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists/visitors to the department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding:

Level (Dept./ State/ Nat.	Dates	Funding	Topic
National	29 - 30 August 2011	UGC	Woman and spaces: engendering and regendering identities

25. Student profile program/course wise: Data not available

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12					
UG; 2012 – ‘13					
UG; 2013 – ‘14					
UG; 2014 – ‘15					

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	100%	-	-
UG; 2011 – ‘12	100%	-	-
UG; 2012 – ‘13	100%	-	-
UG; 2013 – ‘14	100%	-	-
UG; 2014 – ‘15	100%	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
Employed <ul style="list-style-type: none"> • Campus selection • Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities
 - a) Library: under planning.
 - b) Internet facilities for Staff & Students:
 - c) Class rooms with ICT facility:
 - d) Laboratories: N.A.
30. Number of students receiving financial assistance from College, University, Government or other agencies.
31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: Special Lecture of Prof. Supratim Das.
32. Teaching methods adopted to improve student learning: Lecture Method, Black Board Work.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Few students participated in NSS programme.
34. SWOC analysis of the department and future plans:

Strength: Sincerity and dedication of the teachers to take regular classes with large number of students, teachers are engaged in active research.

Weakness: High student teacher ratio, lack of separate departmental space.

Challenges: To reach out individual students despite large student enrolment.

Opportunities: Start Seminar library, remedial classes for the weaker students.

Future plans: To open Honours course in History; to open Distance course in M. A. in History.

Evaluative report of the Department of Mathematics

1. Name of the Department: Mathematics.
2. Year of Establishment: 1961 (Honours and General).
3. Names of programs /courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D.,etc.): Undergraduate (Honours and General).
4. Names of Interdisciplinary courses and the Departments /units involved: None.
5. Annual/semester/choice based credit system (programwise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: Mathematics paper in B. Com. (Honours and General).
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses/programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	1
Asst. Professors	5	4

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experienc	Ph.D. students Guided for the Last 4 years
Madhumita DasGupta	M. Sc., Ph. D., PGDCA	Assistant Professor	Pure Mathematics	14 years	-
Sarbari Ghosh (Das)	M. Sc., M. Phil., Ph. D., B. Ed.	Associate Professor	Applied Mathematics	30 years	One awarded (2012), One ongoing.
Shyamasree Ghosh Dastidar	M. Sc.	Assistant Professor	Pure Mathematics	8 years	-
Alakesh Maity	M. Sc, Ph.D.	Assistant Professor	Applied Mathematics	10 years	One awarded (2014), Four ongoing.

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: N.A.
13. Student-Teacher Ratio (program-wise) in 2014 – ‘15:

Year	1 st	2 nd	3 rd
Ratio in B. Sc. (honours) course	20 : 1	12 : 1	8 : 1
Ratio in B. Sc. (general) course	30 : 1	10 : 1	12 : 1
Ratio in B. Com. (honours) course	40:1	-	-
Ratio in B. Com. (general) course	44:1	-	-

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.
15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
None					

16. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: None.
17. Research Centre / facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – ‘15	Presented paper		Only participated	
			Total	2010 – ‘15	Total	2010 – ‘15
Madhumita Das Gupta	10	-	2		11	-
Sarbari Ghosh (Das)	13	8	10	4	-	-
Shyamasree Ghosh Dastidar	2	1	1		13	-
Alakesh Maity	25	8	6	3		-

- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc.).
- 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: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial boards:

- Dr. Sarbari Ghosh (Das) is a member of Indian Society of Non-linear Analysts (ISNA), Centre for Interdisciplinary Research & Education.
- Dr. Madhumita DasGupta, Dr. Alakesh Maity and Ms. Shyamasree Ghosh Dastidar are Life Members of Indian Statistical Institute.
- Dr. Alakesh Maity is also a member of Biomathematical Society of India.

21. Student projects

- a) Percentage of students who have done in-house projects including inter-Departmental program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories /Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: One student passes out in 2012 received National level scholarship.

23. List of eminent academicians and scientists/ visitors to the Department: Prof. Jyoti Das, Retired Professor of Pure Mathematics, University of Calcutta.

24. Seminars / Conferences / Workshops organized & the source of funding

Level	Year	Funding	Topic	Speakers
State	2011		A roadmap to differential equations	1. Prof. P. R. Ghosh (Retired Faculty, V.E.C.) 2. Prof. Jyoti Das (Retired Faculty, Univ. of Calcutta)
State	2013		Numerical Analysis	1. Prof. Sanjay Sen (Dept. of Applied Math., Univ. of Calcutta) 2. Dr. Anindya Dey (Asstt. Prof., St. Xaviers College) 3. Prof. P. R. Ghosh (Retired Faculty, V.E.C.)
Monthly State level academic meet of ISNA	Monthly (since March '14)	College and ISNA	UG topics and related specialized topics	Departmental students, Faculties and external speakers
National level workshop	4-day workshop (July 2014)	College	Whole UG syllabus (for admission in different courses / competitive exams	Anjan Debnath (Ramanujan Institute of Mathematics, Chennai)

25. Student profile programme /course wise:

Name of the Course/program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – '12	320	45	42	3	62
UG; 2012 – '13	315	45	42	3	59
UG; 2013 – '14	298	32	31	1	78
UG; 2014 – '15	217	45	41	4	76

26. Diversity of Students: Data not available.

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2011 – '12			
UG; 2012 – '13			
UG; 2013 – '14			
UG; 2014 – '15			

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

- (i) Sri Sagarmoy Bag) has qualified for JRF by NBHM and GATE in 2015.
 (b) Sri Milton Biswas qualified in GATE, NET and SET in 2014 and was a NBHM scholar during 2012 – '14.

28. Student progression

Student progression	Against % enrolled
UG to PG	60
Employed <ul style="list-style-type: none"> •Campuselection •Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: One Departmental library.
 b) Internet facilities for Staff & Students: One in Mathematics Department.
 c) Class rooms with ICT facility: None.
 d) Laboratories: One computer laboratory for 3rd year (honours) students on sharing basis with Departments of Geography, Physics and Commerce of this College.

30. Number of students receiving financial assistance from College, University, Government or other agencies.
31. Details on student enrichment programs (special lectures /workshops /seminar) with external experts:
32. Teaching methods adopted to improve student learning: traditional lecture method, interactive lectures by the students.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.
34. SWOC analysis of the Department and future plans:
 - Strength: In spite of working with few teachers and poor intake capacities, some of the students get University rank and many receive first class every year.
 - Weakness : Lack of sufficient fulltime faculty members.
 - Opportunity : Scope of continuing research work in collaboration.
 - Future plans :
 - a) To increase laboratory facilities.
 - b) To improve Departmental library and infrastructure.

Evaluative report of the Department of Physics

1. Name of the Department: Physics.
2. Year of Establishment: 1995 (Honours), 1961 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (honours and general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	4	3

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	Years of Experience	Ph.D. students guided for the last 4 years
Ramswarup Gangopadhyay	M. Sc., Ph. D.	Principal	Solid State Physics	31 years	
Biswajoy Brahmachari	M. Sc., Ph. D.	Assistant Professor	High Energy Physics	13 years	-
Pushan Banerjee	M. Sc., Ph. D.	Assistant Professor	Electronics	5 years	1 completed
Kartick Malik	M. Sc.	Assistant Professor	Condensed Matter Physics	Nil.	
Dibyendu Biswas	M. Sc, M. Phil.	Part time Teacher (Govt. Approved)	Atmospheric Physics	5.5 years	-
Suryatapa Bhattacharya	M. Sc.	Guest Teacher	Electronics	3 years	-
Chinmay Sikdar	M. Sc.	Guest Teacher	Condensed Matter Physics	7 years	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: About 27% by guest teachers during 2014 - 2015.

13. Student -Teacher Ratio (program-wise):

Year	1 st	2 nd	3 rd
Ratio in honours course	9 : 1	5 : 1	3 : 1
Ratio in general course	28 : 1	7 : 1	5 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One administrative staff (Graduate Laboratory Instructor), three skilled laboratory attendants.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
Major	2014 – '16	Dr. Pushan Banerjee	UGC-DAE Consortium for Scientific Research, Kolkata	Fellowship @ Rs. 16,000/- p.m. + HRA + Rs. 25,000/- + support for attending conferences	Rs. 1,17,147/- (till March 2015)

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – '15	Presented paper		Only participated	
			Total	2010 – '15	Total	2010 – '15
Biswajoy Brahmachari	45	4	9	1	-	-
Pushan Banerjee	18	5	6	-	-	-
Dibyendu Biswas	5	-	-	-	2	-
Kartick Malik	7	5	3	3	5	5

- 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: Sri Dibyendu Biswas is a joint author of "A text book of engineering physics", volumes 1 & 2, S. Chand & Co. Ltd.

- Citation Index
- SNIP
- SJR
- Impact factor
- h-index

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards:

- Dr. Biswajoy Brahmachari is a Life Member of Indian Physical Society.
- Dr. Pushan Banerjee is a Life Member of Indian Association for the Cultivation of Science (IACS).

21. Student project

- b) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding

Level	Year	Funding	Topic	Speakers
Departmental	2010	College	Interpretation of quantum theory	Dr. Abhijit Lahiri, Retired faculty. V.E.C.
Departmental	2011	College	VLSI design and IC chips	Sri Abhijit Banerjee, Dept. of Electronic Science, Barrackpore R. S. College.
State	2015	Department of Science and Technology, West Bengal	Current thrust areas of experimental research in Physical Science	1. Prof. Amitava RayChoudhury, Univ. of Calcutta 2. Prof P.K. Mukhopadhyay, S.N. Bose National Centre for Basic Sciences 3. Prof. Partha Chaudhuri, IACS 4. Dr. Mallar Ray, IEST, Shibpur.

25. Student profile program /course wise:

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG (Honours); 2011 – ‘12	190	15	14	1	50
UG (Honours); 2012 – ‘13	224	29	28	1	71
UG (Honours); 2013 – ‘14	287	29	28	1	75
UG (Honours); 2014 – ‘15	336	43	40	3	60

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2011 – ‘12	94	6	0
UG; 2012 – ‘13	92	8	0
UG; 2013 – ‘14	92	8	0
UG; 2014 – ‘15	91	7	2

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

One student cleared NET in June 2014.

28. Student progression

Student progression	Against % enrolled
UG to PG	60%
Employed	
• Campus selection	
• Other than Campus recruitment	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

a) Library: One seminar library.

b) Internet facilities for Staff & Students: Two in 2nd year and 3rd year honours Laboratories and common computer laboratory.

c) Class rooms with ICT facility: None.

d) Laboratories: Two dedicated laboratories for 2nd and 3rd year honours students; three other laboratories for 1st year (honours and general), 2nd year (general) and 3rd year (general) students on sharing basis with two other Colleges in the same building; one computer laboratory for 3rd year (honours

and general) on sharing basis with Departments of Geography, Mathematics and Commerce of this College.

30. Number of students receiving financial assistance from College, University, Government or other agencies: None.
31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts:
 - (a) Students participated in outreach program at Saha Institute of Nuclear Physics in November 2010.
 - (b) Students participated in outreach program “INO: A window to the Universe” at Science City Auditorium in 2013.
32. Teaching methods adopted to improve student learning: traditional lecture method, powerpoint presentation, practical classes as per curriculum.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in various College activities.
34. SWOC analysis of the Department and future plans:
 - Strength : Dedicated 2nd year and 3rd year honours laboratories.
 - Weakness : Lack of sufficient fulltime faculty members.
 - Opportunity : Faculties are involved in research work.
 - Challenge : Managing practical classes with inadequate funding and insufficient permanent faculties.Future plans :
 - a) Regular hosting of seminars by inviting experts,
 - c) Arrangement of well-enriched seminar library,
 - d) Sanction of additional teaching posts,
 - e) Arrangement of tutorial classes for JAM-appearing students,
 - f) Sending students to attend summer courses in research institutes,
 - g) Organizing science exhibitions to encourage school children to build up career in science.

Evaluative report of the Department of Physiology

1. Name of the Department: Physiology.
2. Year of Establishment: 2007 (Honours), 1988 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (honours and general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: M.Sc. in Dietetics and Community Nutrition Management (DCNM).
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	1
Asst. Professors	2	-

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	Years of Experience	Ph.D. students guided for the last 4 years
Samir Kumar Ghosh	M. Sc., Ph. D.	Associate Professor	Endocrinology	27 years	Two
Rahul Majumdar	M. Sc.	Part time teacher (Govt. Approved)	Biochemistry	8 years	-
Tamal Das	M. Sc., Ph. D.	Part time Teacher (Govt. Approved)	Nutrition	6 years.	-
Samrat Dev	M. Sc, Ph.D.	Guest Teacher	Ergonomics and work physiology	3 years	-
Rituparna Addy	M. Sc.	Guest Teacher	Nutrition	3 years	-
Dipak Dhar	M. Sc.	Guest Teacher	Endocrinology	1 year	-
Aindrila Das	M. Sc., B. Ed	Guest Teacher	Nutrition	5 years	-

11. List of senior visiting faculty: None.

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: 22%.

13. Student -Teacher Ratio (program-wise):

Year	1 st	2 nd	3 rd
Ratio in honours course	10 : 1	4 : 1	2 : 1
Ratio in general course	10 : 1	10 : 1	6 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: One (Technical), One (casual).

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
Minor	2015 – '17	Dr. Samir Kumar Ghosh	UGC	Rs. 3,00,000/-	Rs. 2,25,000/-

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – '15	Presented paper		Only participated	
			Total	2010 – '15	Total	2010 – '15
Samir Kumar Ghosh	9	1	6	5		
Tamal Das	21	11		3		
Aindrila Das		1				
Samrat Dev		13				

- 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: None.
20. Faculty as members in a) National committees b) International Committees c) Editorial Boards:
- Dr. Samir Kumar Ghosh:
 - (a) University Council Member, Diamond Harbour Womens' University.
 - (b) Governor's Nominee, Executive Council, University of Gour Banga.
 - (c) University Nominee in the Governing Body of Maharaja Srish Chandra College, Kolkata and Maharaja Manindra Chandra College, Kolkata.
 - (d) Nominee from West Bengal State University in the Governing Body of Bhairab Ganguly College.
 - (e) Member of the Academic Committee, West Bengal Joint Entrance Examination Board.
 - (f) Life Member, Physiological Society of India (PSI).
 - Dr. Tamal Das is a Life Member of Indian Society of Ergonomics (ISE); Physiological Society of India (PSI) and Indian Science Congress Association (ISCA).
21. Student projects
- Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a 20 marks project (field based work and analysis) besides the project on Environmental Science, as a part of curriculum.
22. Awards / Recognitions received by faculty and students: Dr. Tamal Das has been awarded Financial Assistance as Junior Scientist by DST, Govt. of India, to attend International Conference at Grahamstown, South Africa in 2011.
23. List of eminent academicians and scientists / visitors to the Department:
 - (a) Prof. Somnath Gangopadhyay, Dept. of Physiology, University of Calcutta.
 - (b) Dr. Bhaskar Roy Choudhury, Ex-V.C., University of Calcutta.
 - (c) Prof.M.Poddar Sarkar, Dept. of Botany, University of Calcutta.
24. Seminars/ Conferences/Workshops organized & the source of funding: None.
25. Student profile program /course wise:

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG (Honours); 2011 – '12	250	30	16	14	100
UG (Honours); 2012 – '13	270	34	21	13	100
UG (Honours); 2013 – '14	300	36	30	6	100
UG (Honours); 2014 – '15	331	43	28	15	100

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2011 – ‘12	100	-	-
UG; 2012 – ‘13	100	-	-
UG; 2013 – ‘14	100	-	-
UG; 2014 – ‘15	100	-	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	63
Employed <ul style="list-style-type: none"> • Campus selection • Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities

- a) Library: One seminar library.
- b) Internet facilities for Staff & Students: Two computers in the laboratory.
- c) Class rooms with ICT facility: None.
- d) Laboratories: One in the old Campus (shared) and one in the Satellite Campus.

30. Number of students receiving financial assistance from College, University, Government or other agencies:

31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts:

32. Teaching methods adopted to improve student learning: traditional lecture method, PowerPoint presentation, practical classes as per curriculum.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in various College activities.

34. SWOC analysis of the Department and future plans:

- Strength : (a) Sense of Discipline among students.
(b) Sense of respect of the students towards learning.
(c) Interest of the students to participate in extracurricular programs.
(d) Dedication of the Departmental teaching and non-teaching staff to reach a preset goal.
(e) Academic freedom enjoyed by the Department.
(f) Strong interdisciplinary interaction.
- Weakness : (a) Relatively weak academic background of students.
(b) Extremely poor sense of English for majority of students.
(c) Lack of space for students to carry out off-class activities including academic interactions among themselves as well as with teachers.
(d) Insufficient teaching staff.
(e) Lack of trained laboratory staff.
(f) Want of means to train up students for all-India examinations.
(g) Lack of space for research work.

Evaluative report of the Department of Political Science

1. Name of the Department: Political Science
2. Year of Establishment: 1961 (Honours and General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate.
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/semester/choice based credit system (program-wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	1
Asst. Professors	4	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Soukhen Joardar	M.A.	Associate Professor	Local Government and Politics	21	-
Abrar Alam	M.A.	Assistant Professor	Research Methodology	5	-
Paritosh Barman	M.A., B.Ed.	Assistant Professor	Modern Indian political thought	1	-
Pratyay Dutta	M.A., M. Phil.	Govt. approved PTTS	South-East Asia	6	-
Md. Mazahar Ali	M.A.	Govt. approved PTTS	Cultural Politics	5	-

11. List of senior visiting faculty: None.

12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty:

13. Student -Teacher Ratio (program-wise):

1 st year (Honours)	2 nd year (Honours)	3 rd year (Honours)	1 st year (General)	2 nd year (General)	3 rd year (General)
36	6	2	136	130	120

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal paper		Books/Chapters in books		Conference (mention National / International)			
	Total	2010-'14	Total.	2010-'14	Presented paper		Only participated	
					Total	2010-'14	Total	2010 - '14
Pratyay Dutta		2		8	6	6	3	3

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student projects

c) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists/visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding:

Level (Dept./ State/Nat.)	Dates	Funding	Topic
10.State level	04-04-2011	UGC	Rabindranath and His Political Thought

25. Student profile program/course wise:

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12	15	4	2	2	91
UG; 2012 – ‘13	30	14	7	7	100
UG; 2013 – ‘14	16	4	3	1	100
UG; 2014 – ‘15	17	5	3	2	100

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	90	10	0
UG; 2011 – ‘12	90	10	0
UG; 2012 – ‘13	90	10	0
UG; 2013 – ‘14	90	10	0
UG; 2014 – ‘15	90	10	0

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	5
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 programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method, power point presentation, practical classes as per curriculum: We have arranged a Departmental library so that our students can have access to subject books instantly.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.
34. SWOC analysis of the Department and future plans:

Strength: We have good faculty strength with three full time and two part time teachers.

Weakness: The quality of students is poor.

Challenges: Students with poor English language background.

Opportunities: We organize regular seminars and workshops to update the knowledge of both the students and teachers. The Departmental library provides students with easy access to books.

Future plans: We have plans to get more books for the Departmental library and to subscribe to current affairs and political journals.

Evaluative report of the Department of Sociology

1. Name of the Department: Sociology.
2. Year of Establishment: 1961.
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (general).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	0	0
Asst. Professors	0	0
Part-time faculty	2	2

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Madhumita Guha	MA	Assistant Professor	Rural Urban Sociology	10+	-
Oliviya Kundu	MA	Assistant Professor	Criminology	8+	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: None.

13. Student -Teacher Ratio (program-wise):

1 st year (General)	2 nd year (General)	3 rd year (General)
83: 1	48: 1	20: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Three posts of skilled laboratory attendants sanctioned, one filled.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications: None.

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – ‘15	Presented paper		Only participated	
			Total	2010 – ‘15	Total	2010 – ‘15

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student projects

a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

25. Student profile program/course wise:.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12	N.A.	97	69	28	-
UG; 2012 – ‘13	N.A.	133	105	28	-
UG; 2013 – ‘14	N.A.	136	92	44	-
UG; 2014 – ‘15	N.A.	146	115	31	-

26. Diversity of Students: Data not available.

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	100	0	0
UG; 2011 – ‘12	100	0	0
UG; 2012 – ‘13	100	0	0
UG; 2013 – ‘14	100	0	0
UG; 2014 – ‘15	100	0	0

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	
Employed <ul style="list-style-type: none"> • 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 programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method, powerpoint presentation, practical classes as per curriculum.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities and NSS.
34. SWOC analysis of the Department and future plans:
 - Strength: Regular classes taken and tutorials organized
 - Weakness: Lack of permanent staff
 - Challenges: Running a large general Department without any full time staff
 - Opportunities: Eager, enthusiastic students and an ever obliging college administration
 - Future plans: Organizing seminars and workshops

Evaluative report of the Department of Statistics

1. Name of the Department: Statistics.
2. Year of Establishment: 1985 (General).
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate.
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: Combination subject in Pure Science, Bio-Science and Commerce.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	1	1

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Sanjoy Kumar Ghosh	M. Sc.	Assistant Professor	Econometrics and advanced sample survey	9+	-

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty:
13. Student -Teacher Ratio (program-wise):

1 st year (General)	2 nd year (General)	3 rd year (General)
12: 1	8:1	-

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None.

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – '15	Presented paper		Only participated	
			Total	2010 – '15	Total	2010 – '15
Sanjoy Kumar Ghosh	6	1	-	-	-	-

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student projects

a) Percentage of students who have done in-house projects including inter Departmental / program: there is a compulsory project on Environmental Science.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

Level	Date	Funding	Topic	Speaker with affiliation

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12					
UG; 2012 – ‘13					
UG; 2013 – ‘14					
UG; 2014 – ‘15					

26. Diversity of Students

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11	-	-	-
UG; 2011 – ‘12	-	-	-
UG; 2012 – ‘13	-	-	-
UG; 2013 – ‘14	-	-	-
UG; 2014 – ‘15	100%	0%	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	N.A.
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 programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method using chalk and blackboard, PowerPoint presentation, practical classes as per curriculum.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities:
34. SWOC analysis of the Department and future plans:
Weakness: lack of separate Departmental space.
Opportunity: Starting seminar library, remedial classes for weaker students.
Challenge: to increase the attendance of students in class.
Future plan: to open honours course in Statistics.

Evaluative report of the Department of Zoology

1. Name of the Department: Zoology.
2. Year of Establishment: 1988.
3. Names of programs / courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate (General).
4. Names of Interdisciplinary courses and the Departments/units involved: None.
5. Annual/ semester/choice based credit system (program wise): Annual (as per CU rules).
6. Participation of the Department in the courses offered by other Departments: None.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None.
8. Details of courses / programs discontinued (if any) with reasons: Not Applicable.
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	1	1 (Govt. approved Part-time)

10. Faculty profile with name, qualification, designation, specialization:

Name	Qualification	Designation	Specialization	No. of Years of Experience	Ph.D. students guided for the last 4 years
Parbati Chatterjee	M. Sc.	Part-time Teacher	Endocrinology	9 years	
Sayani Bose	M. Sc.	Guest faculty	Molecular Biology & Genetics	1 year	

11. List of senior visiting faculty: None.
12. Percentage of lectures delivered and practical classes handled (program wise) by temporary faculty: Not applicable.

13. Student -Teacher Ratio (program-wise):

1 st year (General)	2 nd year (General)	3 rd year (General)
42 : 1	29 : 1	10 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Three posts of skilled laboratory attendants sanctioned, one filled.

15. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Nature of project	Duration	Principal Investigator	Funding Agency	Total Grant	Grant received
None					

16. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None.

17. Research Centre /facility recognized by the University: None.

18. Publications:

Name	Journal papers		Conference (mention National / International)			
	Total	2010 – ‘15	Presented paper		Only participated	
			Total	2010 – ‘15	Total	2010 – ‘15
Parbati Chatterjee	10	10	-	-	-	4

19. Areas of consultancy and income generated: None.

20. Faculty as members in a) National committees b) International Committees c) Editorial Boards: None.

21. Student projects

a) Percentage of students who have done in-house projects including inter Departmental / program: All 3rd year students have to complete a project on Environmental Science, as a part of curriculum.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: None.

22. Awards / Recognitions received by faculty and students: None.

23. List of eminent academicians and scientists / visitors to the Department: None.

24. Seminars/ Conferences/Workshops organized & the source of funding: None.

25. Student profile program/course wise: Data not available.

Name of the Course / program	Applications received	Selected	Enrolled		Pass percentage
			Male	Female	
UG; 2011 – ‘12					
UG; 2012 – ‘13					
UG; 2013 – ‘14					
UG; 2014 – ‘15					

26. Diversity of Students: data not available.

Name of the Course	Percentage of students from the same state	Percentage of students from other States	Percentage of students from abroad
UG; 2010 – ‘11			
UG; 2011 – ‘12			
UG; 2012 – ‘13			
UG; 2013 – ‘14			
UG; 2014 – ‘15			

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Data not available.

28. Student progression

Student progression	Against % enrolled
UG to PG	
Employed <ul style="list-style-type: none"> • Campus selection • Other than Campus recruitment 	
Entrepreneurship/Self-employment	

29. Details of Infrastructural facilities
- a) Library:
 - b) Internet facilities for Staff & Students: None.
 - c) Class rooms with ICT facility: None.
 - d) Laboratories: One laboratory on sharing basis with two other Colleges in the same building.
30. Number of students receiving financial assistance from College, University, Government or other agencies.
31. Details on student enrichment programs (special lectures / workshops / seminar) with external experts: None.
32. Teaching methods adopted to improve student learning: traditional lecture method, powerpoint presentation, practical classes as per curriculum.
33. Participation in Institutional Social Responsibility (ISR) and Extension activities: Students are made involved in College activities.
34. SWOC analysis of the Department and future plans:

Weakness: Lack of adequate laboratories and faculty members.



Challenges: Managing a huge number of students in limited number of practical classes.

Future plans: Betterment of teaching by increasing the number of faculties.

ANNEXURES

Annexure 1

Letter of Recognition from UGC

<p>Ph. 23236351, 23232701, 23237721 23234116, 23235733, 23232317 23236735, 23239437, 23239627</p>	 <p>ज्ञान-विज्ञान विमुक्तये SPEED POST</p>	<p>विश्वविद्यालय अनुदान आयोग बहादुरशाह जफर मार्ग नई दिल्ली-110 002 UNIVERSITY GRANTS COMMISSION BAHADURSHAH ZAFAR MARG NEW DELHI-110 002</p>
<p>Extension No. 413 (CPP-I Colleges) UGC Website: www.ugc.ac.in F. No. 1-1/2013 (CPP-I/C)</p>		<p>August, 2013</p>
<p>The Principal, Vidyasagar Evening College 39, Sankar Ghosh Lane, Kolkata – 700 006 West Bengal</p>		<p>30 AUG 2013</p>
<p>Sub: - Recognition of Vidyasagar Evening College, 39 – Sankar Ghosh Lane, Calcutta – 6, Dist. Calcutta, West Bengal under Section 2 (f) & 12 (B) of the UGC Act, 1956.</p>		
<p>Sir,</p>		
<p>With reference to your letter no. nil dated 21.06.2013 on the above subject, I am directed to say that the name of Vidyasagar Evening College, 39 – Sankar Ghosh Lane, Calcutta – 6, Dist. Calcutta, West Bengal established in the year of 1961, affiliated to Calcutta University is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head Non-Government College teaching upto Bachelor's Degree.</p>		
<p>Yours faithfully,</p>		
<p> (P.K. Sharma) Under Secretary</p>		

Annexure 2

Certificate of affiliation by the University of Calcutta



UNIVERSITY OF CALCUTTA

SENATE HOUSE

87/1, College Street, Kolkata – 700 073

Prof. (Dr.) Soma Bandyopadhyay

Registrar (Acting)

Phone : 2241-0071/4984

Fax : 91-033-2241-3222

E-mail : somabando@yahoo.co.in

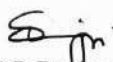
প্রফেসর (ডঃ) সোমা বন্দ্যোপাধ্যায়
কাযনির্বাহী নিবন্ধক

TO WHOM IT MAY CONCERN

This is to certify that **Vidyasagar Evening College , 39, Sankar Ghosh Lane, Kolkata-700 006, West Bengal** is affiliated to the **University of Calcutta** and recognized by the University Grants Commission and the following Courses/Subjects are taught in the said college as per approval:

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
1.	Three Year B.A. Honours Courses in English, Bengali, Political Science,	NA		Affiliation stands valid till date
2.	Three Year B.A. General Course	NA		Do
3.	Three Year B.Sc. Honours Courses in Physiology, Geography, Mathematics, Physics	NA		Do
4.	Three Year B.Sc. General Course	NA		Do
5.	Three Year B.Com. Honours Course	NA		Do
6.	Three Year B.Com. General Course	NA		Do

Date: 08.12.2015
Place : Kolkata


Prof. (Dr.) S. Bandyopadhyay
Registrar (Acting)

০৪.১২.১৫

Annexure 3

Admission Criteria for 2015 – '16.

For Honours Courses (General / OBC Category):

Subject	Minimum criteria for filling up admission form
Bengali	50% in aggregate AND 45% in the concerned subject OR 55% in the concerned subject AND 30% in HS (40% for other Boards)
English	50% in aggregate AND 45% in the concerned subject; OR 55% in the concerned subject AND 30% in HS (40% for other Boards)
Political Science	If Political Science was a combination subject in the previous examination 50% in aggregate AND 45% in the concerned subject; OR 55% in the concerned subject AND 30% in HS (40% for other Boards) If Political Science was NOT a combination subject in the previous examination 50% in aggregate
Geography	If Geography was a combination subject in the previous exam: 55% in aggregate AND 60% in Geography If Geography was NOT a combination subject in in the previous exam: 55% in aggregate AND 60% in Mathematics
Mathematics	50% in aggregate AND 45% in the concerned subject AND pass marks in Physics and Chemistry OR 55% in the concerned subject AND 30% in HS (40% for other Boards) AND pass marks in Physics and Chemistry
Physics	50% in aggregate AND 45% in the concerned subject AND pass marks in Mathematics and Chemistry OR 55% in the concerned subject AND 30% in HS (40% for other Boards) AND pass marks in Mathematics and Chemistry
Physiology	50% in aggregate AND 45% in the concerned subject AND pass marks in Biology / Biotechnology and Chemistry OR 55% in the concerned subject AND 30% in HS (40% for other Boards) AND pass marks in Biology / Biotechnology and Chemistry
Commerce	50% in aggregate AND 45% in the concerned subject ## OR 55% in the concerned subject ## AND 30% in HS (40% for other Boards)

For Commerce **concerned subjects are:** Accountancy, Business Economics including Business Mathematics, Business Organization, Mathematics, Business Mathematics, Economics, Statistics, Business Studies, Office Practice and Secretarial, Financial Accounting, Elements of Cost Accountancy and Auditing, Book Keeping, Commerce, Cost Accountancy & Principle of Management.

For Honours Courses (SC/ST Category)

1. **For HS council**, 40% marks in aggregate AND 30% marks in the concerned subject;
OR
30% marks in aggregate AND 40% marks in the concerned subject.
For other boards, 40% marks in aggregate AND 40% marks in the concerned subject.
2. Best of four should be considered excluding Environmental Science (unless it was an elective paper with 100 marks) and the Candidate **must have passed at least FIVE (5) Subjects of 100 marks each including English and excluding ENVS / EED / ES.**

For General Courses (General / OBC Category)

Subject	Minimum criteria for General / OBC category students for filling up admission form
B.A. (without Geography)	Pass marks in all subjects
B. Sc. (Pure Sc.)	Pass marks in all subjects AND pass marks in Physics, Chemistry and Mathematics
B. Sc. (Bio Sc.)	Pass marks in all subjects AND pass marks in Biology / Biotechnology and Chemistry
B.A. / B. Sc. (with Geography)	Pass in aggregate AND Pass in Geography
Commerce	Pass marks in all subjects

For General Courses (SC/ST Category)

Criteria for filling up admission form for B.A. / B. Sc. (with Geography) for SC / ST candidates:

1. **For HS council**, 30% marks in aggregate AND 30% marks in the concerned subject.
For other boards, 40% marks in aggregate AND 40% marks in the concerned subject.

Criteria for filling up admission form for B.A. (without Geography), B. Sc. (Pure), B. Sc. (Bio) and Commerce for SC / ST candidates:

2. **For HS council**, 30% marks in aggregate.
For other boards, 40% marks in aggregate.
3. Best of four should be considered excluding Environmental Science (unless it was an elective paper with 100 marks) and the Candidate **must have passed at least FIVE (5) Subjects of 100 marks each including English and excluding ENVS / EED / ES.**
4. Availability of subject combination for Arts stream to be provided on first-come-first-serve basis.

**Selection Criteria for Undergraduate Degree Courses Admission, 2015 – 2016.
For Honours Courses**

Subject	Merit list on the basis of
Bengali	Best of four in HS/equivalent + marks in Bengali.
English	Best of four in HS/equivalent + marks in English + (marks in admission test on writing skill x 25).
Political Science	Best of four in HS/equivalent.
Geography	<p align="center"><u>For candidates with Geography</u></p> Best of four in HS/equivalent + marks in Geography + marks in English <p align="center"><u>For candidates without Geography</u></p> Best of four in HS/equivalent + marks in Mathematics + marks in English.
Mathematics	(i) 50% of the seats will be reserved for applicants appearing in admission test. For them, merit list will be on the basis of Best of four in HS/equivalent + marks in Mathematics + (marks in MCQ type admission test x 25). (ii) 50% of the seats will be reserved for applicants securing 60% in aggregate as well as in Mathematics – admission test is optional for them. Merit list will be on the basis of (Best of four in HS/equivalent + marks in Mathematics) x 2
Physics	Best of four in HS/equivalent + marks in Physics + (marks in MCQ type admission test x 25).
Physiology	Best of four in HS/equivalent + marks in Chemistry + marks in English + marks in Biology/Biotechnology.
Commerce	Best of four in HS/ equivalent+ marks in best of Mathematics/ Statistics

For General Courses

Subject	Direct Admission/Merit list on the basis of
B.A. (without Geography)	Best of four in HS/ equivalent
B.SC. (Pure Sc.)	Best of four in HS/ equivalent
B.SC. (Bio Sc.)	Best of four in HS/ equivalent
B.A. / B.SC. (with Geography)	Best of four in HS/ equivalent
Commerce	Merit list on the basis of Best of four in HS/ equivalent + marks in best of Mathematics / Statistics. However, applicants securing 50% in aggregate will be admitted directly on first-come-first-serve basis.

Annexure 4

Comparison of Results between University of Calcutta and Vidyasagar Evening College

DEPARTMENT OF BENGALI

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	14.23	33.33	50.00	60.00	22.67	6.67	10.63	0.00	2.47	0.00
2013	11.00	24.14	52.00	48.28	24.00	10.34	10.00	13.79	1.85	3.45
2012	15.00	16.27	57.00	72.10	21.00	9.30	6.00	2.33	1.00	0.00
2011	14.68	24.44	55.00	55.56	23.62	15.56	6.09	4.44	0.61	0.00

DEPARTMENT OF COMMERCE

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	34.25	33.33%	24.85	36.8%	16.14	8.77%	10.87	7%	13.89	14.03%
2013	27.30	30%	23.24	32.5%	19.38	5%	14.54	20%	15.54	12.5%
2012	15.87	9.37%	30.74	28.12%	18.19	29.68%	14.84	18.75%	20.36	14.06%
2011	14.99	34.88%	33.38	32.5%	17.53	11.62%	13.92	6.97%	20.18	13.95%

DEPARTMENT OF ENGLISH

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	18.63	22.22	61.19	72.22	14.83	5.56	4.88	0.00	0.47	0.00
2013	18.00	31.58	60.00	68.42	16.00	0.00	4.00	0.00	0.00	0.00
2012	20.00	50.00	56.00	50.00	15.00	0.00	7.00	0.00	2.00	0.00
2011	23.98	63.33	57	36.67	12.79	0.00	4.73	0.00	1.50	0.00

DEPARTMENT OF GEOGRAPHY

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	7.32	4.13	29.09	25	33.33	25	20.91	37.5	9.35	8.33
2013	8.00	5.55	34.00	16.67	35.00	16.67	19.00	44.44	4.00	16.67
2012	7.00	9.56	35.00	23.81	36.00	47.62	17.00	19.01	5.00	0.00
2011	12.24	12.91	45	19.35	27.1	35.48	12.64	29.03	3.02	3.23

DEPARTMENT OF MATHEMATICS

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	40.08	57.14	17.03	11.43	13.80	14.29	10.57	5.71	18.52	11.43
2013	44.00	57.14	20.00	14.29	12.00	8.57	9.00	8.57	15.00	11.43
2012	34.00	50.00	22.00	11.11	12.00	5.55	13.00	16.67	19.00	16.67
2011	36.99	22.22	32	33.33	12.29	16.67	7.33	27.78	11.39	0.00

DEPARTMENT OF PHYSICS

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	15.98	28.57	7.94	28.57	20.40	0.00	22.05	42.86	33.63	0.00
2013	13.00	40.00	10.00	20.00	22.00	20.00	19.00	20.00	36.00	0.00
2012	20.00	X	6.00	X	17.00	X	20.00	X	37.00	X
2011	16.47	0.00	25.00	50.00	18.56	50.00	17.07	0.00	22.90	0.00

DEPARTMENT OF PHYSIOLOGY

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	0.00	0.00	0.00	0.00	22.73	33.33	30.69	0.00	46.58	66.67
2013	9.00	16.66	8.00	16.67	26.00	16.67	19.00	33.33	38.00	16.67
2012	1.00	0.00	8.00	0.00	15.00	66.67	39.00	33.33	37.00	0.00
2011	7.11	0.00	11	0.00	28.45	0.00	22.41	0.00	31.03	100

DEPARTMENT OF POLITICAL SCIENCE

YEAR	Below 40 %		40 % - 50 %		50 % - 55 %		55 % - 60 %		Above 60 %	
	CU	VEC	CU	VEC	CU	VEC	CU	VEC	CU	VEC
2014	10.79	0.00	55.20	50.00	20.81	0.00	9.58	50.00	3.62	0.00
2013	14.00	11.11	57.00	66.67	18.00	22.22	6.00	0.00	3.00	0.00
2012	10.00	30.00	60.00	50.00	21.00	10.00	7.00	0.00	2.00	10.00
2011	14.30	0.00	56.00	100	20.49	0.00	7.94	0.00	1.27	0.00

Annexure 5

List of Publications by the Faculty members during 2010- '15

DEPARTMENT OF BENGALI

Susmita Saha

1. **Rethinking of Tagore's views on Society, Development and Environment**, *Rabindranath o paribesh bhavana*, 2012 (ISBN 978-93-82549-03-1).
2. **Rabindranath, tomake**, *Darshak*, 2013.
3. **Padma o Kopai ebong Titas: anchalikatar aloke**, *Eksathe*, 2014.
4. **Apu – ek anantapather pathik**, *The PEN*, 2014.
5. **Manaber majhe ami**, *Shilindhra*, 2014.
6. **Nabajuger mahakabya o Michael Madhusudan Dutta**, *Sahityabisari*, 2014.
7. **Sharodotsab o Rabindranath**, *Iscra*, 2014.
8. **Matripujari Vivekananda**, *Manchabi*, 2014.

Gautam Sardar

1. **Meghnadhbadh kabye adhunikata**, *proceedings in National seminar* on “Adhunik Bharatiya Sahitya”, Rabindra Bharati University, March 2015.
2. **Chithipatra: Sahitya samalochana**, *proceedings in International seminar* on “Chithipatre sahitya o samaj”, Rabindra Bharati University, March 2015.
3. **Shambhu Mitrer natak: Andhakarer natak**, *proceedings in National level seminar* on “Shambhu Mitra: Shatabarshe phire dekha”, Prasanta Chandra Mahalanabis Mahavidyalaya, April 2015.

Pranati Sinha

1. **Prantikbasini dui nari: Binodini o Manoda**, *Gandhabanik Masik Sahitya Patrika*, 2010.
2. **Nirobota – Nirjaton – Uttaran: Lingayoto Bidroher Ruporekha**, *Conference Proceedings* in Seminar at Bethuadahari College, Nadia, 2010.
3. **Sobuj dwip: Andaman**, *Sayak* (magazine), 2011.
4. **Sundari Europe**, *Sayak* (magazine), 2012.
5. **Nirjaton o Sohishnutar britto: Banganari – Sanghat o Sahishnuta** (book), 2012.
6. **Upanishader Aloke Gitanjali**, *Academic Spectrum*, 2013.
7. **Rashtra samasya: Bangla Sahitya – Sekaler Meyer Kathay** (book), 2013.
8. **Rabindranather Mrityuchetana – Mrityunjoyee Rabindranather kabye mrityuchetana** (book), 2014.

Sanjoy Pramanik

বিভিন্ন পত্র-পত্রিকায় গবেষণামূলক প্রবন্ধের প্রকাশ					
Dr. Sanjoy Pramanick Department of Bengali					
ক্রমিক সংখ্যা	পত্রিকার নাম / বই	প্রকাশনা সংস্থা	শিরোনাম	শিক্ষা-বর্ষ	ISBN/ISSN No.
১	রবীন্দ্রনাথের প্রবন্ধ সাহিত্য এবং তার চর্চা দেশে বিদেশে	ভাষার মহাবিদ্যালয়, বাংলা ভাষা ও সাহিত্য বিভাগ	সংস্কৃত সাহিত্য সমালোচনায় রবীন্দ্রনাথ; দুটি প্রবন্ধ	২০১১-২০১২	না
২	Rabindranather Anubad O Anybade Rabindra Nath	Derozio Memirial Cillage	কালিদাসের 'মেঘদূত' ও রবীন্দ্রনাথের 'কিনিকার' দুটি গল্প	২০১১-২০১২	৯৭৮-৯০-৮১৬৬৯-২৬-৬
৩	বানী বিবেকানন্দ ও বর্তমানকালে তাঁর প্রাসঙ্গিকতা	দীনবন্ধু মহাবিদ্যালয়, বাংলা বিভাগ	বানীজী এবং একাল	২০১২-২০১৩	৯৭৮-০-১৬-১৪৮৪১০-১
৪	উদ্দেশ্য	সম্পাদিত সঞ্জয় গ্রামাণিক (বিদ্যাসাগর স্মৃতি কলেজ)	হাটানের নবরূপ : রবীন্দ্রনাথ ঠাকুরের চতুর্ভুজিকা	২০১২-২০১৩	না
৫	দেশভাগের সাহিত্য : সৃষ্টি ও সত্তার উত্তরাধিকার	নেতাজী সুভাষ মুক্ত বিশ্ববিদ্যালয়	দেশ ভাগের স্বপ্ন : নরেন্দ্রনাথ মিত্রের ছোটগল্প	২০১৩-২০১৪	৯৭৮-৯০-৮২১১২-১১-২
৬	"PRAKSHEPANE SWAMI VIVEKANANDA : SARAO SATOVARSHA PARE"	Sri Ramkrishna Sarada Vidyamahapitha	চিঠি-পত্রে বানীজী	২০১৩-২০১৪	৯৭৮-৮১-৯২৫৭৮৪-১-৫
৭	বাংলা নাটক : দেশ-কাল-সমাজ	সম্পাদিত ড. নব্বুরাম নামাভ (দিশারী প্রকাশন/ নতুনরাজা নগর চন্দ্র কলেজ)	রবীন্দ্রনাথ ঠাকুরের একটি নাটক; সময়ের প্রেক্ষিতে	২০১৩-২০১৪	৯৭৮-৯০-৮২০১৬-১৪-৫
৮	বহুস্বামী সূত্রের রবীন্দ্রনাথ	শিবপুর দীনবন্ধু ইনস্টিটিউশন (কলেজ)	রবীন্দ্র-সৃষ্টিতে অভিনব প্রকাশ : 'পুনর্ন'	২০১৩-২০১৪	৯৭৮-৮১-৯২৫৭৮১-১-০
৯	SWAMI VIVEKANANDA : LITERATURE AND CULTURE	সম্পাদিত ড. শিশির কুমার বিশ্বাস (ত্রিগাঢ়া মহাবিদ্যালয়)	সমাজ বিজ্ঞানী বানী বিবেকানন্দ	২০১৩-২০১৪	৯৭৮-৯০-৮২০৪৫-৮৯-২
১০	সত্তাবর্ষের আলোকে গীতাঞ্জলি	শ্রী বক্রিনচন্দ্র কলেজ, বাংলা বিভাগ	রবীন্দ্রনাথ ঠাকুরের 'গীতাঞ্জলি' কাব্যগ্রন্থে ভাববহুপলঙ্কি	২০১৪-২০১৫	৯৭৮-৮১-৯২৫০২০-০-৪
১১	গোরাগাঙনি	গোরাগাঙনি সাহিত্য পরিষদ	নদিয়া জেলার বাংলাভাষা : হাটান ও একাল	২০১৪-২০১৫	২০২০-২৬০৭
১২	নতুন শতাব্দী	সম্পাদিত রঞ্জিত বিশ্বাস ও সুমি দে	পতিতাদের কথা : নরেন্দ্রনাথ মিত্রের ছোটগল্প	২০১৪-২০১৫	না
১৩	১৭৫তম জন্মবর্ষের আলোকে বক্রিন প্রবন্ধ পর্যালোচনা	সম্পাদিত ড. সুশান্তকুমার মুখা (শেখারগাঁ মেমোরিয়াল কলেজ)	বক্রিনচন্দ্র চক্রোপাধ্যায়ের প্রবন্ধে হাটান সাহিত্য	২০১৪-২০১৫	৯৭৮-৯০-৮২০৪৫-৯৯-১
বিভিন্ন গ্রন্থে গবেষণামূলক প্রবন্ধের প্রকাশ					
Dr. Sanjoy Pramanick Department of Bengali					
ক্রমিক সংখ্যা	বই- এর নাম	সম্পাদকের নাম এবং প্রকাশনা সংস্থা	শিরোনাম	শিক্ষা-বর্ষ	ISBN No.
১	বানী বিবেকানন্দ কালের কালান্তর	সম্পাদিত বিজয় চক্রবর্তী (পুস্তক বিপণি)	বানী বিবেকানন্দের গদ্যচর্চা	২০১৩-২০১৪	৯৭৮-৯০-৮২৬৬০-১১-৯
২	ভাষা প্রয়োগে ব্যবহার	সম্পাদিত অধ্যাপক সুখেন বিশ্বাস (সেজ পাবলিশিং)	শঙ্করকবিতার ভাষা-শৈলী	২০১৪-২০১৫	৯৭৮-৮১-২৯৫-২০৭৫-৪
৩	রবীন্দ্র নাট্যচর্চা	সম্পাদিত দেবরত বিশ্বাস (প্রজ্ঞা বিকাশ)	চতুর্ভুজিকা	২০১৪-২০১৫	৯৭৮-৯০-৮০০১৬-৪২-৬
৪	বহুরূপে ভাষা প্রয়োগে বাংলা ব্যবহারে বাংলা	সম্পাদিত শ্যামপ্রী বিশ্বাস সেনগুপ্ত	কৃষির ভাষা	১০১৫-২০১৬	৯৭৮-৯০-৮৫০৯২-৪০-৫
৫	রবীন্দ্রনাথের 'ডাকঘর'	সম্পাদিত ড. নন্দিনী বন্দ্যোপাধ্যায়	শৈলীর বিচারে রবীন্দ্রনাথের 'ডাকঘর'	১০১৫-২০১৬	
প্রকাশিত গ্রন্থ					
Dr. Sanjoy Pramanick Department of Bengali					
ক্রমিক সংখ্যা	বই- এর নাম	প্রকাশনা সংস্থা	শিক্ষা-বর্ষ	ISBN No.	
১	প্রথম মধ্যযুগ বাউলগানের তত্ত্বকথা এবং ভাষা	অক্ষর প্রকাশনী	২০১২-২০১৩	৯৭৮-৮১-৯২১৭৬০-১-৭	

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Name	Name of Book	Class	Year	Publisher
Arunabha Mishra	Bhu Parichiti	VI	2005	Grantha Bharati, 3/1, College Row, Kolkata-700009
Arunabha Mishra	Bhu Parichiti	VII	2005	
Arunabha Mishra	Bhu Parichiti	VIII	2005	
Arunabha Mishra	Bhu Parichiti	IX	2005	
Arunabha Mishra	Bhu Parichiti	X	2005	
Arunabha Mishra	Bhu Parichiti O Paribesh	IX	2014	
Dr. Jadab Lal Santra	Swadesh-Bidesh	IX-X	2006	Ghosh Prakasani, College Square, Kolkata-12

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Name	Name of Book	Class	Year of Publication	Publisher
Arunabha Mishra	Uchha Madhyamik Bhu Parichiti	XI-XII	2005	Grantha Bharati, 3/1, College Row, Kolkata-700009
Arunabha Mishra	Uchha Madhyamik Byabaharik Bhu- Parichiti	XI	2013	
Arunabha Mishra	Uchha Madhyamik Byabaharik Bhu- Parichiti	XII	2014	

School level Non-Text Books in Bengali

Name	Name of Book	Class	Year of Publication	Publisher
Arunabha Mishra	Range Rekhay Bhu Parichiti	IX	2010	Grantha Bharati 3/1 College Row Kolkata-700009
Arunabha Mishra	Range Rekhay Bhu Parichiti	X	2011	
Jadab Lal Santra	Byabaharik Bhugol	V-VIII	2007	SishuSahitya Prakashani, 206, Bidhan Sarani, Kolkata--700006

DEPARTMENT OF HISTORY

Subhas Biswas

1. Articles in the edited books:

Sl. No.	Name of the Main Book / Journals	Name of My Topics	Page no of my Topic	ISBN / ISSN No.	Name of Editor	Date of Publication	Published by
1	PANCHAKOTESAYA : a multi-disciplinary, referred, international journal Partition of Bengal (1905) and Rabindranath Tagore	স্বদেশী আন্দোলন ও বর্ধমাননাথ ঃ প্রসঙ্গ নাথবে ও সাহিত্যে রাজনৈতিক সক্রিয়তা (Swadeshi Andolon o Rabindranath: Prosongo Bastobe o Sahitye Rajnoitik Sokriyota)	181-186	ISSN: 0976-4968	Dr. Saptarshi Chakraborty & Banibrata Goswami Guest Editor: Touhid Hossain	Vol-2, No-2, Dec. 2011	Dr. Sanjib Chattopadhyay, Principal, Panchakot Mahavidyalaya, Sarbari More, Neturia, Purulia, West Bengal
2	MS ACADEMIC an international, multi-disciplinary referred journal	Forced Migration And the Refugees in West Bengal	189-197	ISSN: 2229-6484	Banibrata Goswami	Vol-2, No. 1 January, 2012	Council for MS Academic, Kalyani, Nadia, West Bengal
3	উনিশ ও বিশ শতকের বাংলা (UNISH O BISH SHATAKER BANGLA PRABANDHABALI)	দেশভাগ ও দেশত্যাগ : পশ্চিমবঙ্গে উদ্বাস্তদের আগমন পর্যায়ে (Deshbhag o Deshtyag: Poschimbonge Udbastu Agomoner Porjay)	৩৬৪-৪৩৭	ISBN 978-81-8064-204-3	রাখাল চন্দ্র নাথ (Rakhal Chandra Nath)	এপ্রিল, ২০১২	প্রগ্রেসিভ পাবলিশার্স, কলকাতা-৭৩ (Progressive Publishers, Kol- 73)
4	আঞ্চলিক ইতিহাস ও তার উপাদান (Ancholik Itihas o Tar Upadan)	পতিত জমির প্রেক্ষাপটে নদীয়া জেলার উদ্বাস্ত আধিক্য (Potit Jomir Prekshapote Nadia Jelar Udbastu Adhiky)	৭১-৭৯	ISBN 978-93-80755-20-5	সৌমিত্র শ্রীমানী (Soumitra Srimani)	জুন, ২০১২ (June, 2012)	ইতিহাস বিভাগ, পি. এন. দাস কলেজ, পলতা, উত্তর ২৪ পরগণা (Dept. of History, P.N. Das College, Palta, North 24 Parganas)

5	MS ACADEMIC an international, multi-disciplinary referred journal	পতিত জমির প্রেক্ষাপটে নদীয়া জেলার উদ্বাস্ত আধিক্য (Patit Jomir Prekshapote Nadia Jelar Udbastu Adhiky)	171-177	ISSN: 2229-6484	Banibrata Goswami	Vol-2, No. 2&3 August 2012	Council for MS Academic, Kalyani, Nadia, West Bengal
6	Vivek-Rashmi বিবেক-রশ্মি	Bibekanander Somaj-Bhabna বিবেকানন্দের সমাজভাবনা	234-250	ISBN: 978-8189846-43-5	Rakhal Chandra Nath	January, 2013	Pragatishil Prokashan, Kolkata
7	Bahurupe Swamiji বহুরূপে স্বামীজি	Swami Vivekananda o Sudra Jagaran স্বামী বিবেকানন্দ ও শূদ্র জাগরণ	105-118	ISBN: 978-93-80036-51-9	Subrata Roy and Dr, Asok Kumar Roy	February, 2013	Mitram, 37A, College Street, Kol-73
8	Open Eyes : Journal of Sudhir Ranjan Lahiri Mahavidyalaya	উদ্বাস্ত বিক্ষোভের বর্ষাচিত্র ঃ প্রসঙ্গ নদীয়া জেলা Udbastu Bikshobher Khandachitra: Prasanga Nadia Jela	94-98	ISSN: 2249-4332	Bhabesh Majumdar Sanjoy Sarkar	December, 2013	Dr. S.N.Kar, Principal, S.R.L. Mahavidyalaya, Majdia, Nadia, West Bengal
9	ইতিহাস অনুসন্ধান ২৮	পৃথক পাকিস্তান সৃষ্টিতে 'প্রত্যক্ষ সংগ্রাম'-এর ভূমিকা	৪২৩-৪২৮	ISBN: 978-81-910874-4-4	মঞ্জু চট্টোপাধ্যায়, সভাপতি, পশ্চিমবঙ্গ ইতিহাস সংসদ	জানুয়ারি, ২০১৪	পশ্চিমবঙ্গ ইতিহাস সংসদ, ১, উত্তরবর্ন পোর্ট, কলকাতা- ২০
10	Bichitra Prabandha : Adhunik Bangla বিচিত্র প্রবন্ধ : আধুনিক বাংলা	Poschimbonge Udvastu Nari : Osomo Songrame Safolyer Ek Itihas পশ্চিমবঙ্গে উদ্বাস্ত নারী: অসম সংগ্রামে সাক্ষীদের এক ইতিহাস	203 - 219	ISBN: 978-93-80036-76-2	Rakhal Chandra Nath	April, 2015	Mitram, 37A, College Street, Kol-73

2. Full books:

A. Text Books:

Sl. No.	Name of Books	For which Class	Number of Pages of the book	ISBN / ISSN No.	Name of Co-author(s)	Date of Publication	Published by
1	ভারত ও বিশ্বের ইতিহাস (Bharat O Bishwer Itihas)	একাদশ শ্রেণি (পশ্চিমবঙ্গ উচ্চমাধ্যমিক শিক্ষা সংসদ) (Class XI-W.B.C.H.S.E.)	২৮০	ISBN 978-81-906488-8-2	জীবন মুখোপাধ্যায় (Jiban Mukhopadhyay)	জুন, ২০১৩ (June, 2013)	ছায়া প্রকাশনী, ৪, কলেজ রো, কলকাতা- ৯ (Chhaya Prakashani, 4, College Row, Kol-9)
2	ভারত ও বিশ্বের ইতিহাস (Bharat O Bishwer Itihas)	দ্বাদশ শ্রেণি (পশ্চিমবঙ্গ উচ্চমাধ্যমিক শিক্ষা সংসদ) (Class XII-W.B.C.H.S.E.)	৩২৪	ISBN 978-93-81260-12-8	জীবন মুখোপাধ্যায় (Jiban Mukhopadhyay)	এপ্রিল, ২০১৪ (April, 2014)	ছায়া প্রকাশনী, ৪, কলেজ রো, কলকাতা- ৯ (Chhaya Prakashani, 4, College Row, Kol-9)
3	History of India and the World	(Class XI-W.B.C.H.S.E.)	-	-	Jiban Mukhopadhyay	July, 2014	Chhaya Prakashani, 4, College Row, Kol-9
4	History of India and the World	(Class XII-W.B.C.H.S.E.)	৫২৮	-	Jiban Mukhopadhyay	May, 2015	Chhaya Prakashani Pvt. Ltd., 1 Bidhan Sarani, Row, Kol-73

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13. **“An Occupational Health Study of the Footwear Manufacturing Workers of Kolkata, India”**, Somnath Gangopadhyay, Tarannum Ara Tamal Das, Goutam Ghoshal and Samrat Dev, *Journal of Ethno-Medicine*, **5(1)** (2011) 11-15.

DEPARTMENT OF POLITICAL SCIENCE

Pratyay Dutta

1. **“Rammanohar Lohia and Vivekananda’s Idea of Social Exclusion: A Comparative Analogy”**, Pratyay Dutta, Published in *Social Exclusion Inclusion Continuum: A Paradigm Shift*, Ed by V. Rama Krishna, R.Shashidhar and M. Muniraju, Bangalore, December 2010.
2. **“Acharya Narendra Deva: The Cradle of Socialism and Gandhism”**, Pratyay Dutta, *Departmental Journal of International Relations*, Jadavpur University, Kolkata 700032, January 2011.
3. **“Nationalism and internationalism in the Prism of Tagore and its Contemporary Relevance”**, Pratyay Dutta, *Proceedings of International Seminar on South East Asia*, Indian Association for Asian and Pacific Studies, Kolkata, January 2014.
4. **“M.N.Roy and JP’s Contribution to Indian Socialism: A Note on the Political Prospect”**, Pratyay Dutta, *World Focus: An Indocentric Foreign Affairs Monthly Journal*, August, 2013 (ISBN No. 978-9332703162).
5. **“Swami Vivekananda: The great Indian Nationalist Socialist”**, Pratyay Dutta, *World Focus*, August 2012 (ISBN No. 978-9332703162).
6. **“Gandhi’s Political Philosophy of Sarvodaya”**, Pratyay Dutta, *World Focus*, August 2011 (ISBN No. 978-9332703162).
7. **“The Idea of Nationalism in the prism of Tagore: An Overview”**, Pratyay Dutta, *World Focus*, January 2011 (ISBN No. 978-9332703162).
8. **“Acharaya Narendra Deva’s Views on Ethics and Morality in the Realm of World Politics”**, Pratyay Dutta, *World Focus*, February 2014 (ISBN No. 978-9332703162).
9. **“JP and Gandhi’s Concept on Sarvodaya and Communitarian Polity”**, Pratyay Dutta, *World Focus*, March 2013 (ISBN No. 978-9332703162).
10. **“Rammanohar Lohia’s Views on the Role of India’s Foreign Policy”**, Pratyay Dutta, *World Focus*, December 2014 (ISBN No. 978-9332703162).
11. **“Ambedkar’s Views on Depressed Class and Social Justice”**, Pratyay Dutta, *World Focus*, March 2015 (ISBN No. 978-9332703162).
12. **“Jayaprakash narayan: Ekti rajnaitik dhara”** published by *Biswakosha Paishod*, Kolkata, January 2012.

DEPARTMENT OF STATISTICS

Sanjay Kumar Ghosh

1. **“Continuous review inventory model for deteriorating items under bulk demand”**, Manisha Pal and Sanjoy Kumar Ghosh, *Journal of Probability and Statistical Science*, **9(2)** (2011), 191 – 198.

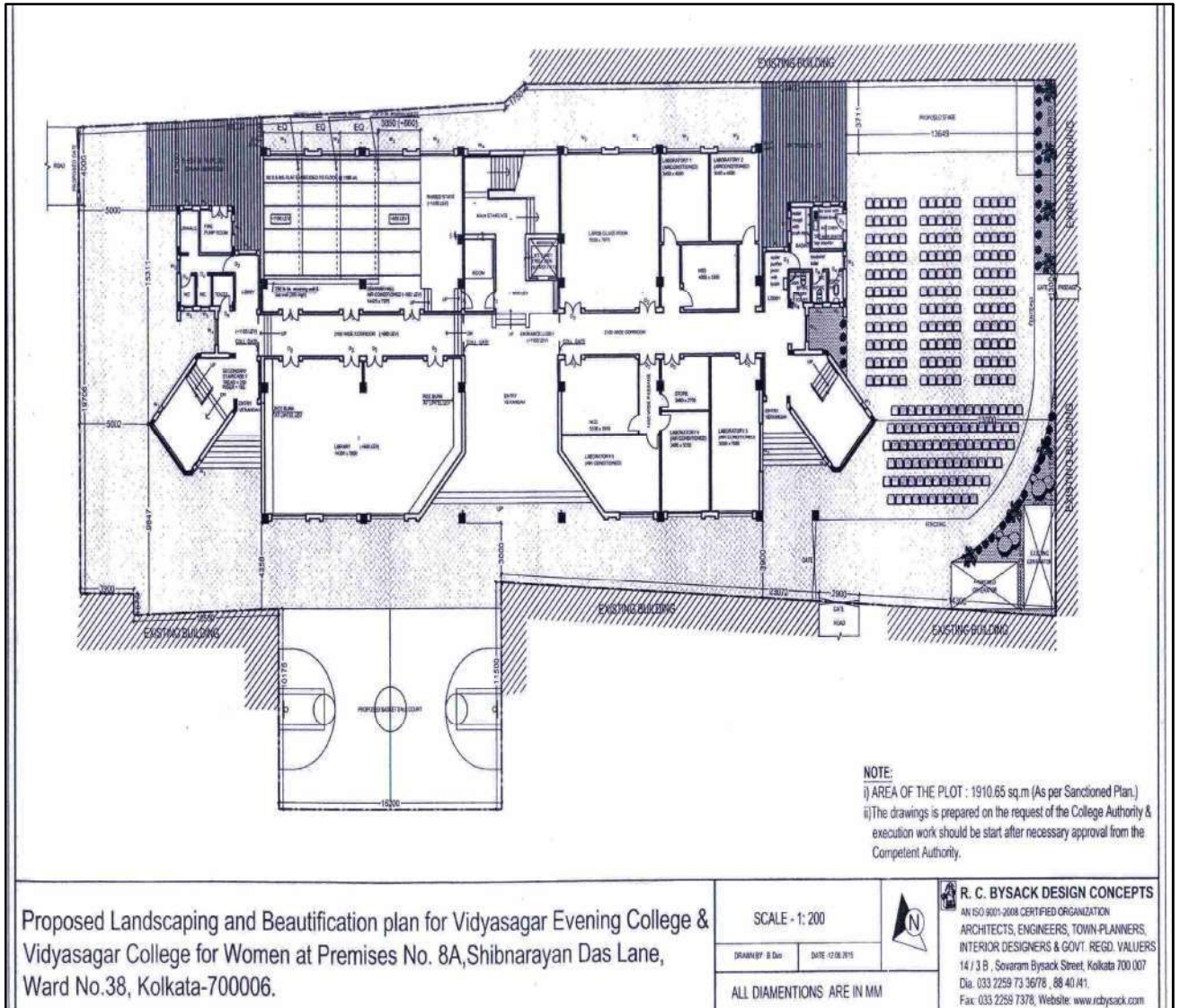
DEPARTMENT OF ZOOLOGY

Parbati Chatterjee

1. “Morphological variation in *Hierodula patellifera patellifera* Serville, 1839 from India”, P. Chatterjee and G. Srinivasan, *PROMMALIA* I: 131-135, DOP: 31st July, 2013.
2. *Mantis indica* Mukherjee, 1995: a synonym of *Statilia nemoralis* (Saussure, 1870) (Insecta: Mantodea)”, P. Chatterjee and T. K. Mukherjee, *Journal of Threatened Taxa* 5(14): 4907–4909; <http://dx.doi.org/10.11609/JoTT.o3289.4907-9>, DOP: 26th October, 2013.
3. “Checklist of *Mantodea* (Insecta) from India”, Tushar Kanti Mukherjee, Reinhard Ehrmann and Parbati Chatterjee, in *PRIAMUS*, Serial Publication of the Centre for Entomological Studies Ankara, Supplement Number 30. ISSN 1015-8243, 61 pp. DOP: 28th July, 2014.
4. “Morphology and histology of the salivary glands of *Chrysocoris stollii* Wolf (Heteroptera: Pentatomidae)”, P. Chatterjee, *PROMMALIA*, II, 102-108. DOP: 26th June, 2014.
5. “Insecta: *Mantodea*”, T. K. Mukherjee, A. K. Hazra and P. Chatterjee, *Fauna of Achanakmar Amarkantak Biosphere Reserve, Conservation Area Series*, 49: 87-90, 2014, *Zoological Survey of India*. DOP: July, 2014.
6. “Description of *Deiphobe incisa* Werner, 1933 (Mantodea: Insecta) from Thar Desert, Rajasthan, India with notes on some variation”, P. Chatterjee, P. Girish Kumar and G. Sharma, *PROMMALIA*, III, 44-50. DOP: 21st April, 2015.
7. “Pattern of Population Fluctuation of *Chrysocoris stollii* Wolf [Insecta: Hemiptera] in a natural ecosystem”, P. Chatterjee and N. Ghorai, *PROMMALIA*, III, 51-59. DOP: 21st April, 2015.
8. “Observation of a Microsporidian parasite in the accessory salivary gland of *Chrysocoris stollii* (Wolff, 1801) (Heteroptera: Pentatomidae)”, Parbati Chatterjee and Chitra, J., *International Journal of Pure and Applied Zoology*, Volume 3, Issue 2, pp: 119-121, 2015. DOP: 8th May, 2015.
9. “Additions to the types of Mantodea and Phasmida at the Central Entomological Laboratory”, G. Srinivasan, T. K. Mukherjee and P. Chatterjee, *PROMMALIA*, III, 110-115. DOP: 16th November, 2015.
10. “Hemocytte profile of *Mantis religiosa inornata* Werner, 1930 [Insecta: Mantidae]”, P. Chatterjee, *PROMMALIA*, III, 124-128. DOP: 18th November, 2015.

Annexure 6

Plan of the Satellite Campus



Proposed Landscaping and Beautification plan for Vidyasagar Evening College & Vidyasagar College for Women at Premises No. 8A, Shibnarayan Das Lane, Ward No.38, Kolkata-700006.

SCALE - 1: 200

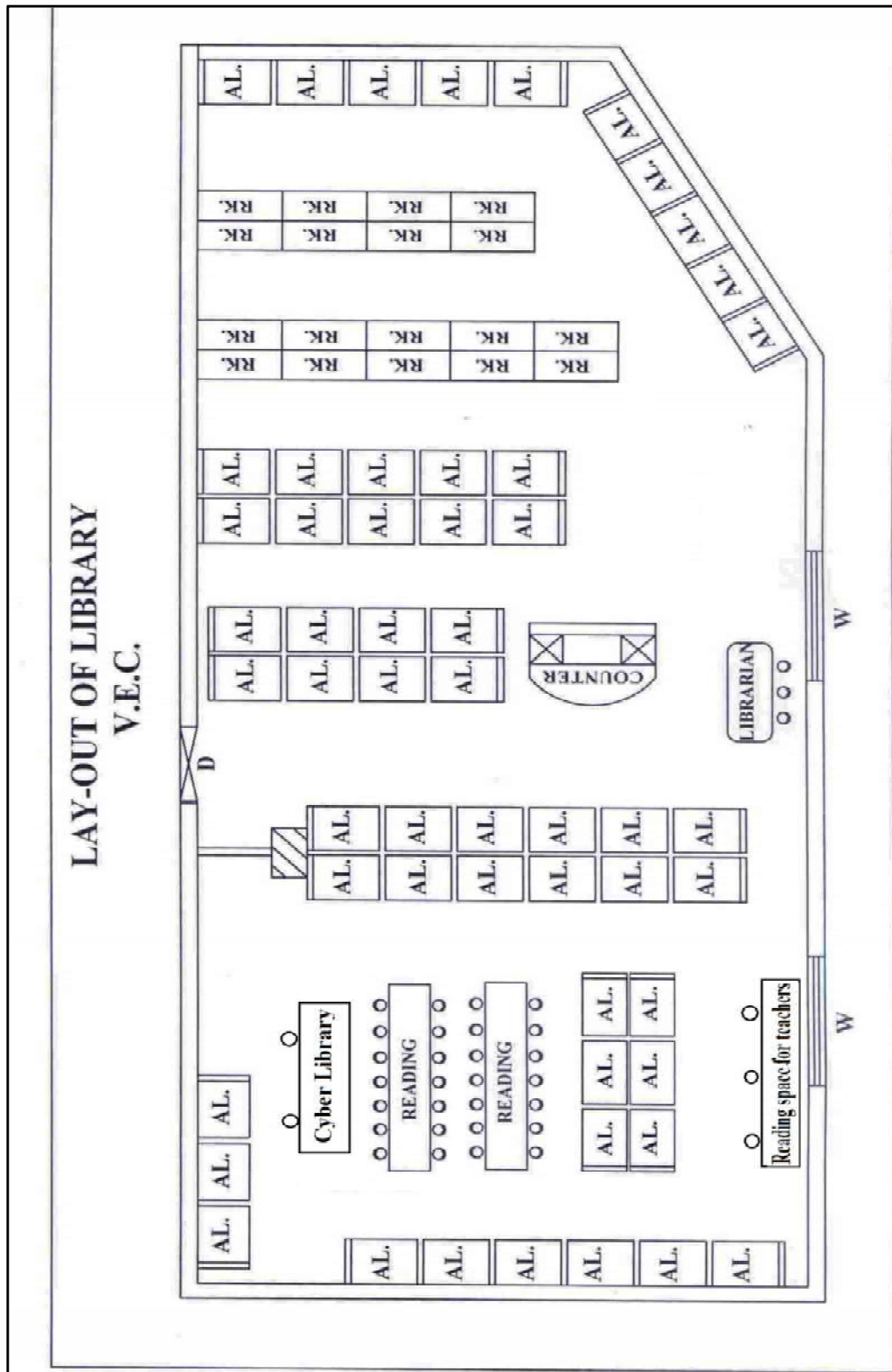
DRAWN BY: B Das DATE: 12.08.2015

ALL DIAMENTIONS ARE IN MM




R. C. BYSACK DESIGN CONCEPTS
 AN ISO 9001:2008 CERTIFIED ORGANIZATION
 ARCHITECTS, ENGINEERS, TOWN-PLANNERS,
 INTERIOR DESIGNERS & GOVT. REGD. VALUERS
 14 / 3 B, Sovereign Bysack Street, Kolkata 700 007
 Dia. 033 2259 73 36/78, 88 40 41.
 Fax: 033 2259 7378, Website: www.rcbysack.com

Annexure 7
Layout of the College Library



Annexure 8
Students' feedback forms



VIDYASAGAR EVENING COLLEGE
39, SANWAR GHOSH LANE, KOLKATA - 700 006, WEST BENGAL, PHONE : (033) 6459-7118

STUDENTS' EVALUATION

A = EXCELLENT B = VERY GOOD C = GOOD D = AVERAGE F = POOR

NAME OF THE TEACHER	REGULARITY	SUBJECT KNOWLEDGE	COMMUNICATION SKILL	INTEREST DEVELOPMENT	INDIVIDUAL ATTENTION	ASSISTANCE OUTSIDE THE CLASSROOM	STUDENT FRIENDLINESS	REMEDIAL ASSISTANCE AFTER THE TEST	COMPLETION OF SYLLABUS	OVERALL RATING

A. GENERAL ATMOSPHERE OF THE COLLEGE

- (i) CLASSROOM
- (ii) SWEEPING AND CLEANING
- (iii) WASH ROOM / TOILET
- (iv) DRINKING WATER
- (v) LABORATORY (FOR SCIENCE STUDENTS ONLY)
- (vi) COMPUTER LABORATORY AND INTERNET FACILITY
- (vii) SEMINAR HALL
- (viii) OVERALL ADMINISTRATION

(i)	A	B	C	D	E
(ii)	A	B	C	D	E
(iii)	A	B	C	D	E
(iv)	A	B	C	D	E
(v)	A	B	C	D	E
(vi)	A	B	C	D	E
(vii)	A	B	C	D	E
(viii)	A	B	C	D	E

B. LIBRARY

- CENTRAL**
- (i) COLLECTION OF BOOKS
- (ii) AVAILABILITY OF BOOKS / JOURNALS
- (iii) PROMPTNESS OF SERVICE

(i)	A	B	C	D	E
(ii)	A	B	C	D	E
(iii)	A	B	C	D	E

DEPARTMENTAL

- (i) COLLECTION OF BOOKS
- (ii) AVAILABILITY OF BOOKS

(i)	A	B	C	D	E
(ii)	A	B	C	D	E

C. CANTEEN

- (i) AVAILABILITY OF FOOD
- (ii) VARIETY OF FOOD
- (iii) QUALITY OF FOOD
- (iv) PRICE OF FOOD

(i)	A	B	C	D	E
(ii)	A	B	C	D	E
(iii)	A	B	C	D	E
(iv)	A	B	C	D	E

D. OFFICE

- CO-OPERATION OF THE STAFF
- TIME NEEDED TO GET THE SERVICE

A	B	C	D	E
5 MINS	10 MINS	15 MINS	30 MINS	60MINS

E. CO-CURRICULAR ACTIVITIES

- SPORTS**
- (i) EQUIPMENTS FOR INDOOR GAMES
- (ii) FACILITIES FOR OUTDOOR GAMES

(i)	A	B	C	D	E
(ii)	A	B	C	D	E

F. HAS THE COLLEGE HELPED YOU PURSUING / ACHIEVING YOUR AIM IN LIFE

YES NO

G. APART FROM THE DEGREE HAS THE COLLEGE HELPED YOU ENRICHING YOURSELF IN ANY OTHER WAY

YES NO

H. WOULD YOU SUGGEST OTHERS TO TAKE ADMISSION IN THIS COLLEGE

YES NO

F. MENTION THE WEAKNESSES OF YOUR COLLEGE

H. GIVE SUGGESTIONS FOR THE INTRODUCTION OF NEW COURSE / SUBJECTS.

VIDYASAGAR EVENING COLLEGE

1st YEAR STUDENTS FEEDBACK ABOUT CLASS TEACHING

Put a " y " mark under the cell of your choice

1 What % of classes of the teacher have you attended approximately?

> 75%	60-75%	40-50%	20-40%	< 20%

2 Is the voice of the teacher audible from the back bench?

YES	NO

3 Is the presentation of the teacher very rapid to follow?

YES	NO

4 Is the presentation of the teacher very slow to lose interest?

YES	NO

5 Is the introductory lecture of the topic able to generate interest in the subject?

YES	NO

6 Are the lectures usually delivered with adequate preparation?

YES	NO

7 Is the teacher very punctual in attending the classes ?

YES	NO

8 Does the teacher encourage you to ask questions and have interactions?

YES	NO

9 Do you think that you really gain by attending the class lectures?

YES	NO

10 How do you mark the class lecture of the teacher in a 10 point scale?

1	2	3	4	5
6	7	8	9	10

11 Can you suggest how to make the lectures more fruitful and enjoyable?


Annexure 9

Receipt-payment statement for 2011 – '12


VIDYASAGAR EVENING COLLEGE
39, SANKAR GHOSH LANE, KOLKATA-700006

RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2012

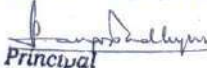
RECEIPTS	AMOUNT (₹)	PAYMENTS	AMOUNT
To OPENING BALANCE			
" Cash in hand	43,017.01	By UGC Merge Scheme	31,444.00
" Cash at Bank		" UGC Minor Research Grant(SKG)	11,808.00
Allahabad Bank (20809471723)	20641.00	" UGC Minor Research Grant-Lib. Bk.	2,266.00
B.O.B (00250100008271)	142287.00	" UGC Seminar Grant	10,000.00
S.B.I. (10309241160)	1294553.00	" Scholarship Stipend	2,100.00
S.B.I. (Salary 10309241182)	313346.00	" Excursion Fund	392,300.00
S.B.I.(Saving 1030924362-2)	2262749.33	" Student Health Home Fund	33,008.00
S.B.I.(C.S.UGC- 10309241171)	110755.00	" Computer	104,334.00
S.B.I.(Main - 295)	<u>34453.56</u>	" Furniture & Fixture	34,767.00
	4,178,784.89	" Laboratory Apparatus & Equipment	28,428.00
		" Group Insurance (LIC)	11,160.00
		" Professional Tax	164,580.00
		" Provident Fund	4,132,511.00
		" Puja Advance	256,000.00
		" Salary Advance	38,500.00
		" Salary Savings (LIC)	128,196.00
		" Interest on FD	3,352,067.00
		" Accounting Charge	16,000.00
		" Admission Fee Refund	7,700.00
		" Filing Fees Refund	2,328.00
		" Advertisement & Publicity	8,536.00
		" Audit Fees	12,403.00
		" Centre Fees	6,085.00
		" Bank Charges	2,644.00
		" Casual Fees	15,440.00
		" Common Building Fund	5,475,318.00
		" Group of College Common Fund	650,000.00
		" Contingency Expenses (Office)	10,689.00
		" Contribution (N.T.S.)	9,000.00
		" Contribution (T.S.)	42,430.00
		" Conveyance Expenses	215,951.00
		" C.U. Form Fee	16,170.00
		" C.U. Exam Fee	675,350.00
		" C.U.Fee	817.00
		" C.U. N.S.S.	23,500.00
		" C.U. Re- Exam Fee	25,255.00
		" C.U. Fines & Others Fee	1,100.00
		" C.U. Sports Fee	23,585.00
		" C.U. Form Fee Refund	90.00
		" Exgratia (Puja)	32,000.00
		" FB IC LC	90.00
		" Diploma Fees Refund	90.00
		" Golden Jubilee Celebration	97,750.00
		" TDS Paid (Staff)	1,906,279.00
		" Lab. Caution Money	100.00
		" Lab. Development Fee	850.00
		" Lab. Expenses	60,429.00
		" Library Deposit Refund	16,300.00
		" Miscellaneous Expenses	10,061.00
		" News Paper & Periodicals	1,165.00
		" Office Stationery	5,915.00
		" Pay Packet Grant	31,819,240.00
		" Courier /Postage	25.00
		" Printing & Xerox	143,750.00
		" C.U. Review Fees Refund	900.00
		" Registration Fee	39,640.00
		" Remuneration (N.T.S.)	63,500.00
		" Remuneration (T.S.)	787,441.00
		" Repair & Maintenance	77,397.00
		" Repair & Maintenance(Comp.)	8,871.00
		" Scholarship & Stipend	26,700.00
		" Scrutiny Fee	7,320.00
	Balance C/f		51,079,674.00
	18,589,077.70		
SUB FUND WITH SBI ACCOUNT			
" Development Fund			
A/C No. 0110006009700	110849.00		
" Caution Money Deposit			
A/C No. 0110006009600	5367.33		
" Library Fund			
A/C No. 01100060044	40492.00		
" Elec. & Generator Fund			
A/C No. 0110006009703	62502.14		
" Special Lab Fund			
A/C No. 0110006009704	21333.57		
" Building Maintenance Fund			
A/C No. 0110006009701	9111.49		
" Student Union Fund			
A/C No. 0110006009702	<u>46110.77</u>		
	295,766.30		
" UGC Merge Scheme	112,500.00		
" UGC Seminar Grant	166,000.00		
" Group Insurance(LIC)	11,160.00		
" Prof. Tax	112,590.00		
" Provident Fund	4,122,111.00		
" Puja Advance	284,800.00		
" Salary Advance	77,564.00		
" Salary Savings (LIC)	128,196.00		
" Interest on F.D.	3,352,067.00		
" TDS on FDs	670,423.00		
" Adm. Form & Prospectus	31,340.00		
" Admission Fees	177,200.00		
" Admission Form Fees	182,100.00		
" Allowance for PTTS A/c	1,895,500.00		
" Annual Fees	1,099,300.00		
" Bank Interest	204,398.00		
" Casual Fees	114,650.00		
" Computer Fees	87,310.00		
" Course Fees	57,000.00		
" C.U. Centre Fees	64,040.00		
" C.U. Exam Fees	602,945.00		
" C.U. Form Fees	12,920.00		
" C.U. Registration Fees	61,900.00		
" C.U. Diploma Fees	10,140.00		
" FB IC LC	36,120.00		
" Fine	114,265.50		
" Foreign Student Fees	1,000.00		
" Golden Jubilee Celebration	75,232.00		
" Lab. Development Fees	195,200.00		
" Library Caution Money Fees	3,800.00		
" Migration Fee	1,300.00		
" Miscellaneous Receipts	6,038.00		
" Non Collegiate Fees	400.00		



Accountant
Vidyasagar Evening College
Kolkata-700006



Bursar
Vidyasagar Evening College
Kolkata-700 006



Principal
Vidyasagar Evening College

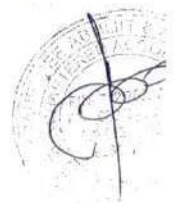
Receipt-payment statement for 2012 – '13

VIDYASAGAR EVENING COLLEGE 39, SANKAR GHOSH LANE, KOLKATA-700006					
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2013					
RECEIPTS	AMOUNT	AMOUNT	PAYMENTS	AMOUNT	AMOUNT
OPENING BALANCE					
CASH IN HAND		51,168.01	UGC - Contingency	30,000.00	
CASH AT BANK			UGC - Grant	79,835.00	
Allahabad Bank	20,641.00		UGC - Remuneration of sub-teacher	384,785.00	
A/C No-20809471723)			Student Union	184,704.00	
ICBI	119,015.00		Scholarship & Stipend	9,300.00	
A/C No-02250100006271			Study Tour	616,246.00	
SBI	203,836.50		Tuition fees (Govt. account)	305,574.00	
A/C No-10209241180			Computer maintenance	30,880.00	
(SALARY)	106,326.00		Telephone charges	18,949.00	
A/C No-10309241182			Travelling Allowances	365,300.00	
(SAVING)	4,036,410.33		Group insurance(LIC)	145,876.00	
A/C No-1030924382-2			Professional Tax	136,970.00	
(SBI S UGC-10309241171)	201,455.00		Provident Fund	3,488,220.00	
(SBI MAIN-255)	34,453.56		Puja Advance	183,000.00	
		47,22,137.39	Salary Advance	94,600.00	
REVENUE FUND WITH SBI ACCOUNT			Salary Savings (LIC)	123,588.00	
Development Fund			Xerox charges	19,225.00	
A/C No-0110006009700	110849.00		Accounting Charge	8,000.00	
Caution Money Deposit			Admission Fees Refund	400.00	
A/C No-0110006009600	5367.33		Annual fees	20,300.00	
Library Fund			Advertisement & Publicity	15,656.00	
A/C No-01100060044	40492.00		Audit Fees	22,950.00	
Elec. & Generator Fund			Bonus to NTS	55,000.00	
A/C No-0110006009703	62502.14		Bank Charges	56,228.00	
Special Lab Fund			Casual Fees	17,960.00	
A/C No-0110006009704	21333.57		Common Building fund	5,595,852.00	
Building Maintenance Fund			Group Of college Common Fund	200,000.00	
A/C No-0110006009701	9111.49		Contingency Expenses	10,532.00	
Students Union Fund			Contribution(N T S)	9,400.00	
A/C No-0110006009702	46110.77	2,95,766.30	Contribution(T S)	43,080.00	
Group insurance	1,45,876.00		Conveyance	25,384.00	
Income tax	19,67,328.00		C U Centre fees	45,786.00	
Professional tax	136,970.00		C U Exam Fees	618,841.00	
Provident fund	3,488,175.00		C.U Practical Fees	34,710.00	
Puja advance	306,000.00		C.U Form Fee	34,660.00	
Re-exam self inspection	22,500.00		Govt. Share Of Tuition fees	53,541.00	
Donation received from students	3,000.00		Income Tax	1,967,328.00	
Admission Fees	195,800.00		Leave Encashment	35,930.00	
Admission Forms & prospectus	191,740.00		C U Sports Fee	2,040.00	
Allowance for PTTS	2,128,950.00		Scrutiny fees	9,120.00	
Annual Fees Received	1,611,075.00		Repairs & Maintenance	39,850.00	
Bank Interest	202,753.70		F.Books / I.Card	120.00	
Casual Fees Received	115,800.00		NSS	29,500.00	
Computer Fees Received	92,400.00		UGC- XII Plan	50,000.00	
Course Fees	56,000.00		Website & software	42,000.00	
C.U Centre Fees	36,720.00		Legal Expenses	9,350.00	
C.U Exam Fees Received	460,650.00		Lab. Development Fee	4,800.00	
C.U Form Fees Received	144,070.00		Lab Expenses	67,789.00	
Seminer & cultural activities	2,556.00		Library Deposit Refund	16,385.00	
C.U Practical fees	91,430.00		Misc. Exp	14,485.00	
Diploma Fees Received	8,490.00		News Paper & Periodicals	1,099.00	
Fees Book I Card LC	42,210.00		Office Stationery	14,033.00	
Fine & others	205,604.00		Pay Packet Grant	27,283,288.00	
Students Union	2932.00		Registration & Migration	87,990.00	
Golden jubilee celebration	245,030.00		Printing Charges	88,920.00	
Lab Dev. Fees	279,900.00		Seminer & cultural activities	73,499.00	
Library deposit	3,295.00		State Govt. Grant	6,697.00	
			Remuneration (P.T.N.T.S)	534,691.00	
			Tuition fees	20,095.00	
			Allowances- PTTS	1748300.00	

Accountant
for Evening College
Kolkata-700006

Sandya Mukherjee
Bursar
Vidyasagar Evening College
Kolkata-700 006

Sankar Ghosh
PRINCIPAL
VIDYASAGAR EVENING COLLEGE
KOLKATA-700 006

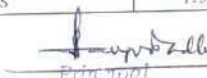
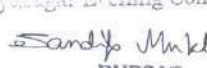


Receipt-payment statement for 2013 – '14

VIDYASAGAR EVENING COLLEGE			
39, SANKAR GHOSH LANE, KOLKATA-700006			
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH'2014			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
OPENING BALANCE		SECURITY DEPOSIT	10200.00
BANK ACCOUNTS	6580041.39	FIXED DEPOSITE (NEW)	5000000.00
CASH-IN-HAND	59973.01	ACCOUNTING CHARGES	9000.00
FIXED DEPOSITE		ADVERTISEMENT	12260.00
		ANNUAL FEES (DR)	6600.00
FIXED DEPOSIT MATURED	7373736.00	AUDIT FEES	10479.00
ADMISSION FEE(CR)	743950.00	BANK CHARGES(DR)	8712.00
ADMISSION FORM FEE	292200.00	CASUAL FEES(DR)	17600.00
ADMISSION FORM & PROSPECTUS(CR)	43150.00	COMMON BUILD.FOR VEC&VCFW	5800000.00
ALLOWANCE-PTTS(CR)	1763376.00	COMMON FUND VIDYASAGAR GR. OF COLLEGE	200000.00
ANNUAL FEE	1483900.00	COMPUTER MAINTANANCE	34450.00
CASUAL FEES(CR)	205260.00	CONTINGENCY	15875.00
CONTRIBUTION-NTS(CR)	13550.00	CONTRIBUTION-NTS(DR)	13550.00
CONTRIBUTION-TS(CR)	44600.00	CONTRIBUTION TS (DR.)	44630.00
COURSE FEE	61000.00	CONVEYANCE	27796.00
C.U.CENTRE FEES(CR)	66573.00	C.U.CENTRE FEES(DR)	59744.00
C.U. EXAMINATION FEES(CR)	622410.00	C.U. EXAMINATION FEES(DR)	599585.00
C.U. FORM FEES(CR)	34990.00	C.U. FORM FEES(DR)	49050.00
C.U.PRACTICAL FEES(CR)	118750.00	C.U.PRACTICAL FEES(DR)	48470.00
DIPLOMA FEE(CR)	8160.00	E-TDS & P TAX PROCESSING FEES	10779.00
F. BOOK / LCARD (CR)	41130.00	EXGRATIA TO PTNTS	37200.00
FINES AND OTHERS	457161.00	FURNITURE & FIXTURE	2731910.00
FOREIGN STUDENT DEV. FEES	2000.00	GOLDEN JUBILEE BUILDING FEES(DR)	2700.00
GOLDEN JUBILEE BUILDING FUND(CR)	546400.00	GOVT. SHARE OF TUITION FEES	602428.00
GROUP INSURANCE(CR)	79762.00	GROUP INSURANCE(DR)	79762.00
INCOME TAX(CR)	2449209.00	INCOME TAX(DR)	3572321.00
INTEREST ON SB	160797.00	LAB DEV. FEES (DR)	2500.00
LAB DEVELOPMENT FEE	816300.00	LAB. EXPENSES	155575.00
LABE REAGENT FEES (CR.)	310200.00	LAB REAGENT FEES(DR)	2400.00
LIBRARY DEPOSIT	1700.00	LEGAL EXPENSES	4400.00
PAY PACKET(CR)	35720971.00	LIBRARY DEPOSIT MONEY	11505.00
PROFESSIONAL TAX(CR)	131920.00	MISC EXPENCES	15316.00
PROVIDENT FUND(CR)	3657550.00	NAAC	28090.00
PUJA ADVANCE(CR)	367600.00	NEWS PAPER & JOURNALS	1209.00
RE EXAM SELF INSPECTION(CR)	11500.00	OFFICE STATIONERY	16635.00
REGISTRATION FORM SERVICING CHARGE A/C(CR)	12720.00	PAY PACKET(DR.)	38697610.00
REGISTRATION & MIGRATION(CR)	105440.00	PRINTING CHARGES	94524.00
REVIEW FEE(CR)	20480.00	PROFESSIONAL TAX(DR)	145230.00
SALARY ADVANCE(CR)	47927.00	PROFICIENCY FEES	3032.00
SALARY SAVINGS INSURANCE(CR)	137048.00	PUJA ADVANCE(DR)	388000.00
SCHOLARSHIP & STIPEND(CR)	110100.00	REGISTRATION & MIGRATION(DR)	9047.00
SEARCHING FEES (CR)	16760.00	REGISTRATION PROCESSING EXP.	11680.00
SEMINAR & CULTURAL ACTIVITIES(CR)	34725.00	SALARY TO (PTNTS)	49825.00
STUDY TOUR(CR)	545000.00	SALARY TO PTTS (DR)	1729610.00
SUBJECT CHANGE FEE	26400.00	SALARY TO SUB. TEACHER (UGC)	83282.00
TRANSFER FEE(CR)	9800.00	REPAIR & MAINTANANCE	6500.00
TUITION FEE (CR)	1088535.00	SALARY ADVANCE(DR)	11300.00
U.G.C. GRANT(CR)	100000.00	SALARY SAVINGS INSURANCE(DR)	13704.00
U.G.C. MRP GRANT(CR)	16974.00	SCHOLARSHIP & STIPEND(DR)	4920.00
U.G.C. XII PLAN	161025.00	SCRUTINY FEES	782.00
TDS on others	12281.00	SEMMINAR & CULTURAL ACTIVITIES	1157.00




 Accountant
 Vidyasagar Evening College
 Kolkata-700 006


 Principal
 Vidyasagar Evening College

 BURSAR
 Vidyasagar Evening College
 Kolkata-700 006

Receipt-payment statement for 2014 - '15

VIDYASAGAR EVENING COLLEGE			
39, SANKAR GHOSH LANE, KOLKATA-700006			
RECEIPTS & PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH 2015			
RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
OPENING BALANCE		SECURITY DEPOSITE WITH CESC	208270.00
BANK ACCOUNTS	3151982.39	TDS ON FIXED DEPOSIT	180727.00
CASH-IN-HAND	50457.01	ADVERTISEMENT	19750.00
FIXED DEPOSITE	21565470.00	ANNUAL FEES (DR)	3300.00
ADMISSION FEE(CR)	735760.00	AUDIT FEES	28400.00
ADMISSION FORM FEE	711950.00	BANK CHARGES(DR)	86283.00
ADMISSION FORM & PROSPECTUS(CR)	4950.00	CASUAL FEES(DR)	33700.00
ALLOWANCE-PTTS(CR)	1811106.00	COMMON BUILD.FOR VEC&VCFW	250000.00
ANNUAL FEE	1656600.00	COMMON FUND VIDYASAGAR GR. OF COLLEGE	260000.00
CASUAL FEES(CR)	211500.00	COMPUTER MAINTANANCE	32750.00
CONTRIBUTION-NTS(CR)	12700.00	CONTINGENCY	32260.00
CONTRIBUTION-TS(CR)	53620.00	CONTRIBUTION-NTS(DR)	12700.00
COURSE FEE	278500.00	CONTRIBUTION TS (DR.)	53620.00
C.U.EXAMINATION FEES(CR)	602630.00	CONVEYANCE	25524.00
C.U.FORM FEES(CR)	39870.00	C.U. EXAM FEES	732745.00
C.U.PRACTICAL FEES(CR)	137330.00	C.U.CENTRE FEES(DR)	62910.00
F. BOOK / I CARD (CR)	90300.00	C.U. EXAMINATION FEES REFUND	930.00
FINES AND OTHERS	391785.00	C.U.FORM FEES(DR)	27590.00
FOREIGN STUDENT DEV. FEES	4500.00	C.U.PRACTICAL FEES(DR)	63351.00
GOLDEN JUBELEE BUILDING FUND(CR)	412000.00	C.U. SPORTS FEES	24060.00
GROUP INSURANCE(CR)	6860.00	E-TDS & P.TAX PROCESSING FEES	14885.00
INCOME TAX(CR)	2613283.00	FURNITURE & FIXTURE	550071.00
INTEREST ON SB	113032.00	GOLDEN JUBELEE BUILDING FEES(DR)	500.00
LAB DEVELOPMENT FEE	891440.00	GOVT. SHARE OF TUTION FEES	490576.00
LABE REAGENT FEES (CR.)	352500.00	GROUP INSURANCE(DR)	6860.00
N S S	8600.00	INCOME TAX(DR)	2645874.00
PAY PACKET(CR)	34162304.00	LAB . DEV. FEES (DR)	3290.00
PROFESSIONAL TAX(CR)	126910.00	LAB. EXPENSES	137871.00
PROVIDENT FUND(CR)	4236050.00	LAB REAGENT FEES(DR)	1200.00
PUJA ADVANCE(CR)	275450.00	N S S	35700.00
REGISTRATION & MIGRATION(CR)	131060.00	LIBRARY DEPOSIT MONEY	2550.00
SALARY ADVANCE(CR)	263141.00	MISC EXPENCES	29667.00
SALARY SAVINGS INSURANCE(CR)	133316.00	MATURITY OF GROUP INSURANCE	83906.00
MATURITY OF GROUP INSURANCE	83892.00	NEWS PAPER & JOURNALS	12153.00
SEARCHING FEES (CR)	14290.00	OFFICE STATIONERY	26125.00
SEMINAR & CULTURAL ACTIVITIES(CR)	858.00	PAY PACKET(DR.)	38113415.00
STUDY TOUR(CR)	641500.00	PRINTING CHARGES	120036.00
SUBJECT CHANGE FEE	31800.00	PROFESSIONAL TAX(DR)	126910.00
TRANSFER FEE(CR)	3600.00	PROFESSIONAL FEES	3000.00
TUTION FEE (CR)	1177465.00	PUJA ADVANCE(DR)	401000.00
J.G.C RESEARCH & FELLOWSHIP	163147.00	REGISTRATION & MIGRATION(DR)	79740.00
J.G.C. XII PLAN	570000.00	REGISTRATION PROCESSING EXP	13660.00
REGISTRATION PROCESSING FEE	20790.00	SALARY TO (PTNTS)	482815.00
SALARY TO SUB TEACHER	777482.00	SALARY TO PTTS (DR)	1707006.00
SALES OF OLD FAN	3100.00	SALARY TO SUB. TEACHER (UGC)	841565.00
SPORTS & EQUIPMENT GRANT	10000.00	REPAIR & MAINTANANCE	483456.00
STATE GOVT. GRANT	650000.00	SALARY ADVANCE(DR)	740000.00
S B I SALARY A/c (Cr.)	826245.00	SALARY SAVINGS INSURANCE(DR)	133316.00
INTEREST ON FIXED DEPOSIT	2039943.00	SCHOLARSHIP & STIPEND(DR)	35700.00
DS On Others	4320.00	SCRUTINY FEES	8060.00
J.G.C. MRP GRANT	285929.00	SEMMINAR & CULTURAL ACTIVITIES	42148.00
		REGISTRATION FEES REFUND	160.00



Sandip Mukherjee
BURSAR

J. Sanyal
Principal

Annexure 10 IEQA Application

Track ID-WBCOGN25608

College Name-VIDYASAGAR
EVENING COLLEGE

Page 1 of 3

IEQA SUBMISSION DATE-22/12/2015

INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA) QUESTIONNAIRE

1 COLLEGE DETAILS			
Name of the college	VIDYASAGAR EVENING COLLEGE	Year of establishment	1961
Location of the college	URBAN		
2 ADDRESS			
Address	39 SANKAR GHOSH LANE, KOLKATA-700006	City	Kolkata
State	West Bengal	Pin Code	700006
Website	www.vec.ac.in	E-Mail	vidyasagarevening@yahoo.in
Phone STD Code	033	Phone No	22419508
Fax STD Code	0	Fax	0
3 HEAD OF THE INSTITUTION			
Name	Dr. RAM SWARUP GANGOPADHYAY	Designation	PRINCIPAL
Status of appointment	PERMANENT		
4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	033	Phone number	22419508
Fax std code		Fax	
Mobile	+919433724454	E-Mail	ramasangopadhyay@gmail.com
5 DOES THE COLLEGE FUNCTION FROM			
a. MAIN CAMPUS			
	AREA OF THE CAMPUS IN ACRES	TOTAL BUILT UP AREA IN sq.m.	
OWN BUILDINGS	0.67	3500.0	
RENTED BUILDINGS	0.0	0.0	
b. SATELLITE CAMPUS			
	AREA OF THE CAMPUS IN ACRES	TOTAL BUILT UP AREA IN sq.m.	
OWN BUILDINGS	0.47	2525.0	
RENTED BUILDINGS	0.0	0.0	
6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University1	University of Calcutta, Kolkata	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	PERMANENT
University2	Vidya Sagar University, Midnapore	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	TEMPORARY
University3		Other	
Nature of relationship with the university		If affiliated, status of affiliation	
7 STATUTORY PROFESSIONAL REGULATORY COUNCIL(S)			
Does the college offer any programme recognized by any Statutory Professional Regulatory Council(s)?	no		
Programmes offered		Name of the Regulatory Council(s)	
8 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	EVENING COLLEGE
Nature of funding	GRANT-IN-AID	Management	PRIVATE
9 MANAGEMENT/TRUST DETAILS			
Name of the Management	GOVERNING BODY	Recognition under Ugc Act.1956	2f & 12b

10 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER								
Society's registration Act of 1960	no			Relevant Act of the respective state Govt.	no			
Any other(please specify)								
11 NUMBER OF DEGREES OFFERED BY THE COLLEGE								
UG	3			PG	1			
Research	0			Others	0			
Total	4							
12 DETAILS OF DEGREES OFFERED(B.A., M.A., B.Com., M.Com., B.Sc., M.Sc., M.Phil., Ph.D., etc..)								
Arts	B.A.			Commerce	B.COM.			
Science	B.SC., M.SC.			Education				
Health Science				Engineering & Technology				
Management				Others				
Is the college opting for Assessment & Accreditation of Teacher Education department separately?	no							
Is the college opting for Assessment & Accreditation of Physical Education department separately?	no							
Number of departments	17							
13 TOTAL NUMBER OF STUDENTS(EXCLUDING THOSE IN SELF-FINANCING PROGRAMMES)								
	UG		PG		M.Phil/Ph.D		Value Added Courses(Certificate/Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General	879	317	51	179	0	0	0	0
SC/ST	77	23	0	0	0	0	0	0
OBC	86	9	0	0	0	0	0	0
Total	1042	349	51	179	0	0	0	0
Grand Total	1621							
14 TOTAL NUMBER OF STUDENTS IN SELF-FINANCING PROGRAMMES								
	UG		PG		M.Phil/Ph.D		Value Added Courses(Certificate/Diploma)	
	Male	Female	Male	Female	Male	Female	Male	Female
General	0	0	0	0	0	0	0	0
SC/ST	0	0	0	0	0	0	0	0
OBC	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0
Grand Total	0							
Total number of students in the college	1621							
15 NUMBER OF TEACHING, TECHNICAL AND ADMINISTRATIVE STAFF								
	Permanent		Temporary		Total			
	Male	Female	Male	Female	Male	Female		
Teachers with PG	16		6	10	7	26	13	
Teachers with M.Phil.	3		1	0	0	3	1	
Teachers with Ph.D	13		6	1	0	14	6	
Teachers with NET/SLET	13		6	0	0	13	6	
Technical staff	8		0	8	0	16	0	
Administrative staff	4		2	2	0	6	2	
Support staff	5		0	2	1	7	1	
Total no. of teachers	32		13	11	7	43	20	
16 SUPPORT SERVICES								
Number of titles of books	30000							
Number of journals	11							
Number of e-resources	103000							
Does the college have a registered Alumni Association?	no							
Does the college have a functional Placement Cell?	yes							
17 UNIT COST OF EDUCATION								
Unit Cost=Total annual expenditure divided by no. of students enrolled	31604.0							

Unit cost calculated excluding salary component	1705.0
18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE	
First	FIRST COMMERCE COLLEGE UNDER THE UNIVERSITY OF CALCUTTA
Second	INTRODUCTION OF HONOURS COURSE IN PHYSICS IN 1995
Third	INTRODUCTION OF HONOURS COURSE IN GEOGRAPHY IN 1996
Fourth	INTRODUCTION OF HONOURS COURSE IN PHYSIOLOGY IN 2007
Fifth	EXTENSION OF WORKING HOURS OF THE COLLEGE AFTER THE ERECTION OF A NEW BUILDING IN 2014
Section 2: Institutional Data Questionnaire	
1. The college has in place a structured internal quality assurance system for ensuring continuous quality monitoring or improvement	YES
2. Library has reading room facilities for students and faculty separately	YES
3. The college uses the students feedback for analysis and improvement purposes	YES
4. Basic computer literacy is ensured for all students in a structured way such as add on courses	YES
5. The college provides financial aid to at least 10% of the general category students	NO
6. The college has a mechanism for counselling students	YES
7. An annual in-house academic calendar is prepared and implemented by the college	YES
8. The college has a mechanism for addressing grievances of students and staff	YES
9. The college promotes scholarly activities of the faculty beyond the syllabus	YES
10. Internet facility is available in the college for faculty and students	YES
11. The college campus is differently-abled friendly	YES
12. The college has a formal mechanism to promote research activities of its students and faculty.	NO
13. The college has adequate sports facility	YES
14. The college has developed a short term and a long term plan for its development and growth	YES
15. Percentage of classrooms equipped with LCD projector	<25%
16. Percentage of teachers using audio-visual aids including computer-aided teaching	<20%
17. The average number of extension activities organised by the college during the last four years	3-6
18. Average percentage utilization of annual allocated funds for the last four years	>75%
19. Maintenance expenditure on infrastructure as percentage of the total annual budget	2-4%
20. Average pass percentage of graduating students	>70%
21. Computer students ratio	1:30-1:60
22. Percentage of faculty benefitted from UGC and other staff development programmes (average of last four years)	>10%
23. Percentage of permanent teachers with Ph.D. qualification	>40%
24. Percentage of classes taught by guest faculty or temporary teachers	<20%
25. Students teacher ratio	<30:1
26. Percentage of faculty positions filled against sanctioned posts	>80%
27. Number of add-on courses conducted by the college	<3
28. Awards received by the students in sports and cultural activities in the last four years	None
29. Percentage of teachers having on-going or completed research projects in the last four years	10-25%
30. Number of academic seminars or conferences or workshops that the college has organized (average of last four years)	>4
31. Number of Journals subscribed in the library National or International	10-20
32. Percentage of students admitted against the reservation category as per Government of India norms	<50%
Certificate	
This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.	

Annexure 11
Certificates for uploading AISHE information





Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-11871-2011

This is to certify that SARAJIT SARDAR of Vidyasagar Evening College has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2011-2012.

(B N Tiwari)

Deputy Director General

Dated: 02/11/2015



Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-11871-2012

This is to certify that SARAJIT SARDAR of Vidyasagar Evening College has successfully uploaded the data of All India Survey on Higher Education (AISHE) 2012-2013.

(B N Tiwari)

Deputy Director General

Dated: 02/11/2015



सत्यमेव जयते
Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-11871-2013

This is to certify that **SARAJIT SARDAR** of **Vidyasagar Evening College** has successfully uploaded the data of **All India Survey on Higher Education(AISHE) 2013-2014**.

(B N Tiwari)

Deputy Director General

Dated: 02/11/2015



Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-11871-2014

This is to certify that SARAJIT SARDAR of Vidyasagar Evening College has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2014-2015.

(B N Tiwari)

Deputy Director General

Dated: 02/11/2015

Dr. R. S. Gangopadhyay
M. Sc. Ph. D.
Principal & Secretary



Phone : (033) 2241-9508
Principal : 9433724454
Vidyasagar Evening College
39, SANKAR GHOSH LANE,
KOLKATA - 700 006, WEST BENGAL
e-mail : vidyasagarevening@yahoo.in
principal@vec.ac.in
website : www.vec.ac.in

Ref No.....

Dated..... 28/12/2015.....

Declaration by the Head of the Institution

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

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

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

Dr. RamSwarup Gangopadhyay
Principal

Principal
Vidyasagar Evening College
Kolkata-700 006