

# Netaji Nagar College



University of Calcutta

**Self Study Report**

**2015**

**Submitted to**  
**National Assessment and Accreditation Council**  
**Bangalore**



# NETAJI NAGAR COLLEGE

( Affiliated to the University of Calcutta)

NAAC Accredited

170/436, Netaji Subhas Chandra Bose Road

Regent Estate, Kolkata-700 092

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Web : [www.netajinagarcollege.in](http://www.netajinagarcollege.in)

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Reference No.: NNC/NAAC/2<sup>nd</sup> cycle/01  
*Ref. No.* \_\_\_\_\_

*Date* : 25.12.2015 \_\_\_\_\_

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

Sub: Uploading SSR to the college website

Sir,  
In compliance of our LOI requirements, we are glad to upload our SELF STUDY REPORT 2015 in our official website for Second Cycle Accreditation showcasing the key aspects of the functioning of our college.

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



*Biswajit Bhadra*  
(Dr. Biswajit Bhadra)  
Teacher-in-Charge

Teacher-in-Charge  
NETAJI NAGAR COLLEGE  
Kolkata-700 092

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## PREFACE

There is an unmistakable feeling of *dejavu* as we reach the final stages of the Self-Study Report for the second cycle of NAAC assessment with the onset of winter! Almost a decade back it was precisely at this time of the year we were racing against time to prepare the first edition of the Self-Study Report amidst a plethora of surmise and conjecture, if not little bit of trepidation. The institution witnessed an unprecedented flurry of activities! Everyone, whatever be the nature of his/her relevance to the institution plunged into action for the NAAC Peer Team's visit. The 'trophy moment' arrived in April the following year (i.e. 2007) with the institution finally being accredited by the NAAC!

Sauntering down memory lane and reliving the past has a wonderful therapeutic effect both on the human being and on the institution. One's moments of recognition and achievements in the past inevitably embolden one to face the present and the future with courage and determination!

In the fourth week of December 2015, just a whisker away from uploading the SSR for the Second Cycle of NAAC assessment, one is plagued with mixed emotions. Last time the onus was on me as the Coordinator of the NAAC Steering Committee in the institution, and by strange coincidence, I find myself at the helm of the institution as we look forward to our 'tryst with destiny'!

The preparation of the Self-Study Report invariably opens up manifold routes to self-realisation. It is a protracted process of introspection and retrospection. It is time for us to reflect seriously on the goals that we had set for ourselves and if at all they could be achieved! To what extent the objectives of the institution set long back have crystallized? Is there any disconnect between the objectives and their logical fructification? If so, how wide is the disconnect? Time and again we have delved deep into these aspects while researching for and formulating the report. That life is a journey without the geographer's maps has always been a firm conviction of oneself. It is the same for the institution as well, for the simple reason that the institution cannot be separated from the individual! Netaji Nagar College has also gone through the vicissitudes of life! What the College has emerged today is a product of the lessons we have learnt over the years.

Netaji Nagar College is committed to ensuring the holistic and inclusive growth of its stakeholders, namely the faculties, the students and its non-teaching staff. The institution is

an ideal launching pad for self-growth. No objective and dispassionate assessment of the institution is possible without taking into consideration the fact that it was set up to cater to the educational requirements and intellectual stimulation of the economically vulnerable section of the society who had settled in and around Netaji Nagar in the wake of Partition in 1947 that had led to a massive exodus of population from East Pakistan (now Bangladesh) to West Bengal and its neighbouring states. The settlers showed exemplary grit, determination and enterprise in overcoming the inevitable obstacles to the starting of fresh life of purposefulness and hope. Predictably education, especially good education for children came to enjoy the topmost priority in their scheme of things. As an institution of higher education, over the last five decades it is mostly the first generation learners (at the most second generation) that we have been dealing with! This distinctive character has remained unchanged by and large! Our biggest challenge for years has been to impart higher education to that section of the population whose existence continues to be still peripheral in the society – that very section which still today (we are half way through the first two decades of the 21<sup>st</sup> century) is in the high risk zone of economic vulnerability. Despite this, the College has been contributing significantly to the society in terms of not only helping the students grow intellectually but also orient them in the direction of material growth! This dual approach has paid off well! While religiously teaching the parent University framed syllabi and properly counselling the students have helped them perform satisfactorily in various examinations of the University of Calcutta, the job-oriented Certificate Courses (one UGC sponsored and the other self-financing) have evoked impressive response, in terms of student enrolment in these courses and their subsequent employment. The Coordinators of these courses along with a vibrant Career Counselling Cell have on various occasions organized seminars where interaction with the ‘Who’s who’ have been organised for the benefit of the main stakeholders.

Over the years we have steadily tried to build up infrastructure keeping in mind the best interests of our students and faculty, both in terms of convenience and research potential!(there is a Research subcommittee in place). The accomplishments of many of our teachers have been absolutely phenomenal! Successful completion of MRPs, doctoral theses, presentation of papers in various august fora (including international ones), publication of well researched papers in national and international journals of distinction, visiting neighbouring countries in a ‘**cultural exchange programme**’ on the momentous occasion of

World Language Day on 21<sup>st</sup> February, guiding research scholars to the successful culmination of their Ph.Ds., being on the Board of Studies of universities and other elite institutions of the city speak volumes of their competence and acumen!

The college has a well-stocked central library and some departments have 'libraries' of their own. The institution's Computer centre is a well-equipped one facilitating the requirements of both the teachers and the students.

Conceptualisation of certain practices and their subsequent institutionalization have proven to be extremely profitable for the students. Personalised guidance to the students on a 'one-on-one' basis, interacting with them more intensely, identifying their areas of strengths and weaknesses and subsequently suggesting corrective measures, reaching out to them in a 'friendly manner', being accessible to them 24 X 7 even beyond the confines of the college premises, arranging remedial classes for the 'late bloomers' and the diffident ones have paid us rich dividends.

As a gender-sensitive community the security and safety of the female students are of paramount importance to us. Keeping in mind, we are contemplating the formation of a 'Women's Cell'. We realize that we have miles to go.....facing unforeseen challenges and overcoming them with confidence and aplomb.

As referred to earlier, the journey, though arduous in nature, has been a highly educative one, both for me and my dedicated team of colleagues comprising teachers and the extremely proactive non-teaching fraternity of the college.

Last but not the least, a sprinkling of literary reference however might not be irrelevant altogether. With apologies to the great William Blake, this winter 'the boughs will wither' only because of the 'wintry wind' and 'not because we have spelt out our dreams!'

Finally, I on behalf of the institution must unfailingly mention our sincere appreciation of the NAAC's role in both assessing us as well as enlightening us with inputs for ample scope of improvements after the 1<sup>st</sup> Cycle. May I say in all humility despite all our limitations we have tried to follow religiously the esteemed advices and suggestions of this great institution which is performing such a significant role in the 'nation-building' process.

**Dr. Biswajit Bhadra**  
Teacher-in-Charge



## EXECUTIVE SUMMARY

In the run-up to the Second Cycle of NAAC, it is fortuitous on the part of Netaji Nagar College to point out that it has made reasonable progress in the direction as recommended by the NAAC peer team in its 'Report' in the First Cycle. However to gauge the dimensions of the progress it would be fair to appreciate the nuances of Netaji Nagar College as an institution of higher learning in the backwaters of Kolkata and not so long ago was part of South 24 Parganas. The embryo of the College was conceived in the steely grit and determination of those displaced from Bangladesh in the aftermath of the Partition and settled in and around Netaji Nagar – yearning for an opportunity of higher education. The College began its eventful journey on September 25, 1967 by holding classes in the evening hours in a nearby school. Construction of its own building was completed and eventually the College shifted to its own premises in 1969. BA and B.Com courses were introduced initially, with the gradual introduction of Honours courses in these disciplines. The surging demand base led to the opening of the day-shift and a separate shift for the girls. It became gradually infeasible to manage three shifts through the same governance. The College was trifurcated eventually in 1986 under the relevant Government Order and the evening classes continued to be held at Netaji Nagar College which has remained the parent institution till this date among the trifurcated group of colleges.

A dispassionate assessment of the College's current objectives and achievements is impossible without considering the above-mentioned hard truths. Though it might sound like a cliché yet the fact remains that even today it is the first generation learners (second generation at the most!) who come to us! Our biggest challenge even in the Post Accreditation period has been to orient them for higher education that ensure both academic and material growth so that they can carve out a niche for themselves in some way or the other once they are through with the College degree. In the light of the above précis of the efforts taken under the seven criteria of the SSR for the Post Accreditation period has been penned in the following:

## **CRITERION – I: CURRICULAR ASPECTS**

Netaji Nagar College seeks to be an excellent institution of higher education ensuring high quality general education to all sections of the society. The close knit relationship between the students and the teachers is the hallmark of the College. The non-teaching staff is ever-ready with necessary support especially during the admission and examination sessions.

The institution adheres to the syllabi framed by its parent university, the University of Calcutta in all its UG courses. Certain faculties in their capacities as members of Board of Studies do provide valuable inputs at the time of revision of syllabi.

Unitized syllabus and assignments are also handed out to the students to enable them to have a firmer grip on their curriculum. Departments seek both formal and informal feedback from its students on different aspects of curriculum delivery. Every academic session of the college is punctuated by various types of examinations, viz., class tests, mid-term and test examinations.

The college also offers two job oriented courses – i) Insurance Management (UGC sponsored) and (ii) Certificate course on Computerized Accounting, Taxation and project Management (self-financed). In case of both these courses, curriculum is developed by the departmental faculties in consultation with the academic and industry experts in the specific field. Both the courses are run by the Department of Commerce.

The College encourages the faculties to participate in the Orientation/Refresher Courses/ Workshops/ Seminars organized by various universities to update their knowledge and to improve their teaching practices.

Excursion and educational visits are organized by the various departments of the college.

## **CRITERION II: TEACHING-LEARNING AND EVALUATION**

The college takes all possible measures to ensure admission to deserving and meritorious students. The publicity exercise is done with utmost care. Banners and flex are hung at various vantage point of the locality. The college website is a very powerful media in this regard. The ‘word of mouth’ also plays an important role. The College follows reservation



criteria for the uplift of the backward communities like SC/ST/OBC etc. The reservation is as per the norms laid by the Government of West Bengal.

It is to be noted in this context that from March 2014 onward as per the directive of the Government of West Bengal, Calcutta University has started conducting admissions on line.

There is no provision for separate infrastructure for the differently - abled students. However, access to necessary facilities can be provided on priority in case there differently-abled students are admitted in the college.

Advanced learners are identified through classroom interaction and performance in internal assessment or end term examinations. They are tendered all kinds of support by the College to achieve their full potential.

The dropout rate at the college differs from department to department and overall it is moderate. The college has conducted a dropout survey to identify possible reasons for dropout.

Every year academic calendar is published. This is circulated among the faculty members, students and also uploaded in the college website. The IQAC monitors the process of learning and takes effective measures to ensure quality education and learning.

### **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

The college does not have any recognized research centre. of the University . However, the college believes in enrichment of knowledge and hence the faculty members are continuously encouraged to take part in research activities. Many of the teachers are engaged in research work. There is a Research Committee in the College to monitor and address the issues of research. Faculties regularly publish fruits of their research in eminent journals and successfully undertake Minor Research Projects funded by the UGC.

One of the faculty members of the college is recognized by the University of Calcutta and other University as the Research Guide and a number students have already been awarded Ph.D Degree and some others have registered their names for Ph.D Degree under his supervision.

Eminent professors are invited to deliver special lectures. Such exercises motivate students to be interested in research. As a part of syllabus of the B.Com course, students need to prepare individual projects which have to be submitted to the external examiners.

## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

The college believes in providing quality education and learning. Keeping in mind the need of this, the policy of the college is to have an infrastructure which not only facilitates physical fitness but also the mental well-being and extracurricular interests of the students. The college aims in developing growth in infrastructure in the above mentioned terms so as to ensure personality development in the students. As a part of the policy, maintenance of the infrastructure is also an important key.

The College has a generator of its own. There are voltage transformers and stabilizers to take care of voltage fluctuations

The college library has a large collection of books and journals. INFLIBNET has also been subscribed. Computer and internet facilities are also available to students and faculties.

The College has two spacious class-rooms which double as auditorium. They are used to celebrate the different programmes of the College in its cultural calendar viz., Freshers' Welcome, College Social, Talent search endeavors', Foundation day, Teachers' Day, Rabindra Jayanti regularly. Inter-departmental Quiz competition, Departmental Seminar, Creative writing competition, Group discussion and personal interview, Students seminar, Inter-college creative writing competition are also organized by the college.

The college provides the facility of First Aid as and when required and medical-kits are available with the College. Pure drinking water is available to ensure healthy state of the students and teachers. A clean campus is maintained to ensure dust-free and pollution-free environment.

## **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

The college has its prospectus of its own, However, since 2011-12 academic session the college has given more emphasis on uploading the meticulously designed website of its own. The website provides comprehensive coverage to the different courses offered by the institution, the admission procedure, the rules and regulations that are to be strictly abided by the students, the summary of the college publications, different wings of the institutions and also the extra-curricular activities undertaken by the college throughout the year.

The history of the institution is also summarized in the prospectus along with a description of college infrastructural facilities.

The institution in principle has always been compassionate about waiving the tuition fees of meritorious otherwise economically vulnerable. Scholarships and stipends as per government norms are available to the SC/ST/OBC students and those from the minority community. The college also offers the government scholarship named *Kanyashree*, to the girl students and stipend to the students belonging to SC/ST. Senior faculties also often come forward with financial assistance whenever a student opens up about his/her financial limitation.

There is a Health Insurance Coverage in place for the students of the college. Besides this the students are also the members of the Students' Health Home where major health related problems are attended to at a very low cost.

Over the years, students also have taken part in various sports and cultural activities organized by University of Calcutta, Kolkata Police and others and earned laurels. As conscious citizens they organize blood donation camps, candle-light vigil to honour disasters near and far.

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

The Governing Body is the apex decision making body of the College. College staff members are adequately represented in the Governing Body. The Governing Body at the commencement of the academic session constitutes different Sub-committees and prescribes the major assignments to be carried out by these sub-committees during the academic

session. While framing the assignments the management duly considers available human, financial and infrastructural resources and probable constraints that may be encountered at the time of execution. In addition to above the GB also monitors the functioning of different sub-committees framed by the Teachers' Council, which mainly takes care regarding maintenance of quality of academic services provided by the institutions to the students.

IQAC from September 2014 takes regular feedback from all departments and communicates the results to the Principal for taking necessary actions.

The institution does not have any stated quality policy but the leadership frames different action plans, with due importance to the quality aspect and those action plans are communicated to faculties, non-teaching members and students who are also specially motivated regarding maintenance of quality in the process of execution of their assignments. IQAC from September 2014 takes regular feedback from all departments and communicates the results to the Principal for taking necessary actions.

The Governing Body of the College has formed finance sub-committee for the purpose of monitoring effective and efficient use of available financial resources. On a daily basis the Bursar of the College monitors the use of financial resources and checks the authenticity of different financial transactions made by the College. Statutory Audit is conducted annually in the College and reports of the auditors are dealt with seriously by the GB Maintenance of up-to-date financial records is another way of maintaining efficient and effective control over financial resources. Financial budget is prepared regularly with a view to ensure better control over accessible financial resources of the institution.

## **CRITERION VII: INNOVATIONS & BEST PRACTICES**

The College has imbibed several innovative initiatives in its teaching-learning process because it firmly believes that going beyond the classrooms is a sure-fire way to augment productivity.

The Department of English uses both television and cassette recorder to teach novels; .Bengali department has introduced self-assessment of answer-scripts after Class-Tests; the

Journalism and Mass Communication truncate the hours of their periodical examinations; research topics are handed out after careful research to the students of Journalism and Commerce.

The College has also over the years been following two significant Best Practices – committed to the cause of inclusive higher education that ensures holistic growth and . increasing use of modern devices and technologies to ensure fast and environment-friendly teaching-learning atmosphere.

The instances to corroborate the first Best Practice are the satisfactory performances of two self-financing job-oriented courses in the College to make students more employable. Also a vibrant Career Counseling Cell established in the College brings experts from academia and industry on regular basis to make them glean practical tips on the job-market.

The second Best Practice is substantiated through the College's subscription to INFLIBNET. Besides, use of OHP, LAN, Smart board, Power-Point have also harnessed the advantages of technology for the institution and its stake-holders. Introduction of online-admission and updated website have also helped in technology up gradation. Recording of staff attendance through bio-metric process, payment of salary through NEFT, submission of fees to the bank by students have also helped in cost-cutting increased efficiency.

With the final countdown for the online submission of the Self-Study Report already begun, we realize in all humility that the preparation of the Self-Study report has left footprints in self-realisation and introspection that connect between goals set earlier and their logical conclusion or the gulf between wishes and their fulfilment!

As one reaches the last leg of the Executive Summary we need to mention unfailingly how much we appreciate the NAAC's role in assessing academic institutions. Preparation of the SSR has been a great learning experience indeed! We have zeroed in on the areas where there is ample scope of improvement. We realize how much important it is to instil the principles of value-based education to the future citizens of the nation in these times when basic moral values and principles are being constantly redefined! It is our firm conviction that 'future' is safe in the hands of future citizens, and they should not remain indifferent and oblivious to things happening around in the contemporary world! Netaji Nagar College and all its stakeholders not only appreciate the NAAC's role in furthering quality higher education across the academic spectrum but also eagerly looks forward to this revered body to guide us in the future.

## PROFILE OF THE INSTITUTION:

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

|   |              |                    |
|---|--------------|--------------------|
| Name: NETAJI NAGAR COLLEGE  |              |                    |
| Address: 170/436, N.S.C. Bose Road, Regent Estate                                 |              |                    |
| City: Kolkata   | Pin: 700 092 | State: West Bengal |
| Website: <a href="http://www.netajinagarcollege.in">www.netajinagarcollege.in</a> |              |                    |

### *2. For Communication:*

| Designation                          | Name                            | Telephone<br>With STD code | Mobile &<br>Fax | Email  |
|--------------------------------------|---------------------------------|----------------------------|-----------------|--|
| Principal                            | Dr.<br>Biswajit<br>Bhadra       | (033)2411-5445             | 08697582028     | <a href="mailto:biswajitbhadra09@gmail.com">biswajitbhadra09@gmail.com</a> |
| Vice<br>Principal                    | ----                            | ---                        | ---             | ---  |
| Steering<br>Committee<br>Coordinator | Prof.<br>Pinaki<br>Ranjan<br>De |                            | 09433702810     | <a href="mailto:pinakiranjande@yahoo.com">pinakiranjande@yahoo.com</a>     |

### *3. Status of the Institution:*

|                          |   |
|--------------------------|---|
| i) Affiliated College    | √ |
| ii) Constituent College  |   |
| iii) Any other (specify) |   |



## 4. Type of Institution:

### a. By Gender

|                       |   |
|-----------------------|---|
| i) For Men            |   |
| ii) For Women         |   |
| iii) For Co-Education | √ |

### b. By Shift

|              |   |
|--------------|---|
| i) Regular   |   |
| ii) Day      |   |
| iii) Evening | √ |

## 5. It is a recognized minority institution?

|     |   |
|-----|---|
| Yes |   |
| No  | √ |

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

## 6. Source of Funding :

|                |   |
|----------------|---|
| Government     |   |
| Grant-in-aid   | √ |
| Self-financing | √ |
| Any other      |   |

## 7. a. Date of establishment of the college:

25.09.1967

*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<br>(dd-mm-yyyy)                        | Remarks<br>(If any) |
|---------------|---|---------------------|
| i.2(f)        | 31.12.84 and after trifurcation it has been<br>09.03.1991 |                     |
| ii.12(B)      | 09.03.1991  |                     |

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

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

**Not Applicable**

| Under Section/ Clause | Recognition/Approval details<br>Institution/Department Programme | Day, Month and Year (dd-mm-yyyy) | Validity | Remarks |
|-----------------------|--|----------------------------------|----------|---------|
| i.                    | Nil  | Nil                              | Nil      | Nil     |
| ii.                   | Nil  | Nil                              | Nil      | Nil     |
| iii.                  | Nil  | Nil                              | Nil      | Nil     |
| iv.                   | Nil  | Nil                              | Nil      | Nil     |

(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: N/A

**9. Is the college recognized**

**a) By UGC as a College with Potential for Excellence (CPE)?**

Yes

No √

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

*b) For its performance by any other governmental agency?*

No  $\checkmark$

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

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

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

|                                 |                |
|---------------------------------|----------------|
| <b>Location</b>                 | Urban          |
| <b>Campus area in sq.mts.</b>   | 4016.56 sq. Mt |
| <b>Built up area in sq.mts.</b> | 1014.77 sq. Mt |

**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 : Two rooms with infrastructural facilities are available for organising seminars/workshops
- Sports facilities      ✓
  - \* Playground:      ✓
  - \* Swimming pool : No
  - \* Gymnasium : No
- Hostel      Nil
  - \*Boys'hostel      Nil
    - Number of hostels: NA
    - Number of inmates: NA
      - Facilities (mention available facilities) NA

\*Girls' hostel Nil

- Number of hostels : NA
- Number of inmates : NA
- iii. Facilities (mention available facilities) NA

\*Working women's hostel Nil

i. Number of inmates NA

ii. Facilities (mention available facilities) NA

- Residential facilities for teaching and non-teaching staff : NA

(give numbers available—cadrewise)

- Cafeteria Nil

- Health centre Nil

However, First aid facilities are available and in case of any emergency the institution takes immediate steps to call doctors or send the patient to the nearby hospital.. If required the ambulance is made available by the college but college does not have own this facility.

•Facilities like banking, post office, book shops: Students can deposit their fees at the designated bank branch. In the campus of the college there is a cheap store from which the students can purchase their books and other educational accessories at a cheaper rate.

•Transport facilities to cater to the needs of students and staff : Nil

•Animal house: Nil

•Biological waste disposal : Nil

- Generator or other facility for management/regulation of electricity and voltage :

The college has a generator of its own.

- Solid waste management facility: Nil

- Waste water management: Nil

- Water harvesting : Nil

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

| Sl.no | Programme      | Duration (years) | Entry Qualification   | Medium of Instruction | Sanctioned Approved Student strength* | No.of students admitted ** |
|-------|----------------|------------------|---|-----------------------|---------------------------------------|----------------------------|
| 1     | Bengali (Hons) | 3 years          | 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned or 55% in the subject concerned for general candidates<br><br><b>SC/ST Category:</b> 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned (University norms) | Bengali               | 35                                    | 50                         |



|  |                 |  |   |                   |     |     |
|--|-----------------|--|---|-------------------|-----|-----|
|  | B.Com (Hons)    |  | 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned or 55% in the subject concerned for general candidates<br><br><b>SC/ST Category:</b> 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned (University norms) | Bengali & English | 150 | 121 |
|  | B.Com (General) |  | Only grand total excluding marks of ENVS  | Bengali & English | 150 | 249 |
|  | English         |  | 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned or 55% in the subject concerned for general candidates<br><br><b>SC/ST Category:</b> 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned                    | English           | 35  | 34  |

|  |                  |  |  |                   |    |    |
|--|------------------|--|--|-------------------|----|----|
|  |                  |  | (University norms  |                   |    |    |
|  | Geography (Hons) |  | 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned or 55% in the subject concerned for general candidates<br><br><b>SC/ST Category:</b> 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned (University norms | Bengali & English | 30 | 62 |
|  | History (Hons)   |  | 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned or 55% in the subject concerned for general candidates<br><br><b>SC/ST Category:</b> 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned (University       | Bengali & English | 10 | 13 |

|  |  |  |  |                   |     |     |
|--|--|--|--|-------------------|-----|-----|
|  |  |  | norms  |                   |     |     |
|  | Journalism & Mass Communication (Hons) |  | 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned <b>or</b> 55% in the subject concerned for general candidates<br><br><b>SC/ST Category:</b> 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned (University norms) | Bengali & English | 45  | 71  |
|  | B.A/B.Sc (General)                     |  | Only grand total excluding marks of ENVS   | Bengali & English | 150 | 301 |

\* based on 1st year admission -2014-15

\*\* Total students of 1<sup>st</sup> year, 2<sup>nd</sup> year & 3<sup>rd</sup> year

### 13. Does the college offer self-financed Programmes?

Yes ✓

No

If yes, how many? : 1

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

|     |  |    |   |        |  |
|-----|--|----|---|--------|--|
| Yes |  | No | ✓ | Number |  |
|-----|--|----|---|--------|--|

*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.)*

| Particulars | UG   | PG |
|-------------|--|----|
| Science     | Honours in Arts with the combination of general subjects Economics & Geography                           | NA |
| Arts        | Bengali, English, Economics<br>History, Journalism & Mass Communication,<br>Political Science, Geography | NA |
| Commerce    | Commerce   | NA |

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

|                            |          |
|----------------------------|----------|
| <b>a. Annual system</b>    | <b>8</b> |
| <b>b. Semester System</b>  |          |
| <b>c. Trimester system</b> | -        |

*17. Number of Programmes with*

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

*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,

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

b. NCTE recognition details (if applicable)

Notification No.:.....Date:

.....(dd/mm/yyyy) Validity:.....

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately? Yes      No

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

| Positions  | Teaching faculty |   |                     |   |                     |   | Non-teaching staff |   | Technical staff |   |
|--|------------------|---|---------------------|---|---------------------|---|--------------------|---|-----------------|---|
|  | Professor        |   | Associate Professor |   | Assistant Professor |   |                    |   |                 |   |
|  | M                | F | M                   | F | M                   | F | M                  | F | M               | F |
| Sanctioned by the UGC/ University/ State Government              | -                | - | 3                   | 2 | 3                   | 2 | 7                  | 0 | 0               | 0 |
| Recruited  | -                | - | 0                   | 0 | 1                   | 0 | 0                  | 0 | 0               | 0 |
| Yet to recruit   | -                | - | 0                   | 0 | 5                   |   | 8                  |   | 0               |   |
| Sanctioned by the Management/ Society or other authorized bodies | -                | - | -                   | - | -                   | - | -                  | - | -               | - |
| Recruited  | -                | - | -                   | - | -                   | - | -                  | - | -               | - |
| Yet to recruit   | -                | - | -                   | - | -                   | - | -                  | - | -               | - |

N.B.: Apart from above the institution has:

- i) 4 (Four) Part-time Teachers (approved by the Government of West Bengal);
- ii) 2(Two) Contractual Whole-time Teachers (approved by the Government of West Bengal);
- iii) 7 (Seven) casual non-teaching staff;



**21. Qualifications of the teaching staff:**

| Highest Qualification | Professor |        | Associate Professor |        | Assistant Professor |        | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
|                       | Male      | Female | Male                | Female | Male                | Female |       |
| Ph. D                 | -         | -      | 2                   | 1      | 0                   | 2      | 5     |
| P.G                   |           |        | 1                   | 1      | 3                   | 0      | 5     |

**22. Number of Visiting Faculty/Guest Faculty engaged with the College:** 18

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

| Categories | 2011-12 |     | 2012-13 |     | 2013-14 |     | 2014-15 |     |
|------------|---------|-----|---------|-----|---------|-----|---------|-----|
|            | M       | F   | M       | F   | M       | F   | M       | F   |
| General    | 784     | 243 | 725     | 208 | 660     | 201 | 577     | 220 |
| SC         | 69      | 10  | 88      | 17  | 55      | 19  | 69      | 13  |
| ST         | 02      | 00  | 01      | 00  | 03      | 00  | 01      | 00  |
| OBC        | 08      | 00  | 15      | 00  | 10      | 01  | 06      | 00  |
| Others     | 09      | 02  | 20      | 07  | 22      | 08  | 08      | 07  |

**24. Details on students enrolment in the college during the current academic year (2014-15):**

| Type of students                                    | UG  | PG | M.Phil. | Ph.D. | Total |
|---|-----|----|---------|-------|-------|
| Students from the same state the college is located | 901 | 00 | 00      | 00    | 901   |
| Students from other states                          | 00  | 00 | 00      | 00    | 00    |
| NRI   | 00  | 00 | 00      | 00    | 00-   |
| Foreign Students                                    | 00  | 00 | 00      | 00    | 00    |
| Total   | 901 | 00 | 00      | 00    | 00    |

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

UG— Batch-1 : 0.53

PG— NA

Batch-2 : 0.44

## 26. Unit Cost of Education

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

Including the salary component : Rs. 4486.92

Excluding the salary component : Rs. 1416.67

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

Yes                      No     ✓

If yes,

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

Yes                                      No

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

c) Number of programmes offered

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

Yes                                      No

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

| Name of the Department                    | Student-Teacher Ratio |
|---|-----------------------|
| Bengali (Hons)                            | 12:1                  |
| Bengali (General)                         | 34 : 1                |
| Commerce (Hons)                           | 20 : 1                |
| Commerce (General)                        | 41 : 1                |
| Economics                                 | 62 : 1                |
| English (Hons)                            | 8 : 1                 |
| English (General)                         | 15 : 1                |
| Geography (Hons)                          | 9 : 1                 |
| Geography (General)                       | 23 : 1                |
| History (Hons)                            | 3 : 1                 |
| History (General)                         | 81 : 1                |
| Journalism & Mass Communication (Hons)    | 11 : 1                |
| Journalism & Mass Communication (General) | 17 : 1                |
| Political Science                         | 139 :1                |

**29. Is the college applying for**

Accreditation:    Cycle1                      Cycle2    ✓                      Cycle3

Cycle4

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 Cycle2, Cycle3, Cycle 4 and re-assessment only) : March 31<sup>st</sup> 2007**

**31. Number of working days during the last academic year: 222**

32. *Number of teaching days during the last academic year:* 193

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

33. *Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC :*  
14.09.2014

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

Submitted on 24.12.2015

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

## **CRITERION – I: CURRICULAR ASPECTS**

### **1.1 Curriculum Planning and Implementations:**

#### **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 stake holders.**

##### **Vision:**

To be an excellent institution of higher education ensuring high quality general education to all sections of the society.

##### **Mission**

- To sustain the tradition of providing higher education to the wards of the common people of the locality;
- To provide affordable education to all irrespective of caste, creed and economic background;
- To be a forward looking institution with efficient, resilient, student-friendly and dedicated staff;
- To inculcate value system in the students;
- To give opportunities of higher education to the students who are otherwise engaged during the day time;
- To create an ideal academic environment for the enhancement of quality of teaching, learning and research

##### **Communication with different stakeholders:**

Individual departments take the necessary initiatives to interact with students in an intensive way and orient them about the University prescribed syllabus and the possibilities the discipline offers, and what does the future hold for them in terms of making a living out of it. One distinctive feature of the institution is that the close knit relationship between the students and the teachers automatically paves way for reaching out to the guardians as and when required, or for that matter organising guardians' meeting for a threadbare discussion with them about the performance of their wards in various college examinations.

The non-teaching staff plays a very crucial role throughout the year specially during the admission and examination sessions providing the learners with all necessary information regarding curricular, co-curricular and extra-curricular activities that the institution offers.

## **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 examples.**

- The institution adheres to the syllabi framed by its parent university, the University of Calcutta in all its UG courses. The internal evaluative system is done, keeping in mind the broad guidelines of the University of Calcutta.
- Every academic session of the college is punctuated by various types of examinations, viz., class tests, mid-term and test examinations to ensure almost an 'intensive care unit' assessment.
- Some departments make it a point of handing out assignments to the students so that they can take necessary preparations for examinations as well as for their self-improvement. Departments hand out the unitised syllabus to the students at the beginning of every academic session with a view to enabling them to familiarise themselves with the syllabus.
- Students are duly informed and kept abreast of the revision of syllabus, changes effected if any in the intermediary period so that students do not find themselves in a spot of bother. Departments also do necessary counseling with the students for them to acclimatize with those changes in the syllabus.
- Emphasis is given on compulsory language tests so that basic language skills are instilled.
- Practical and demonstrative teaching is undertaken in laboratories by Geography and Journalism Departments.
- Excursion and educational visits are organized by the various departments of the college.
- Students are encouraged to present papers and write articles in in-house journals and magazines and also to give talks in seminars in the college.
- Departments seek both formal and informal feedback from its students on different aspects of curriculum delivery. These feedbacks are discussed threadbare in the departmental meetings and corrective measures are taken for efficacious results.

## **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 improve teaching practices?**

- Changes in curricula through periodic circulars are disseminated by the parent university to the college.



- The College encourages the faculties to participate in the Orientation/Refresher Courses/ Workshops/ Seminars organized by the affiliating University to update their knowledge and to improve the teaching practices.
- The College officially nominates those faculty members who apply for participation in various seminars, conferences, and workshops etc organized by the affiliate University, to participate in them.
- The College provides sufficient reference and other books and other related and essential teaching and reference materials such as Journals, Magazines, and softwares to enable its faculties to ensure effective delivery of curriculum.
- Academic support is provided to enhance knowledge in the areas whenever the curriculum is amended. It needs to be noted in this context that the UG syllabus in some subjects have undergone a great deal of modifications in respect of prescribed texts and pattern of questions. Accordingly, the teachers of the college orient themselves to the changes effected.
- However, in general there is little scope to introduce too many suggestions in the UG syllabus because all affiliated colleges are not uniform by standard.
- Access to Internet both in the library and the computer centre enables the teachers to surf the net for more effective teaching. Teachers can also prepare Power Point Presentation both for the purpose of teaching as well as for their individual academic activities.

#### **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.**

- Significant change at the UG level syllabi is not feasible because the profile of one college differs from that of the other since the standards are not similar. Nevertheless the college strictly follows the university prescribed syllabus without diluting it and explores all angles to give the students the widest possible perspective.
- The teaching is by and large demonstrative and library-centric and not merely bookish.
- In addition, to the regular theory classes by the faculties, guest lectures by the Industry specialists [Insurance Management Course] and senior academicians from other colleges are organised.
- Teachers in their individual capacity reach out to the 'late bloomers' with personal care in the form of advice, 'one-on-one' teaching sessions after having identified their areas of weaknesses.

However, these voluntary and sincere efforts on the part of the teachers cannot always be quantified in terms of results.

## 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?

- The college offers a UGC sponsored job oriented course on 'Insurance Management'. The course has been framed in consultation with reputed teachers of the University of Calcutta and the professionals having expertise in the field of insurance. Interface with representatives from flagship insurance organisations have been held with a view to familiarising the students with the job prospect once they are through with this course.
- The University regularly organizes academic activities which are aimed at the continuous development of the students and faculties for curriculum enrichment.

## 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.

There is a Board of Studies of UG under the University of Calcutta. The Board of Studies seeks the opinions of the teachers of different colleges when it proposes to change syllabus, by organising workshops. The faculty of the college participates in those workshops/seminars and give their opinions. It may be noted in this context one faculty member of the Department of Journalism and Mass Communication is a members of the Board of Studies. It may also be noted that two faculty members of the Department of Commerce are members of Board of Studies of Netaji Subhas Open University and St. Xaviers College (Autonomous), Kolkata respectively.

| Sl. No. | Name                       | Board/Bodies                  | Departments                            |
|---------|----------------------------|-------------------------------|--|
| 1.      | Prof. Saswata Bandopadhyay | University of Calcutta        | Journalism and Mass Communication      |
| 2.      | Prof. Pinake Ranjan De     | St. Xaviers College           | P.G Department of Commerce             |
| 3       | Dr. Biswajit Bhadra        | Netaji Subhas Open University | P.G Diploma in Accounting and Taxation |

**1.1.7. Does the Institution develop curriculum for any of the courses offered (other than those under the preview 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 does offer job oriented courses – i) Insurance Management (UGC sponsored) and (ii) Certificate course on Computerised Accounting, Taxation and Project Management (self-financed). In case of both these courses, curriculum is developed by the departmental faculties in consultation with the academic and industry experts in the specific field. Both the courses are run by the Department of Commerce.

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

- The institution has an internal system (class test, interactive sessions with the students inside the class rooms based on questions, mid-term, test examinations) in place through which the curriculum is systematically completed in a time frame through planned and proper teaching.
- Matters related to academic performances of the students are reviewed at three different levels viz., in the departmental meetings, in the meetings of the Teachers' Council and in the meeting of the Academic Sub-Committee. Finally, the observations of the Academic Sub-Committee are reviewed in a proactive manner by the Governing Body, the highest authority of the college.

## **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.**

In enlarging the scope of holistic education the college runs two job oriented courses – i) Insurance Management [UGC sponsored] and ii) Computerised Accounting, Taxation and Project Management [Certificate course]. The second one is self-financed.

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

No, the college does not offer programmes that facilitate twinning/dual degree. There is no provision for such programmes as per the norms and regulations of the University.

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

**Range of Core / Elective options offered by the University and those opted by the college**

## **a) Core Option**

As per University norms two subjects of 50 marks each namely Bengali/English as Modern Indian language and Compulsory English and one subject of 100 marks namely Environmental Studies are the core subjects to be taken by all students irrespective of the programmes offered by the college.

## **b) Elective Option**

There are five Honours programmes viz., Bengali, English, History, Geography and Journalism & Mass Communication offered by the college in B.A. Students can select any one honours subject and have options to choose any two subjects from the pool of nine subjects, namely, Bengali, History, Political Science, Economics, Elective Bengali, English, Elective English, Journalism & Mass Communications and Geography. But there is no scope for opting a general subject which the students have opted as Honours subject.

There is B. Sc (Honours) programme in the college. Students of B.Sc (Honours) programme can only select Geography as Honours subject, and out of two General subjects Economics is mandatory for them.

### **➤ Choice Based Credit System and range of subject options**

The University does not have a Choice Based Credit System and hence, there is no scope for adopting such an award mechanism.

### **➤ Courses offered in modular form**

Modularisation of courses have been followed as specified and directed by the University.

### **➤ Credit transfer and accumulation facility**

There is no scope as such for credit transfer and accumulation facility, as per the University norms.

### **➤ Lateral and vertical mobility within and across programmes and courses**

The students may shift from one programme to another programme and even from one group of subjects to another before their registration with the University i.e. within three months after admission. However, in case of B.Com Honours and General there is no such scope. This provides the students with manoeuvrability so

far as vertical and horizontal mobility to a large number of programme options is concerned.

➤ **Enrichment courses**

The Department of Commerce offers two courses apart from the University prescribed courses and those are - i) Insurance Management [UGC sponsored] and ii) Computerised Accounting, Taxation and Project Management [Certificate course]. The second one is self-financed.

**1.2.4. Does the Institution offer self financial programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admissions, curriculum, fees structure, teacher qualification, salary etc.**

Yes, the college offers self-financed course on ‘Computerised Accounting, Taxation and Project Management’ [Certificate course]. All the faculty members have professional knowledge in their respective fields. It is worth mentioning in this respect that one of the faculty members is an alumni of the college and in this way college creates a healthy bond with the alumni.

So far as the curriculum of the course is concerned it is totally dependent on the faculty because of the very nature of the course. For instance, regarding taxation, changes in the Finance Act always takes place and accordingly the concerned faculty prepares the syllabus based on the changed rules and act.

Fees per student for the session 2014-15 is Rs. 3000/- (Rupees Three thousand) only.

| Faculty & Co-ordinator                    | Qualifications      | Remuneration                       |
|---|---------------------|------------------------------------|
| Mr. Aditya Dey (Faculty)<br>(Alumni)      | B.Com (Hons.) & MBA | Rs. 10000/- for the entire session |
| Mr. Debabrata Saha (Faculty)              | M.Com., FCMA        | Rs. 5000/- for the entire session  |
| Dr. Debrupa Chakraborty<br>(Co-ordinator) | M.Com B.Ed., Ph. D  | Rs. 1000/- for the entire session  |

**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 college does not provide any exclusively technical skill based education. But the college runs two job oriented courses under the aegis of the Department of Commerce. From those courses the students can acquire some technical knowledge about insurance, accounting packages, taxation and project preparation.



- The college has a Career Counselling Cell. This cell regularly arranges seminars with a view to apprising the students about the job prospects in the regional as well as global employment markets.

**1.2.6. Does the university provide for the flexibility of combining the conventional face to face and distance mode of education for students to choose the courses/combinations of their choice? If “Yes” how does the institution take advantage of such provisions for the benefit of students?**

As of now there is no option for distance mode of education. However, the institution follows the conventional ‘face to face’ counselling method where the students are enlightened about the available courses, and advised to make a proper choice of courses that would be beneficial for them in the future.

## **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 Institutions goals and objectives are integrated?**

- The college follows the curriculum prescribed by the University of Calcutta which thoroughly helps to fulfil our institutional goals. Along with this, the college arranges special lectures by inviting senior faculty from other reputed colleges to speak on current and relevant topics, apart from the ones in the curriculum.
- Both students and teachers are inspired to attend different seminars, workshops etc for enriching their knowledge. The college also encourages its teachers to participate in Orientation and Refresher Courses for them to further improve their teaching skills as part of excelling them in their respective fields of studies. The college also inspires its students to participate in inter collegiate competitions which helps them to improve their inter personal skills. For the purpose of identifying talent dormant in the students, a ‘Talent Search Initiative’ has been taken by the college by organising intra-college games and sports competition and cultural competitions.
- Special emphasis has been given to remedial coaching by making necessary arrangements in the routine. Assignments are distributed to the students so that they can prepare themselves in a better way after the mid/test examinations.

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

As an affiliate of the University, the college is not authorised to formulate its own curriculum. It is entirely the university's prerogative. But we on our part, attempt to be innovative by enriching the curriculum keeping in view the basic intellectual requirements of the students through proactive involvement of the faculty as a stakeholder.

It is to be noted in this context that some faculties are on the BOS and they take it upon themselves to modify, enrich and organise the curriculum. The BOS meets to discuss change in curriculum. Other faculty members are invited to participate in workshops arranged by the BOS and there they are entitled to give their valued opinion in regard to change and updation of the curriculum. In this way, more or less all the faculty, either by representing the BOS or by participating in workshops, indirectly get involved in the curriculum development process of the University. In this context, it will be worthy to mention that our college on several times have hosted such workshops organised by the BOS of the University.

Further refer to point no. 1.1.7 regarding scope of employability of our students in the curriculum development process

## **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 institution has been regularly initiating various actions to integrate the cross cutting issues. The details of the actions initiated are:

### **Gender sensitivity:**

The induction programme at the beginning of the academic year for all the freshers educates and creates sufficient awareness on gender sensitivity.

### **Environmental education**

Environmental studies as a compulsory subject has been included in the syllabus by the University for the students of all streams. The basic intention is to develop awareness among the students regarding recent issues associated with environment protection. We in our college teach our students' both in theoretical classes and in the process of preparing project reports on different environmental issues and there our students show substantial interest and they are advised to share their experiences to other people. Moreover, the Geography department plays a leading role in this context through their educational tours, projects, ICT etc.

## **Human rights:**

Contemporary issues related to human rights and its violations are debated and discussed in the Political Science and Journalism classes. Journalism students are encouraged to write reports, editorial etc on such issues.

## **ICT**

The institution has its own computer centre with modern facilities. There is also Internet facility in the library and the students can access the same according to their requirements.

### **1.3.4. What are the various value-added courses/environment programmes observed to ensure holistic development of students?**

- The college does offer job oriented courses – i) Insurance Management (UGC sponsored) and (ii) Certificate course on Computerised Accounting, Taxation and Project Management (self financed).
- The College also organised a hands-on computer literacy course for staff (teaching & office) on word, excel, PowerPoint in 2007-08. Recently the college has also taken an initiative to provide computer training to its non-teaching staff

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

- No formal feedback system as such is in place for the stakeholders for specifically enriching the curriculum.
- However, the college arranges interactive parent-teacher meetings specially after mid/test examinations to discuss areas of concern and necessary corrective measures.
- Students are encouraged to ventilate their personal problems detrimental to their academic improvement.
- Disciplinary and Counseling sub-committee of the college responds with alacrity to any report on students' conduct.

### **1.3.6. How does the Institution monitor and evaluate the quality of its enrichment programme?**

The onus lies on the departments of the college not only to monitor students' performances but also enrich them with homilies on values and principles that will enable them to cope with adversity as they face life in real terms.



Saraswati puja, Bhasa Dibash, Baishey Shravana (Death anniversary of Rabindranath Tagore), Teachers' Day, College Foundation Day celebrations, Independence Day, environmental project work, distribution of bleaching powder in the area adjacent to the college to prevent dengue by the students etc, are outreach and enrichment programmes of significance.

## **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?**

Refer to information no 1.1.6

### **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 of internally for curriculum enrichment and introducing changes/new programmes?**

Refer to information no 1.3.5

### **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?**

No such programmes/courses were introduced by the institute during the last four years.

## **CRITERION II: TEACHING - LEARNING AND EVALUATION**

### **2.1 Student Enrollment and Profile**

#### **2.1.1 How does the College ensure publicity and transparency in the admission process?**

##### **Publicity:**

The college takes all possible measures to ensure admission to deserving and meritorious students. The publicity exercise is done with utmost care. Banners and flex are hung at various vantage point of the locality. The college website is a very powerful media in this regard. The 'word of mouth' plays an important role in this regard.

It is to be noted in this context that from March 2014 onward as per the directive of the Government of West Bengal Calcutta University has started conducting admissions on line.

##### **Website address:**

<http://www.netajinagarCollege.in/>

##### **Transparency:**

The admission is based only on merit and according to the criteria set by different departments of the college. In addition, transparency in admission process can also be ensured from the following practices followed by the college:

- Candidates are admitted within the prescribed last date of admission notified by the university.
- Maximum number of students is strictly maintained as per intake capacity sanctioned by the affiliating university.
- From the academic session 2015-16 no candidate has been admitted off-line.
- Students are notified to deposit all admission fees only at the designated bank branches.

#### **2.1.2 Explain in detail the criteria adopted and process of admission.**

##### **Admission criteria:**

- The confirmation of admission is simply on merit basis.
- Percentage of marks in related subjects in plus two exam as per recommendation of respective department subject to minimum percentage of

marks prescribed by the affiliating university.

- For admission in some subject along with percentage of marks with related subjects marks in language subject is considered as admission criteria.
- Relaxation in required percentage of marks is given for SC/ST/PH and students having expertise in sports and games.
- Total intake capacity sanctioned by the affiliating university is classified under General , SC, ST, PH,& OBC category and available number of seats under different categories for admission in particular subjects is notified accordingly.

## **Process of admission:**

Admission process is conducted following the steps mentioned below:

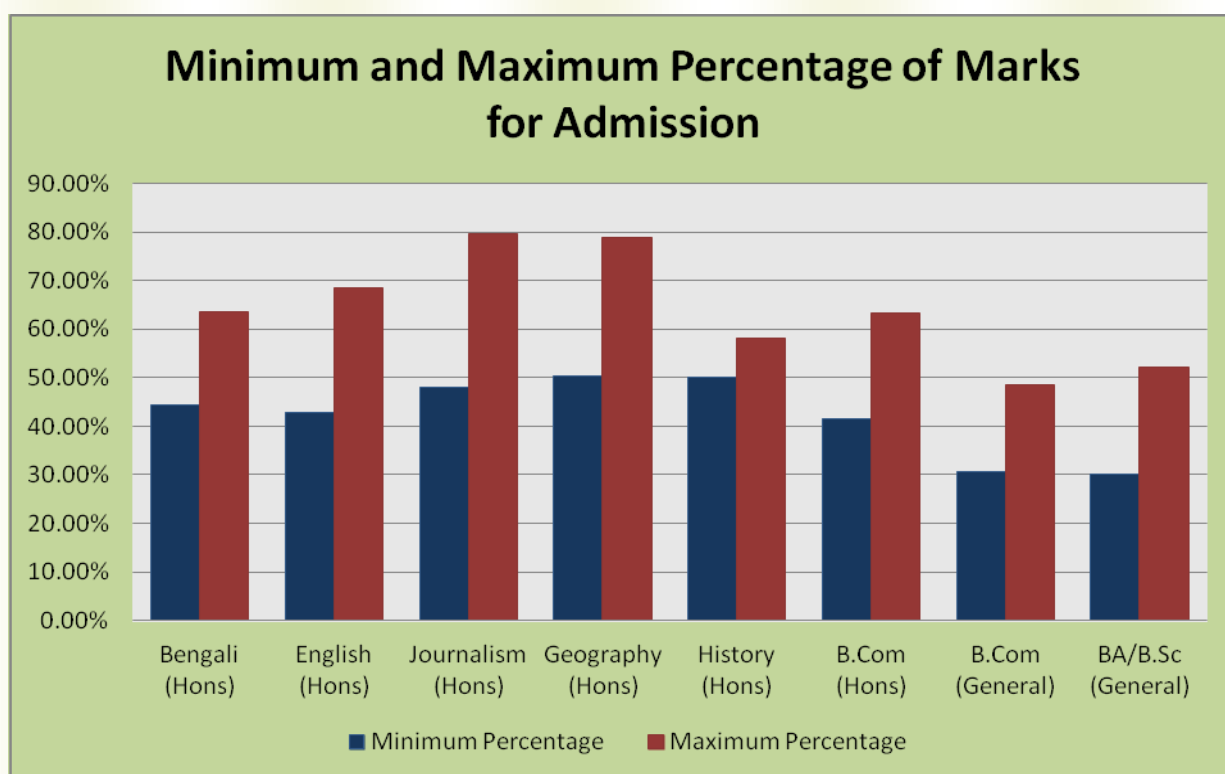
- Meeting of the admission committee and setting of admission criteria in such meeting;
- Notification of admission criteria by the Principal in College website and college notice board;
- Online application by eligible candidates;
- Publication of first merit list in the college website.
- Taking online admission by intending students and submission of admission fees at designated bank branches. (If seats remain vacant 2<sup>nd</sup> and subsequent merit list are published)
- Checking of original testimonial of admitted students at college by faculties and office staff. If any anomalies found admission is cancelled otherwise students are advised for taking registration in the affiliating university.

### **2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the College and provide a comparison with other Colleges of the affiliating University within the city/district.**

**Admission criteria** to 3 years degree courses:

- **For B.A/ B.Sc/ B.Com Honours Courses** General/OBC-A/ OBC-B: 50% in aggregate (Best of 4, excluding Environmental Studies) and 45% in the subject concerned **or** 55% in the subject concerned for general candidates (University norms) SC/ST Category: 40% in aggregate (Best of 4, excluding Environmental Studies) & 40% in the subject concerned (University norms).
- **For B.A/ B.Sc/ B.Com General Courses** Only Grand Total excluding marks of ENVS
- Admission to the Honours and General courses is conducted strictly on the basis of merit.
- A student can apply for a maximum of three Honours subjects only.
- The Merit Lists for the Honours and General Courses will be prepared in the following process.
- **HONOURS** Best of Four Marks + Marks in Honours Subject Applied For = Grand Total
- **GENERAL** Grand Total of all Subjects excluding Environmental Studies

| Sl. No | Programmes        | Maximum Percentage | Minimum Percentage |
|--------|-------------------|--------------------|--------------------|
| 1      | Bengali (Hons)    | 63.6%              | 44.4%              |
| 2      | English (Hons)    | 68.4%              | 42.8%              |
| 3      | Journalism (Hons) | 79.6%              | 48%                |
| 4      | Geography (Hons)  | 78.8%              | 50.4%              |
| 5      | History (Hons)    | 58.2%              | 50.2%              |
| 6      | B.Com (Hons)      | 63.2%              | 41.4%              |
| 7      | B.Com (General)   | 48.6%              | 30.6%              |
| 8.     | BA/B.Sc (General) | 52.2%              | 30%                |



Comparative data with other of the other colleges of the affiliating University within the city / district are not available.

#### 2.1.4 Is there a mechanism in the College 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?

Yes, the admission committee reviews the admission process of the previous year and the profile of students annually. Quality service is provided to the students during the admission process to ensure smooth execution of the process. New guidelines of government and affiliating university are incorporated in the admission criteria and are regularly uploaded in the college website. Continuous negotiations are carried on with the banks in order to ensure that the students do not face any difficulty at the time of depositing admission fees.

- All the information regarding the available courses, eligibility, vacancies etc is published in the College website.
- The complete list of all candidates according to merits is displayed on the College notice board.
- Both student as well as teachers help-desk is made available at the time of admission.

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

- \* **SC/ST**
- \* **OBC**
- \* **Women**
- \* **Differently able**
- \* **Economically weaker sections**
- \* **Minority community**
- \* **Any other**

The College follows reservation criteria for the uplift of the backward communities like SC/ST/OBC etc. The reservation is as per the norms laid by the Government of West Bengal.

The College tries to provide equal access to all the candidates who want to apply for admission and therefore follows the reservation cum merit policy of the Government.

It has been a consistent policy of successive Governments to advocate inclusive higher education, i.e. encouraging the economically vulnerable sections of the society to take fullest advantage of higher education for the proper realization of their potentialities.

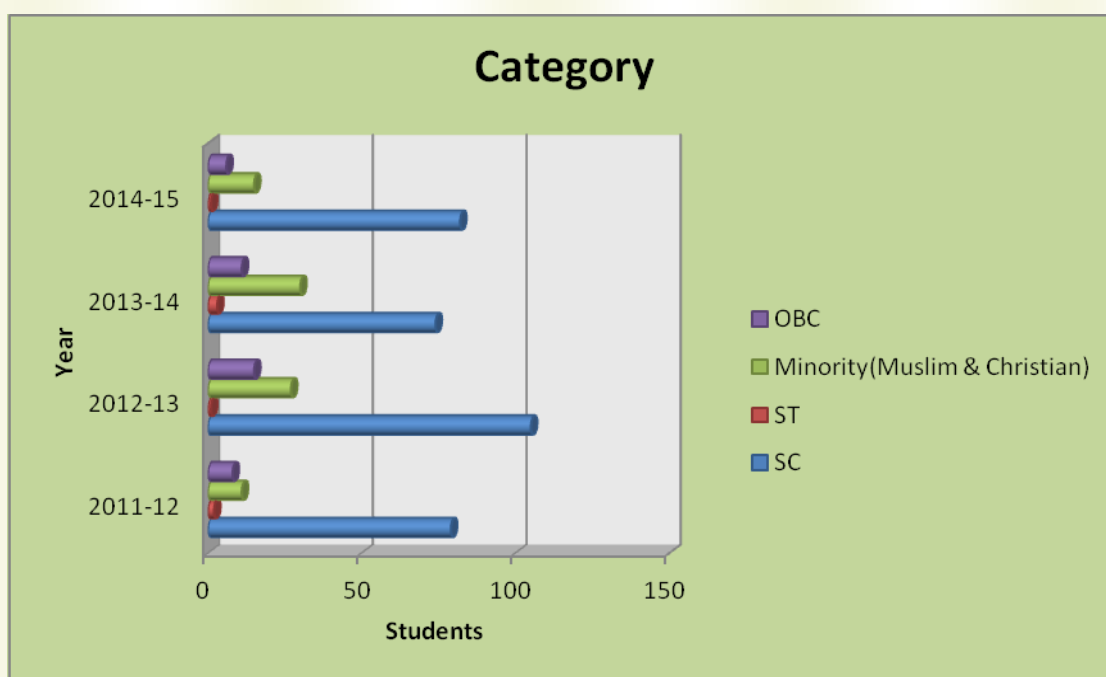
The college provides opportunity to the physically challenged students. The students of the minority communities are also provided the same opportunities without any discrimination. And this is perhaps the manifestation of our commitment to national diversity and pluralism.

Though there is no women's cell as such in place, the institution takes utmost care in ensuring safety and security of the girl students. No incident of outrage of modesty of girl students has so far occurred in the college. There is a separate common room for the girl students. A sufficiently lit wash room exclusively for the girl students is there in college. The

students' union and the members of the non-teaching staff are so sensitive to the issue of the security and safety of the girl students that they do some sort of patrolling on different floors of the college particularly late in the evening (ours is the evening college). The IQAC of the college has taken a step to establish women cell to empower and sensitise gender awareness among the girls students.

## UG

| Cat                                 | 2011-12   |           |            | 2012-13    |           |            | 2013-14   |           |            | 2014-15   |           |            |
|-------------------------------------|-----------|-----------|------------|------------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|
| SC                                  | 69        | 10        | 79         | 88         | 17        | 105        | 55        | 19        | 74         | 69        | 13        | 82         |
| ST                                  | 02        | 00        | 02         | 01         | 00        | 01         | 03        | 00        | 03         | 01        | 00        | 01         |
| Minority<br>(Muslim &<br>Christian) | 09        | 02        | 11         | 20         | 07        | 27         | 22        | 08        | 30         | 08        | 07        | 15         |
| OBC                                 | 08        | 00        | 08         | 15         | 00        | 15         | 10        | 01        | 11         | 06        | 00        | 06         |
| Differently<br>able                 | 00        | 00        | 00         | 00         | 00        | 00         | 00        | 00        | 00         | 00        | 00        | 00         |
| <b>TOTAL</b>                        | <b>88</b> | <b>12</b> | <b>100</b> | <b>124</b> | <b>24</b> | <b>148</b> | <b>90</b> | <b>28</b> | <b>118</b> | <b>84</b> | <b>20</b> | <b>104</b> |



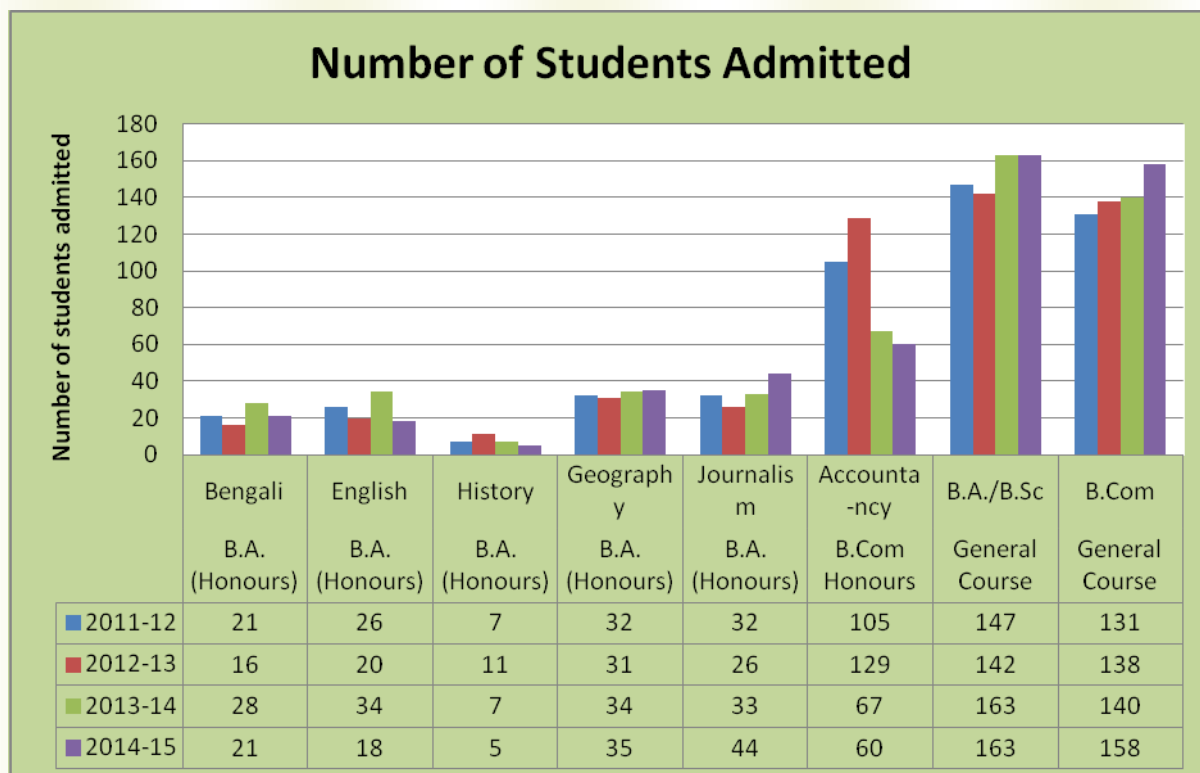
2.1.6 Provide the following details for various programmes offered by the College during the last four years and comment on the trends .i.e. reasons for increase/decrease and actions initiated for improvement.

| Programmes            | Number of applications |         |         |         | Number of students admitted |         |         |         | Demand Ratio |         |         |         |
|-----------------------|------------------------|---------|---------|---------|-----------------------------|---------|---------|---------|--------------|---------|---------|---------|
| UG                    | 2011-12                | 2012-13 | 2013-14 | 2014-15 | 2011-12                     | 2012-13 | 2013-14 | 2014-15 | 2011-12      | 2012-13 | 2013-14 | 2014-15 |
| <b>B.A. (Honours)</b> |                        |         |         |         |                             |         |         |         |              |         |         |         |
| Bengali               | 66                     | 76      | 54      | 32      | 21                          | 16      | 28      | 21      | 3.14         | 4.75    | 1.93    | 1.52    |
| English               | 57                     | 193     | 71      | 28      | 26                          | 20      | 34      | 18      | 2.19         | 9.65    | 2.09    | 1.55    |
| History               | 19                     | 33      | 20      | 14      | 07                          | 11      | 07      | 05      | 2.71         | 3       | 2.86    | 2.8     |
| Geography             | 155                    | 369     | 121     | 87      | 32                          | 31      | 34      | 35      | 4.84         | 11.9    | 3.56    | 2.49    |
| Journalism            | 64                     | 94      | 56      | 44      | 32                          | 26      | 33      | 44      | 2            | 3.62    | 1.7     | 1       |

|                        |     |     |     |     |     |     |    |    |      |      |      |      |
|------------------------|-----|-----|-----|-----|-----|-----|----|----|------|------|------|------|
| <b>B.Com (Honours)</b> |     |     |     |     |     |     |    |    |      |      |      |      |
| Accountancy            | 241 | 246 | 190 | 107 | 105 | 129 | 67 | 60 | 2.29 | 1.91 | 2.84 | 1.78 |

|                |     |     |     |     |     |     |     |     |      |      |      |      |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| <b>General</b> |     |     |     |     |     |     |     |     |      |      |      |      |
| B.A./B.Sc      | 345 | 322 | 311 | 238 | 147 | 142 | 163 | 163 | 2.35 | 2.27 | 1.91 | 1.46 |
| B.Com          | 306 | 364 | 302 | 292 | 131 | 138 | 140 | 158 | 2.34 | 2.64 | 2.16 | 1.85 |





The admission committee conducts a meeting with the objective of reviewing enrolled students. The profiles of the students are reviewed and a detailed report is analysed. The various trends are observed regularly after admission. Corrective actions are suggested as necessary and recommendations are forwarded to the management for necessary actions.

## 2.2. Catering to Student Diversity

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

- Presently there is no differently -abled student in the college.
- There is no provision for separate infrastructure for the differently - abled students. However, access to necessary facilities can be provided on priority in case there differently-abled students are admitted in the college.
- In the past, classes were conducted on the ground floor for differently abled students.



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

There is no formal provision to assess the students' needs in terms of knowledge and skills before the commencement of the program. However, during the admission counselling process, students who are from different academic background are identified based on their academic records. In addition during commencement of first year classes of different programmes teachers assess level of prior knowledge of admitted students and accordingly designed lecture plans so that the least meritorious students in the class comprehends and prepares the course matter appropriately.

## **2.2.3 What are the strategies adopted by the College 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?**

Bridge course is not provided to the students. However, special sessions are conducted in the classroom for the students who are admitted from different streams. Topics are started from the root in case there are students whose previous stream was not same as the course for which they got enrolled in the college. This is a step taken by the college to bridge the knowledge gap and ameliorate the quality of teaching-learning.

After the Selection test, remedial coaching classes are conducted for all students to support the slow learners.

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

- Occasionally, the college organizes workshops to sensitize students about gender and environmental issues.
- Environmental Science is taught as a subject to create general awareness amongst the students on several environmental issues.
- Theory sessions are given in the classroom and the students are asked to submit project reports. During the course of the preparation of this project report, the students get an exposure about the several environmental issues in their local community. This helps them to get practical knowledge and hence it enables them with better responsibility towards the environment.
- There is a plan to introduce Gender audit from the year 2015.

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

Advanced learners are identified through classroom interaction and performance in internal assessment or end term examinations. The college provides following support for the advanced learners.

- The college tries to arrange for internship programs for the advanced learners.
- Advanced learners are sensitized about opportunities to publish their papers in journals and they are also encouraged to publish their papers in college magazine and departmental magazines. They are also given responsibility to publish wall magazines of the respective departments.
- Departmental student seminars are organised by different departments of the college and in such seminars along with general students, students identified as advanced learners are encouraged to prepare and present papers and thereby the habit of public speaking is inculcated amongst them.
- Those advanced learners who fare well in postgraduate courses are invited to join as teachers in different departments. In this way, they procure their primary experience in the field of teaching. The senior teachers of the departments encourage their old students presently working as teachers to pursue research work and provide necessary help to achieve their goals. Examples of these old students are placed before the present generation students in order to motivate them.
- The faculties provide additional study materials and guidance.
- Special sessions are conducted for the advanced learners to help them appear for the competitive examinations.

## **2.2.6 How does the College collect, analyze and use the data and information on the academic performance (through the program 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 dropout rate at the college differs from department to department and overall it is moderate. The college has conducted a dropout survey to identify possible reasons for dropout.

The major reasons and the precautionary measures taken by the college are listed as follows:

- There are students whose academic background is very poor but are admitted for Honours Course satisfying the minimum cut off provided by the parent university. As a result, some of those students are not able to cope up with the course which ultimately leads to dropout. The faculty members take cautionary action and make them aware of the difficulty level of the course. The faculty members provide them with necessary guidance and they are advised to take additional work load to adopt the course.

- There are students who belong to poor financial background and most of them are first generation learners. This is another reason resulting in dropout. The college provides facilities like free-ships and concessions in order to support those students. Some of the teachers also individually provide financial assistance to those students.
- Third reason is appointment of jobs. Students get indulged in jobs temporarily during their course. This results in dropout.

In addition to the above points, following measures are also taken by the college so as to reduce the rate of drop out:

- As a part of an effort by the college to minimize the rate of dropout, parent-teacher interactive sessions are conducted where the parents are made aware of the low attendance of the students. During those meetings, the parents are advised by the teachers to persuade their wards to regularly come to the college.
- The students who are at the risk of dropout are identified through day to day interaction at the class and continuous monitoring of the academic performance

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

- Every year academic calendar is published. This is circulated among the faculty members, students and also uploaded in the college website.
- The Departmental Heads prepare the workload depending on various parameters like appointment of new teacher, inclusion of new subject, time to be taken for completion of syllabus etc.
- The workload is forwarded to the convener of the Routine Committee. The members of Routine Committee discuss on this matter and prepare the final routine.
- The final routine is distributed amongst the students once they are prepared by the Routine Committee. This is done so that they receive the schedule in advance and in accordance with this academic plan, they can adjust their other schedules like coaching classes, jobs etc. In this way, the college makes an endeavour to ensure maximum attendance of the students in the class.
- Mid-term and end term tests are conducted to assess the learning of the students.
- The examination schedule along with the syllabus is provided to the students.
- After the examination, date of publication of result is also announced in advance. The answer scripts of mid-term tests are shown to the students so that they are able to evaluate their papers and if required they are also given the facility to get it revaluated by the teacher.

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

- The IQAC plays a major role in reviewing the quality of teaching-learning. Meetings are conducted on which various aspects like research work, academics, process of learning, evaluation etc. are discussed.
- Use of ICT, PPTs, videography etc. is encouraged by the IQAC. All the departmental teaching-learning process is taken care of by the IQAC.
- The IQAC monitors the process of learning and takes effective measures to ensure quality education and learning.

## 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?

### **Interactive learning:**

- Interactive sessions are conducted in the classroom, which help in enrichment of knowledge amongst the students. This provides an aid in the development of interactive learning.
- The college arranges for additional library hours if required before the commencement of normal class hours and before the commencement of college test and final examination where students can avail the opportunity of group study. This results in team work in finding solutions to the questions.

### **Collaborative learning:**

- .Educational tours are organised and students are encouraged to take part from several departments. This results in collaboration among the various departments.
- .Students can also take up projects in a joint venture where they can share the knowledge of their fields of interest.

### **Independent learning:**

- The lesson plan is given in such a way that the students can learn on their own. If required, they are always free to seek help from the teachers.
- Students are given assignments and homework. This helps them to develop independent learning.

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

- The teachers develop a friendly environment in the classroom so that the students can clarify their doubts which results in better learning.
- Excursions and field visits are organised and students are encouraged to take part actively. In such visits, practical exposure is given to students in different theoretical issues they learn in textbooks and in such manner, their critical thinking habit is generated.
- Quiz, debate competitions are organized within the College, where the students are involved enthusiastically.
- Departmental student seminars are organised where the students are motivated to actively take part. These help to instil more confidence in them.
- Students are encouraged to publish their papers, poetry etc. in departmental wall magazines and college magazine. This enables them to showcase their literary skills.
- Students are encouraged for active participation in creative events and competitions like writing, designing etc. organised in various levels.

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

Presently these facilities are not available in the college.

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

### **Students' exposure to advanced level of knowledge and skills:**

- Teachers share their experience of research work and participation in different refresher courses and orientation programmes at the time of delivering lectures on relevant issues. It creates a sense of enthusiasm in the students.
- Students are encouraged to compulsorily participate in different seminars and workshops organised by the college where they get exposure to deliberations made by eminent academicians, industry experts and other resource persons. This aids in exposure to advanced learning and enrichment.
- Students are encouraged to take up various creative activities like content writing. These kinds of participations help to bring out the innovative ideas in them.



- Field work, study excursions and educational tour are organised for the students as integral ways of exposing the students to get more acquainted with practical knowledge.

#### **Teachers' exposure to advanced level of knowledge and skills:**

- Eminent professors are invited for seminars and delivering guest lectures. This results in interaction among the teachers. It helps the teachers to be updated on various new developments in their area of interest and expertise.
- Teachers take up orientation programs and refresher courses where they get better enrichment in their respective disciplines and also get acquainted about the recent developments.
- Teachers present papers in different conference and seminars.
- Some teachers are appointed as guest lecturers in universities and colleges which allows them to get exposure to advanced level of learning.
- Latest Books and journals are made available in the library and teachers are notified about it.

#### **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 profiles of the students are reviewed and then they are guided thoroughly to make the best career choices in accordance with their area of interest. As a part of academic support, remedial classes are arranged for academically weaker students. Financial support is provided by the College to some of the needy students on the basis of their academic and economic background.
- Senior faculty members provide guidance to the students on Personal and psychological front. Counselling sessions are conducted to address their problems.
- Guidance is also given through mentoring and counselling of students and they are encouraged to participate in various sports activities at College and University level, workshops, seminars and various other events.

#### **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 College to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?**

- The college strongly believes in better enrichment of knowledge through innovative ways. Students are given exposure to practical learning by encouraging them to participate in various field work, study tours and visits.
- Interactive method of teaching like computer assisted teaching-learning, PPT etc is used for delivering classroom lectures.
- Faculties are encouraged to adopt innovative teaching approaches so that the students develop interest in the learning sessions.
- While training the students for documentary film-making, documentary films by eminent film-makers are shown to students of Journalism.

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

- The college library is well-equipped with a wide range of journals.
- Books and journals are purchased according to the latest trend.
- Daily newspapers are available in the library. This enables both the students and teachers to stay updated on the on-going events and activities globally.
- Computer with internet facility is available.
- The college provide support system to the students preparing for various entrance exams in terms of books and other resources required.
- Question banks of the previous years' University and other exams are available in the College library.
- Newly added stock of books is mentioned on the library notice board.
- The teachers and students are also informed of the new arrivals in the College library.
- The services under INFLIBNET are accessed both by the teachers and the students.

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

Following are the challenges faced by the college in completing the curriculum within the planned time-frame and calendar and the measures taken by the college to encounter them:

#### **Teaching Post:**

- The college faces the challenge of shortage of faculty members as per the sanctioned teaching post.

As an effort to overcome the above problem, the college authority appoints various guest faculties and part-time faculties to take special classes on various topics. This helps in completing the syllabus easily and within the stipulated time frame.

## **Teaching Days:**

- Another challenge faced in completing the curriculum is curtailment in teaching days due to different circumstances which are beyond the control of the college.

The faculties are often asked by the Principal and respective HODs to take extra classes whenever required to make up the loss of teaching days during academic session.

### **2.3.11. How does the College monitor and evaluate the quality of teaching learning?**

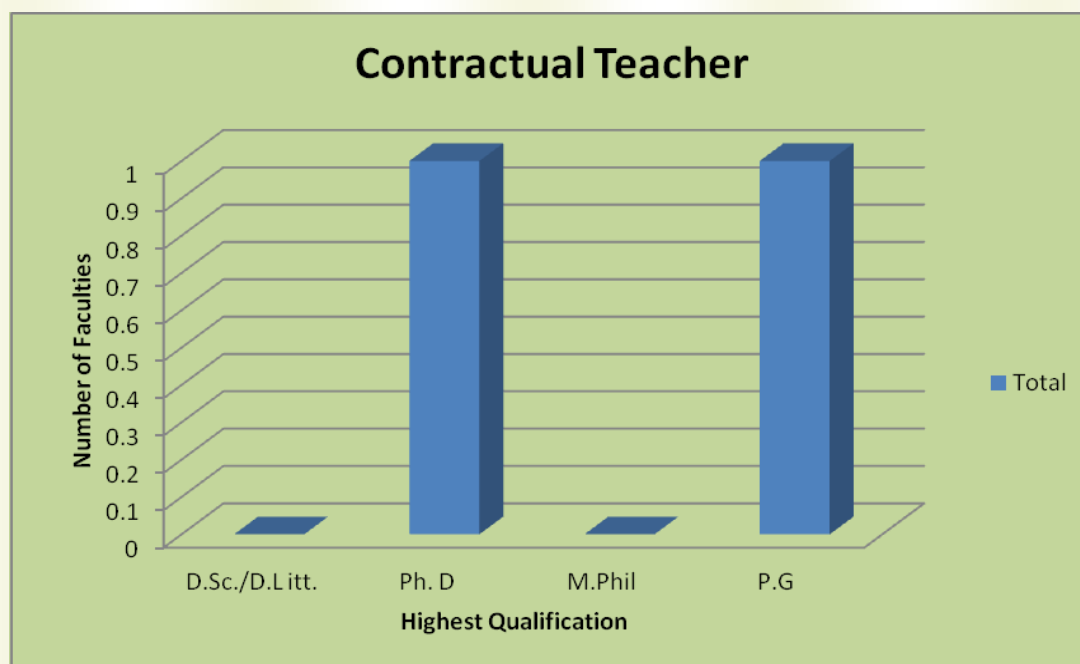
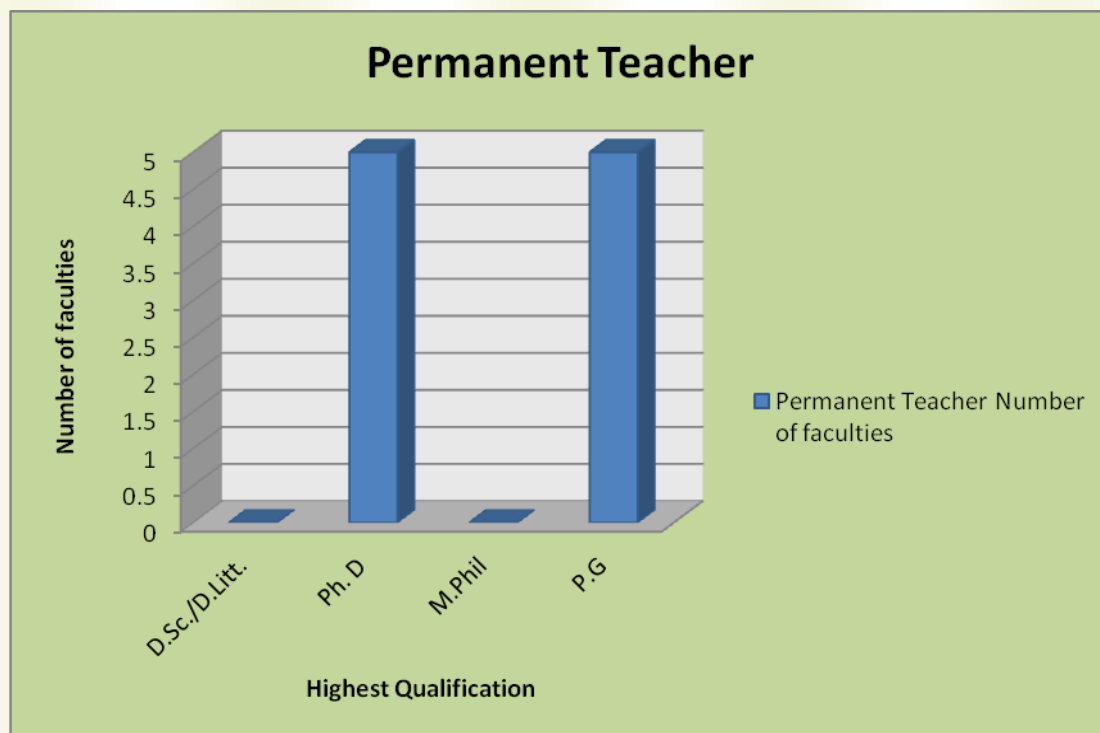
- The students are asked to put forward their feedback. The IQAC department monitors and analyses the feedback collected from the students.
- Teachers are informed about their positive and negative feedback given by the students, peers and Principal to motivate them to keep up the good performance and improve in certain other areas where required. By this way, the faculties also get a true picture of their working methodology.
- Heads of different departments discussed with about progress of syllabus that was assigned teacher wise at the beginning of the academic session. Any adjustment that may require among teachers is immediately made in order to ensure completion of entire syllabus before examination.
- Academic sub-committee being the most important academic constituted directly by the GB also monitors and evaluates the quality of teaching of teaching-learning in the institution. It takes feedback from departmental heads regarding performance of students in different exams, suggest measures to be taken further improvement of results.
- Teachers council by interacting with different sub-committees dealing with teaching-learning issues constantly endeavours to improve teaching-learning practices in the college.
- GB being the apex authority makes a continuous surveillance over the teaching – learning matter by recommending positive measures and supervising (through Principal) how effectively those measures are being implemented to ensure further improvement in teaching-learning ambience in the college.

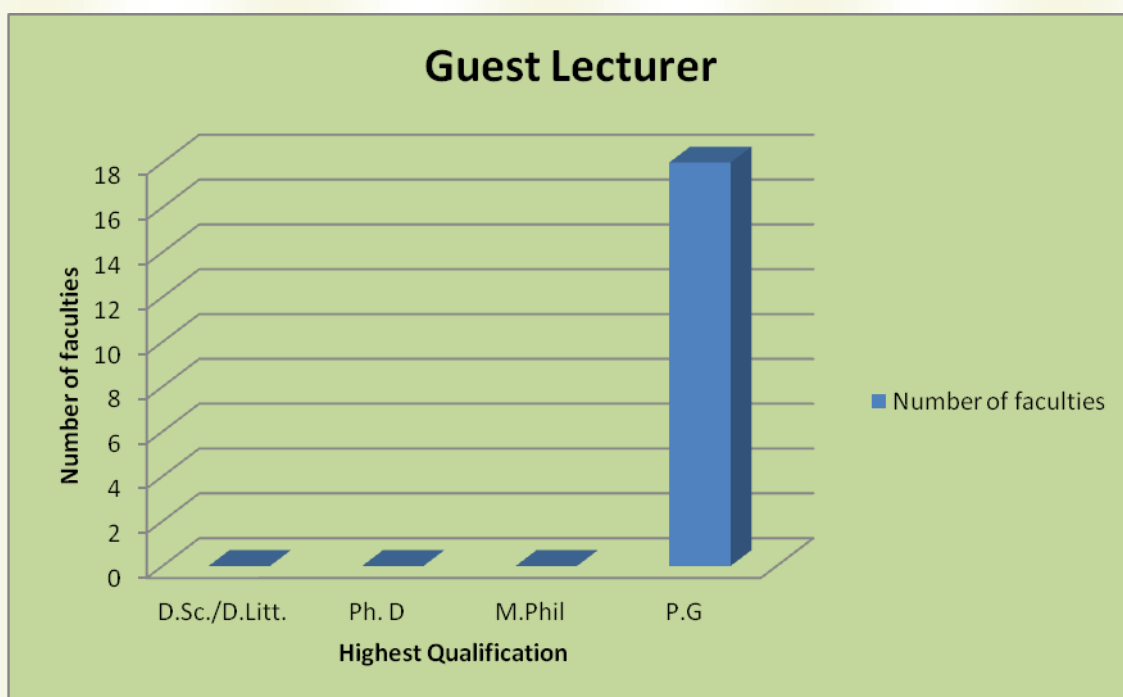
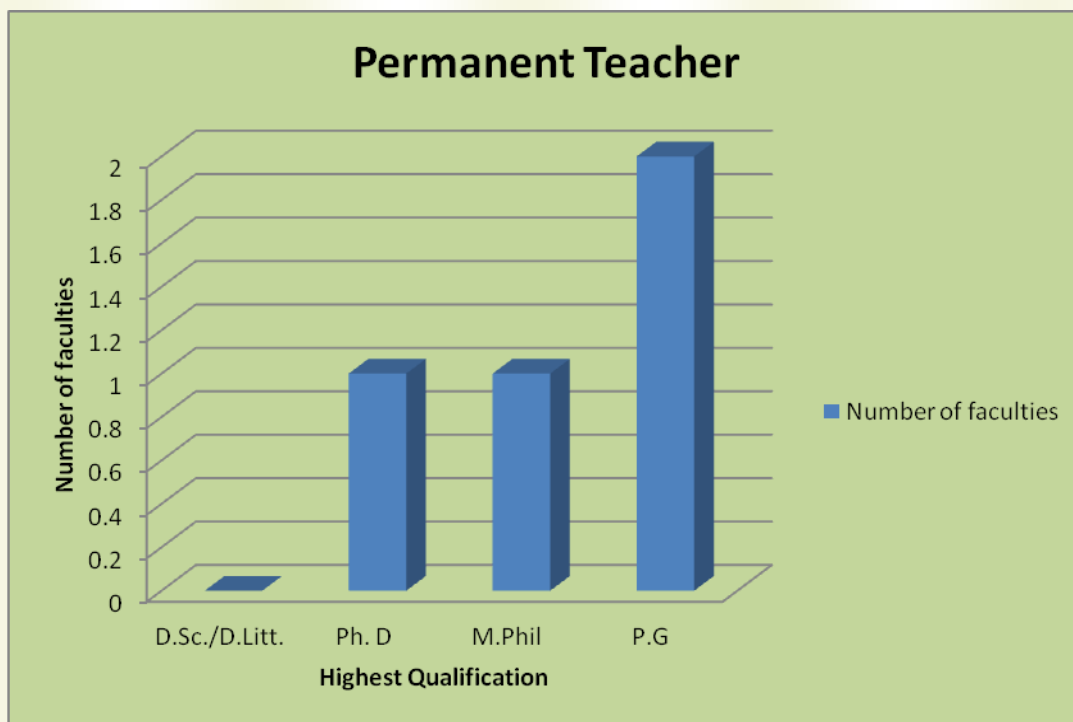


## 2.4. Teacher Quality

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

| Highest qualification | Professor |        | Associate Professor |        | Assistant Professor |        | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
|                       | Male      | Female | Male                | Female | Male                | Female |       |
| Permanent Teacher     |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         |           |        |                     |        |                     |        |       |
| Ph. D                 |           |        | 2                   | 1      |                     | 2      | 5     |
| M.Phil                |           |        |                     |        |                     |        |       |
| P.G                   |           |        | 1                   | 1      | 3                   |        | 5     |
| Contractual Teacher   |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         |           |        |                     |        |                     |        |       |
| Ph. D                 |           |        |                     |        |                     | 1      | 1     |
| M.Phil                |           |        |                     |        |                     |        |       |
| P.G                   |           |        |                     |        |                     | 1      | 1     |
| Part-time Teacher     |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         |           |        |                     |        |                     |        |       |
| Ph. D                 |           |        |                     |        | 1                   |        | 1     |
| M.Phil                |           |        |                     |        | 1                   |        | 1     |
| P.G                   |           |        |                     |        |                     | 2      | 2     |
| Guest Lecturer        |           |        |                     |        |                     |        |       |
| D.Sc./D.Litt.         |           |        |                     |        |                     |        |       |
| Ph. D                 |           |        |                     |        |                     |        |       |
| M.Phil                |           |        |                     |        |                     |        |       |
| P.G                   |           |        |                     |        | 12                  | 6      | 18    |





\*\*Also done M. Phil

Recruitment for the permanent faculties are controlled by the Govt. However, in case there is shortage of faculties, the college recruits guest faculties.

An advertisement is placed in the local newspapers for recruitment of the guest faculties specifying the minimum criteria such as post graduate with 55% marks. An interview board is constructed with a member from the University, Head of the department, Principal and one or more members from the Governing Body.

With a view to meet the changing requirements of the curriculum, teachers are encouraged to participate in different workshops organised by the BOS of the affiliating university. Expertise of eminent teachers of other colleges is also shared by organising teacher exchange programme. Both faculties and students of our college are enriched on a new issue included in the curriculum by interacting with such invited teachers.

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

The college appoints well qualified guest faculties in order to address the paucity of the permanent faculties. In addition, CWTT faculties are also appointed by the college. In addition to conventional subjects Journalism and Mass Communication as a subject is very much on the demand and is emerging area of study is taught in our college. One full time post in the said department is presently vacant. Such vacancy is being managed by appointing well-qualified, technically efficient, young guest teacher. Although students' needs are being catered too with the sincere and dedicated services of those guest faculties and one full-time faculty, the outcome will certainly improve further with the availability of permanent teacher in sanctioned post in such emerging areas of study.

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

**a) Nomination to staff development programmes**

| Sl. No | Academic Staff Development Programs        | Number of Faculty Nominated |         |         |         |
|--------|--|-----------------------------|---------|---------|---------|
|        |  | 2011-12                     | 2012-13 | 2013-14 | 2014-15 |
| 1      | Refresher courses                          | 1                           |         |         | 1       |
| 2      | HRD programmes                             |                             |         |         |         |
| 3      | Orientation programmes                     |                             |         |         |         |
| 4      | Staff training conducted by the university |                             |         |         |         |

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| 5 | Staff training conducted by other institutions |   |  |  |   |
| 6 | Summer/ winter schools, workshops, etc.        |   |  |  |   |
|   | <b>TOTAL</b>                                   | 1 |  |  | 1 |

**b) Number of Faculties pursuing Ph.D. and completed course work.**

| Sl.No | Name of Faculty        | Department | Status   |
|-------|------------------------|------------|----------|
| 1     | Prof. Pinaki Ranjan De | Commerce   | On going |

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

No Faculty Training programme in a structured way has been organised by the institution to empower and enable the use of various tools and technologies. However, at the time of installation of smart board, the faculties actively participated in different demonstration sessions given by the technical experts. Similarly, when INFLIBNET facility was installed in library, faculties were given exposure various facilities available from such services.

**d) Teaching learning methods**

Trainings are organized to train the faculties with the latest ICT techniques. Faculties are encouraged to participate in FDP/FIPs and apply for research project.

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

The faculties are provided with the standard benefits available to the faculties. In addition, they are provided with benefits such as preparatory day off, leave for research etc. even for part timers.

**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

## **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?**

Feedback evaluation of teachers by the students is conducted by taking feedback from students. The responses received from such feedback is properly considered by the college authority and constructive suggestions are given to improve the quality of teaching learning process.

## **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 evaluation process followed in the institution is mainly guided from two sources. The affiliating university prescribes number of Mid-term and selection to be taken during an academic session. Those recommendations are incorporated at the time of preparing academic calendar of the institution and notified to students and faculties through notices within college and uploading in the college website. Different internal evaluation process followed by departments like holding of class tests, group discussions, online MCQ tests, submission of solved assignments are communicated by HODs to faculties and students.

### **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?**

#### **Major evaluation reforms of the university:**

- 1+1+1 System of examination has replaced the erstwhile 2+1 system;
- Decentralisation of evaluation of General papers – the university has adopted the decentralised system of evaluation from the academic session 2012-13. Under this system, the university despatches all answer scripts to different colleges and the Principals are requested to supervise the evaluation process by the faculties and to remit the evaluation results within a prescribed time frame;
- Examination of Compulsory English and Modern Indian Language are held in the respective colleges as against the previous system of holding of examination of the said papers in other college;
- Unsuccessful candidates can now appear at Supplementary examinations arranged by the university in between two final exams;

- As a reforms in evaluation process initiated by the university the students can now request for showing of examined answers scripts under RTI Act;
- As a major examination reform to ensure practical orientation of subjects, preparation of research projects by third year B.Com (Hons) students have been started;
- With a view to go further awareness of students regarding environmental issues 'Environmental Studies' has been included as a compulsory subject for students of all programmes.

#### **Evaluation reforms initiated by the institution:**

- All the departments have taken an initiative to evaluate students' progress by arranging 'online MCQ test' and 'open test book examination';
- Department of Bengali has been taking an initiative to make assessment of the answer scripts by the students themselves.

#### **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?**

Effective evaluation process is followed by the college.

The college follows a unique process for effective curriculum delivery. Teacher's council meeting is also organized periodically for all the faculties. Various methods to improve the teaching-learning process and curriculum delivery are discussed in such meetings. The latest methods discussed in these meetings are implemented to benefit the students also boost the academic score of the college.

As per the University norms, every student who wants to appear for the final University exams should have a minimum of 75% attendance. The parents of students who do not meet the above criteria are informed about this by the faculty members.

The college also has an effective system of continuous internal assessment in which internal tests are conducted after every module is conducted.

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

The college follows a Continuous assessment process. Formative assessment is a part of continuous assessment which includes conducting group discussions and internal assessments. Various internal exams are also conducted before the final university exams. These internal exams help the students to be well prepared for the final university exams.



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

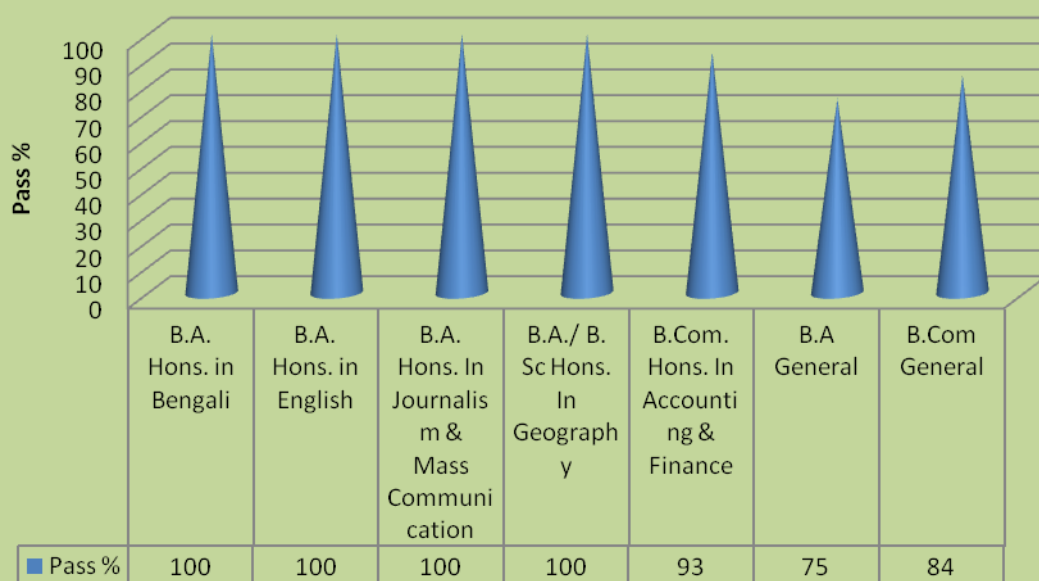
The college monitors every student by conducting various internal assessments. The results are scrutinized and the performance of the students is analysed. This method helps in identifying weaker students who need extra attention to pass the university exams in first attempt. These methods are beneficial for students to clear the university exams with flying colours.

Answer scripts are shown, notice provided well in advance. Result is published in notice board and website

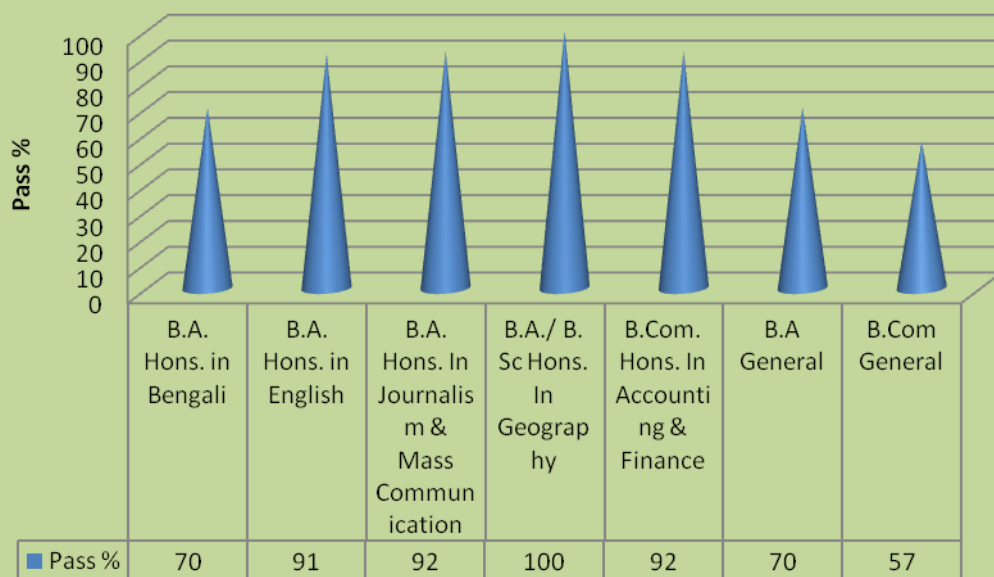
**Result Analysis from 2011 to 2015**

| SL No | Name of the Programmes                        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        |
|-------|---|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
|       |   | Appeared  | Pass % | Appeared  | Pass % | Appeared  | Pass % | Appeared  | Pass % |
| 1     | B.A. Hons. in Bengali                         | 10        | 100    | 27        | 70     | 20        | 95     | 8         | 75     |
| 2     | B.A. Hons. in English                         | 6         | 100    | 13        | 91     | 1         | 100    | 3         | 100    |
| 3     | B.A. Hons. in History                         | NA        | NA     | NA        | NA     | 2         | 50     | 5         | 100    |
| 4     | B.A. Hons. In Journalism & Mass Communication | 21        | 100    | 35        | 92     | 10        | 100    | 10        | 100    |
| 5     | B.A./ B. Sc Hons. In Geography                | 27        | 100    | 17        | 100    | 10        | 100    | 22        | 100    |
| 6     | B.Com. Hons. In Accounting & Finance          | 27        | 93     | 38        | 92     | 30        | 60     | 46        | 54     |
| 7     | B.A General                                   | 71        | 75     | 84        | 70     | 89        | 67     | 98        | 63     |
| 8     | B.Com General                                 | 100       | 84     | 127       | 57     | 102       | 66     | 100       | 36     |

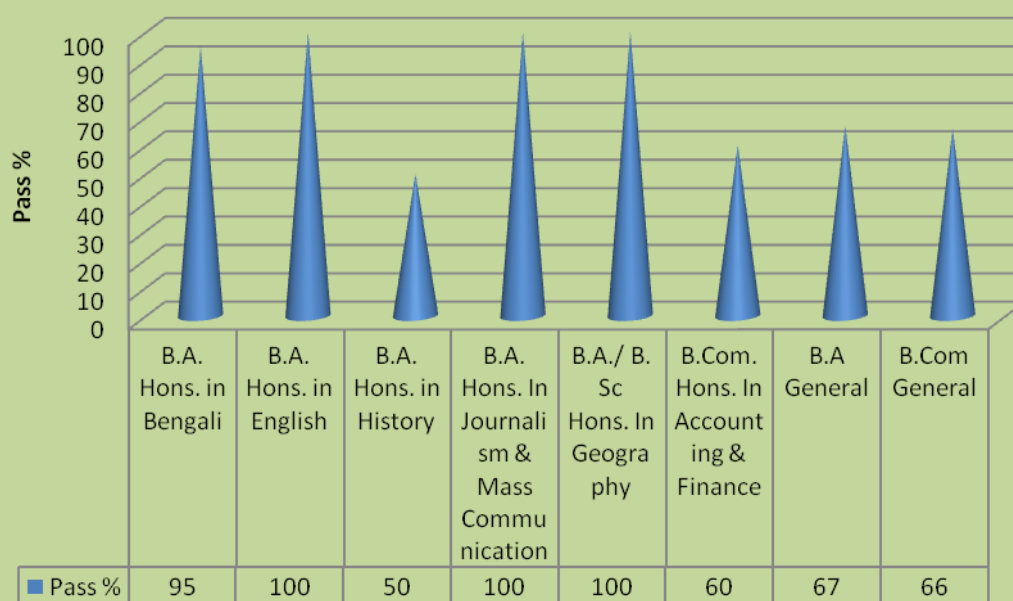
## 2011-12 Pass %



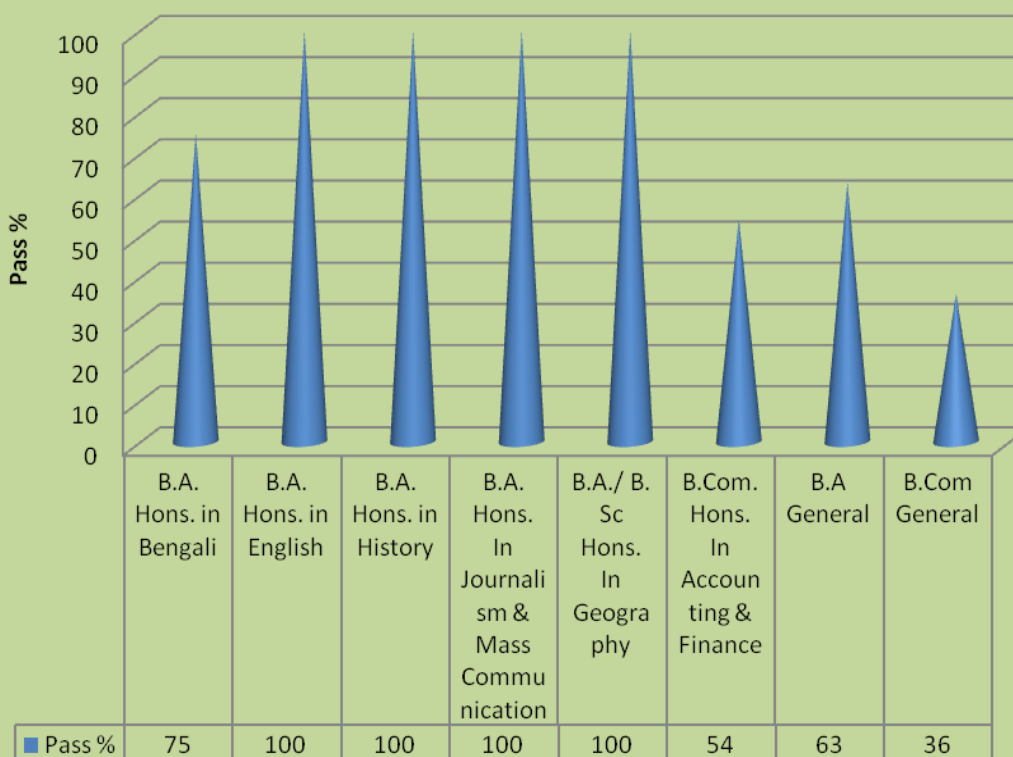
## 2012-13 Pass %



## 2013-14 Pass %



## 2014-15 Pass %



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

Being an affiliated college, not much scope is there for internal assessment and evaluation. The college however shares the answer scripts of all the internal exams with the interested students, which helps them to know where they stand and how they can improve in the final university exams. The students work on their mistakes to avoid them in the final university exams.

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

Assessment and evaluation are important indicators for evaluating a student's performance. The results of the MCQ are also monitored to assess the performance of the students.

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

The college follows a transparent process in evaluation. Students can ask for the answer scripts if they are not satisfied with the marks obtained and get it re-corrected by the concerned faculty. University has a standard process for redressal of grievances related to the university exams.

## **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 focuses on the holistic development of the students. Accordingly, the institution has developed the following learning outcomes.

To be more employable, entrepreneurship development, better human being,

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

The learning outcome here deals with grooming the students to face the competitive world. Accordingly, students are encouraged to participate in additional extra-curricular and co-curricular activities. The NSS wing of the college was functional till 2010, and it is being made functional from the current year.

## **2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality jobs, entrepreneurship, innovation and research aptitude) of the courses offered?**

Some of the activities organized by the college to enhance the social and economic relevance of the courses include Bengali educational tour, B.Com project work etc. in which the students get an exposure on the application of the theoretical knowledge. In addition, field survey is also a part of some courses

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

The college monitors the results of the internal assessment and the mid-term examinations. Results are analysed by the academic subcommittee and placed to GB for necessary actions

## **2.6.5. How does the institution monitor and ensure the achievement of learning Outcomes?**

The college follows a process of formative and summative assessments.

The results are reviewed by the academic committee and the department to ensure that the stated objectives and learning outcomes are achieved. The college also organizes tutorials and remedial classes for academically weaker students. Personal and psychological mentoring is also arranged for the students.

## **2.6.6. What is the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?**

Being an affiliated college, the graduate attributes as laid down by the university are followed by the college but the college has sometimes defined its own graduate attributes. Additional support is provided as necessary. For example, communicative skills course is arranged for the B.Com students.

## **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1 Promotion of Research**

#### **3.1.1 Does the institution have recognized research centres of the affiliating University or any other agency/organization?**

The college does not have any recognized research centres of the University of Calcutta to which it is affiliated. However, the college believes in enrichment of knowledge and hence the faculty members are continuously encouraged to take part in research activities. Many of the teachers are engaged in research work. One of the faculty members of the college is recognized by the University of Calcutta and other University as the Research Guide and a number students have already been awarded Ph.D Degree and some others have registered their names for Ph.D Degree under his supervision.

#### **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.**

Yes, there is a Research Committee in the College to monitor and address the issues of research. The members consists of faculty members. Any type of research activity is taken care of by this Committee. Faculty members are encouraged to do research work. It keeps the faculty members updated about the latest trends in the field of research. It ensures availability of resources and facilities like journals, internet facility, etc. so as to ensure that the research work is carried out smoothly.

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

- **Autonomy to the principal investigator:** The Principal investigator is given full autonomy. He plays an active role in planning any work.
- **Timely availability or release of resources:** It is ensured that sanctioned grants are dispensed efficiently.
- **Adequate infrastructure and human resources:** The College is well-equipped with internet facility. The Library has a rich stock of books, journals and INFLIBNET N – listing facilities which help the faculty members in enrichment of knowledge.

- **Time-off, reduced teaching load, special leave etc. to teachers:** Special leaves can be sanctioned to the faculty members involved in research work. Reduction of teaching load also may be adjusted by making the time table flexible.
- Technological support is provided for better functioning. Computers with internet facility are made available to the faculty members so that they can carry out their research work unhindered.
- Faculty members are encouraged to take part in faculty development programmes.

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

- Eminent professors are invited to deliver special lectures. This aids in guiding the students in their career. This also encourages the students to pursue projects.
- Students are always encouraged to attend workshops organized by various national bodies.
- Students are encouraged to take part in quiz, debate, seminars etc. on their respective subjects or in their area of interest so that they get acquainted with more information.
- The College encourages the students to participate in the educational tours and field visits to different historical places of the state and outside.
- Students are encouraged to send in their contributions in the departmental wall magazines and the college magazine. This inculcates a sense of creativity in them.
- As a part of syllabus of the B.Com course, students need to prepare individual projects which have to be submitted to the external examiners.

### 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.

#### Department of Commerce

#### Ph. D Awarded

| Sl. No. | Name of Faculty     | Title of Project  | Present Status  |
|---------|---------------------|---|-----------------|
| 01      | Dr. Biswajit Bhadra | A Study on the Relationship between Organisational Climate and Job Stress in Select Nationalised Commercial Banking Organisation in Kolkata | Awarded in 2013 |
| 02      | Dr. Biswajit Bhadra | Marketing Strategies of the FMCG Majors in the Liberalised Era – A Study of Some Selected Organisations in India                            | Awarded in 2014 |



|    |   |  |                 |
|----|---|--|-----------------|
| 03 | Dr. Biswajit Bhadra<br>(Joint Supervisor) | Evaluation of Performance of Internal Quality Assurance Cells (IQACs) of Selected NAAC Accredited General Degree Colleges Affiliated to the University of Calcutta | Awarded in 2015 |
|----|---|--|-----------------|

## Registered

| Sl. No. | Name of Faculty     | Title of Project   | Present Status     |
|---------|---------------------|--|--------------------|
| 01      | Dr. Biswajit Bhadra | Relationship Marketing Strategies : A Study On Some Selected Banks In Kolkata  | Registered in 2012 |
| 02      | Dr. Biswajit Bhadra | Governance in Higher Educational Institutions (HEIs) – A Study On The General Degree Colleges Affiliated To The University Of Calcutta in Howrah District, West Bengal | Registered in 2014 |
| 03      | Dr. Biswajit Bhadra | Kolkata Based Undergraduate College Teachers' Perception vis-a-vis Choice of Select FMCG Brands—A Study  | Registered in 2014 |

Teachers guide the students for research projects at the UG level.

### 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.

| Sl.No | Seminar/Conference/Work shop                            | Organizing Departments | Collaboration, if any  | Date                           |
|-------|---|------------------------|--|--------------------------------|
| 1     | Corporate Governance                                    | Department of Commerce | UGC sponsored, Netaji Nagar College & The Institute of Company Secretaries of India  | February 23, 2009              |
| 2     | Sustainability and Growth Strategy in Economic Downturn | Department of Commerce | International Seminar, Organised by the Department of Commerce, Netaji Nagar College | 30 <sup>th</sup> January, 2010 |

|   |  |  |   |   |
|---|--|--|---|---|
| 3 | Right to Information – The Role of the Media                           | Department of Political Science                  | UGC Sponsored State Level Seminar, Organised by the Department of Political Science         | 23 <sup>rd</sup> & 24 <sup>th</sup> March, 2010 |
| 4 | Trial by the Media – Is the media overstepping its brief?              | Journalism & Mass Communication                  | Netaji Nagar College & The Times of India   | 15 <sup>th</sup> May, 2010                      |
| 5 | Food Security in India   | Department of Commerce & Department of Economics | Department of Commerce & Department of Economics & Bengal Economic Association              | September 19, 2010                              |
| 6 | Historicity of Text and Textuality of History                          | Department of English and Department of History  | Netaji Nagar College & Consulate of Suriname  | 20 <sup>th</sup> December, 2010                 |
| 7 | Search for Holistic Combination of Agriculture, Industry and Education | Department of Commerce                           | Department of Commerce, St. Xavier's College (Autonomous), Kolkata and Netaji Nagar College | December 8, 2011                                |





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

| Department                      | Area of Expertise                                  | Name of the Faculty         |
|---------------------------------|--|-----------------------------|
| Bengali                         | Tagore's Painting and Literature                   | Dr. Agnimitra Ghosh         |
| Bengali                         | Fiction  | Dr. Sujata Mitra            |
| Bengali                         | Drama  | Prof. Dibakar Das           |
| Bengali                         | Bengali Fiction                                    | Prof. Sukanya Sengupta      |
| Commerce                        | Finance  | Dr. Biswajit Bhadra         |
| Commerce                        | Accounting & Finance                               | Prof. Pinaki Ranjan De      |
| Commerce                        | Dusty Viscous Flow                                 | Dr. Subhadra Dutta          |
| Commerce                        | Environmental Management                           | Dr. Debrupa Chakraborty     |
| Commerce                        | Strategic Marketing Management                     | Dr. Kaberi Bhattacharyya    |
| Economics                       | Econometrics                                       | Prof. Anasuya Kar           |
| Economics                       | Rural Development                                  | Prof. Bhajan Chandra Barman |
| English                         | Post Colonial Literature                           | Prof. Shutarshi Das         |
| English                         | Classical Tragedy                                  | Prof. Madhubanti Basuroy    |
| Geography                       | Geomorphology                                      | Prof. Nibedita Bedajna      |
| History                         | Ancient Indian History and Culture, Gender History | Dr. Nibabari Banerjee       |
| Journalism & Mass Communication | Development Journalism                             | Prof. Saswata Bandopadhyay  |

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

Following is the list of some eminent persons who visited the college in last five years:

- Dr. Basudeb Biswas, Professor Utah State University, USA
- Dr. Asish Bhattacharyya, Professor of Finance and Control, IIM, Calcutta
- Dr. Som Majumder, Director Asia, ANZIIF (Fellow) CIP, Lecturer Graduate School of Business, School of Applied Economics and Finance, University of Sydney, Australia
- Dr. Sukanta Chowdhury, Professor Emeritus, Department of English, Jadavpur University
- Dr. Chittabrata Palit, Professor, Department of History, Jadavpur University
- Mr. Arnab Goswami, Director & CEO, Times Now
- Mr. Surajit Sengupta, Eminent Footballer and Assistant Editor, Aajkaal
- Dr. Bodhisattva Kar, Professor, Centre for Social Science, Kolkata
- Dr. Ananda Bhattacharya, Assistant Director, State Archive, West Bengal
- Dr. Amlan Dasgupta, Professor, Department of English, Jadavpur University
- Hon'ble Justice Chittotosh Mukharjee, Chief Justice, Bombay High Court
- Hon'ble Justice Indira Banerjee, Justice, Calcutta High Court
- Mr. Snehashis Sur, Eminent Journalist, Kolkata Doordarshan
- Mr. Soumaya Banerjee, Ex-bureau Chief, Ananda Bazar Patrika
- Dr. Sanjukta Dasgupta, Professor, Department of English, University of Calcutta
- Sri Rudra Prasad Sengupta, Eminent Theatre Personality
- Dr. Sudipti Banerjee, Professor, Department of Commerce, University of Calcutta
- Dr. Paresh Chattopadhyay, Ex-Professor, Department of Management, Burdwan University
- Dr. Sunil Kar, Honorary Council of Suriname.
- Dr. Arun Basu, Ex-Tagore Professor, Rabindra Bharati University, Kolkata
- Dr. Biswanath Roy, Professor, University of Calcutta
- Dr. Pallab Sengupta, EX-Professor, Rabindra Bharati University, Ex-President Asiatic Society, Kolkata
- Prof. Sourin Bhattacharyya, Department of Economics, Jadavpur University

### **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?**

There is no provision of Sabbatical leave for research activities.



**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)**

Nil

## **3.2 Resource Mobilization for Research**

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

As such no fund has been earmarked for research related activities by the institution. The college authority takes an initiative to allot certain amount of fund for conducting research activities from 2015 by the faculty and students. Besides this, the faculty members may receive grants by approaching funding agencies like UGC for carrying out their 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?**

There is no provision in the institution to provide seed money to the faculty for research.

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

There is no financial provision made available to support student research projects by students.

The college takes following steps to ensure support to the students:

- Internet facility is made available to the students for research under the supervision of faculty members.
- Financial allocations are also made for library to purchase reference books, and subscribe to research journals, etc.
- Some teachers also donate of journals and books.
- The college has INFLIBNET. N-list facilities.
- The college takes an initiative to allocate certain amount of fund for research activities for students from the year 2015.

**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.**

There is no inter-disciplinary research taking place in the college.

### 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 Librarian of the college takes care of facilities available in the library and makes sure of its optimal use by providing guidance to the students.
- Sharing of the available facilities by different departments is also ensured.

### 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.

There is no special grant received from the industry or other beneficiary agencies for developing research activity.

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

The on-going and completed research projects of our faculty members include the following:

| Sl. No | Name of the Faculty                  | Title of the Project  | Amount (In Rs.) |          | Total Grant Received Till Date |
|--------|--------------------------------------|---|-----------------|----------|--------------------------------|
|        |                                      |   | Sanctioned      | Received |                                |
| 1.     | Dr. Debrupa Chakraborty [2010-12]    | Ecological Footprint of Indian Industries and relevant Environmental Management Practices   | 143000          | 143000   | 143000                         |
| 2      | Dr. Kaberi Bhattacharyya [2011 – 13] | A Study Of The Marketing Strategies Adopted By Some Selected Fast Moving Consumer Goods Brands From 2001 to 2010 A.D., their evaluation and an analysis of the factors influencing the adoption of these strategies | 138000          | 138000   | 138000                         |

|   |                                      |  |        |        |                     |
|---|--------------------------------------|--|--------|--------|---------------------|
|   |                                      |  |        |        |                     |
| 3 | Dr. Biswajit Bhadra<br>[2011-13]     | Road Connectivity and Quality of Life: A Block Level Study                           | 102000 | 61000  | 61000               |
| 4 | Dr. Debrupa Chakraborty<br>[2015-17] | Corporate Water Use Accounting: Estimating Water Footprint of Select Indian Industry | 221000 | 155000 | Project is going on |

### 3.3 Research Facilities

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

- Internet connectivity is available in the college.
- Computers are provided to all the departments along with printers.
- There are well-equipped laboratories.
- Well-stocked Library is available.
- INFLIBNET N-list facilities are available in the library.
- As per the syllabus, students have to submit research based project reports at the UG Level.
- Field work and visits are organised to other institutes.
- The college takes an initiative to allocate certain amount of fund for research activities for students from the year 2015.

#### 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?

- A part of Annual Budget is allocated to develop infrastructural facilities in the college.
- Upgrading of Library is also taken into account.

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

Nil



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

There are no research facilities made available to the students and research scholars outside the campus / other research laboratories.

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

- The college library is well stocked with a collection of text books, reference books, research journals, and periodicals.
- The college also has INFLIBNET N-list facilities providing access to e-journals.
- Computers are available in the library.
- Internet facility is available in the library.

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

- The college library has INFLIBNET N-list facilities.

## **3.4 Research Publications and Awards**

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

- Patents obtained and filed (process and product): **NA**
- Original research contributing to product improvement: **NA**
- Research studies or surveys benefiting the community or improving the services: **Nil**
- Research inputs contributing to new initiatives and social development: **Nil**

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

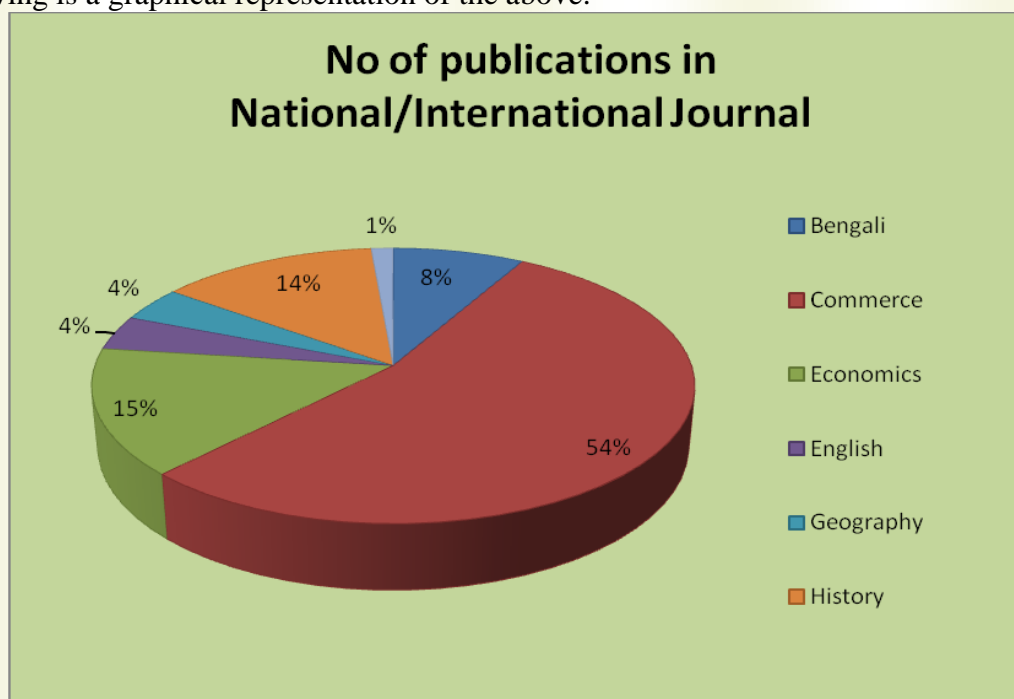
The Institute doesn't publish or partner in publication of research journals.

### 3.4.3 Give details of publications by the faculty and students:

The details of publications are tabulated as follows:

| Department                      | No of publications in National/International Journal | No of publications listed in Int. Data base | Monograph | Chap In books | Books/Journal edited | Books with ISSN/ISBN No. | No of papers In Journal Without ISSN No | Book/Chapter without ISSN/ISBN No. |
|---------------------------------|--|---|-----------|---------------|----------------------|--------------------------|---|------------------------------------|
| Bengali                         | 6  |   |           |               | 2                    | 7                        | 7                                       |                                    |
| Commerce                        | 40   |   |           | 2             | 2                    | 17 (2 from Germany)      | 1                                       |                                    |
| Economics                       | 11   |   |           |               | 1                    | 1                        | 3                                       |                                    |
| English                         | 3  |   |           |               | 2                    |                          |   |                                    |
| Geography                       | 3  |   |           |               |                      |                          |   |                                    |
| History                         | 10   |   |           |               |                      |                          |   |                                    |
| Journalism & Mass Communication | 1  |   |           |               |                      |                          |   |                                    |
| Political Science               |  |   |           |               |                      |                          |   |                                    |

Following is a graphical representation of the above:



### **3.4.4 Provide details (if any) of**

- Research awards received by the faculty - Nil
- Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally : Nil
- Incentives given to faculty for receiving state, national and international recognitions for research contributions : Nil

### **3.5 Consultancy**

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

There is no formal strategy which has been instituted for establishing such interface.

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

- The stated policy of the institution to promote consultancy is to encourage faculty in sharing their expertise with other organizations by interactive sessions with concerned departments.
- Seminar presentations and publications are the other ways through which the expertise can be advocated.

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

- The college encourages the staff to utilize their expertise in consultancy services by giving them access to resources like library, internet etc.
- Flexibility may be arranged in the timetable for such faculty members.

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

There is no consultancy service provided by the institution.

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

The stated policy of the college in sharing the income generated through consultancy is that 30% of the total revenue shall be shared with the college and 70% can be retained by the faculty.

### **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?**

There was a functional NSS wing in the college. However, it was functional till 2010. Post 2010, extension activities are organized by the college.

Details of the extension activities are enlisted as follows:

During 2010 NSS unit of the college organised special camp to nearby slum area of the college and served purposes like providing education to the children, medical assistance and health facilities etc. Campus cleansing, and old cloths donations had also been undertaken by the NSS unit of the college.

Blood donation camp is regularly organised by the college.

Independence Day, Republic Day, College foundation day etc are enthusiastically observed and processions are arranged where the entire community can get involved.

During the 26/11 incident, candle light march was organised by the college.

To empathise with victims of tragic fire at AMRI Hospital, Kolkata, a silent march was organised within the precincts of Netaji Nagar.

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

- The college promotes students' involvement in social activities and full co-ordination is provided by the faculty members.
- The relevant details about the extension activities are circulated amongst the students through circulars, announcements, notice boards etc.

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

- Feedback is taken from the students on various parameters of the college like infrastructure etc. The input received is analysed and a report is prepared.
- Feedback links are provided in the website.
- The feedback is reviewed by the IQAC and is forwarded to the Principal.
- The management takes initiative towards improving the quality of the institutional performance by seeking 'Strategic Plans' from the college.
- Parent-teacher interactive sessions are conducted to get the perception of the parents about the college.
- Feedback is also obtained via feedback sessions during events and activities like seminars/conferences etc.

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

Refer to 3.6.1 for the list of extension activities

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

Before the commencement of the session, newly enrolled students are given an orientation programme. One of the objectives of this programme is to make the students aware of the different extension activities of the college. The college ensures maximum participation in such activities. Throughout the session, posters and circulars play a major role to promote the extension activities amongst the students and faculty members of the college.

### **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 institute has made a conscious effort to promote social justice as a value in the learning process and administrative interactions. The institution sincerely practises socially affirmative schemes introduced by the government for the uplift of the under-privileged communities.

The College NSS unit, which was functional till 2010, had identified health parameters in the neighbouring areas of the institution, campus cleansing, old cloths donations had been undertaken by the NSS unit of the college. The college is looking forward to starting the NSS activities by 2015.

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

- Some of the major extension activities like Blood Donation camps, etc. are arranged by the students with great enthusiasm.
- These activities aid in holistic development of the students and instil a sense of social responsibility in them towards the society.
- These activities help the students to acquire leadership qualities.
- Peace, harmony and national integration are emphasised.
- Self-awareness is inculcated in the students about their problems and they are advised how to encounter them.
- These initiatives supplement students' academic learning in the classroom which results in making them responsible citizens of the nation.

**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?**

The NSS Unit was functional till 2010. At that time, the unit used to visit slum areas and served purposes like providing education to the children, medical assistance and health facilities etc. The community also enjoyed the service of cleaning the place.

Independence Day and Republic Day are enthusiastically observed and processions are arranged where the entire community can get involved.

During the 26/11 incident, candle light march was organised by the college.

**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.**

Blood donation camps are organised by the college where the students and teachers are invited from other colleges to take part.

**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.**

Nil

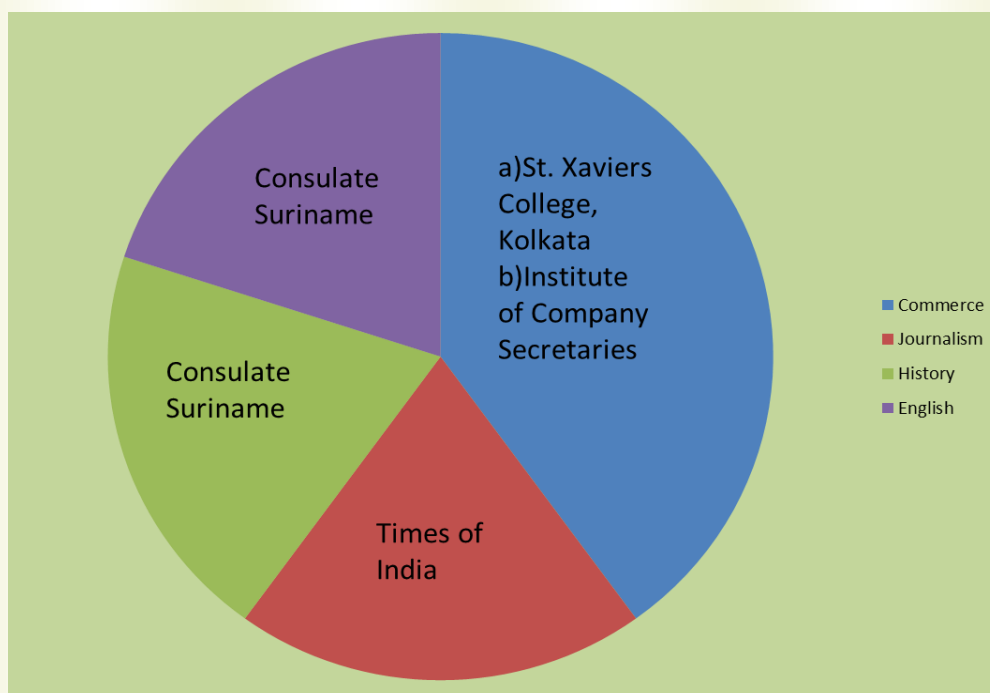
## 3.7 Collaboration

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

Following are the collaborations of the various departments of the college with different institutes:

| DEPARTMENT           | EVENT                 | INSTITUTE                                 |
|----------------------|-----------------------|---|
| Commerce             | International Seminar | St. Xaviers College , Kolkata             |
| Commerce             | National Seminar      | Institute of Company Secretaries of India |
| Journalism           | Seminar               | Times of India                            |
| History and English  | National Seminar      | Consulate Suriname                        |
| Economics & Commerce | State Level Seminar   | Bengal Economic Association               |

Following is the collaboration wheel which is a pictorial representation of the above:





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

As yet the college has not signed in MoU with any institution.

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

The college has been consistently working on forging working relationships with the industry, other institutions and with the community for the development of the Institution

- Pooled campus drive is organised in collaboration with other institutes.
- For Insurance Management Course, experts from industry are involved. They also provide their valuable assistance in campus interview.

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

Refer to 3.1.8

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

1. Curriculum development/enrichment
2. Internship/ On-the-job training
3. Summer placement
4. Faculty exchange and professional development
5. Research
6. Consultancy
7. Extension
8. Publication
9. Student Placement
10. Twinning programmes
11. Introduction of new courses
12. Student exchange
13. Any other

There is no MoU with any institution at present.

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

The college did not sign any formal MoU with external institutions or agencies. However, the possibility of collaboration is regularly viewed by the IQAC department of the college. IQAC reviews to check possibility of collaboration with other reputed national institutes and also advises the management accordingly.

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

Nil.

## CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Physical Facilities

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

The college believes in providing quality education and learning. Keeping in mind the need of this, the policy of the college is to have an infrastructure which not only facilitates physical fitness but also the mental well-being and extracurricular interests of the students. The college aims in developing growth in infrastructure in the above mentioned terms so as to ensure personality development in the students. As a part of the policy, maintenance of the infrastructure is also an important key.

#### 4.1.2 Detail the facilities available for

##### a) Physical Facilities

|                     |  |
|---------------------|--|
| <b>Class Room</b>   | All the classrooms are equipped with black board, and few class rooms are equipped with white board and smart board. If teacher requires, he/she uses LCD projector Presently there are 20 classrooms, 1 Computer Centre   |
| Seminar halls       | Two separate colleges are run in a building. Hence there is no specific seminar hall for the colleges. However two large classrooms are equipped with microphone and computer connectivity where departmental seminars are held. The auditorium cum class room is used for national/international seminars or multi departmental seminars. |
| Tutorial spaces     | The classrooms are used for tutorial purposes during slack session/hours   |
| Laboratories/Centre | One computer Centre with 16 computers, two are in Geography dept and all are connected by Lan  |
| Garden              | In the second campus of the college  |
| Library             | There is one Central Library. However, major number of departments are having their Departmental libraries.  |

## a) Extra Curricular Facilities

|                                  |   |
|----------------------------------|---|
| Sports                           | The college encourages promotional sports and games, both indoor and outdoor. The college has a play ground of its own. It has a number of sports equipments in its possession –table tennis, chase and carrom boards, equipments for athletics, football and cricket.  |
| NSS                              | Upto 2010 the college was active in NSS activities. After that due to some reasons the unit did not function effectively. This year an effort has been made to restart the college unit with some definite plan of action. We are in the process of procuring necessary equipments as a measure to instil fresh life and blood once the NSS unit is formed in a tangible shape. |
| NCC                              | No such wing is available in our college  |
| Cultural activities              | There are two auditoria in the college that provides sufficient space for organizing cultural activities.   |
| Public speaking:                 | Provision for micro phone, LCD projector, tape recorder etc are in place.   |
| Communication skills development | The UGC sponsored job oriented course on Insurance Management promotes ‘Communication and soft skills development’. ‘Practicals’ are held on such skill development. A seminar room exclusively for such ‘practicals’ is in place.  |

**4.1.3 How does the institution plan and ensure that the available n 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).**

- The college library has a large collection of books and journals.
- Computer and internet facilities are available.
- Utilization of resources is reviewed periodically.

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

The college doesn't have any differently-abled student at present. However, classes were conducted at ground floor for the differently-abled students in the past.

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

There is no residential facility 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 college provides the facility of First Aid as and when required.
- Pure drinking water is available to ensure healthy state of the students and teachers.
- A clean campus is maintained to ensure dust-free and pollution-free environment.

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

| Unit                            | Place of location   | Teacher-in Charge        |
|---------------------------------|---|--------------------------|
| IQAC                            | Principal' Room   | Teacher-in-charge        |
| Grievance Redressal Cell        | At the entrance of the college                                    | Anasuya Kar              |
| Women's Cell                    | -   |                          |
| Career Counseling Cell          | Principal' Room   | Dr. Kaberi Bhattacharyya |
| Student Health Home             | Central Kolkata   |                          |
| Canteen                         | At the roof top of the New College Building                       |                          |
| Safe drinking water facility    | Every floor, Teachers' room, Office, Canteen                      |                          |
| Seminar Hall<br>Conference room | One in 1 <sup>st</sup> floor & the other in 2 <sup>nd</sup> floor |                          |

## 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?

Yes, there is a library committee which comprises of the librarian and few faculty members. Major initiatives taken by the committee are as follows:

- Guidelines are given for smooth procurement of books and journals.
- Optimal use of library facilities is ensured.
- Discussions are made for the allocation of fund for the purchase of books and journals and forwarded to the Principal.
- Guidance is given to the students about the library.
- Separate reading room facility is available for the teachers and students.
- Computers are available with internet facility.
- INFLIBNET has been introduced and e-journals are accessed.
- Library has reprography facility with a minimum cost of photocopying facility.

### 4.2.2 Provide details of the following:

- a) Total area of the library (in Sq. Mts.): 1331 sq. ft
- b) Total seating capacity: 44
- c) Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

Working hours of the library:

On working days- Monday 4.15 pm to 8.40 pm, Tuesday to Friday: 3.00 pm to 8.40 pm and Saturday 2.30 pm to 5.40 pm

On holidays- No

Before examination days- Monday 4.15 pm to 8.40 pm, Tuesday to Friday: 3.00 pm to 8.40 pm and Saturday 2.30 pm to 5.40 pm

During examination: During college examination the same schedule is maintained.

But during University examination the Library remains closed.

During vacation- No.

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

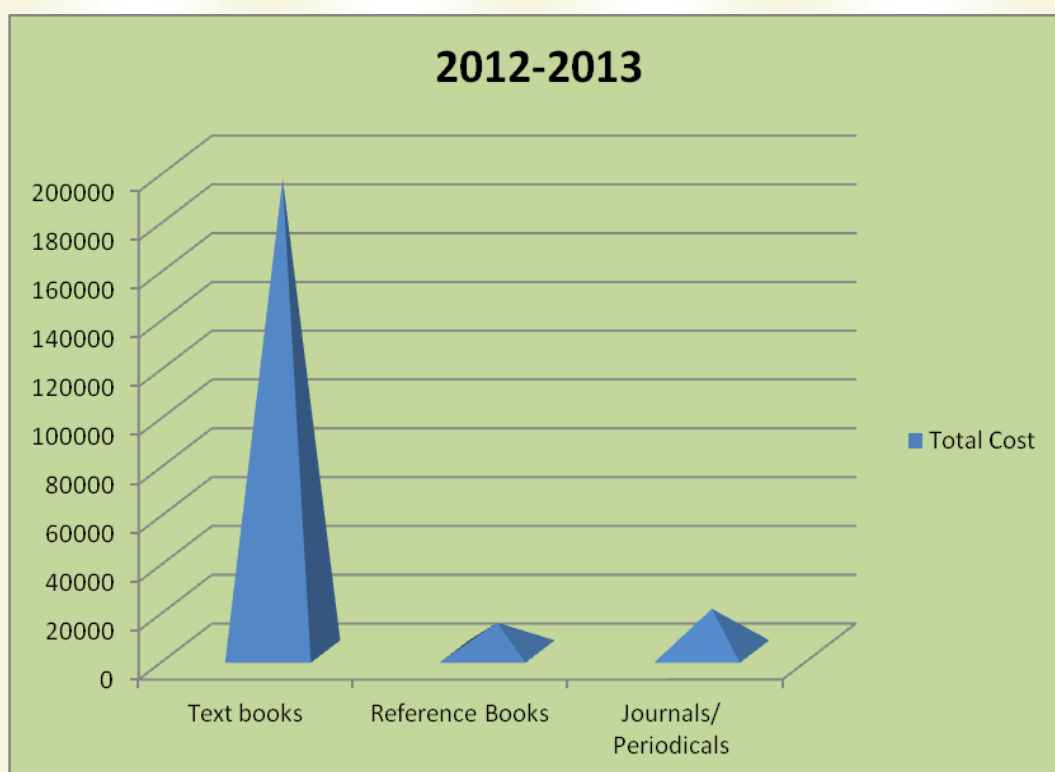
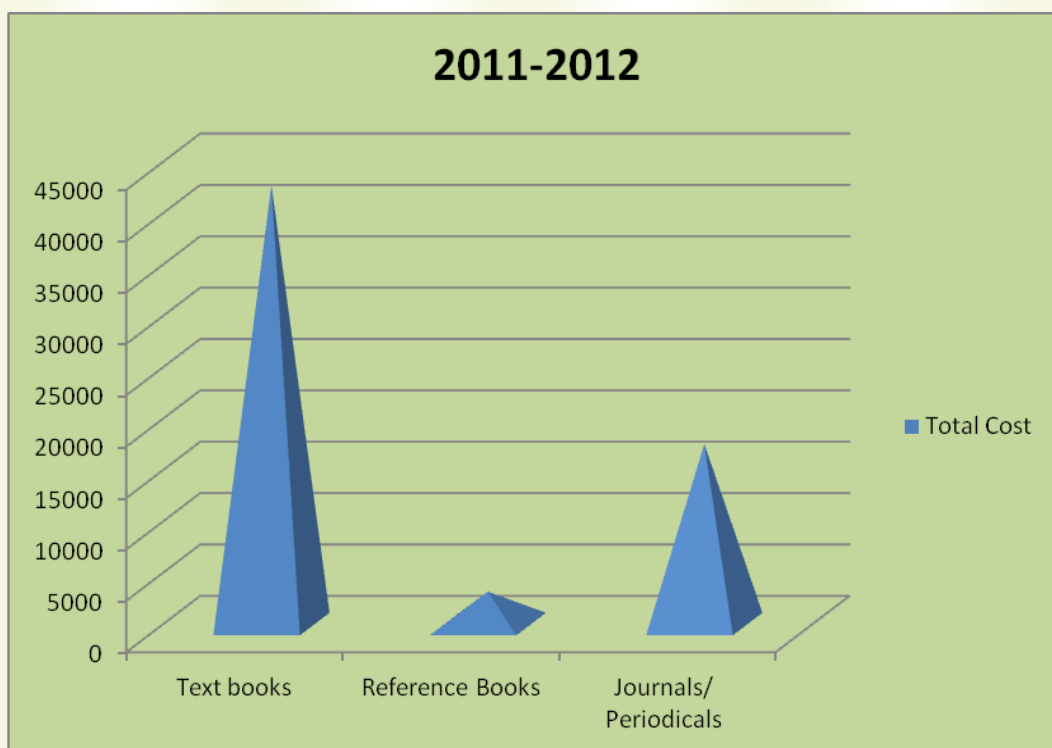
The library has separate reading room facility for the students and teachers. Computers are available in the library with internet facility.

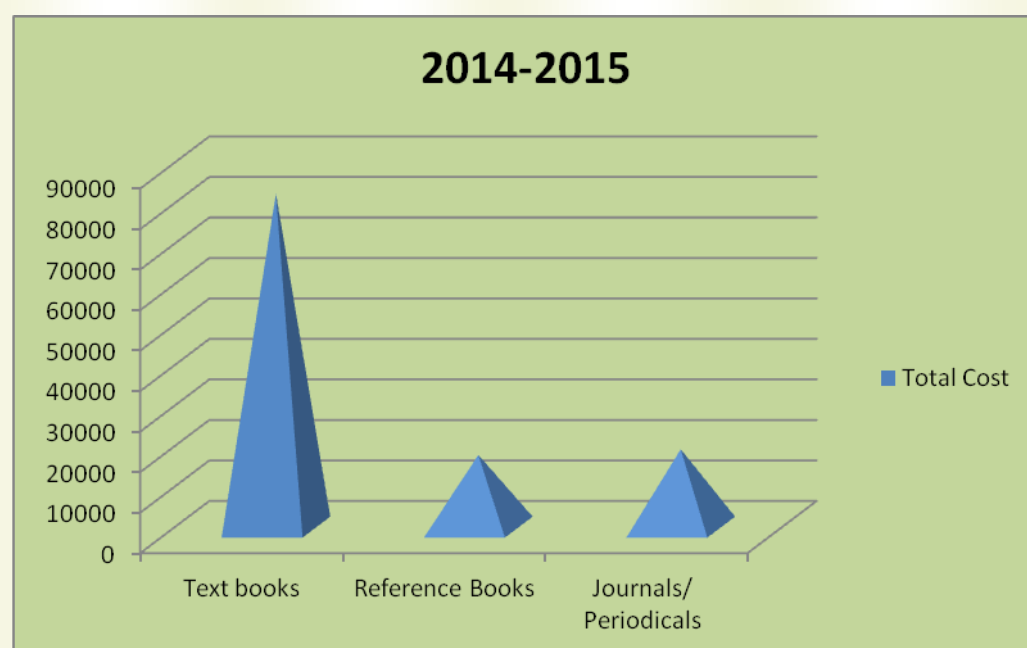
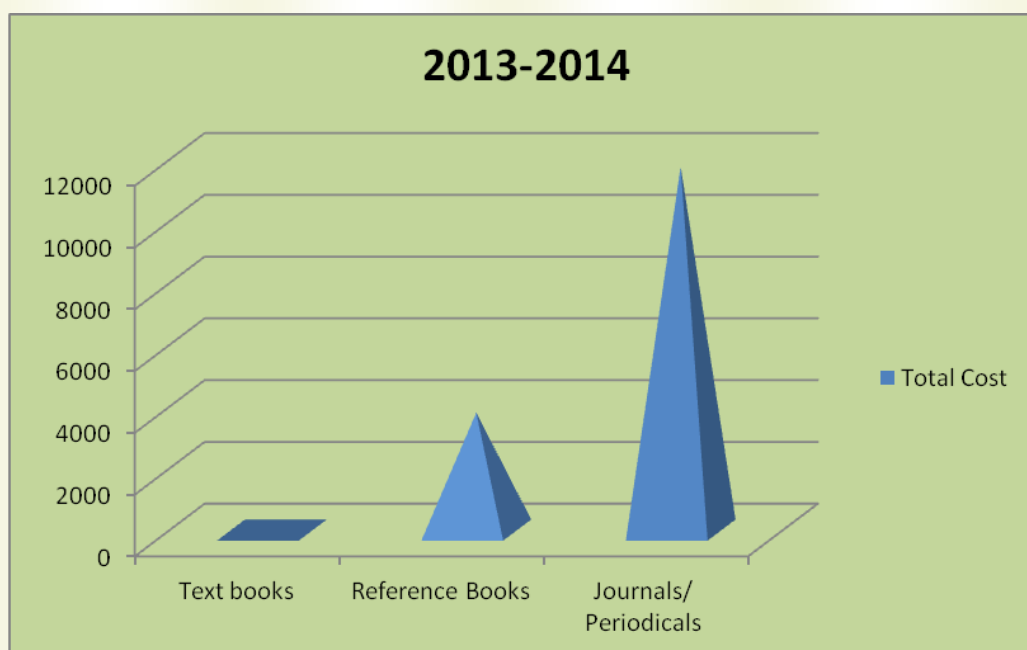
### 4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

| Library holdings      | Year -1                  |            | Year – 2                 |            | Year - 3                 |            | Year – 4                 |            |
|-----------------------|--------------------------|------------|--------------------------|------------|--------------------------|------------|--------------------------|------------|
|                       | April 2011 to March 2012 |            | April 2012 to March 2013 |            | April 2013 to March 2014 |            | April 2014 to March 2015 |            |
|                       | Number                   | Total Cost | Number                   | Total Cost | Number                   | Total Cost | Number                   | Total Cost |
| Text books            | 244                      | 42721*     | 1026                     | 193708*    |                          | **         | 354                      | 82333*     |
| Reference Books       | 20                       | 3150       | 48                       | 11852      | 14                       | 3800       | 64                       | 17827      |
| Journals/ Periodicals | 21                       | 17518      | 21                       | 17518      | 17                       | 11766      | 22                       | 19230      |
| e-resources           |                          |            |                          |            |                          |            |                          |            |
| Any other (specify)   |                          |            |                          |            |                          |            |                          |            |

\* Only additional cost in regard to purchase during the year has been taken into consideration







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

- \* OPAC :
- \* Electronic Resource Management package for e-journals : INFLIBNET
- \* Federated searching tools to search articles in multiple databases-

- \* Library Website- College website
- \* In-house/remote access to e-publications:
- \* Library automation -
- \* Total number of computers for public access : One
- \* Total numbers of printers for public access-
- \* Internet band width/ speed: 3mbps
- \* Institutional Repository:
- \* Content management system for e-learning
- \* Participation in Resource sharing networks/consortia: INFLIBNET

#### 4.2.5 Provide details on the following items:

- \* Average number of walk-ins : 47
- \* Average number of books issued/returned : 35
- \* Ratio of library books to students enrolled: Books: students = 19
- \* Average number of books added during last three years: 540
- \* Average number of login to opac (OPAC):
- \* Average number of login to e-resources:
- \* Average number of e-resources downloaded/printed:
- \* Number of information literacy trainings organized: 5
- \* Details of “weeding out” of books and other materials: Average 5 books

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

- \* Manuscripts –
- \* Reference - Yes
- \* Reprography – Yes
- \* ILL (Inter Library Loan Service) –
- \* Information deployment and notification - Yes
- \* Download – Yes
- \* Printing – Yes
- \* Reading list/ Bibliography compilation – Yes
- \* In-house/remote access to e-resources –
- \* User Orientation and awareness – Yes
- \* Assistance in searching Databases – Yes
- \* INFLIBNET/IUC facilities –Yes

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

- a) Circulation of books. Yes
- b) Circulation of journals. Yes

- c) Guide to text books. Yes
- d) Guide to journals. Yes
- e) Guide of reference books. Yes
- f) Assistance in OPAC. No
- g) Assistance in catalogue search. Yes (Subject catalogue)
- h) Assistance for Internet resources and search of databases. Yes

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

- a) Prompt services to them. Yes
- b) Extended borrowing facility. Yes
- c) Special care. Yes
- d) Support services to Physically challenged students: Yes

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

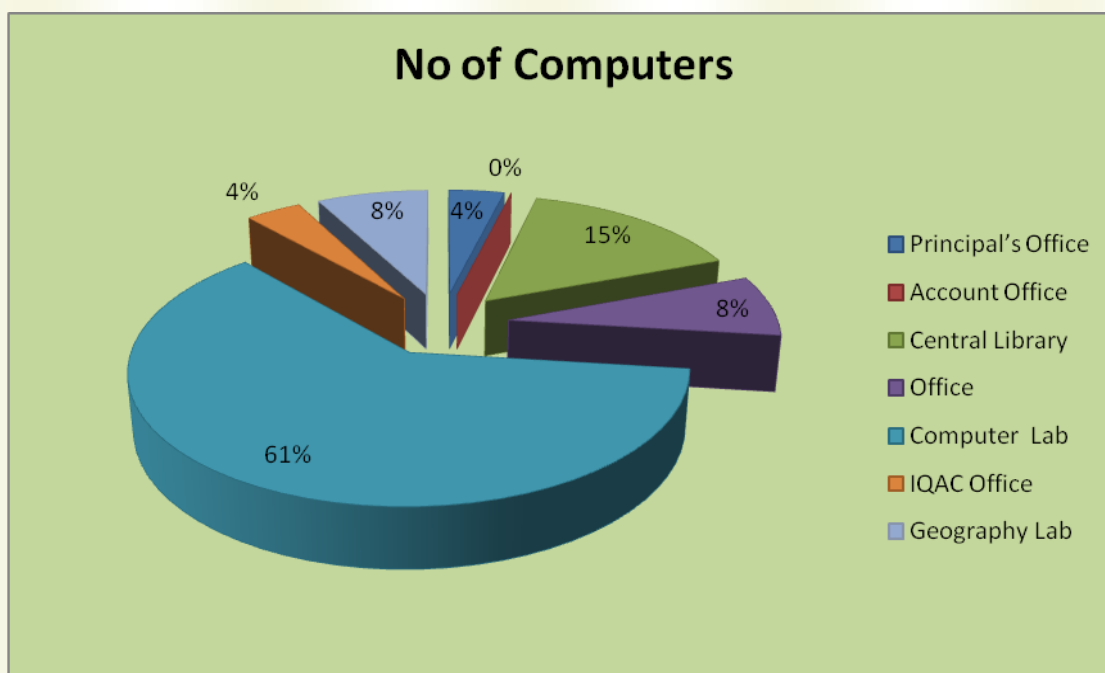
Yes, Library gets feedback from the users through: User survey After getting such responds, the data are analysed and discussed in Library Committee for their implementation.

## 4.3 IT Infrastructure

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

Number of computers with Configuration

|    | Name of Lab        | No of Computers | Ram  | HDD        | Processor         |
|----|--------------------|-----------------|------|------------|-------------------|
| 1  | Principal's Office | 1               | 2 GB | 500 GB     | Core i3           |
| 2  | Account Office     |                 |      |            |                   |
| 3  | Central Library    | 4               | 2 GB | 500 GB     | Core i3           |
| 4  | Office             | 2               | 2 GB | 240/500 GB | Core i3/Pentium   |
| 5  | Computer Lab       | 16              | 1 GB | 240 GB     | Pentium Dual Core |
| 9  | IQAC Office        | 1               | 2 GB | 500 GB     | Core i3           |
| 10 | Geography Lab      | 2               | 1 GB | 240 GB     | Pentium Dual Core |



- Computer-student ratio: Geography 0.18 Commerce 0.18 Journalism 0.10
- Stand alone facility
- LAN facility: Yes
- Wifi facility: No
- Licensed software Yes
- Number of nodes/ computers with Internet facility

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

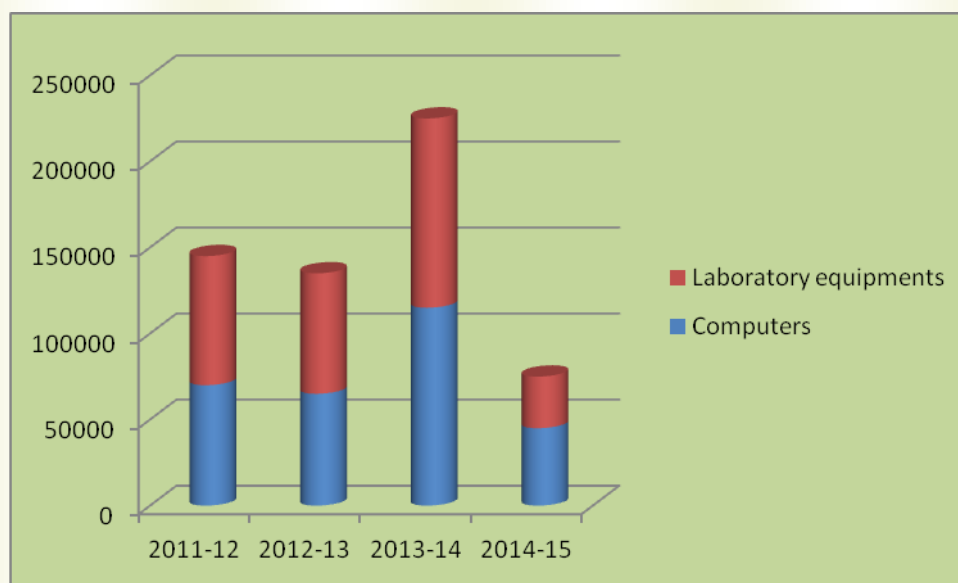
- Computer lab can be used by various departments.
- Printer is available with the computers.
- Internet facility is available which can also be used by students and teachers.

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

- The college ensures that the infrastructure of the college is upgraded every year. It is an effort to cater to the needs of students and faculties.
- Computer with internet facility is available. This enables easy sharing of data and other documents within the college campus.

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

|                       | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------|---------|---------|---------|---------|
| Computers             | 70000   | 65000   | 115000  | 45000   |
| Laboratory equipments | 75000   | 70000   | 110000  | 30000   |



**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?**

- LAN is installed with a high configuration server.
- The college has INFLIBNET to get access to e-journals.
- Computers are available with printers..

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

- Faculties have started using modern methods for delivering class room lectures to make the classroom sessions enjoyable.
- Computer, internet and library facilities can be used by all departments.



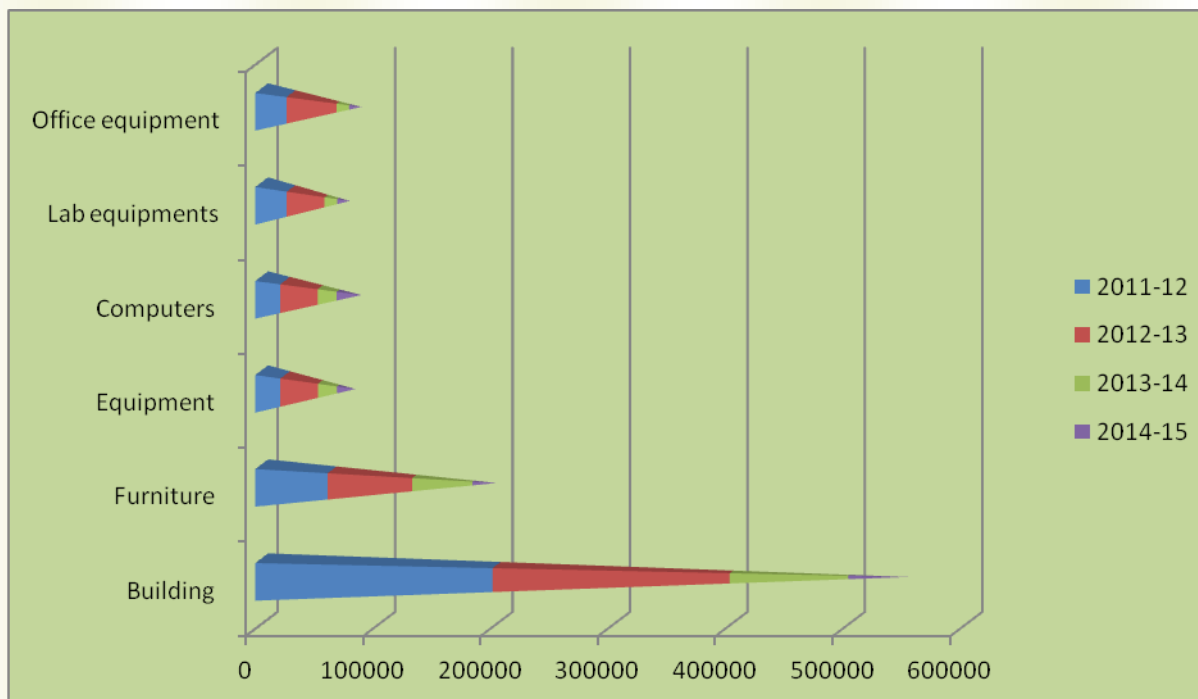
## 4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Not available.

## 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)?

| S. No. | Infrastructure   | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--------|------------------|---------|---------|---------|---------|
| a.     | Building         | 200000  | 200000  | 100000  | 50000   |
| b.     | Furniture        | 60000   | 70000   | 50000   | 20000   |
| c.     | Equipment        | 20000   | 30000   | 15000   | 15000   |
| d.     | Computers        | 20000   | 30000   | 15000   | 20000   |
| e.     | Lab equipments   | 25000   | 30000   | 10000   | 10000   |
| f.     | Office equipment | 25000   | 40000   | 10000   | 10000   |



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

The building sub-committee of the college ensures the upkeep of physical infrastructure. Maintenance of toilets, classrooms, furniture etc. is taken into account.

Computers, books, reference books, journals etc. are well-maintained and tracked..

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

Not applicable.

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

The college doesn't have a laboratory with scientific instruments.

It is ensured that voltage transformers and stabilizers take care of voltage fluctuations.

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

### 5.1 Student Mentoring and Support

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

Yes, the college has its prospectus of its own, however, since 2011-12 the academic session the college has given more emphasis on uploading the meticulously designed website of its own. The website provides comprehensive coverage to the different courses offered by the institution, the admission procedure, the rules and regulations that are to be strictly abided by the students the summary of the college publications, different wings of the institutions and also the extra-curricular activities undertaken by the college throughout the year.

The history of the institution is also summarised in the prospectus along with a description of college infrastructural facilities.

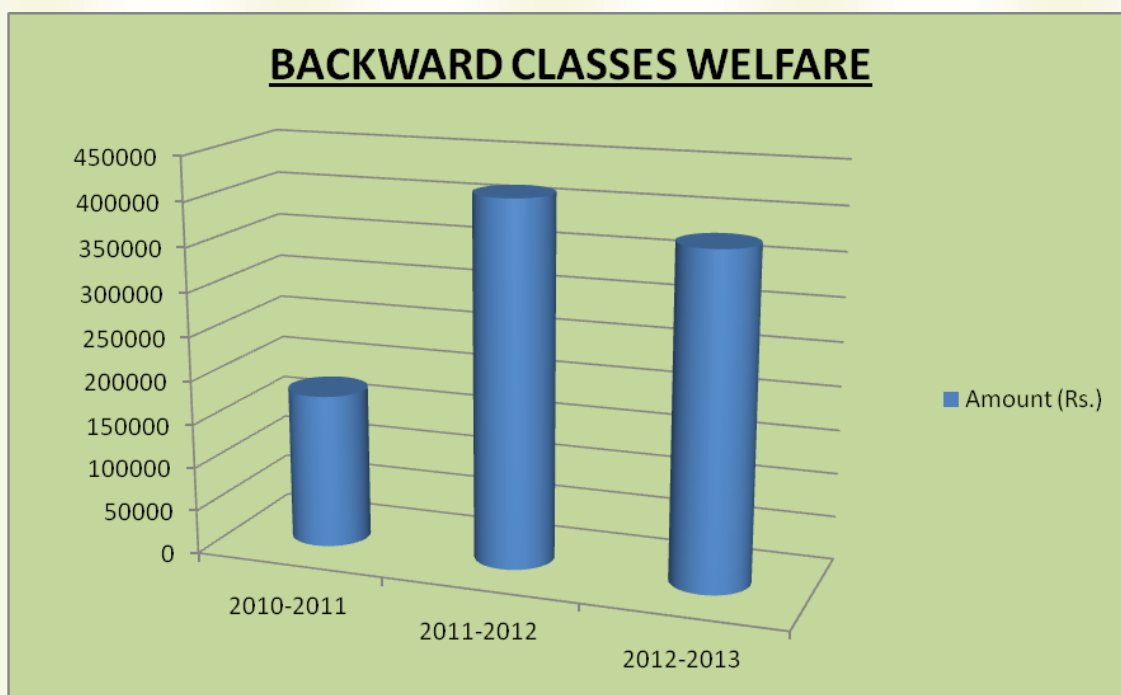
#### 5.1.2 Specify the type, number and amount of institutional scholarships / free ships given to the students during the last four years and whether the financial aid was available and disbursed on time.

There is a concession committee in place which is extremely sensitive to the cause of meritorious students who are economically vulnerable. Though there is no institutional scholarship as such our teachers of the institution are ever ready to provide succour in the form of financial help as and when there is an appeal from the students. The institution in principle has always been compassionate about waiving the tuition fees of meritorious otherwise economically vulnerable. The college also offers the following government scholarships namely *Kanyashree*, to the girls students and stipend to the students belonging to SC/ST.

## Backward classes welfare

Award statement for government of india post matric scholarship to sc/st/obc students during 2010-11 to 2014-15

| Year      | No.of students | Amount (Rs.)  |
|-----------|----------------|---|
| 2010-2011 | 48             | 176445/-  |
| 2011-2012 | 93             | 413710/-  |
| 2012-2013 | 85             | 374810/-  |
| 2013-2014 | 82             | Directly credited to the Beneficiary's bank account |
| 2014-2015 | 69             | Directly credited to the Beneficiary's bank account |

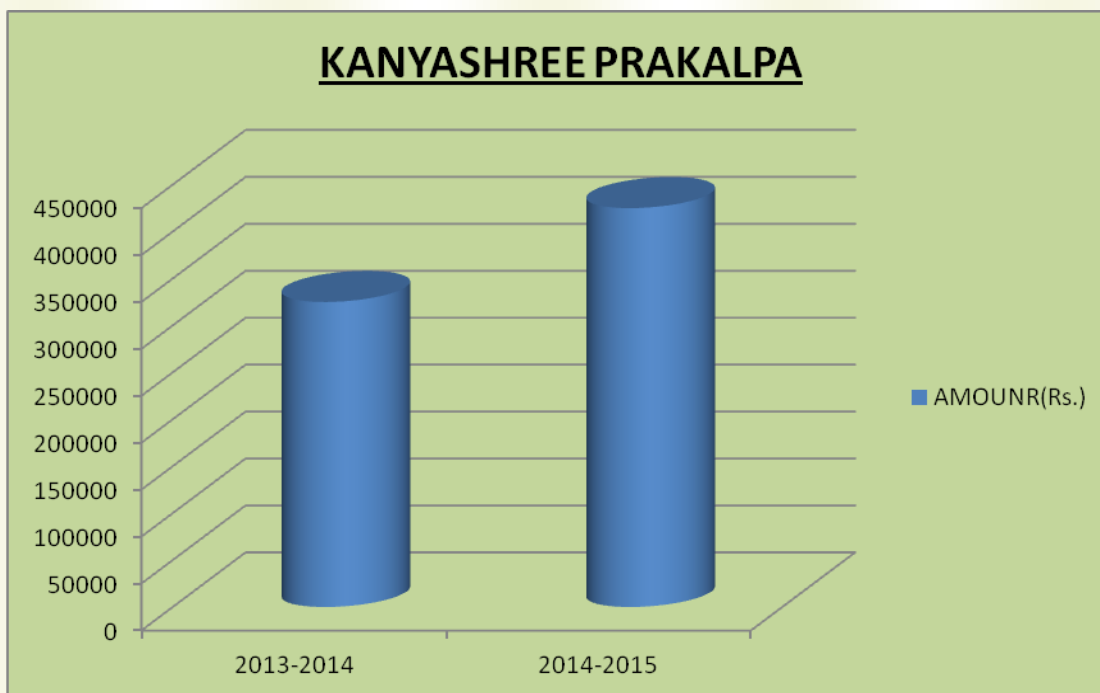


Note: On-line system is introduced for filling of application for central Govt. assisted scholarship schemes for SC, ST & OBC students and the amount of grant reaches the beneficiaries directly.

## Kanyashree Prakalpa

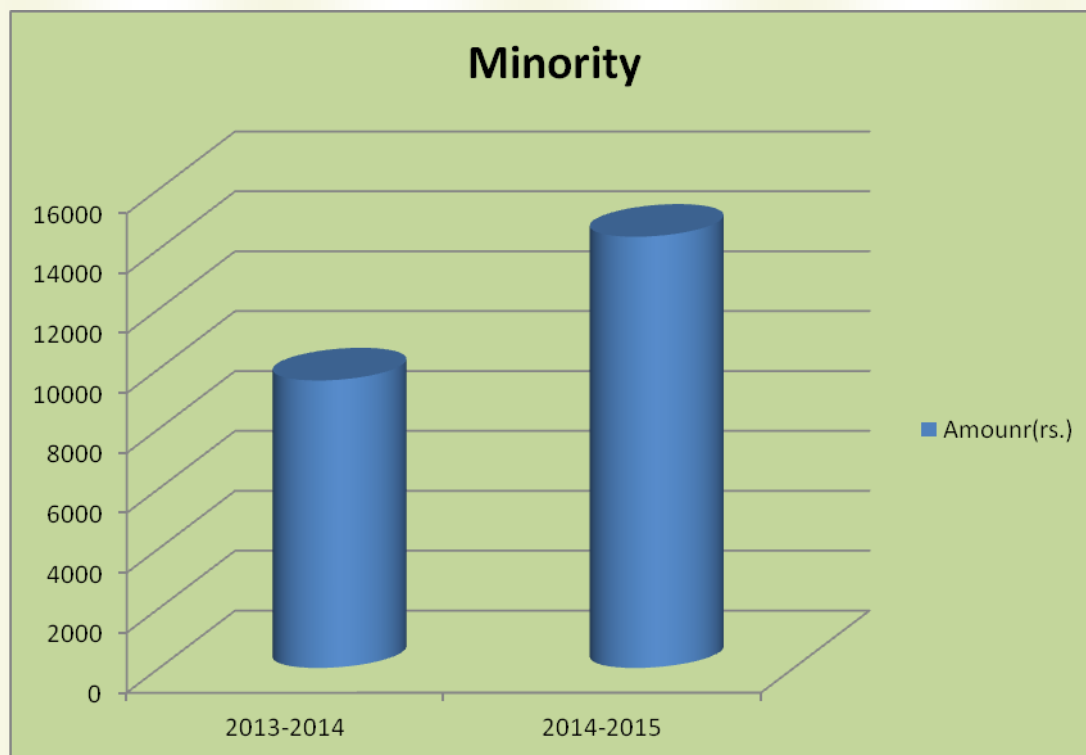
| Year      | No. of students | Amount (Rs.) |
|-----------|-----------------|--------------|
| 2013-2014 | 13              | 325000/-     |
| 2014-2015 | 17              | 425000/-     |

Note: Due to online system, the amount of grant reaches the beneficiaries directly.



## Minority

| Year      | No. of students | Amount (rs.) |
|-----------|-----------------|--------------|
| 2013-2014 | 2               | 9600/-       |
| 2014-2015 | 3               | 14400/-      |



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

Around 10% of students receive financial assistance from state government.

### 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 centre, health insurance etc.
  - ❖ Organizing coaching classes for competitive exams
  - ❖ Skill development (spoken English, computer literacy, etc.,)
  - ❖ Support for “slow learners”
  - ❖ Exposures of students to other institution of higher learning/corporate/business house etc.
  - ❖ Publication of student magazines
- The college offers government sponsored stipends to SC/ST/OBC students as well as the ones from the economically weaker sections of the society. There is also provision for offering government stipends to the students from the minority communities.



- The strictly adheres to the government policy regarding physically challenged students. If any one applies for scholarships the college entertains it at once.
- There is no such students under the category of ‘overseas students’.
- The students of the college are always encouraged to participate in various competitions – sports, cultural etc. Their performance has been extremely impressive and some of them have brought laurels to the college in their individual capacity also.
- YES, there is a Health Insurance Coverage in place for the students of the college. Besides this the students are also the members of the Students’ Health Home where major health related problems are attended to at a very low cost. In case there is an emergency the institution calls the local Doctor at once to attend to the students. This apart the departments of the college do enlighten the students on how to constantly chisel their skills so that in future they can become professionally successful. Students have free access to computers with net connection both in the college library and the computer centre.
- There are two simultaneous courses running in the college, namely UGC sponsored job oriented course on Insurance Management and Computerised Accounting, Taxation and Project Management. These courses do enhance the skill development aspects of the students enrolled in such a way that they can confidently make a foray into the professional world once they are through with these courses. Besides this the students - teacher interaction in these courses also hones the students’ skills so far as effectively communicating English is concerned.
- Teachers in their individual capacity reach out to the ‘late bloomers’ with personal care in the form of advice, ‘one-on-one’ teaching sessions after having identified their areas of weaknesses. Remedial classes are arranged by the college to help the slow learners to cope with their academics.
- Students enrolled in UGC sponsored job oriented course on Insurance Management have had healthy interaction with different insurance organisation. An industrial visit by the students is very much on the anvil.
- The college has a magazine of its own by the name ‘Prabaha’ where the students are greatly encouraged to contribute. Besides this some departments also publish their departmental magazines where the students are encouraged to write on topics of their choice or as suggested by the teachers of their respective departments. This apart most of the departments of the college have their individual wall magazines.

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

The college has a Career Counselling Cell of its own which is committed to promoting entrepreneurial skill among the students. It acts as a repository of information regarding available prospects in various career and the emerging areas of career building. It has a supplementary role in assisting the institution in organising seminars where building career in various fields are explored.

## **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**

Concession in fees is allowed to the students who have proven record of excellence in games and other extra-curricular activities. Besides this there is flexibility in the examination schedule for facilitating them. Additional academic support is voluntarily offered by the teachers to these students so that they are preoccupation with extra-curricular activities does not affect their academic performance in any way. The college provides sports uniform materials to the ones who excel games and sports.

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

There are no formal classes arranged for providing coaching for competitive exams. However, counselling is given to the students regarding the choice of field. Teachers serve as mentors and provide guidance to the students thus helping them in preparing for the exams. Required books are made available in the library to assist the students in the preparation of competitive exams,

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

Academic counselling is given to the newly enrolled students by the faculty and also by the very well informed non-teaching staff of the college. Based on their profile, they are advised on which field to choose. At the beginning of every academic session individual departments take orientation classes. Its a very effective two way communication where both the students

and the teachers interact in a healthy manner which allows the department to have some sorts of understanding about the newly enrolled students, their areas of interests etc.

**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).**

Refer to 5.1.5

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

Yes, the College has an actively functioning "Grievance Redressal Cell" to redress the grievances. The students can put forward their grievances regarding academic matters, health services etc. in the complaint box placed in the campus. The problem is discussed by the committee members and then taken forward to the Principal. Measures are taken based on the discussions and judicious decision is taken to sort out the problem. Some of the grievances like, need for purified water,

Following are some grievances that were addressed in the last four years:

| Grievances                      | Solutions  |
|---------------------------------|--|
| Need of purified water          | Water purifier installed on every floor  |
| Need for Cycle stand            | Provided near the main entrance  |
| Need for class rooms            | Arrangements have been made with Netaji Nagar Day College Computer Centre for accommodating us some classes. |
| Computer facility with internet | All the computers in Both the Library and computer centre have internet connections.                         |

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

The Grievance Redressal Cell is empowered to tackle matters related to sexual harassment. In all humility we can say that there has been no report of such incident having occurred in the college till date.

## **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?**

There is no anti-ragging committee in place. There is no instance related report received by the institution during the last four years.

## **5.1.13 Enumerate the welfare schemes made available to students by the institution**

- Canteen is available to feed the students.
- There is a Cycle stand that ensures safety to the cycles which is an important mode of transport for the students of the college.
- There is a Health Insurance Scheme which covers the students of the college.
- Students can avail of the health check-up facilities offered by Students' Health Home
- Scholarships and stipends as per government norms are available to the SC/ST/OBC students and those from the minority community. Kanyashree, West Bengal Government sponsored scholarship for the girls student is also offered.
- Students' concession is also provided.
- The IQAC coordinator has volunteered to donate her honorarium accrued so far (in her capacity as IQAC coordinator) to the college fund for the purpose of providing concession to the students.
- Various departments of the college encourage the students to avail the facilities offered by the departmental libraries. Students are allowed to retain the departmental library books till their exams are over.

## **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 does not have a registered Alumni Association, however there are informal contacts with the former students, both at a personal and institutional level.

## **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.**

Every year a good number of students after completion of their UG courses from this institution get admission in PG courses in various universities of the state. In 2014 a student from the department of Journalism & Mass Communication got admission in the Indian Institute of Mass Communication after having cleared the entrance examination.

We are in the process of building a proper infrastructure to maintain well documented record of students progression.

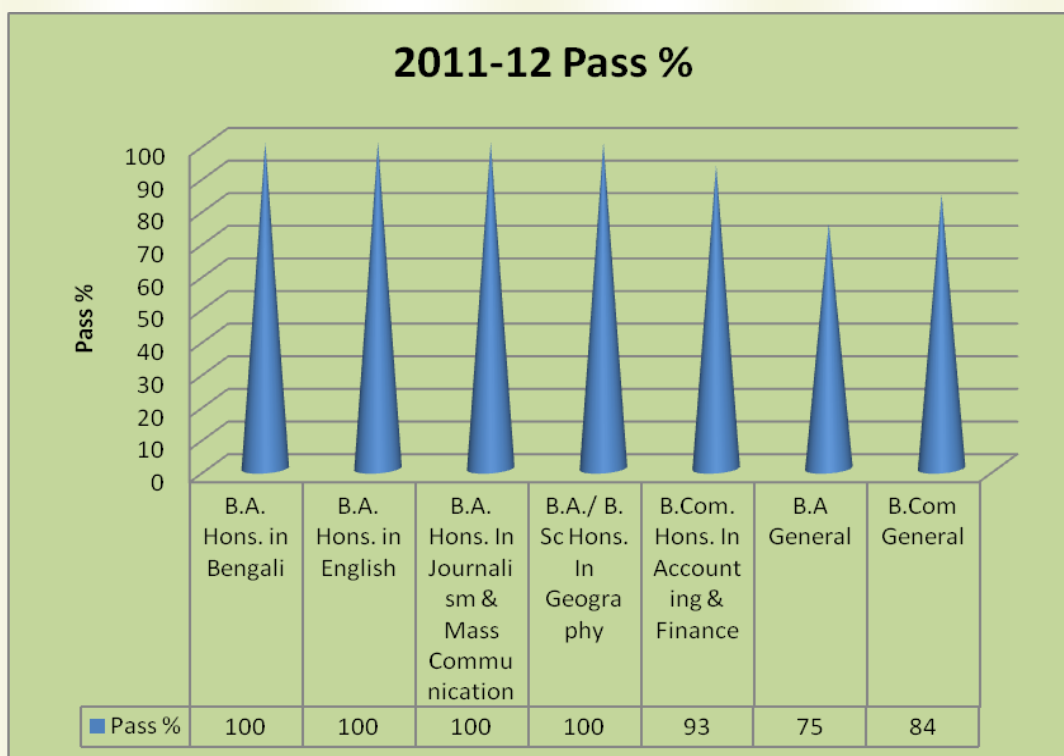
An impressive number of our students are not only employed in different public and private sector organisations, but also have shown great enterprise by generating self employment scope for themselves. May we say with all humility that quite an impressive number of students of the department of Journalism & Mass Communication are working in almost all major media organisations of the state.

**5.2.2 Provide details of the program wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish program-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.**

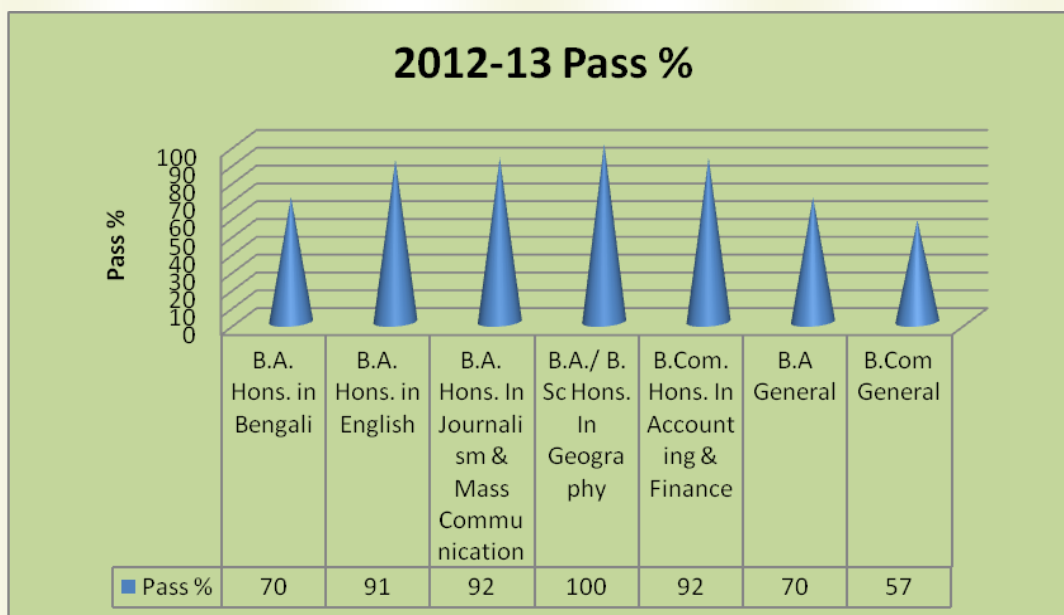
## **Result Analysis from 2011 to 2015**

| SL No | Name of the Programmes                        | 2011-2012 |        | 2012-2013 |        | 2013-2014 |        | 2014-2015 |        |
|-------|---|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
|       |   | Appeared  | Pass % | Appeared  | Pass % | Appeared  | Pass % | Appeared  | Pass % |
| 1     | B.A. Hons. in Bengali                         | 10        | 100    | 27        | 70     | 20        | 95     | 8         | 75     |
| 2     | B.A. Hons. in English                         | 6         | 100    | 13        | 91     | 1         | 100    | 3         | 100    |
| 3     | B.A. Hons. in History                         | NA        | NA     | NA        | NA     | 2         | 50     | 5         | 100    |
| 4     | B.A. Hons. In Journalism & Mass Communication | 21        | 100    | 35        | 92     | 10        | 100    | 10        | 100    |
| 5     | B.A./ B. Sc Hons. In Geography                | 27        | 100    | 17        | 100    | 10        | 100    | 22        | 100    |
| 6     | B.Com. Hons. In Accounting & Finance          | 27        | 93     | 38        | 92     | 30        | 60     | 46        | 54     |
| 7     | B.A General                                   | 71        | 75     | 84        | 70     | 89        | 67     | 98        | 63     |
| 8     | B.Com General                                 | 100       | 84     | 127       | 57     | 102       | 66     | 100       | 36     |

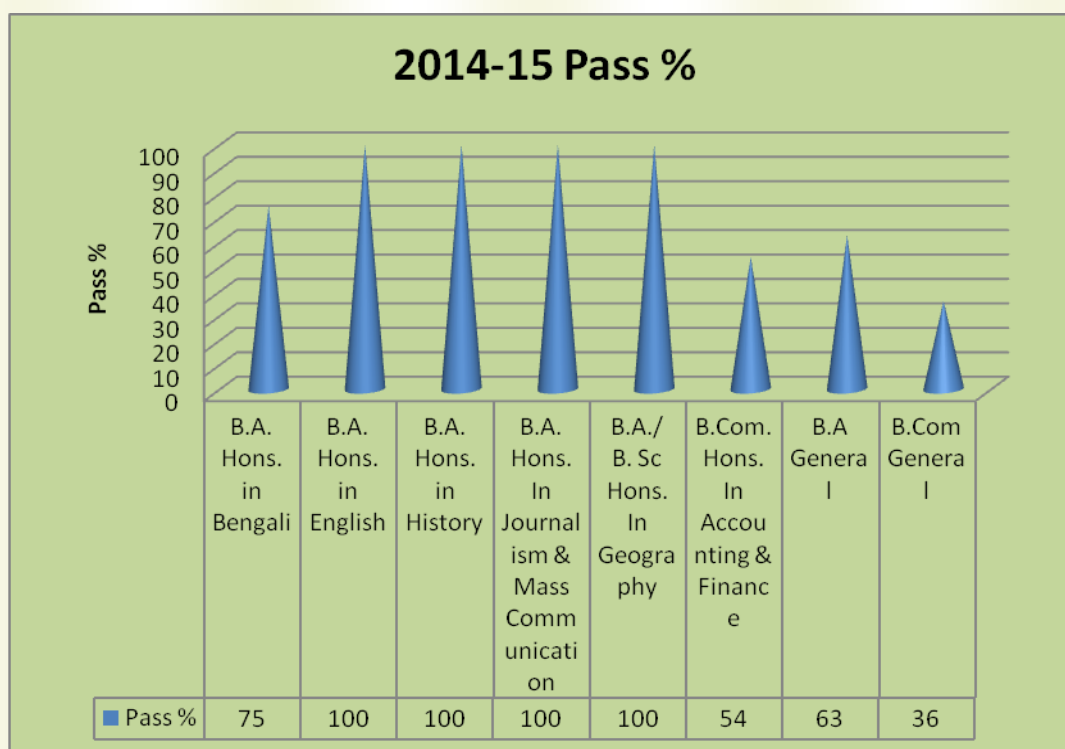
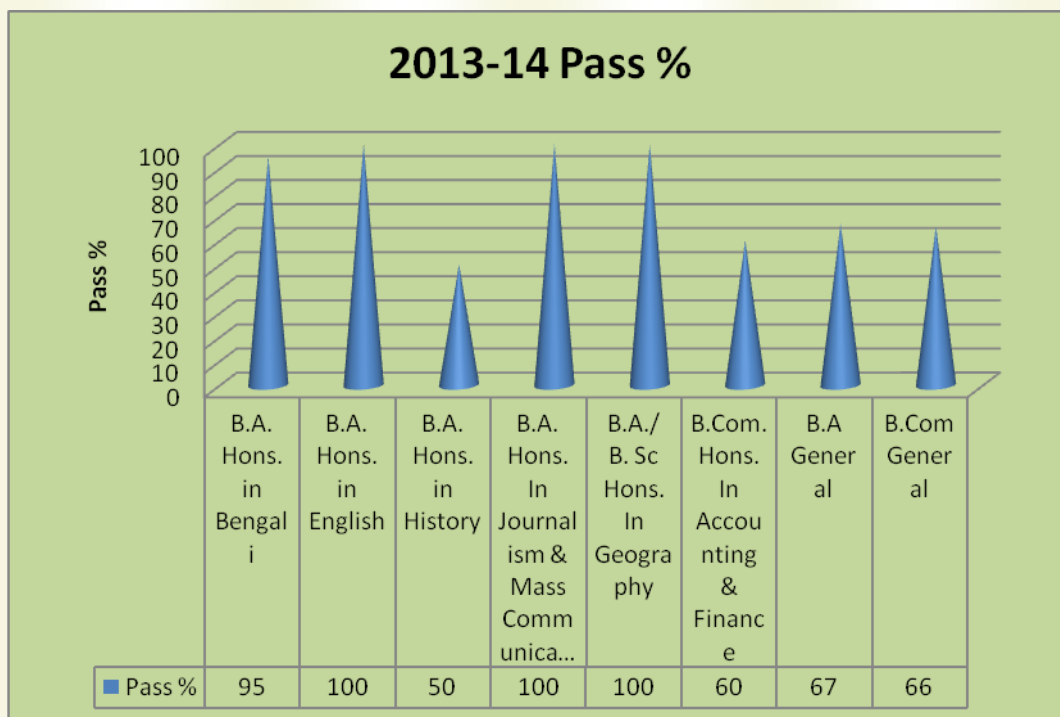
## 2011-12 Pass %



## 2012-13 Pass %







Efforts have not yet been made for making such comparison.



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

The counselling cell of the college is sensitive to the matter relative to matters related to the aggrandisement prospect of the students. Not only it acts as a repository of information on job and career building opportunities but also organises seminars the professionals of outstanding repute interact with the students and offer them solid and sound advice.

The college runs two job oriented courses – i) Insurance Management [UGC sponsored] and ii) Computerised Accounting, Taxation and Project Management [Certificate course]. The second one is self-financed.

The career counselling cell not only acts as a storehouse of information for guiding the students towards finding proper employment for themselves, but also arranges seminars on career building issues with a view to appraising the students of the available prospects in the job market *per se*.

Please also refer to 5.2.1

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

Both the risk of failure and dropping out are not always necessarily connected with merely the academic performance of a student. This is all the more true in case of institution like ours which has for generations cater to the needs mostly of those whose existence is peripheral in the society. In short we generally deal with first generation learners who are economically vulnerable. The college has a support mechanism in place in form of a students' concession committee which is sensitive to the causes providing support to this particular section of students so that their progress in the academics is not hindered in any way.

## **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 students of the college have not only been taking part consistently over the years, but also have left their mark as well in an emphatic manner in various sports and cultural competitions. The sports committee takes care of this and provides every possible infrastructure related support to the students.

## Games and Sports:

1. Various cricket, football and Table Tennis tournaments organised under the aegis of the University of Calcutta
2. South Calcutta Inter-college athletic meet organised by the University of Calcutta
3. South Calcutta Inter-college football tournament organised by Kolkata Police
4. The college organises its Annual sports in the month of December every year.
5. Indore games competitions are also a salient features of our sports related activities.

## Cultural Programme

The College observes Rabindranath Tagore's Birthday, International Language Day, 'Baishey Shraban' (Tagore's Death Anniversary), Netaji's Birthday on 23<sup>rd</sup> January, Republic Day on 26<sup>th</sup> January, Independence Day on 15<sup>th</sup> August, the College Foundation Day on 25<sup>th</sup> September, Teachers' Day on 5<sup>th</sup> September, so on and so forth. Beside this, the Fresher's Welcome Programme, Annual College Social are some of the salient features of the various activities undertaken by the College. The 150th Birth Anniversary of Rabindranath Tagore was commemorated with great fervour and gaiety. It needs to be mentioned in this context that the 150<sup>th</sup> Birth Anniversary of Swami Vivekananda was celebrated with great pomp and grandeur in the college. An inter college creative writing competition was organized by the Department of English in 2010 and it was a huge success.

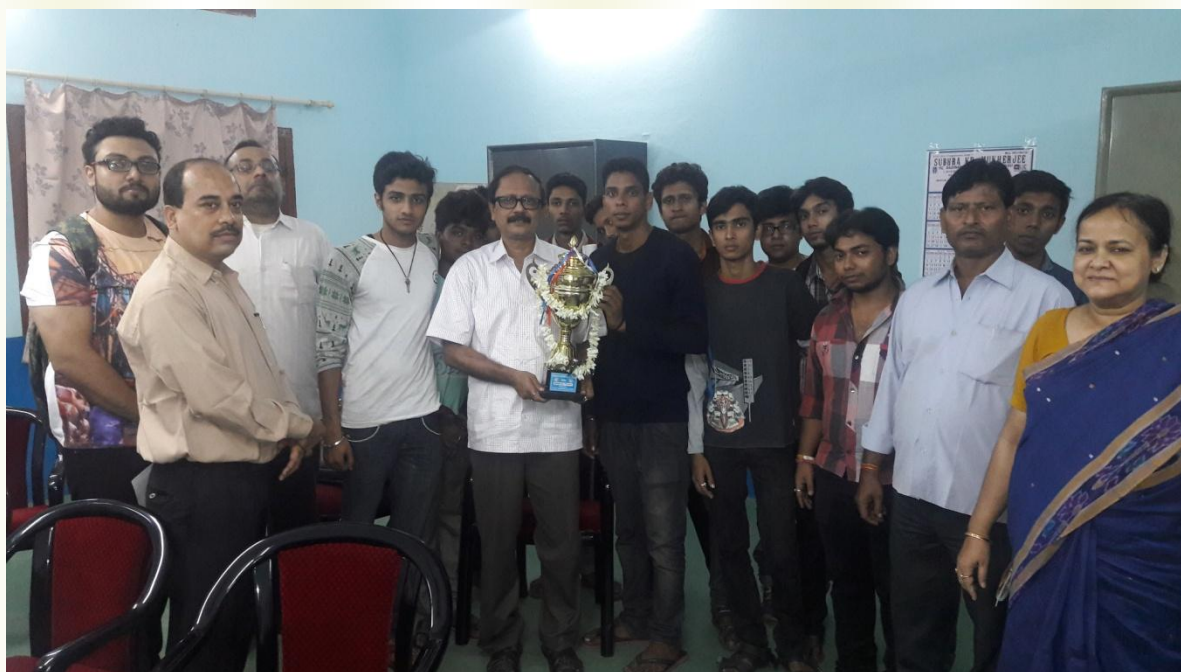
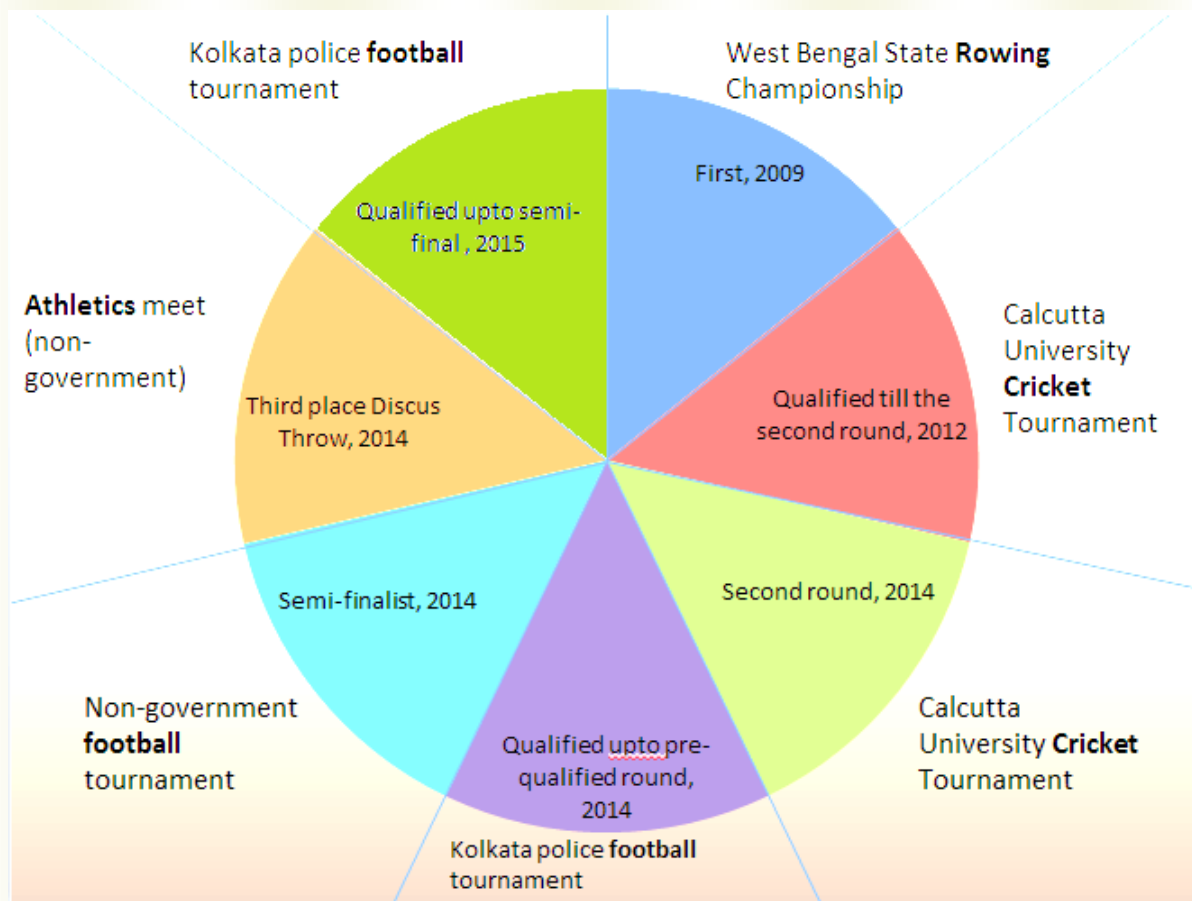
## Other Activities

1. The students' union organises Blood Donation camp every year.
2. The college organised candle lit protest march to condemn the heinous terrorists attack in Mumbai in November 2008 and to express solidarity with the near and dear ones victims consecutively in 2008 and 2009.
3. The college also organised a silent protest march to mourn the deaths of those hapless souls in the AMRI (a private hospital in South Kolkata) fire in January, 2012. The students of the institution are sensitive to various contemporary problems facing the nation and the world finds its reflexion in the organisation of such events.
4. In the wake of recent terrorists strike in Paris the college organised once such gathering where the teachers, students and non-teaching staff assembled to condemn such acts of violence and intolerance that a tearing the world apart.

## 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 the college have on innumerable occasions one accolades, both for themselves and the college in various co-curricular extra-curricular and cultural activities at different levels. So much so, one student of the college has represented India in the under 19 category of the football tournament. There is also instance of students of our college having represented the Calcutta University Rowing Club in the West Bengal State Rowing Championship. Furthermore quite an impressive number of our students have been regularly taking part in the Cricket Association of Bengal League.

| Year    | Events  | Position                           |
|---------|---|------------------------------------|
| 2009    | West Bengal State <b>Rowing</b> Championship  | First                              |
| 2012-13 | Calcutta University <b>Cricket</b> Tournament | Qualified till the second round    |
| 2014    | Calcutta University <b>Cricket</b> Tournament | Second round                       |
| 2014    | Non-government <b>football</b> tournament     | Semi-finalist                      |
| 2014    | <b>Athletics</b> meet (non-government)        | Third place Discus Throw           |
| 2014    | Kolkata police <b>football</b> tournament     | Qualified upto pre-qualified round |
| 2015    | Kolkata police <b>football</b> tournament     | Qualified upto semi-final          |



### 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 graduates of the college visit their respective departments. The college takes feedback from them. It is analysed by the IQAC and necessary measures are taken to improve the quality of education, teaching and infrastructure.

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

The college has a magazine of its own, entitled '**Prabaha**' where teachers, students and the non-teaching members of the institutions are invited to send in their contributions. We take extreme pride in the fact that some departments of the college are credited with bringing out serious departmental publications which ought to provoke the discerning reader. For example- **The Benchmark** published by the Department of Commerce is one such journal where thought provoking articles on Commerce-related issues can enlighten readers. **nnc.wallmag.com** is the wall Magazine of the Department of Commerce. The Department of English is also credited with publishing a serious academic journal with ISSN No. 2320-4109 entitled '**Netaji Nagar Journal of English Literature and Language**'. The departmental teachers and the students take great pains in publishing it. Besides this, they have a wall magazine of their own by the name of **Mirror**. The Department of Bengali is also not lagging behind in this regard. Their signature publication is **Swabhabar Swar** which acts as a forum for the students of the department to ventilate the creative thoughts of the students. They too have a wall magazine – **Mukhor Prachir**. The Department of Geography has a wall magazine – **Bhorra**. The Department of Journalism and Mass Communication has two lab-journals- one in Bengali, '**Sambadisa**' and **The Razor's Edge** in English. It needs to be noted in this context that there has been only a maiden publication of **The Razor's Edge** so far. This apart, the department has a wall magazine entitled **Mukta Man. Arthanwita** is the wall magazine of the Department of Economics. The Department of History also has a wall magazine entitled **Suchetana**.

However, let us be honest in admitting that it has not always been possible to bring out all these publications on a regular basis for reasons not always within our control. But we are optimistic that from now onwards we will leave no stone unturned to maintain periodicity.





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

Yes, the College has a Students' Union. Formation and election of this body is governed by the rules the University of Calcutta. Major activities organised by the Students' Union are the college fests and college fresher's event. It maintains unity in the campus. Fund is taken from Union Fund which is separately included in the college fee of each student. Seminars, talks etc. are also organised by this body on issues like environmental awareness.

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

There is a student representative in every important academic and administrative body. There is a Class Representative for every class who ensures smooth functioning of the class and maintains a relation between the students and the faculty members. Students actively take part in organisation of all activities and events in the college.

Following is a list of bodies which have student representatives:

- Governing Body
- Cultural
- Games & Sports
- Seminar
- Magazine
- Disciplinary & Counselling
- Grievance Redressal
- NSS

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

There is no Alumni association as such. However, both at the institutional and personal level efforts are being made to build up contacts with the alumni of the college. From the institution's point of view the senior teacher in the Department of Commerce along with all the departmental heads have been entrusted with the responsibility of gathering as much information as they can about our students of the previous years. May be said modestly, we have met with reasonable success in this regard. We are hopeful that our plan of forming a proper alumni association, comprehensive in nature will crystallise very soon.

Perhaps one manifestation of collaboration with the previous years is that quite an impressive number of them are at present teaching in various departments of the college in the capacity of Guest lecturer. This also paves the way for the present generation of the students to emulate their 'seniors' (who at one point in time studied here) to go for their higher education and later on come back to this very institution to teach.

The college maintains cordial relations with the former faculty. The institution often falls back upon them for their valued suggestions in regard to academic and other issues. Further more, on various occasions they formally invited to the institution and to made to feel that they are inseparable from us in every sense of return.

## **5.3.8. Any other relevant information regarding Student Support and Progression which the college would like to include.**

Nil



## **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.?**

#### **Vision:**

To be an excellent institution of higher education ensuring high quality general education to all sections of the society.

#### **Mission**

- To sustain the tradition of providing higher education to the wards of common people of the locality;
- To provide affordable education to all irrespective of caste, creed and economic background;
- To be a forward looking institution with efficient, resilient, student-friendly and dedicated staff;
- To inculcate value system in the students;
- To give opportunities of higher education to the students who are otherwise engaged during the day time;
- To create an ideal academic environment for the enhancement of quality of teaching, learning and research

#### **Our Objective**

1. Creating a proper academic ambience
2. Qualitative improvement of teaching-learning process through mutual co-operation and modern technology.
3. Participating in different social and cultural programmes in and outside the College.
4. Extending helping hands to students.
5. Instilling, among the students, a spirit of enquiry and rationality.

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

There is no formal quality policy framed by the Governing Body, the highest decision making body of the College. However, the quality aspect of any execution on the part of the Governing Body is never compromised. As for instance, the Governing Body at the

commencement of the academic session constitutes different Sub-committees and prescribes the major assignments to be carried out by these sub-committees during the academic session. While framing the assignments the management duly considers available human, financial and infrastructural resources and probable constraints that may be encountered at the time of execution. Therefore, it may be set an example of quality assurance of different activities to be achieved duly considering the reality.

In addition to above the GB also monitors the functioning of different sub-committees framed by the Teachers' Council, which mainly takes care regarding maintenance of quality of academic services provided by the institutions to the students.

### 6.1.3. What is the involvement of the leadership in quality initiatives?

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

Although the institution does not have any quality policy as stated earlier, the leadership while frames different action plans, quality aspect is given due importance and while communicating those action plans to faculties, non-teaching members and students they are also specially motivated regarding maintenance of quality in the process of execution of their assignments.

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

Different sub-committees formed by the GB and the Teachers' Council duly consider the institutional strategic plans while formulating individual action plans. In addition head of different departments while framing departmental plans, gives due emphasis in respect of basic framework drawn in the institutional strategic plans.

- ***Interaction with stakeholders***

a) The Principal interacts with the teaching, non-teaching, students and guardians whenever necessary for the qualitative improvement of the institution as a whole. Regular interaction takes place with the parents at departmental level. Pri

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

While interacting with teaching, non-teaching staff, parents and students at different levels Principal of the College takes their inputs regarding future course of action of the institution and those are regularly communicated to the management. At the time of formulating the strategic plan, the management gives due weightage to such inputs.

- ***Reinforcing the culture of excellence***

With a view to reinforce the culture of excellence various efforts are taken at different at different levels of the institution as mentioned below.

a) Continuous self appraisal of academic assignment is done by all the teachers and reviewed by the head of the institution on a regular basis.

b) Departmental heads in their meetings held at regular interval also reviews the progress of different teachers and make necessary adjustments as and when necessary with a ultimate objective achieve the overall departmental plan.

c) Propriety of financial transactions made by the institution is authenticated through statutory audit on a regular basis. Observations of the statutory auditors are seriously taken care of by the Finance Sub-committee and communicated to the GB for necessary action.

- ***Champion organizational change***

IQAC from September 2014 takes regular feedback from all departments and communicates the results to the Principal for taking necessary actions.

#### **6.1.4. What are the procedures adopted by the IQAC with regard to quality initiatives?**

The IQAC of the College has been functioning in an organized way from September, 2014. After that period, it has contributed substantially in the process of formulating strategic plans of the institution initiated by the management. As it has been reiterated that formal quality policy is yet to be formulated in our institution, but quality issue is always taken care of by the management and IQAC through its involvement in the process of strategic planning by the management indirectly associate itself with assurance of maintaining quality aspect in the institution.

#### **6.1.5. 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?**

Different sub committees in the process of executing the existing plans of the institution encounter some changes in the academic and administrative field and those changes are duly communicated by different sub-committees to the management for consideration of the later in the process of formulating future plans of the institution.

#### **6.1.6. Give details of the academic leadership provided to the faculty by the top management?**

The departments are provided with complete autonomy for creating departmental academic calendar and examination schedules. In addition, field trips, educational tours etc. are decided by the departments. Complete autonomy is provided to the principal investigator for research projects.

#### **6.1.7. How does the College groom leadership at various levels?**

- a) There are many committees and sub-committees. Faculties are made coordinator and members of different committees.
- b) As per guideline from the Government and UGC, coordinators of some of the committees are changed on a rotational basis or seniority basis as applicable.

#### **6.1.8. How does the College delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?**

- a) Academic autonomy is provided to all the departments.
- b) There are a number of committees and sub committees in the College. Action plans are decided by the committees independently.

c) IQAC has started taking quality initiatives in the institution and forwards its suggestions to the management for review and approval.

**6.1.9. Does the College promote a culture of participative management? If 'yes', indicate the levels of participative management.**

The College promotes participative management culture. There are a number of committees, sub-committees in the College that contains faculty members, non-teaching staff and the students. The Governing body and the IQAC also consist of members from faculties, non-teaching staff.

## **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?**

It has already been mentioned earlier that the institution does not have any formally stated quality policy. However, at the time of deliberations made at different meetings of governing body, teachers' council, sub-committees and departments primary consideration is given to the quality aspect of any plan to be executed at different levels of the institution. Review of such quality-oriented plans are also periodically made at different meetings and necessary modifications are made in designing future course of action.

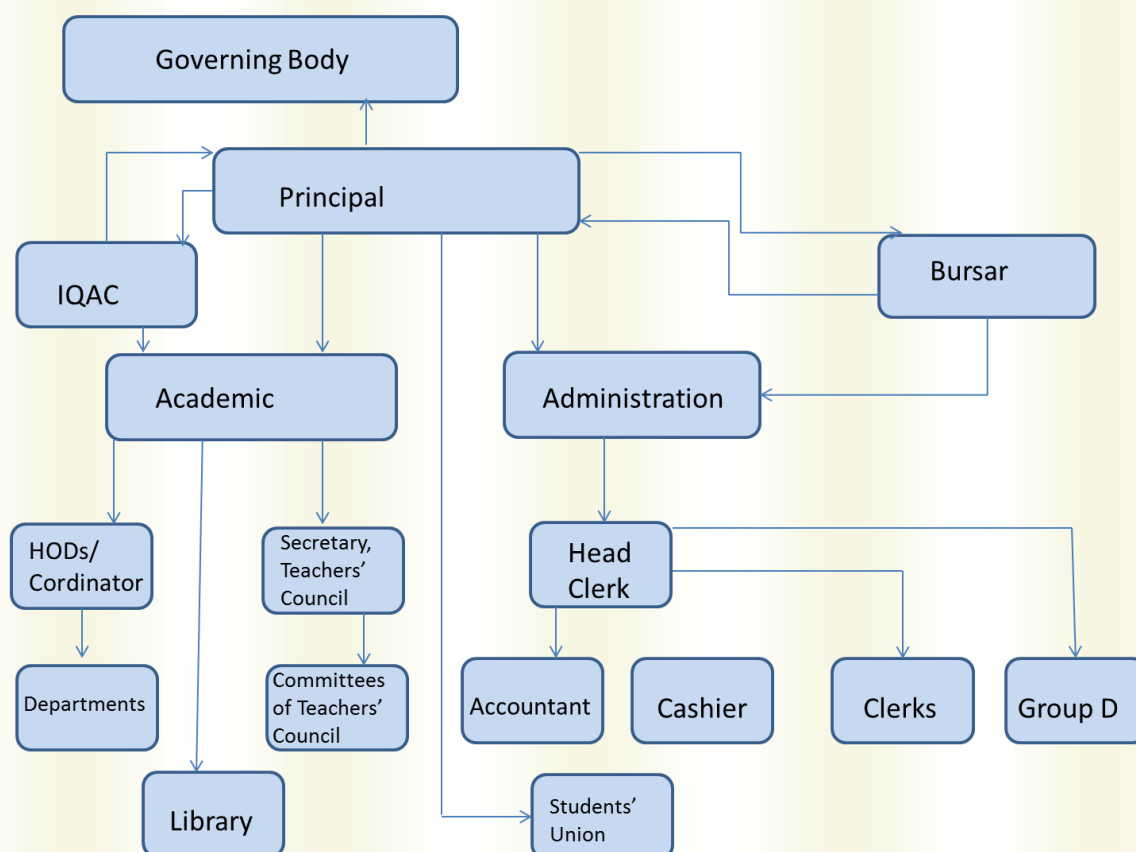
**6.2.2. Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.**

Plan for development in our institution is considered from two view points – academic development and infrastructural development. Different aspects of academic development and necessary planning to achieve different academic goals are primarily made at the departmental levels and then such primary plans are approved by the GB of the College. While making such academic plans the departments consider different perspectives in which our institution exists, for example intelligence, financial background of our students. These perspectives are duly considered while designing an academic plan at the departmental level. Similarly, planning for infrastructural development is mainly done by the Building Committee. The sharing of common infrastructural resources is one important perspective which is dealt by the Coordination Committee, represented by members of both the Colleges. The financial perspective associated with such infrastructural development planning is also resolved through a unanimously settled coordination policy prescribed by such committee.

**6.2.3. Describe the internal organizational structure and decision making processes.**

Before September, 2014, there was IQAC cell; however it was not active. The internal organisational structure was as under:

The Principal is the head of the institution and he is directly answerable to the GB. There are different sub-committees as well, which are also the part of internal organisational structure and they also contribute in the decision making process. Since September, 2014 the scenario has changed and at present IQAC has a very important role to play. At present the internal organisational structure is presented below with the help of a diagram.



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

- **Teaching & Learning**

a) ICT facility was introduced in the recent years. Online MCQ was also introduced from the academic year 2015.

- **Research & Development**

a) Faculties are encouraged to participate in research projects. Complete autonomy is provided to the Principal Investigators.

- **Community engagement**

a) The NSS unit of the College was functional till 2010. The College is trying to make NSS functional from the year 2015.



- **Human resource management**

- a) Teaching

Faculties are encouraged to pursue research projects and for that purpose available infrastructural resources are provided on an urgent basis. Financial grants are disbursed to the Principal Investigator as and when those are released by the granting authority.

Faculties are sanctioned duty leave as and when they go for Orientation and Refresher Courses. Departmental heads are given complete autonomy to plan academic activities and necessary requirements of various departments are made by the College authority within shortest possible time.

- b) Non-teaching staff

Non-teaching staffs are encouraged to participate in computer awareness programme run by the College itself. Allocation of duties to different non-teaching staffs are made in a systematic manner and that is duly approved by the Head of the institution.

The faculties and non teaching staff are given standard benefits as per the State Govt., UGC and University norms. In addition, there is a College Co-Operative Credit Society which financially helps all the teaching and non-teaching staff members of the College.

- **Industry interaction**

There is no formal process in place for industry interaction. However, eminent faculties from the industry are invited regularly. In designing the syllabus for self financing and UGC sponsored career oriented programmes run by the College, valuable observations of industry and professional experts are invited and interactions with such experts are continuously maintained in exploring possible job opportunities for passed out students of these courses.

#### **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 academic activities are mainly carried on by different sub-committees formed by the Teachers' Council. The reports of performances of different sub-committees are placed to the Principal by the Teachers' Council at the end of the academic session. In turn the Principal communicates the extracts of such reports to the GB for their consideration and necessary action.
- The review of University results of our students is done by the Academic Sub-Committee and Teachers' Council. Observations of these two bodies are reported to the GB through the Principal.
- Guardians meetings are held in the College at regular intervals. Information regarding academic performance and attendance of students are reported to the guardians. In

some cases, with a view to increase the awareness of guardians in respect of progress of students, faculties place the examined answer scripts for their necessary review. In course of interacting with the guardians in such meetings, they are made aware regarding the initiatives taken by the College to promote extra-curricular activities by our students – publication of departmental wall magazine, departmental magazine, arrangement of students' seminar, educational tours etc.

- To supervise the financial affairs of the institution the GB constitutes a Finance Sub-Committee. Reporting in respect of financial transactions made by the College is duly communicated to the GB.

## **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 initiatives of the management to encourage and support involvement of the staff can be understood from the following practices followed in the College:

- In the highest decision making body of the College staff members are substantially represented. In different meetings of the GB observations made by different staff members are given due weightage in the process of taking final decision.
- The decisions of the GB are executed through different sub-committees made by the GB itself and by the Teachers' Council. In most of such committees all levels of staff members are represented. This way the management encourages the involvement of staff in improving the effectiveness and efficiency of the institutional processes.
- The IQAC in its different initiatives regularly interacts with the teaching and non teaching staff and associate them in a systematic manner in executing different plans and programmes.

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

To be provided in the annexure 2.

## **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 affiliating university makes a provision for according status of autonomy. However, the College has not yet applied for availing the status of autonomy.

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



There is a Grievance Redressal Committee in the College. A complaint box is placed at the entrance of the College. Grievances, if received, are analyzed appropriate actions are taken and finally the grievance is resolved by the Committee.

**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?**

There has been no instance of Court Case filed by and against the institute during the last four years.

**6.2.11. Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort Re: Curriculum, Teaching, Learning Resources**

Feedback link is available in the College website. The feedback results are reviewed by the IQAC. Recommendations are forwarded to the Principal and the Management.

## **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?**

Faculties are encouraged to engage themselves in Faculty Development Programs and other workshops. Study leaves are allotted for the faculties who are involved in active research. Advance ICT tools and techniques are made available for the faculties. Faculties actively participate in interdisciplinary projects and lectures that help to nurture the students. Workshops are also conducted for non-teaching staff for ICT awareness.

**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?**

Infrastructures such as Internet access in computer lab and in library is provided to faculties. College has adopted Co-Operative Credit Society for faculty welfare. Autonomy to faculties is given for effective decentralized governance and to design teaching plans individually, so that the faculty empowerment initiative is ensured. .

### **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.**

- The academic appraisal of faculties for the purpose of promotion is done strictly as per UGC guidelines and norms. As per rule the IQAC plays an important role in ensuring that performance appraisal parameter prescribed in the UGC norms have been duly complied by the applicant.
- Academic assignments designated to different faculties are periodically appraised in departmental meetings and also by the Heads of different departments in the meeting of the Academic Sub-Committee. The GB seeks the reports from the Principal regarding the performances of the students in the University examinations and in that way appraise the teaching efforts taken by the faculties.
- Faculties are also given responsibility to look after different teaching and extra curricular activities. Preparations of class routine, conducting examinations, holding seminars, pursuing cultural activities by the students are some examples in this respect. The performances of faculties in delivering these activities are also periodically reviewed in the meetings of the Teachers' Council. At the end of academic session, in the Annual General Meeting of the Teachers' Council the performances of the teachers representing different sub-committees are reviewed.
- The performances of the non teaching staff are supervised by the Principal by taking feedback from Head Clerk. In addition the Principal in course of his regular interactions with non teaching staff monitors their performances and advises necessary measures for improving their performances.

### **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?**

As stated above there is no formal performance appraisal system at individual level. Any suggestion required for improving the performance of any faculty and non teaching staff, is given informally by the Principal and subsequently, the Principal monitors the future performance of such staff member to whom improvements were suggested.

### **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?**

Both the teaching staff and the non teaching staff enjoy benefits provided by the University and Govt. of West Bengal. For teaching staff and non-teaching staff there is a Co-operative Credit Society and all the staff members as per their requirements, take loan at a minimum rate of interest from the said society. The college has a Staff Welfare Committee and financial assistance is provided to the staff if any emergency situation arises of any staff member. Teacher Council allots fund for teacher's farewell. Group Insurance scheme is also at place for both teaching and non teaching staff.. For Non-Teaching staff, without violating university norms and if the situation permits, college allows the children of non-teaching staff to get their names enrolled in the college. Group Insurance scheme is also on hand.

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

The appointment of the full-time faculties is made by the West Bengal College Service Commission. Healthy academic atmosphere and available facilities are provided to the faculties on an equitable basis. Faculties who are actively engaged in research work, are encouraged by providing infrastructural facilities and necessary assistance in timely disbursement of research grants sanctioned by them. Those faculties who apply for study leave for completing their final stage of research work, are granted by making necessary adjustments in their existing academic assignments. Academic autonomy is provided to Principal Investigator and to respective departments for research projects.

## **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?**

Governing Body of the College has formed Finance Subcommittee for the purpose of monitoring effective and efficient use of available financial resources. On a daily basis the Bursar of the College monitors the use of financial resources and checks the authenticity of different financial transactions made by the College. On an annual basis, Statutory audit is conducted and reports of the auditors are seriously dealt by the GB. With a view to ensure effective and efficient use of financial resources accounting records in the institution are maintained upto date. Financial budget is prepared regularly with a view to ensure better control over accessible financial resources of the institution.

### **6.4.2. What are the institutional mechanisms for external and internal audit?**

The Statutory Audit is conducted by the Statutory Auditor, who is appointed by the Governing Body on the basis of the recommendation of the Director of Public Instructions, Government of West Bengal, Education Directorate. So far as internal control over the financial transaction is concerned there is a system of rigorous checking by the Bursar, the Finance Committee and the Principal. Any anomaly, if found, is redressed instantaneously and thereby, propriety of all financial transactions is ensured.

### **6.4.3. When was the last audit done and what are the major audit objections? Provide the details on compliance?**

Statutory audit has been completed in respect of financial statement for the year 2014-15. No major audit objections have been made by the auditor.

### **6.4.4. 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.**

The major sources of institutional receipts are fees collections from the students, grant

received by the Government of West Bengal and the UGC.

Audited Income & Expenditure for the last four year will be provided in the annexure 3.

|             | 2011-12    | 2012-13    | 2013-14 | 2014-15    |
|-------------|------------|------------|---------|------------|
| Income      | 4982005    | 4496496    | 4984987 | 4651408.92 |
| Expenditure | 2630556.85 | 3116930.96 | 3929870 | 4271553    |

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

As yet no such efforts have been made by the institution in securing additional funds.

### **6.5 Internal Quality Assurance System (IQAS)**

#### **6.5.1. Has the institution established an Internal Quality Assurance Cell (IQAC)?**

##### **1) If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

The IQAC was established in September 2014. However, prior to that, for the past two years, the Teachers' council has been monitoring both the quality assurance and enhancement aspects of the institution. Since IQAC started functioning in September, 2014, it has been extremely proactive in monitoring the quality initiatives that ensure comprehensive growth of the institution.

##### **2) How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?**

The IQAC in the College has started functioning in a structured manner. Some of the decisions of the IQAC like on-line admission of students, proposal for promotion of some teachers (CAS) have been approved by the management and necessary steps for implementation have been taken.

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

Yes, the IQAC has external member in its committee. The member is significantly contributing the expertise by sharing expertise in enriching the functioning of IQAC. As the IQAC has started functioning afresh, it is taking the valuable inputs of external members in determining future course of action.

##### **4) How do students and alumni contribute to the effective functioning of the IQAC?**

- As yet there are no representatives from students and alumni.



## **5) How does the IQAC communicate and engage staff from different constituents of the institution?**

The IQAC has engaged members both from faculties and non-teaching members. Members of the GB is also represented in the IQAC. They are invited formally in every meeting held by the IQAC and different decisions taken by the IQAC are communicated to other members through such representatives.

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

The quality assurance is perceived as growth enabler at the institution. Quality cells such as IQAC, Teachers' Council and other committees are part of quality assurance framework. At the commencing of every session academic calendar is designed for finer quality teaching. The HODs monitor the progress as per the academic calendar and arrange for additional classes as necessary. Administrative activities are monitored by the Principal and the College Management.

## **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.**

For effective implementation of quality procedures faculties are encouraged to participate in external workshops/in-house workshops, seminars, guest lectures and conferences. Regarding maintenance of quality in teaching HODs and Principal of the College give necessary suggestions to faculties. In addition the institution runs computer awareness programme on different occasions particularly for its non-teaching staff.

## **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?**

Academic Audit is conducted every year in the institution. The record of classes allotted and actually taken by individual teachers is compiled by the Institutional Head and discussions on this issue are made in the Teachers' Council.

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

The University as the regulatory authority prescribe different rules with a view to enhancing quality in teaching learning process. These rules are in respect of maintaining minimum number of teaching days during an academic session, minimum number of weekly classes to be taken on individual honours and general subjects, minimum percentage of classes by the

students, holding prescribed number of internal and mid-term tests. All these quality assuring recommendations of the affiliating University are strictly adhered to in our institution.

**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?**

At the commencement of every session academic calendar is prepared for planning different teaching-learning processes. Then at the departmental level the HODs review the progress of different plans. The Academic Sub-Committee represented by all the HODs considers the progress of different departments and accordingly takes necessary measures. Finally, the Principal monitors the entire teaching-learning processes carried on in the institution on a regular basis by interacting with students, teachers and guardians. The GB being the highest decision making authority of the College also takes inputs from the Principal with a view to review the progress of different teaching-learning processes in the institution.

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

The academic calendar as the primary tool for achieving quality in teaching-learning process is communicated to all the students at the beginning of the academic session by uploading it in the College website. Also the Principal in person meets all the first year students and delivers messages regarding measures to be followed for maintaining quality in teaching-learning process. In the first meeting with the guardians of first year students immediately after the commencement of first year classes, the Principal also communicates to the guardians the different quality related matters in order to seek their cooperation as also to achieve the quality initiatives of the institution. During informal interactions with former students, the Principal and the faculties inform such quality related initiatives and take their suggestions to increase their involvement with the institution.



## **CRITERION VII: INNOVATION AND BEST PRACTICES**

### **7.1 Environment consciousness**

**7.1.1 How the institution conduct a green audit on its campus and facilities:** Not yet started

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

#### **\*Energy Conservation**

The institution is fully aware about the need for energy conservation. It realises that prudent use of energy is not only environment-friendly but also curtails the spending part. Certain measures adopted by us vindicate our sincerity in this regard.

- (i) Initiative is being taken to replace the old generator by a new one.
- (ii) Installation of MCV to control voltage fluctuation and save on electricity.
- (iii) Reduction in energy consumption is ascertained by holding classes in the afternoon as much as possible on Saturday. (Remember, ours is an evening college).
- (iv) Doors and windows are kept wide open so that natural light pours in.
- (v) Printers/ copiers used only when necessary, otherwise kept turned off.
- (vi) The authority restricts both use and purchase of Air-conditioners.

#### **\*Use of renewable energy:**

- (i) Installation of solar panel is on the anvil. We have already taken certain steps in that direction.
- (ii) Drinking tea from earthen bowls.
- (iii) Paper-cups for tea sold to vendors.
- (iv) Online student admission.
- (v) Advising students to see website instead of prospectus.
- (vi) On line payment of salary instead of cheques.

**\*Water Harvesting :** No measure as such has been initiated by the institution.

**\*Check Dam Construction:** Not applicable for us.

**\*Efforts for Carbon Neutrality:** Nil.

- (i) College authority puts restrictions on buying Air-conditioners.
- (ii) Faculty with specialization in sustainability delivers lecture on her experience to faculties, students.

**\*Plantation:**

- (i) Students are taken to local nature bodies as per UG syllabus.
- (ii) The Department of Geography has a couple of cactus plantations in front of the entrance of the Department.

**\*Hazards waste Management:** NIL

**\*E-Waste Management:** NIL

## 7.2 INNOVATIONS

In the contemporary world no academic institution can forge ahead if it does not feel the urge of constantly reinventing itself by the way of adopting innovative measures for all its stakeholders. Our institution is no exception. An institution of higher education today cannot afford to have a laidback attitude or suffer from complacency and simply rest on its achievements of the past! It must 'keep up with the Joneses'!

In the light of the observations made above, we have been extremely sincere about conceptualising innovative measures and subsequently translating them into action, notwithstanding our limitations.

### **Teaching –learning**

Our focus has always been on the core area of teaching and learning. It has always been our conviction that teaching 'beyond the classroom' can work wonders! The Departments of Geography and Bengali organize education tours (in case of Geography, 'field study' is a part of their syllabus) which not only act as an 'eye opener' for the students but also impact them positively for their intellectual growth. This is however not to trivialise the importance of the conventional 'chalk and talk' method of teaching.

Teaching of literature is made fascinating and absorbing with the help of the audio.

Self-assessment of answer scripts by the students after class tests are encouraged by the Department of Bengali.

The Department of English is also credited with teaching novels with the aid of both Television and Cassette Recorder.

The Department of Journalism and Mass Communication is credited with truncating the hours of examinations from 4 to 3 and a 1/2 hours without affecting the full marks for its final year Honours students. This has yielded highly encouraging results.

Maintenance of departmental libraries and donation of books from the personal collection of the teachers.

The Departments of Commerce and Journalism take great care in selecting topics of Research Projects for their students of Third Year and Second Year Honours respectively.

Individual assessments of the students are done before handing out topics of research projects to ensure that they can do proper justice to the assigned projects without facing much difficulty. Moreover, the topics are assigned to them in such a way that they can not only appreciate the logical connect between theory and practice, so to say, but also the challenges of translating something into practice that they have been taught in theory. In a nutshell, 'going through the grind' is emphasised.

To form an organized repository of sorts for preserving cards received by the students against donation of blood in 'blood donation camps' organized by the Students' Union every year. This will ensure speedy disbursement of such cards as and when requires by a student as per his/her requirements.

Special arrangement of classroom is in place on the Ground Floor for physically challenged students.

## 7.3 BEST PRACTISES

### Best Practice I

1. **Title** - Committed to the Cause of inclusive higher education that ensures holistic growth
2. **Goal:** Any one familiar with Netaji Nagar College is aware of the fact that the major constituent of our students comprises the ones whose existence is almost peripheral in the society. The most distinctive feature of the institution is that for almost five decades we have been imparting higher education to the ones who have been by and large economically vulnerable, preventing them from opportunities availed by the more advantageous sections of the society for the fullest realization of their potentialities. Hence, the goal of the institution is to ensure 'Inclusive Education Approach' of teaching –learning practice and thereby to inspire its students to prepare themselves for earning their livelihood and to become responsible citizens.
3. **Context:** No assessment of the institution can be complete and objective without taking into consideration the observations made above about the institution. It is a reality of our life that the society continues to remain grossly disparate in nature, and the students who enrol here for higher education are first generation learners, (at the most second generation). Some of them even are breadwinners for their families. It is

in this context that we realize that we have our task cut out for us. While our primary task is to impart education to this section of the society and ensure their intellectual growth, our secondary task is to see that knowledge imparted to them can open the doors of employment and other vocations in future for them. It is a kind of dual responsibility thrust upon us.

In the context of this situation, we have for decades been mulling over taking 'out of the box' initiatives to see that the aspect of material growth is in no way trivialized while taking care of their intellectual growth. We are committed to instilling a competitive spirit so that our students, mostly in the high risk zone of economic vulnerability can face the world with confidence once they are through with their college degree. We believe that all round intellectual development will continue to remain a pipe dream if the physical well being aspects of our students is not taken care of. This realization on our part has prompted us to introduce a comprehensive Health Insurance policy that covers students.

All that have been mentioned above underscore emphatically that reaching out to the highly underprivileged sections of the society (comprising backward classes and minority communities) for the purpose of ensuring holistic intellectual development is quite a formidable proposition that we have been successfully doing for generations, as it is one right step in the realization of a society, based on the principles of egalitarianism.

- 4. Practice:** It goes without saying that the contextual features and challenges faced by us have been influencing factors so far as designing and implementing practices concerned. It needs to be reiterated that the conceptualization of these practices and their institutionalization have paid us rich dividends.

Though we follow highly structured syllabi, we have been enterprising in developing the curriculum, handing out assignments to the students to ensure that learning is quite an interesting thing. The Department of Commerce which happens to be the largest department of the college, is credited with taking such an innovative measure.

An idea about our sincere efforts in respect of ensuring that knowledge imparted to our students produce efficacious results, can be had from the following steps.

- 1) The college offers two exclusively job oriented certificate courses – (i) UGC Sponsored job oriented course on Insurance Management. (ii) A self-financed course on 'Computerised Accounting, Taxation and Project Management'.

These two courses have opened up new scope of employment in their respective areas. Seminars with interactive sessions have provided our students with the wider perspective regarding the job market.

As said earlier, we are committed to ensuring that at the end of the day degree obtained by our students fetches them some kind of employment. The college has

an active and vibrant Career Counseling Cell which is focused on offering professional career-related advice to the students.

In this context, we need to emphasise the innovative measures adopted by us in respect of teaching the highly structured varsity syllabi to our students. We believe that teaching should be both absorbing and productive.

- 2) The Department of Bengali Language and Literature can be credited with introducing 'self-assessment by the students themselves. Here, the students are encouraged to check their own answer scripts after class tests, and identify for themselves their areas of strength and weakness.
- 3) Breaking the 'stereo-type' of class room teaching and making it more fascinating and engrossing has always been taken care of by the Department of English. It organizes 'film shows' from time to time, and mostly 'classics' are shown.
- 4) The Department of Journalism can honestly lay its claim to have introduced certain innovative measures in exams organized by it for its Third Year Honours. students by reducing time-period of exams by half-an hour without affecting the full marks for the paper.

This has enormously helped the students to face CU examinations with greater confidence and aplomb. The department's decision to introduce this innovative system stood vindicated once the Third Year Honours results were out.

- 5) As a token of humanism, the departmental head of Economics and the IQAC Coordinator has donated her accrued honorarium as Co-ordinator to the Students' Concession Fund. A similar step has been taken by the NSS-Coordinator of 2010 and the Head of the Department of Journalism.

- 5. Evidence of Success:** Evidence of our success is reflected both in tangible and intangible forms. 'Out of the box' measures initiated by the institution has paid off well. The performance of the students of the Humanities has been extremely impressive in the last couple of years. Students of both Geography and Journalism have even got positions, in terms of University ranking. Departments of English, Bengali and History have been doing extremely well and their progression to the post graduate level is quite impressive.

The performance of the Department of Commerce which happens to be the largest department, has also been satisfactory. It must be remembered in this context that the overhauling of the syllabi in Commerce has to some extent weaned away the ordinary students from the subject who find it difficult to grasp. If one parameter of success is employment then it needs to be mentioned that many former students of the Department of Journalism are employed in almost all the major media organizations of the state.



The college's flagship certificate courses have definitely opened new vistas for employment. It is a matter of pride for us to present as an evidence of success in achieving our goal to instil 'Inclusive Education Approach' in our institution that some of our meritorious ex-students are presently working as teachers in the Department of Journalism and Geography. We project these instances to our present students so that they can draw inspiration from them and are motivated to give their best performances.

We have reiterated that our students are mostly first generation learners. Therefore, the college authority always takes initiative to engage our students in different 'service departments' and thereby gives them an opportunity to earn. Association of our students in running the college canteen and the cycle stand (students have to pay a small charge for using cycle stand) are good examples of our sincerity in providing scope of earning for our students.

- 6. Problems:** Constrains are too many. Paucity of space and available time are a constant and nagging reality of life that the institution has to live with. It needs to be mentioned here that ours is an evening college which has to share the same premises with the Day College which is much bigger in size.

Financial constraint is another reality that cannot be ignored. Many of our plans fail to actualize because of severe financial constraint. Often the disconnect between our wishes and the reality is because of our finances not being robust enough to take care of all our needs.

## Best Practice II

- 1. Title of the practice :** Use of Modern Devices and Technologies to Ensure Fast and Environment Friendly Teaching-Learning Atmosphere
- 2. Goal:** In conducting different academic and administrative activities, our college has taken an initiative to use modern devices which are very fast in rendering services, and are easily accessible and eco-friendly. Different challenges that the institution is foreseeing in the near future has inspired the management to arrange technologically fast, user-friendly services for its different stakeholders.
- 3. Context:** The college is situated in a colony area, where students are mostly first generation learners;

The students need exposure to modern methods of teaching devices to acquaint themselves with the requirements of the job market – OHP, LCD, Smart Board.

The college wants to provide services to its students in an easily accessible manner and as fast as possible – online admission, availability of college related information from the college web-site, so on and so forth. Access to modern



computer facilities to teachers, staffs and students- well equipped computer lab, Internet facility, LAN, INFLIBNET are ensured.

**4.Practice:** The institution is extremely focused on the practice of technology and use of modern devices, both for academic and non-academic purposes. The following measures adopted by us validate the practice aspect-

Introduction of Biometric attendance for both the teaching and non-teaching staff.

Computer –literacy and awareness programme has been initiated by the college on several occasions.

For academic purposes, use of Smart Board/OHP and Power Point Presentation is encouraged by the institution. Several departments have availed them and the response from the students has been highly encouraging.

The college has a well- equipped computer Laboratory that caters to the requirements of the students of various departments as well as those of the certificate courses offered by the institution. Internet facility is available in the Computer Laboratory.

There is a LAN connectivity in the college.

INFLIBNET is enrolled in the college Central Library.

Open-book online mock test has been introduced in the college as an internal examination reforms measure.

Students admission is completely done online.

Payment of salary through NEFT system has been an institutionalized practice for several years.

Submission of fees by students through Bank also vindicates the institution's emphasis on use of technology.

Facility of accessing all information regarding activities of the college from its web-site.

Inter-com facility ensures connectivity between all the wings of the institution.

Online admission progress has reduced different hazards both for the students and college authority.

**5. Evidence of Success :** All the practices initiated by us have bore fruit. Success is evident both in tangible and intangible forms. Purely from the academic point of view, our students have been highly benefited by technology in their respective areas of study. It needs to be mentioned here that quite an impressive number of our

students of various disciplines have an immanent talent in themselves as far as skill in use of technology is concerned. This is true across the board, so to say- from Journalism to Commerce. Evidence of success is manifested in the fact that many of the erstwhile students of our Journalism and Mass Communication Department are working in various media organizations in some capacity or the other. The certificate courses offered by the institution have produced desired results, offering employment to many. Some are even self-employed.

From the administrative point of view, use of technology and computer literacy among the non-teaching staff have considerably eased the functioning of the 'office', leading to a well - orchestrated co-ordination between the various wings of the institution. The success of online admission and their smooth fructification is a case in point. Installation of INFLIBNET has furthered accessession to the library making it more user-friendly and ensuring greater participation of the teachers and students for their respective academic purposes.

6. **Problems:** Even if there are no problems as such, constraints are a plenty. Limitedness of space is one. Financial constraint is an overriding factor affecting the crystallization of projects that have been in the pipeline for quite some time. The Availability of human resources with proper technical expertise is another area of concern that needs to be attended to.

## SWOC ANALYSIS OF THE INSTITUTION

### **Strengths**

- Highly qualified and diligent faculty members;
- Hardworking teaching support staff who ensure smooth performance of college activities;
- Polite and obedient students;
- Amicable relationship among the three core fraternities – students, teachers and teaching support staff;
- Alert and co-operative Governing Body;
- Resourceful Library;
- Own playground.

### **Weaknesses**

- The college shares its premises with Netaji Nagar Day College which is a separate college. This severely impinges on its time and space for academic activities and its future expansion.
- Insufficient number of teaching and non-teaching members.
- Lack of individual computer laboratory for Commerce and Journalism Departments.
- Absence of a long-awaited Journalism Laboratory.
- Unsatisfactory drop-out rate in a few departments.
- The evening college functions in a highly structured time-frame spanning not beyond four to five hours. This automatically limits the room for manouvability in terms of admitting the kind of students any good institution would like to for the simple reason that the good ones normally get enrolled in day-time college.

### **Opportunities**

- The college has adequate road and metro connectivity.
- The Department of Commerce is equipped with highly qualified and experienced faculties to embark on a post-graduation course.
- The former students of the college occupying teaching positions presently are a better job-fit compared to other recruits.

- Bengali department has the potential to run a PG course, given the existing demand base in the absence of evening college running a similar course in the vicinity.
- The own playground provides the scope to establish gymnasiums, physical exercise clubs etc.
- Plans for introducing more job-oriented as well as soft-skill courses in future. B.Ed course may also be introduced.
- Study centre for Open University may be started.

## **Challenges**

- To shrink drop- out rate among first generation learners and economically distressed and working students.
- Developing communicative English skills among students who are conversant only in vernacular.
- Poor attendance in classes is a reality that cannot be wished away. We on our part leave no stone unturned to reason with the students to attend classes regularly.
- Our sincerity in this context is manifested in the fact teachers do not refrain from taking classes even if they find abysmally low attendance in the class, for they strongly feel whatever be the number of students present in the class, should not be deprived of the institution's help for their academic interest
- Insufficient funds to cater to infrastructure development.
- As said earlier, since we function in a highly structured time-frame we have little elbow room for actualizing what we intend to do in terms of increasing the number of classes. Undeterred by 'time structure' we constantly negotiate with the day college (much bigger in size) in a persuasive manner to arrange for us some class rooms so that we can start our academic activities a little a bit early keeping in mind the students' interest.

## POST ACCREDITATION INITIATIVES

Netaji Nagar College has endeavoured in right earnest to attend to the areas identified by the Peer Team at the time of the exit meeting after the first cycle of accreditation in 2007. In addition to it we have zeroed in either to untapped areas in academics for the benefit of our primary stakeholders – our priceless positions!

The Teacher-in-Charge's preface and the Self-Study Report comprehensively record all such initiatives and accomplishments. The salient ones are the following:

- Introduction of a UGC sponsored 'Job oriented course on Insurance Management'. The self-financing certificate course on 'Computerised Accounting, Taxation and Project Management' began earlier continues to draw impressive number of students to it.
- Acute shortage of physical space is a perennially nagging problem that we have to live with. We have to share with Netaji Nagar Day College. Needless to say, this limits our use of space preventing us from building studio for Journalism and Lab for Commerce. However, the existing College Computer Laboratory has been upgraded to facilitate the requirements of the students in a satisfactory manner.
- As referred to above the College Computer Laboratory has been upgraded in such a way that it meets all necessary requirements of the stakeholders of the institution.
- Though certain constraints prevented us from starting the proposed 'Communicative English Course', however, as part of soft skill development we have attached great importance to the communication aspect while framing the curriculum for the flagship courses – the UGC sponsored 'Job oriented course on Insurance Management'.
- As part of skill up-gradation programme for the non-teaching staff, computer training programmes have been organised from time to time by the institution.
- Though the tutor-ward system could not be introduced as yet, the distinctive feature of teacher-student bonding paves way for a productive and intensive 'one on one' sessions.
- Following the recommendations, more stress has been given on how to cater to the requirements of the weaker students and 'late bloomers'. Remedial classes were already in place before and the number of classes has been increased as part of the recommendations.
- A Research Sub-committee is in place that encourages the faculties to pursue the research oriented activities. It also offers necessary advice on MRPs and Major Research Projects.

- INFLIBNET has been installed in the library. Otherwise well-equipped it has subscribed to some journals. New arrivals are intimated to the faculties and the students without delay.
- Though we are yet to come up with a formal Alumni Association, the faculties and the non-teaching fraternity are well-networked with the students of the past. Alumni, no matter, in an informal shape have contributed to the growth of the institution and their services have been utilised. There are Guest Faculties both in the Department of Journalism and Geography who have been erstwhile students of the institution.
- Feedback mechanism has been injected fresh life and blood. Students' feedback in respect of faculties and library has been gathered by the college.
- We are committed to instilling 'value education' in our students both formally and informally. We have been sincere in inculcating social responsibility of our students. The college organised a 'protest march' to condemn the killings of the innocent in November, 2008 in Mumbai. A similar 'candle light march' was organised in the following year in their memory. That our students are responsible citizen is reflected in the fact that as an immediate reaction to the untoward incident in a South Kolkata killing hundreds some years back, a silent candle light march was also arranged.
- The college has made arrangements for OHP, LCD, Smart Board.



## EVALUATIVE REPORT OF THE DEPARTMENT OF BENGALI

**1. Name of the Department-** Bangla Bhasha O Sahitya Bhivag

**2. Year of Establishment-** 1967

**3. Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)-** UG with Honours and General

**4.Names of Interdisciplinary courses and the departments/ units involved-**  
Nil

**5. Annual/ Semester/ Choice based credit system (Programme wise)-**  
Annual

**6.Participation of the department in the courses offered by other departments-**  
Nil

**7.Courses in collaboration with other universities, industries, foreign institutions etc-**  
Nil

**8.Details of courses/ programmes discontinued (if any) with reasons-**  
Bengali DTP course is discontinued because lack of space and computer

### **9.Number of Teaching posts**

|                      | <b>Sanctioned</b> | <b>Filled</b> |
|----------------------|-------------------|---------------|
| Professors           | Nil               | Nil           |
| Associate Professors | 1                 | 1             |
| Assistant Professors | Nil               | Nil           |

## 10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc)

| Name             | Qualification   | Designation    | Specialization                               | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|------------------|-----------------|----------------|--|----------------------------|---|
| Agnimitra Ghosh  | M.A, Ph.D       | Associate Prof | Novels and Shortstories of Twentieth Century | 23+                        | Nil   |
| Sujata Mitra     | M.A,M.Phil,Ph.d | CWTT           | Literature of Bangladesh                     | 9+                         | Nil   |
| Dibakar Das      | M.A, M.Phil     | PTT            | Literature of Drama                          | 7+                         | Nil   |
| Sukanya Sengupta | M.A             | PTT            | Bengali Novel and short stories              | 6+                         | Nil   |

## 11. List of senior visiting faculty-

None

## 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- Nil

## 13. Student- Teacher Ratio (Programme wise)-

| Hons. | General |
|-------|---------|
| 12: 1 | 34 : 1  |

## 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled- Nil

## 15. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG:

| Highest Qualification | Professor |
|-----------------------|-----------|
| Ph. D                 | 2*        |
| M. Phil               | 1         |
| P.G                   | 1         |

\* One faculty member also has done her M. Phil

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received-**

None

**17. Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received-**

None

**18. Research Centre/ facility recognized by the University-**

None

## 19. Publications-

### a. Publication per faculty

|                 |            |
|-----------------|------------|
| Agnimitra Ghosh | 6, Books 2 |
| Sujata Mitra    | 6          |
| Dibakar Das     | 1          |

### b. List of Research Publications in referred journals- 2 (Two)

**International Journals-**

**National Journals-**

### AGNIMITRA GHOSH:

| S.no. | Name of Journal/Books                 | Name of article   | ISSN / ISBN Number | Date of Publication        |
|-------|---------------------------------------|---|--------------------|----------------------------|
| 1     | Bengali Literature: Comparative Study | Art and Bengali literature: Illustrated books and manuscripts                   |                    | 4 <sup>th</sup> Feb, 2010  |
| 2     | Academi Patrika                       | Convergences in painting and literature: Bankim, Rabindranath and Abanindranath |                    | Dec-May, 2009-2010         |
| 3     | Chokher Bali: Through Myriad Eyes     | Chokher Bali: With Special Reference to Tagore's Painting                       | 978-81-8211-105-9  | March 2013                 |
| 4     | Srutangan                             | Ways of Reading Poetry  |                    | 19 <sup>th</sup> May, 2014 |

|   |                                      |  |                  |                              |
|---|--------------------------------------|--|------------------|------------------------------|
| 5 | Bengali Theatre:<br>Forum of Protest | Protest and<br>Resistance in<br>Tagore's Plays | 978-81928276-9-8 | 15 <sup>th</sup> April, 2015 |
| 6 | Sahityka: 1937-<br>2015              | Facts of Recitation                            |                  | October, 2015                |
| 7 | Srutiangan                           | Freedom of<br>Recitation                       |                  | December, 2015               |

## **Books :**

| Sl. No | Name of the Books  | Published by/ISBN                      | Year         |
|--------|--|--|--------------|
| 1      | Pravash Sen : The artist and Philanthropist                    | Pages & chapters/<br>978-81-8211-095-3 | June – 2012  |
| 2      | Chokher Bali : Through myriad eyes (Edited by Agnimitra Ghosh) | Pages & Chapters/<br>978-81-8211-105-9 | March - 2013 |

**Magazine Edited:** i) 'Swabhabar Swar' 2012.

ii) 'Probaho' 2014

## **Citation Index:**

| Sl N | Name of The Books                                     | Author   | Published by     | Year | Page | ISBN              |
|------|---|--|------------------|------|------|-------------------|
| 1    | Durga in Patachitra Bengal                            | Dipankar Ghosh   | Ananda           | 2009 | 116  | 978-81-7756-844-8 |
| 2    | Tagore's Painting : Background of Tagore's Literature | Somendranath Bandopadhyay (Translated by Bhaswati Ghosh) | Dey's Publishing | 2009 | 234  | 978-81-295-0958-1 |

**Seminar / Workshop**  
**Attended as Listener**

| Sl. No | Theme   | Organised By   | Year                    |
|--------|---|--|-------------------------|
| 1      | Corporate Governance  | Dept. of Commerce, NNC College in collaboration with the institute of company secretaries of India (UGC Sponsored state level seminar) | 23.02.2009              |
| 2      | Workshop on Model Questions, Examination & Evaluation system                    | Board of studies, Bengali, University of Calcutta & Department of Bengali, Muralidhar Girl's College , Kolkata                         | 08.04.2009              |
| 3      | Sustainability and Growth strategy in Economic Downturn                         | International Seminar organized by Dept. of Commerce, Netaji Nagar College   | 30.01.2010              |
| 4      | National Conference on Geriatrics and Gerontological Studies in India           | UGC sponsored National Conference in collaboration with Jadavpur University  | 15.02.2010 - 16.02.2010 |
| 5      | Workshop on updating of U.G. syllabi for Honours and General courses in Bengali | Under Graduate Board of Studies in Bengali, C.U  | 24.04.2010              |
| 6      | Food Security in India  | The Dept. of Commerce & The Dept. of Economics in Netaji Nagar College and Bengal Economic Association                                 | 19.09.2010              |
| 7      | Search for a Holistic combination of Agriculture, Industry and Education        | International Seminar, organized by Dept. of Commerce St. Xavier's College, Kolkata & Netaji Nagar College                             | 08.12.2011              |
| 8      | Trends in contemporary Indian Historical Studies : Crisis and Transition        | West Bengal College & University Teachers Association  | 20.12.2014              |
| 9      | NAAC Assessment and Accreditation in HEIS                                       | Netaji Nagar College & Netaji Nagar Day College  | 13.08.2015              |

## **Speaker**

| Sl. No | Title                                    | Organised By   | Year       |
|--------|--|--|------------|
| 1.     | Protest and resistance in Tagore's Plays | UGC sponsored state level seminar organized by Dept. Bengali, Shibnath Shastri College and K.K.das College | 12.09.2014 |

## **Chaired the Session**

| Sl. No | Title                                | Organised By   | Year       |
|--------|--------------------------------------|--|------------|
| 1      | Bengali Theatre : A Forum of Protest | Dept. of Bengali Shibnath Shastri College and K.K.das College<br>UGC Sponsored State level seminar | 12.09.2014 |

## **Invitation for Special Lecture**

| Sl. No | Subject                        | Name of the College/University  | Year       |
|--------|--------------------------------|---|------------|
| 1.     | History of Bengali Literature  | Netaji Satabarshiki Mahavidyalaya<br>Ashoknagar Institution to engage PCP Programme in the ODL (PG) Study centre at the College | 2008-2009  |
| 2.     | Painting and Bangla Literature | University of Calcutta, Refresher course in Bengali   | 16.01.2010 |
| 3.     | Tagore's short stories         | K.K.das College (Faculty exchange Program)  | 23.09.2015 |

## **Book Reviews :**

‘A serene journey’ by Anjana Guha Thakurta – Dibaratir Kabya July – October – 2013

Review of the book **The Artist And Philanthropist** : Agnimitra Ghosh – Pages & Chapters – 2012



## **Member of Different Sub – Committees**

1. Convener – Cultural Sub - Committee
2. Convener – Admission Sub - Committee
3. Member – Magazine Sub - Committee
4. Member - Library Sub - Committee
5. Member – Disciplinary Sub – Committee
6. Member – Concession Sub – Committee
7. Member – Seminar Sub – Committee

## **Member Ship of Different Academic Institutions :-**

1. Asiatic Society, Kolkata
2. National Library, Kolkata

**Certificate of Appreciation** :- In appreciation of the humanitarian act for offering the gift of blood to the Thalassaemic Patients at the voluntary Blood Donation Camp at Netaji Nagar College, Kolkata -700092. On the 7<sup>th</sup> May, 2011.

## **Acting as Judge**

| Sl. No. | Competition                             | Organised by   | Year       |
|---------|---|--|------------|
| 1.      | Debate                                  | National Service Scheme unit<br>Netaji Nagar Day College | 29-09-2010 |
| 2.      | Rabindra Sangeet (Patriotic)            | National Service Scheme unit<br>Netaji Nagar Day College | 30.09.2010 |
| 3.      | Poster painting with slogan             | National Service Scheme unit<br>Netaji Nagar Day College | 30.09.2010 |
| 4.      | All Bengal Recitation                   | Sri Aurobindo Institute of Culture                       | 07.01.2012 |
| 5.      | Inter College and University Recitation | Maharaja Manindra Chandra College                        | 28.09.2015 |

## Act As Elocutionist

| Sl. No | Title  | Published by                     | Year of publication |
|--------|--|----------------------------------|---------------------|
| 1.     | Shrimati Hey (An audio feature on Kadambari Devi, 1859 – 1884) wife of Jyotirindranath Tagore and Sister – in – law of Rabindranath Tagore | Hindustan Record                 | 2009                |
| 2.     | Amar Jabar byalate (An audio feature tracing the final few days of Rabindranath Tagore)  | Sravasti                         | 2011                |
| 3.     | Ruper Atit Rup (A documentary on Tagore's paintings)   | Aurora Film corporation Pvt. Ltd | 2013                |

## Wrote Scripts of Musical Presentation Based on Tagore Songs and Poetry

| Sl. No | Title  | Published by | Year of publication |
|--------|--|--------------|---------------------|
| 1.     | Dukho Rakhi, Sukh O (Audio CD on Tagore Songs) | Asha Audio   | 2013                |
| 2.     | Shishu Bholanath (Audio CD on Tagore Poetry)   | Shankhamala  | 2014                |

## Dr. Sujata Mitra

| SL No | Title  | Published By                       | Year of Publication |
|-------|--|------------------------------------|---------------------|
| 1     | 'Mahakaler Rather Ghoda': Broken History of A Failed Revolution ( ISBN 978-93-81-684-11-5) | Pragna Vikash<br>Kolkata 700009    | 2012 (Book Fair)    |
| 2     | Facts of Bihari : Few Words (CHOKHER BALI : Through Myriad Eyes) (ISBN 978-81-8211-105-9)  | Pages & Chapters<br>Kolkata 700064 | March 2013          |

|   |  |  |                |
|---|--|--|----------------|
| 3 | HE MAHAJIBAN<br>'TOMAR AAPON<br>AALO' Professor<br>Pallab Sengupta<br>Felicitation Edition<br>(ISBN 978-93-82663-<br>19-5) | Dr. Moonmoon<br>Ganguly<br><br>Pustak Bipani,<br>Kolkata 700009                      | September 2013 |
| 4 | Flower Garden in The<br>Bank of DHANSIRI<br>River ( Flower and<br>Folk-culture special<br>edition)                         | A Research Journal<br>of Research Institute<br>of Folk-culture<br><br>Kolkata 700034 | April 2014     |
| 5 | Talkative Brajaraj (<br>DADAGIRI in<br>Bengali Literature)<br>(ISSN 23206160)  | SAHITTYA<br>TAKKO  | November 2014  |
| 6 | CHAND BANIKER<br>PALA: A Continuous<br>Protest (Bengali<br>Theatre :Forum of<br>Protest) (ISBN 978-<br>81-928276-9-8)      | Shree Bharati Press<br><br>Kolkata 700047  | April 2015     |

## Seminar/ Workshop

### Attended as listener

| Sl.No | Theme  | Organised By   | Year           |
|-------|--|--|----------------|
| 1     | Magic Realism in Myth<br>& Folklore  | The Asiatic Society  | March 2010     |
| 2     | Impact of Partition of<br>India on the Literature<br>of Indian Sub-continent                   | Gandhi Center for<br>North-Eastern<br>Languages, Presidency<br>University & Rabindra<br>Bharati University | September 2010 |
| 3     | Tagore study in New<br>Perspective<br>Marginal Life,<br>Literature and Culture of<br>Sunderban | Dept.of Bengali<br>Language and<br>Literature, University<br>of Calcutta, sponsored<br>by UGC              | January 2011   |

|   |  |  |               |
|---|--|--|---------------|
| 4 | A Myriad Milieu; Myth & Folklore in Rabindranath Tagore's Creations                          | The Asiatic Society                            | January 2011  |
| 5 | 'AAMI BICHITRER DOOT' from Tagore's angle:colour of thoughts                                 | UGC, Bangla Akademi, Asutosh College           | July 2011     |
| 6 | Mythic & Folkloric Ingredients in the Infra-Structure & Super-Structure of Modern Literature | The Asiatic Society                            | December 2011 |
| 7 | Wokshop on Mythic & Folkloric Re-morphing in some Classical and Modern Literary Texts        | The Asiatic Society                            | March 2014    |
| 8 | Bengali Theatre: The Forum of Protest  | UGC, K.K.DAS College, Shibnath Shastri College | November 2014 |

**Prof. Dibakar Das**

## Articles Published

Bengali Mythological Theatre: Protest of D. L. Roy, Published by Departmental National Journal, 'Protest in Bengali Literature' Chandan Nagar College

## 20.Areas of consultancy and income generated- Nil

## 21.Faculty as members in- None

**a.National Committees –**

**b.International Committes-**

**c.Editorial Boards-**

## 22.Student projects-

**a. Percentage of students who have done in house projects including inter- departmental/ programmes-**

None

- b. **Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-**

Nil

**23.Awards/ Recognitions received by faculty and students-** ‘Suprava Sensharma Memorial Award’ to the students

**24.List of eminent academicians and scientists/ visitors to the department-**

Dr. Arun Basu, Ex-Tagore Professor, Rabindra Bharati University, Kolkata

Dr. Biswanath Roy, Professor, University of Calcutta

Prof. Rudraprasad Sengupta, Eminent Theatre Personality

Dr. Pallab Sengupta, EX-Professor, Rabindra Bharati University, Ex-President Asiatic Society, Kolkata

**25.Seminars/ Conferences/ Workshops organized and the source of funding:**

None

**26.Student Profile programme wise / course wise:**

| Name of the Course/ Programme | Applications received | Selected/ Appeared | Enrolled |        | Pass percentage |
|-------------------------------|-----------------------|--------------------|----------|--------|-----------------|
|                               |                       |                    | Male     | Female |                 |
| B.A (Hons)                    | 32                    | 21                 | 7        | 14     | 75              |
| B.A Genl                      | 145                   | 136                | 106      | 30     | 55              |

**27.Diversity of students**

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| B.A (Hons)         | 100                               | Nil                             | Nil                       |
| B.A. (Genl.)       | 100                               | Nil                             | Nil                       |

**28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.- 1 (SET)**

## 29.Student Progression-

| Student Progression  | Against % enrolled  |
|--|---|
| UG to PG   | 40%   |
| PG to M. Phil  | 1   |
| PG to Ph.D   |   |
| Ph.D to Post Doctoral  |   |
| Employed <ul style="list-style-type: none"> <li>Campus Selection</li> <li>Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>No scope of campus selection</li> <li>No comprehensive data</li> </ul> |
| Entrepreneurship/ Self Employment  | Nil   |

## 30.Details of Infrastructural Facilities

**Library-** Yes

**Internet facility for staff and students-** Yes, in the library

**Classrooms with ICT-** N.A

**Laboratories-** Nil

**31.Number of students receiving financial assistance from college, university, government or other agencies-** Eight (8) during 2014-15

**32.Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-** 1. Special lectures and seminars

**33.Teaching methods adopted to improve student learning:** Group discussion, extension lectures, educational tours, use of audio visual method etc

**34.Participation in Institutional Social Responsibility and Extension Activities-**  
Nil

## 35 SWOC Analysis of the department and future plan-

### Strength:

1. Faculty's commitment to the enhancement of learning of the students of the department
2. Encouraging Students in various interactive discussions.
3. Congenial and productive teacher student relationship.
4. Comprehensive collection of reference books in library
5. Enthusiastic students
6. The faculty members are deeply but involves in various research works.



7. The faculty is creating a quintessential breeding ground for the creative writers of the future in their departmental and wall magazine
8. Usage of audio visual media have brought the study of literature closer to the heart of the students.
9. there is continuous personal counseling by the faculty to nurture enthusiasm, and build self confidence among our students.
10. Students enthusiastically join the study tour regularly.
11. The departmental library pulls its resources for the students of Bengali literature specially those who are economically backward.

## **Weakness**

1. lack of full time faculty
2. First Generation Learners.
3. increasing Dropout Rate
4. Lack of class rooms

## **Opportunity:**

1. Provide Education to 1<sup>st</sup> generation learners
2. To provide training on Bengali script writing both for film and drama.
3. Coming up with more Innovative ways of taking classes in order to further enrichment of the students
4. Creating opportunities for higher studies among them.
5. To arrange interactive sessions based on t

Literature where students get the opportunities of directly interacting with authors, poets a essayist of repute

## **Challenges:**

1. To decrease the upward trend of drop outs
2. To ensure regular attendants of the students.
3. To create interest among the students on the subject by providing more exposure to deliberation made by eminent scholars and academicians in departmental seminar and workshops.

4. To arrange student exchange programme and these by make them more interactive and delivering the subjects through different layers of learning.

5. To increase the number of class rooms.

- **Future Plan**

1.To students exchange programme

2. To arrange interactive session based on literature where students get the opportunity of directly interacting with authors, poets, essayist of repute

3. Provide training on script writing, television serial, movies and drama

4. To arrange UGC sponsored National Seminars

5. To introduce PG course in Bengali

6. To purchase more research based books and journals

7. To organize inter-disciplinary workshop

8. To publish a journal with ISSN from the Department

## EVALUATIVE REPORT OF THE DEPARTMENT OF COMMERCE

1. **Name of the Department-** Commerce
2. **Year of Establishment-** 1967
3. **Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)-** UG in Honours and General
4. **Names of Interdisciplinary courses and the departments/ units involved-**

| <u>Department Involved</u> | <u>Interdisciplinary Course</u>                   |
|----------------------------|---|
| Economics                  | Business Economics and<br>Indian Financial System |
5. **Annual/ Semester/ Choice based credit system (Programme wise)-** Annual
6. **Participation of the department in the courses offered by other departments-** Mathematics teacher of the Department of Commerce takes classes in the Department of Geography
7. **Courses in collaboration with other universities, industries, foreign institutions etc-** Nil
8. **Details of courses/ programmes discontinued (if any) with reasons-** NA
9. **Number of Teaching posts**

|                      | Sanctioned | Filled           |
|----------------------|------------|------------------|
| Professors           | Nil        | Nil              |
| Associate Professors | 3          | 3 (By Promotion) |
| Assistant Professors | 2          | 2                |

## 10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc)

| Name                     | Qualification                | Designation         | Specialization           | No. of years of experience | No. of Ph.D. students guided for the last 4 years                       |
|--------------------------|------------------------------|---------------------|--------------------------|----------------------------|---|
| Dr. Biswajit Bhadra      | M.Com, Ph.D, ACMA AMIIA AASM | Teacher-in-Charge   | Finance                  | 34 +                       | Three Students got their Ph.D degrees and three students are registered |
| Prof. Pinaki Ranjan De   | M.Com, Inter CA              | Associate Professor | Financial Reporting      | 18 +                       |   |
| Dr. Subhadra Dutta       | M.Sc, Ph.D                   | Associate Professor | Dusty Viscous Flow       | 18 +                       |   |
| Dr. Debrupa Chakraborty  | M.Com, B.Ed, Ph.D            | Assistant Professor | Environmental Management | 14 +                       |   |
| Dr. Kaberi Bhattacharyya | M.Com, Ph.D, Inter Cost      | Assistant Professor | Marketing                | 14 +                       |   |

## 11. List of senior visiting faculty- Nil

## 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty-

8% (10 Theoretical Classes taken by PTT per week.)

## 13. Student- Teacher Ratio (Programme wise)-

Hons: 20 : 1

Gen: 41 : 1

**14. Number of academic support staff (technical) and administrative staff; sanctioned and filled- NA**

**15. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG**

| Highest Qualification | Professor |
|-----------------------|-----------|
| Ph.D                  | 4         |
| PG                    | 1         |

**16. Number of faculty with ongoing projects from a)National b) International funding agencies and grants received-**

One faculty member is pursuing MRP during 2014-15 funded by UGC

**17. Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received- NA**

**18. Research Centre/ facility recognized by the University- NA**

**19. Publications-**

**a. Publication per faculty**

| Faculty                  | Number of Publications | Number of Books |
|--------------------------|------------------------|-----------------|
| Dr. Biswajit Bhadra      | 22                     | 16              |
| Prof. Pinaki Ranjan De   | Nil                    |                 |
| Dr. Debrupa Chakraborty  | 11                     |                 |
| Dr. Kaberi Bhattacharyya | 13                     | 1               |

**b. List of Research Publications in referred journals**

**1. International Journals-**

**2. National Journals-**

| Faculty                  | List of research publications in refereed journals |               |
|--------------------------|--|---------------|
|                          | National   | International |
| Dr. Biswajit Bhadra      | 1  | 2             |
| Prof. Pinaki Ranjan De   | NIL  | NIL           |
| Dr. Debrupa Chakraborty  | 1  | 6             |
| Dr. Kaberi Bhattacharyya | 2  | 7             |

## 20. Areas of consultancy and income generated- NA

## 21. Faculty as members in-

- a. National Committees -
- b. International Committees-
- c. Editorial Boards-

|   |
|---|
| <b>Dr. Biswajit Bhadra</b>  |
| <b>Members of Different Committees and Organisations</b>  |
| <p>Institute of Cost Accountants of India</p> <p>Association of Secretaries and Managers</p> <p>Association of Institute of Internal Auditors (Florida)</p> <p>Indian Accounting Association,</p> <p>Indian Accounting Association and Research Foundation, Kolkata</p> <p>Research Development Association, Jaipur,</p> <p>Bengal Economic Association, Kolkata</p> <p>The Asiatic Society</p> |
| <b>Member of Editorial Board</b>  |
| The BESC Journal of Commerce and Management   |
| <b>Member of Research and Publication Cell</b>  |
| P. G. Department of Commerce, The Bhawanipur Education Society College, Kolkata   |
| <b>Member of Board of Studies</b>   |
| P.G. Diploma in Accounting and Taxation, Netaji Subhas Open University  |



|   |
|---|
| <b>Prof. Pinaki Ranjan De</b>   |
| <b>Members of Different Committees and Organisations</b>  |
| Indian Accounting Association<br>Indian Accounting Association Research Foundation<br>Commerce Alumni Association |
| <b>Member of Board of Studies</b>   |
| St. Xaviers College (Autonomous), P.G. Department of Commerce   |

## 22. Student projects-

- b. **Percentage of students who have done in house projects including inter-departmental/ programmes-** 100% students are doing in house research oriented projects in their 3<sup>rd</sup> year honours curriculum, 100% students of 2<sup>nd</sup> year both honours & general do their projects on Information Technology and 3<sup>rd</sup> year students are to do compulsory project work on Environmental Studies.
- c. **Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-** Nil

## 23. Awards/ Recognitions received by faculty and students- Nil

## 24. List of eminent academicians and scientists/ visitors to the department-

Dr. Basudeb Biswas, Professor Utah State University, USA  
 Dr. Asish Bhattacharyya, Professor of Finance and Control, IIM, Calcutta  
 Dr. Som Majumder, Director Asia, ANZIIF (Fellow) CIP, Lecturer Graduate School of Business, School of Applied Economics and Finance, University of Sydney, Australia  
 Dr. Sudipti Banerjee, Professor, Department of Commerce, University of Calcutta  
 Dr. Paresh Chattopadhyay, Ex-Professor, Department of Management, Burdwan University

## 25. Seminars/ Conferences/ Workshops organized and the source of funding

- a. National- 3 (one UGC sponsored, one by NABARD & one jointly by Netaji Nagar College and St. Xaviers College)
- b. International- 1 ( By the college)

## 26. Student Profile programme wise / course wise:

| Name of the Course/<br>Programme | Applications received | Selected/<br>Appeared | Enrolled |        | Pass percentage |
|----------------------------------|-----------------------|-----------------------|----------|--------|-----------------|
|                                  |                       |                       | Male     | Female |                 |
| B.Com (Hons)                     | 107                   | 60                    | 57       | 3      | 54              |
| B.Com (General)                  | 292                   | 158                   | 148      | 10     | 36              |

## 27. Diversity of students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| B.Com (Hons)       | 100                               | Nil                             | Nil                       |
| B.Com (General)    | 100                               | Nil                             | Nil                       |

## 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.-

A good number of students are engaged in Government services, SSC, PSC, Private organizations and self employed.

## 29. Student Progression-

| Student Progression  | Against % enrolled  |
|--|---|
| UG to PG   | 10%   |
| PG to M. Phil  |   |
| PG to Ph.D   |   |
| Ph.D to Post Doctoral  |   |
| Employed <ul style="list-style-type: none"> <li>Campus Selection</li> <li>Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>No scope of campus selection</li> <li>Employed through SSC, PSC, Govt. Jobs, Pvt. Company etc</li> </ul> |
| Entrepreneurship/ Self Employment  | Good number of students are self employed   |

## 30. Details of Infrastructural Facilities

**Library-** Yes (Department has 150 books for providing assistance to the students)

**Internet facility for staff and students-** Department shares 16 Computers with internet facility for Staff & Students with other departments.

**Classrooms with ICT-** N.A

**Laboratories-** Nil

**31. Number of students receiving financial assistance from college, university, government or other agencies-** SC/ST/OBC/Minority community candidates receive financial assistance from the state government. For girls students there is *Kanyashree Prokolpo*. Total number of receipts of scholarships during 2014-15 is 19

**32. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-** Nil

**33. Teaching methods adopted to improve student learning-** Traditional chalk and talk system prevails and students of first generation learners are accustomed to it. Classes are also taken using modern ICT facilities. Tutorials help the students to clear their doubts and help them to rectify their shortcomings. Assignments are distributed to the students.

**34. Participation in Institutional Social Responsibility and Extension Activities-** Students participate in institutional social responsibility when the college undertakes such programmes, like blood donation, candle light march, spreading of bleaching powder to prevent dengue in nearby college area etc in different times.

## 35. SWOC Analysis of the department and future plan-

### Strengths

1. Vastly experienced and adequate number of faculties with minimum teaching experience of 15 years at the UG level.
2. Faculties engaged in active research through Doctoral guidance, or as registered PhD scholar or as Principal Investigators in UGC Minor Research Projects. Certain faculties are also members of Board of Studies at UG and PG level.

3. Sincere and obedient students.
4. Remedial classes are conducted after the Selection Test examinations of the respective years to upgrade students who have fallen behind to the requisite level.
5. Project Report is prepared by final year students of B. Com (Honours) course to fulfill curriculum needs.
6. Short-term and long-term employability skill training programme. The College runs two career enrichment programmes – UGC sponsored Insurance Management Course and Self-financed Certificate Course in Accounting, Taxation and Project Management.
7. Career Counselling Cell runs in the college since 2011.
8. The departmental library is a repository of about 150 books.
9. Students receive scholarships from State Governments.
10. The students share a very cordial relationship with teachers and support staff.
11. Students of the department have serially excelled in College Sports
12. The department regularly gives a window to its students to voice their opinion on current topics through the wall magazine – [nnc.wallmag.com](http://nnc.wallmag.com)

## **Weaknesses**

1. The students are admitted to the Honours and General Course at the barest minimum score stipulated by the affiliating University.
2. The aptitude of the students for higher learning is poor.
3. The students of the department often hail from deprived background. Although the College and the department strive to provide them enough financial assistance to finish their course, yet they often have to take up employment to support their families. This often reflects on their unsatisfactory attendance and academic performance.
4. There is paucity of rooms for holding all classes concurrently.

## **Opportunity**

1. The faculty profile of the department shows enough potential to run Masters Course in the future.
2. A Research Cell can be successfully run in the department.

## **Challenges**

1. The evening hours of the College limits its opportunity to admit students from a wide spectrum.
2. To make students more academic-oriented inspite of their bread-winning role at a tender age.

### **• Future Plans**

1. We seek to build quality professionals who are ready to take on the challenges of industry and academia.

2. We seek to deliver updated and enriched resources to nurture our students more thoroughly and make them ready for the cutting-edge world of business.
3. We seek to make our students more savvy by making them deliver in seminars exclusively arranged by them.
4. We seek to organise more seminars and conferences and make our department a hub of advanced learning.
5. We seek to associate ourselves with advanced learning so as to be ready to deal with the latest developments in our academic domain.
6. We seek to make our departmental journal bear ISSN no.
7. We seek to introduce more career-oriented courses, if need be.
8. We seek to launch soft-skill courses, necessary to conquer the job-world.
9. We seek to introduce updated audio-visual resources as teaching aids.
10. We seek to augment learning resources in the department.

**Dr. Biswajit bhadra**

**Associate Professor**

**(Teacher-in-Charge)**

## Articles Published

| Sl. No | Title  | Published By   | Year of Publication |
|--------|--|--|---------------------|
| 1      | A Study on the Emerging Board Practices in the Governance of some Selected Companies in India  | Edited volume, Accounting and Finance Trends and Practices 21C, Uttam Kr. Dutta and Biswajit Bhadra, Dishari Prakashani, Kolkata | 2008                |
| 2      | Organisational Climate in the Banking Industry in India – Some Observations                    | Comsomath, NNDCCC, Kolkata   | 2008                |
| 3      | Emotional Marketing of Fast Moving Consumer Goods in India                                     | Artha Beekshan, Journal of Bengal Economic Association<br>ISSN 0972-1185   | 2009                |
| 4      | The Triple Bottom Line – An Important Reporting Vehicle Toward Sustainability, ITC Ltd A Study | Comsomath, NNDCCC  | 2009                |
| 5      | In Search of Sustainability and the role of Corporate Governance in ITC Ltd: A Study           | The Benchmark, Magazine of the Department of Commerce, Netaji Nagar College  | 2010                |
| 6      | The socio-economic status of older   | Conference Proceedings   | 2010                |

|    |  |   |               |
|----|--|---|---------------|
|    | people in India –An assessment, Recent trends in Geriatrics and Gerontological Studies   |   |               |
| 7  | The role of media in influencing customers' Brand choice: some observations.   | Global Media Journal – Indian Edition/ Summer Issue, University of Calcutta ISSN 2249-5835  | 2011          |
| 8  | Cost Saving Initiatives of FMCG Companies – An Introspection,  | Edited Volume, NSOU Business Studies Recent Developments ISBN 978-93-82112-07-5   | 2013          |
| 9  | An Insight into the Cost of Quality in Higher Education  | The Management Accountant, Institute of Cost Accountants of India ISSN 0972-3528  | 2014          |
| 10 | Influence of Brand - Age on Consumer Perceptions and Preferences – A Study on Select FMCG Brands,  | Contemporary Issues in Global Economy, Commerce and Management, Edited Volume, The Bhawanipur Education Society College, ISBN 978-81-928721-9-3 | January, 2015 |
| 11 | Impact of Organisational Climate on Job Stress – A Comparative Study of the Perceptions of the Private and Public Sector Bank Employees in Kolkata | Indian Business Environment the Changing Scenario, Edited Volume, NSOU ISBN 978-93-82112-16-7   | 2015          |
| 12 | 'Lux'uriting at the Top: A Study on the Marketing Strategies of Lux in India   | The BESC Journal of Commerce and Management. ISSN: 2395-4639  | 2015          |
| 13 | Relation Between Organisational Climate and Job Stress – A Study With Reference To Perception of Bank Employees in Kolkata                         | Edited Volume, Emerging Issues in Management, Mizoram University, ISBN 81-8324-544-7  | 2015          |
| 14 | Tax Administration in India, Challenges and opportunities – An Introspection   | Edited Volume, Vidyanagar College, (In Press)   | 2015          |



## **Books (Co-authored)**

|    |  |   |      |
|----|--|---|------|
| 1  | Business Studies (Vernacular)                                    | Class XI<br>ISBN: 978-93-82316-11-4   | 2013 |
| 2  | Accountancy (Vernacular)   | Class XI<br>ISBN: 978-93-82316-10-7   | 2013 |
| 3  | Costing and Taxation (Vernacular)                                | Class XI<br>ISBN: 978-93-82316-26-8   | 2013 |
| 4  | Commercial Law and Auditing (Vernacular)                         | Class XI<br>ISBN: 978-93-82316-30-5   | 2013 |
| 5  | Business Studies (Vernacular)                                    | Class XII<br>ISBN: 978-93-82316-16-9  | 2014 |
| 6  | Accountancy (Vernacular)   | Class XII<br>ISBN: 978-93-82316-20-6  | 2014 |
| 7  | Costing and Taxation (Vernacular)                                | Class XII<br>ISBN: 978-93-82316-22-0  | 2014 |
| 8  | Commercial Law and Auditing (Vernacular)                         | Class XII<br>ISBN: 978-93-82316-24-5  | 2014 |
| 9  | Costing and Taxation (English)                                   | Class XII<br>ISBN: 978-93-82316-30-5  | 2015 |
| 10 | Financial Management   | B.Com (Hons, III Year)<br>ISBN: 978-93-82316-01-5   | 2012 |
| 11 | Business Regulatory Framework                                    | B.Com (Hons. & General)<br>Recommended Book by the University of Calcutta,<br>ISBN: 978-81-909368-1-1 | 2008 |
| 12 | Accounting And Finance, Trends and Practices 21C                 | Edited Volume,<br>Accounting and Finance<br>Trends and Practices 21C                                  | 2008 |
| 13 | Higher Secondary Accountancy Problems                            | Class XI & XII  | 2009 |
| 14 | Principles of Management and Business Communication (Vernacular) | B.Com (Hons. & General)<br>ISBN: 978-93-80664-01-9  | 2010 |
| 15 | Marketing Management and E-Commerce (Vernacular)                 | B.Com (Hons. & General)<br>ISBN: 978-93-82316-04-6  | 2011 |
| 16 | Performance evaluation of merchant banks in India                | Reference Book, Lambert Academic Publishing,<br>Germany<br>ISBN 978-3-659-15762-2                     | 2013 |

## Seminar / Workshop

### Attended as Listener

| Sl. No | Theme  | Organised By   | Year                             |
|--------|--|--|----------------------------------|
| 1      | Geriatrics and Gerontological Studies in West Bengal                                       | UGC Sponsored State Level Seminar, organized by Netaji Nagar Day College,  | 13 – 14 July, 2007               |
| 2      | Impact of Global Meltdown on Indian Capital Market   | Jointly Organised by Commerce Alumni Association & Lalbaba College, Howrah   | 29 <sup>th</sup> August, 2009    |
| 3      | Workshop on Data Mining  | Department of Business Management, Univ. of Calcutta   | 30 <sup>th</sup> October, 2009   |
| 4      | Sustainability and Growth Strategy in Economic Downturn                                    | International Seminar, Organised by The Department of Commerce, Netaji Nagar College   | 30 <sup>th</sup> January, 2010   |
| 5      | Economic Recession and Its Impact on Employment Scenario in West Bengal                    | State Level Seminar, Jointly Organised by Department of Commerce & Department of Economics, Netaji Nagar Day College   | 29 <sup>th</sup> March, 2010     |
| 6      | Workshop for Revision of the Existing Syllabi in B.Com (Hons & General) Courses of Studies | Council for Under-Graduate Studies & Under-Graduate Board of Studies in Commerce, University of Calcutta   | 8 <sup>th</sup> April, 2010      |
| 7      | Food Security in India   | Bengal Economic Association, Department of Commerce & Department of Economics, Netaji Nagar College  | 19 <sup>th</sup> September, 2010 |
| 8      | Tenth International Accounting Conference  | International Seminar, Indian Accounting Association Research Foundation   | 8-9 <sup>th</sup> January, 2011  |
| 9      | Road Map for A New Tax Regime in India   | UGC Sponsored State Level Seminar, Jointly organized by City College of Commerce & Business Administration and Institute of Cost and Works Accountant of India | 15 <sup>th</sup> January, 2011   |
| 10     | Search for Holistic Combination of Agriculture, Industry and Education                     | International Seminar organized jointly by Deptt. of Commerce, St. Xavier's College & Netaji Nagar College   | 8 <sup>th</sup> December, 2011   |
| 11     | Workshop on Question Pattern and Project Guidelines of B.Com, Part III                     | Under-Graduate Board of Studies in Commerce, University of Calcutta and S.A.. Jaipuria College   | 4 <sup>th</sup> August, 2012     |

|    |  |   |                                    |
|----|--|---|------------------------------------|
| 12 | Crisis of Rupee  | Commerce Alumni Association & Deptt. of Commerce, University of Calcutta  | 28 <sup>th</sup> September, 2013   |
| 13 | Changing Paradigm of Higher Education: XII Five Year Plan Initiatives    | National Seminar, Association of Mangalore University College Teachers and St Aloysius College, Mangalore, Karnataka  | 1 <sup>st</sup> December, 2013     |
| 14 | Copy Right   | National Seminar, organized by National Book Trust and Centre for Studies in Book Publishing, University of Calcutta and Publishers & Book Sellers Guild, Kolkata | 23 <sup>th</sup> April, 2014       |
| 15 | Workshop on Incorporation of New Companies Act 2013 in the B.Com Syllabi | Under-Graduate Board of Studies in Commerce, University of Calcutta and Maharaja Srischandra College  | 13 <sup>th</sup> September, 2014   |
| 16 | Quality in Higher Education: Issues and Challenges                       | National Seminar, Jointly organized by Punjab and Chandigarh College Teachers' Union  | 14-16 <sup>th</sup> November, 2014 |
| 17 | Trends in Contemporary Indian Historical Studies: Crisis and Transition  | Jointly organized by Mahadevananda Mahavidyalaya and WBCUTA & WBSUTA  | 20 <sup>th</sup> December, 2014    |

## Speaker

| Sl. No | Title  | Organised By   | Year                                |
|--------|--|--|-------------------------------------|
| 1      | Marketing of Books in North East Region  | Invited to speak on this topic at the National Seminar organized by Tripura Publishers' Guild, Agartala                        | 14-15 <sup>th</sup> September, 2009 |
| 2      | Sustainability and the Role of Corporate Governance in ITC Ltd. – A Case Study | UGC Sponsored State Level Seminar, Jointly organized by Netaji Nagar College and The Institute of Company Secretaries of India | 23 <sup>rd</sup> February, 2009     |
| 2      | Micro Entrepreneurship Development and Public Action In India – An Assessment  | Annual Conference, Bengal Economic Association   | February 6 – 7, 2010                |

|   |   |   |  |
|---|---|---|--|
| 3 | The Socio-economic status of older people in India – An Assessment                                      | UGC Sponsored National Conference, Netaji Nagar Day College,                        | 15 <sup>th</sup> – 16 <sup>th</sup> February, 2010 |
| 4 | One Globe – One Standard and IFRS –The Untold Truth   | National Seminar organized by the Department of Management, University of Calcutta, | 20 <sup>th</sup> February, 2010                    |
| 5 | The Enduring Mystery Of Consumer Brand Choice And The Oft-Overlooked Clue Of Brand-Age : A Brief Review | International Seminar organized, IMI Kolkata  | 15 <sup>th</sup> – 16 <sup>th</sup> December, 2014 |
| 6 | Influence of brand-age on consumer perceptions and preferences: A study on select FMCG Brands           | First International Conference, The Bhawanipur Education Society                    | 4 <sup>th</sup> January, 2015                      |
| 7 | Rural Consumers' Acceptability of A Hul Brand – A Block Level Study in the State of West Bengal         | First International Conference on Evidence Based Management 2015, BITs Pilani       | 20-21 March, 2015                                  |
| 8 | Indian Income Tax Department and “Vision – 2020” – An Introspection                                     | UGC Sponsored State Level Seminar, Vidyanagar College                               | 8 <sup>th</sup> May, 2015                          |

## **Chaired the Session**

| Sl. No | Title   | Organised By  | Month & Year              |
|--------|---|---|---------------------------|
| 1      | First International Conference on Evidence Based Management 2015            | BITs Pilani, Rajasthan                                | 20- 21 March, 2015        |
| 2      | Organisational Climate in the Banking Industry in India – Some Observations | UGC Sponsored State Level Seminar, Vidyanagar College | 8 <sup>th</sup> May, 2015 |

## Invitation For Special Lecture

| Subject                        | Name of the College              | Year |
|--------------------------------|----------------------------------|------|
| Project work of B.Com Part III | Sammilani College, Kolkata       | 2011 |
| Project work of B.Com Part III | City College                     | 2014 |
| Project work of B.Com Part III | Netaji Nagar Day College         | 2014 |
| How to perform better in B.com | The Bhawanipur Education Society | 2015 |

## Minor Research Project

| Title  | Funded By & Amount                        | Year of Submission |
|--|---|--------------------|
| Road Connectivity and Quality of Life: A Block Level Study | UGC/ Rs. 102000/-<br>Received Rs. 61000/- | 2014               |

## Ph.D Supervisor

### **Awarded**

| Sl. No | Title  | University                    | Year |
|--------|--|-------------------------------|------|
| 1      | A Study on the Relationship between Organisational Climate and Job Stress in Select Nationalised Commercial Banking Organisation in Kolkata                        | Netaji Subhas Open University | 2012 |
| 2      | Marketing Strategies of the FMCG Majors in the Liberalised Era – A Study of Some Selected Organisations in India   | Netaji Subhas Open University | 2014 |
| 3      | Evaluation of Performance of Internal Quality Assurance Cells (IQACs) of Selected NAAC Accredited General Degree Colleges Affiliated to the University of Calcutta | University of Calcutta        | 2015 |

## Registered

| Sl. No | Title  | University/ Year of registration |
|--------|--|----------------------------------|
| 1      | Relationship Marketing Strategies : A Study On Some Selected Banks In Kolkata  | Calcutta, 2012                   |
| 2      | Governance in Higher Educational Institutions (HEIs) – A Study On The General Degree Colleges Affiliated To The University Of Calcutta in Howrah District, West Bengal | Calcutta, 2014                   |
| 3      | Kolkata Based Undergraduate College Teachers' Perception vis-a-vis Choice of Select FMCG Brands— A Study   | Calcutta, 2014                   |

## Guest Lecturer

M. Com., Netaji Nagar Day College

## Resource Person

Post Graduate Diploma in Book Publishing Studies, University of Calcutta

## Member Of Board Of Studies

P.G. Diploma in Accounting and Taxation, Netaji Subhas Open University

## Letter of Appreciation

1. Prof. Yashovarma, Member of NAAC Peer Team of 1<sup>st</sup> Cycle in 2007
2. Principal and Coordinator, NAAC Steering Committee of Sukanta Mahavidyalaya, Dhupguri, Jalpaiguri, North Bengal in 2014

## Other Activities

- i. Member, Editorial Board of the Journal of The Bhawanipur Education Society
- ii. Secretary, Calcutta Institute of Engineering and Management
- iii. Paper Reviewer of different International and National Journals
- iv. Committee member of Research and Publication Cell, P. G. Department of Commerce, The Bhawanipur Education Society College, Kolkata
- v. Vice-president of Amateur Theatre Group 'Theamakers' Kolkata



**Prof. Pinaki Ranjan De**

**Associate Professor**

## Articles Published

| Sl. No | Title   | Published By   | Year of Publication |
|--------|---|--|---------------------|
| 1      | A Study Of The Corporate Financial Reporting Sturcture In India | Commerce Alumni Association  | 2008                |
| 2      | The Indian GAAP and US GAAP: A comparative study                | Edited volume, Accounting and Finance Trends and Practices 21C, Uttam Kr. Dutta and Biswajit Bhadra, Dishari Prakashani, Kolkata | 2008                |

## Seminar / workshop

### Attended as listener,

| Sl. No | Theme  | Organised By                             | Year            |
|--------|--|--|-----------------|
| 1      | Environmental Accounting                     | Dept. of Commerce, Calcutta Univ         | March, 2007     |
| 2      | Investment opportunities in Mutual Fund      | Khudiram Bose Central College            | March, 2007     |
| 3      | Gerontological Study                         | Netaji Nagar Day College                 | July, 2007      |
| 4      | Total Quality Management in Higher Education | Commerce Alumni Association, CU and WBUT | September, 2007 |
| 5      | National Knowledge Commission                | WBCUTA                                   | November, 2007  |
| 6      | IFRS   | IAA Research Foundation                  | August, 2008    |
| 7      | Commerece Education                          | Commerce Alumni Association              | Sept., 2008     |
| 8      | Contemporary Accounting Issues               | IAA Research Foundation                  | January, 2009   |
| 9      | UGC ASIHSS Programme                         | Dept. of Commerce, Calcutta Univ         | February, 2009  |

|    |  |   |                |
|----|--|---|----------------|
| 10 | Challenges and opportunities in commerce education | PG Dept. of commerce, St. Xaviers College | May, 2009      |
| 11 | ICT Intervention in Panchayet Accounting           | PG Dept. of commerce, St. Xaviers College | December, 2014 |
| 12 | Trends in Contemporary Indian Historical Studies   | WBCUTA                                    | December, 2014 |
| 13 | Contemporary Issues in Accounting and Finance      | IAA Research Foundation                   | January, 2015  |
| 14 | Sustainable corporate excellence                   | PG Dept. of commerce, St. Xaviers College | March, 2015    |

## **Speaker**

| Sl. No | Title  | Organised By  | Year        |
|--------|--|---|-------------|
| 1      | Impairment of Assets: A Study of the corporate financial reporting issues                  | Indian Accounting Association, Calcutta Branch and Netaji Nagar Day College | March, 2008 |
| 2      | Corporate financial reporting infrastructure in India and in the USA – A comparative study | International Conference, Indian Accounting Association Research Foundation | 2007        |

## **Faculty Development Programme**

| Title                    | Sponsored By | Year of Submission |
|--------------------------|--------------|--------------------|
| Project Proposal Writing | UGC          | 2007               |

## **Member of Different Sub-Committees**

Admission, Routine, Magazine, Establishment. At present Secretary Teachers' Council from September, 2015

## **Editor**

Departmental Magazine 'The Benchmark'

## Course Coordinator

- Course Coordinator of UGC Sponsored Job oriented Diploma Course on Insurance Management. The curriculum of the course has been designed by the coordinator
- Course Coordinator of Computerised Accounting, Taxation and Project Management (2007 to 2009)

## Letter of Appreciation

Bengal Institute of Pharmaceutical Science for framing the syllabus

## Ph. D Registration

‘Corporate Governance and the Level of Disclosure in Annual Reports by Indian Companies: A Study’ Registered under the University of Calcutta, 2013

**Dr. Subhadra Dutta**  
**Associate Professor in Mathematics.**

## Seminar / Workshop Attended as listener

| Sr. No. | Seminar/Workshop   | Date               | Sponsor/ Level                     | Venue                  |
|---------|--|--------------------|------------------------------------|------------------------|
| 1.      | Seminar on ‘Corporate Governance’.   | 23/02/2009         | UGC sponsored State Level Seminar  | Netaji Nagar College   |
| 2.      | Seminar on ‘Globalization, Capitalist Crisis and Inclusive Development: Myths and Reality’ | 22-23 rd Dec.,2009 | UGC sponsored Internatioal Seminar | Lady Brabourne College |
| 3.      | Seminar on ‘Sustainability & Growth Strategy in Economic Downturn’                         | 30/01/2010         | Internatioal Seminar               | Netaji Nagar College   |
| 4.      | Seminar on ‘ Food Security In India’   | 19/09/10           | Mid Year Seminar                   | Netaji Nagar College   |

|    |  |                     |                                   |                                |
|----|--|---------------------|-----------------------------------|--------------------------------|
| 5. | Seminar on 'Groundwater Pollution and its Management: Perspective And Future Approaches' | 7-8th Dec.,2010     | UGC sponsored State Level Seminar | Netaji Nagar College For Woman |
| 6. | National Conference On Mathematics and its Applications                                  | 13-14 January, 2011 | National Conference               | Jadavpur University            |
| 7  | Seminar on 'Differential Equations: A road –map From its Formation to Application'       | 5th Mar,2011.       | One-Day State Level Seminar       | Vidyasagar Evening College.    |
| 8. | Short- term Course on Mathematical Analysis and its Applications                         | 22-23rd Mar.,2011   | UGC Sponsored Short Term Course   | Jadavpur University            |

### **Member of different Sub-Committees.**

- (a) Exam. Sub-Committee      Convener
- (b) NSS                              Member
- (c) Alumni Association      Convener

**Dr. Debrupa Chakraborty**  
Assistant Professor

### **Articles Published**

| Sl. No | Title  | Published By   | Year of Publication |
|--------|--|--|---------------------|
| 1.     | "Performance Evaluation of Energy-Intensive Sectors through Environmental Management " | The Icfai Journal of Environmental Economics, Vol-57, No 4, pp 650 – 654 | 2008                |
| 2.     | 'Clean Development Mechanism and Carbon Credit: A New Challenge for Indian Industries" | The Chartered Accountant, Vol-57, No 4, pp 650 -654.                     | 2008                |

|     |  |  |                       |
|-----|--|--|-----------------------|
| 3.  | “Ecological Footprint – An Indicator of a Business’s Progress towards Sustainable Development”   | The Management Accountant, Vol-43 No 10, pp 732 -735   | 2008                  |
| 4.  | “Carbon Footprint and the Indian Industries”   | Yojana, Vol.54, pp 41-44   | 2010                  |
| 5.  | “ Climate Change Adaptation and Mitigation Strategies: Responses from Select Indian Energy Intensive Industrial Units”   | Full paper in the Seminar Proceedings of the International Conference on “Public Policy and Governance” Dept of Management, IISC Bangalore and Dept of Public Affairs Centre , Bangalore | 2012                  |
| 6.  | “Accounting for Corporate Water Use: Estimating Water Footprint of an Indian Paper Production Unit ”   | Indian Accounting Review, Vol 16 (2), pp.34 - 42   | December, 2012        |
| 7.  | “Corporate Carbon Footprint Accounting:” Estimating Carbon Footprint of an Indian Paperboard and Paper Production Unit”  | International Journal of Business Insights and Transformation (IJBIT), Vol 6(1) pp.18-27,  | October – March, 2013 |
| 8.  | “Energy and Carbon Footprint: Numbers Matter in Low Energy and Low Carbon Choices”   | Journal of Current Opinion in Environmental Sustainability, Elsevier, Vol. 5 (2) pp.237 -243   | June 2013             |
| 9.  | Assessing Industrial Performance in Sustainable Development Paradigm: A Case Study of Paper Industry in India  | The Journal of Industrial Statistics, Central Statistical Organization , 3(1), pp.23- 39   | 2014                  |
| 10. | "Ecological Footprint Analysis as a tool for measuring progress towards Sustainable Development: Case Study of a Paperboard and Paper Production Unit in India", | Journal of Environment, Development and Sustainability (ENVI), Springer Vol.17, p.909 - 921  | 2015                  |
| 11. | Implementing Environmental Management Accounting (EMA) for Sustainable Development in the Corporate Sector: An Overview  | The Management Accountant, Vol-50 No 5, pp 77 -83  | May, 2015             |
| 12. | Opportunities and Challenges of Financing Small and Medium Enterprises ( SMEs)   | In the Book published by K.K. Das College pp.210- 218  | June , 2015           |

## Books / Edited Volume

| Sl.No | Name of the Book   | Publisher   | Year |
|-------|--|---|------|
| 1.    | Product Carbon Footprint Estimation Of A Tonne Of Paper: Case Study Of A Paper Production Unit In West Bengal, India(K24325) | “The Carbon Footprint Handbook”<br>CRC Press , Taylor & Francis Group<br>pp.487- 502        | 2015 |
| 2.    | Recycled Paper from Wastes: Calculation of Ecological Footprint of an Energy Intensive industrial unit in Orissa, India      | “Environmental Implications of Recycling and Recycled Products”: Springer ,<br>pp. 259- 282 | 2015 |

## Seminar / workshop

### Attended as listener

| Sl. No | Theme   | Organised By  | Year |
|--------|---|---|------|
| 1.     | UGC Sponsored State Level Seminar on “Corporate Governance”                                       | Netaji Nagar College& ICSI  | 2009 |
| 2.     | National Level Seminar UGC – ASIHSS Prog.   | Dept. of Commerce, University of Calcutta   | 2010 |
| 3.     | International Seminar on “Sustainability & Growth strategy in Economic Downturn”                  | Dept.of Commerce, Netaji Nagar College  | 2010 |
| 4.     | UGC Sponsored National Level Seminar  | Dinabandhu Andrews College & Netaji Institute for Asian Studies, Kolkata  | 2011 |
| 5.     | International Conference on “Resource and Environmental Economics: A review of Theory & Practice” | Dept of Economics , Jadavpur University   | 2012 |
|        | International Conference on Public Policy and Governance  | Dept of Management, IISC Bangalore and Dept of Public Affairs Centre , Bangalore  | 2012 |
| 6.     | International Workshop  | Global Change Programme, Jadavpur University & IIASA , Austria  | 2014 |
| 7.     | International Workshop in IPCC Fifth Assessment Report Dissemination Workshop                     | Global Change Programme, Jadavpur University & West Bengal Pollution Control Board & Climate Development Knowledge Network( CDKN) | 2015 |



## Seminar / workshop

### Speaker

| Sl. No | Title  | Organised By  | Year           |
|--------|--|---|----------------|
| 1.     | Low Carbon Transition of Iron and Steel Industries in India: Role of Policies  | Global Change Programme, Jadavpur University<br>[International Thematic Workshop Seminar on Multi – Level Governance]                         | November, 2013 |
| 2.     | Carbon Transition in Multi-Level Governance Framework: Scope for Enhanced Integration of Bottom up Response of Indian Industries                               | Environmental Policy Research Center Freie Universität, Berlin Germany<br>[International Publication Workshop on Multi – Level Governance]    | April , 2014   |
| 3.     | Alignment of National Action to Global Goal is Crucial, but more crucial is alignment of national and sub-national aspirations: How is this emerging in India? | Institute for Environmental Studies, VU University Amsterdam, Netherlands<br>[International Publication Workshop on Multi – Level Governance] | November, 2014 |
| 4.     | Opportunities and Challenges of Financing Small and Medium Enterprises ( SMEs)   | UGC Sponsored national Level Seminar , Dept of Commerce , K.K.Das College in collaboration with The Institute of Cost Accountants of India    | December, 2014 |

### For Special Lecture

| Subject   | Name of the College  | Year |
|---|--|------|
| Performance Evaluation and Environmental Management Practices: Case Study of Select Indian Energy Intensive Industries” | MGR Educational & Research Institute ( University) , Chennai | 2015 |

## **Minor Research Project**

| <b>Title</b>  | <b>Funded By</b> | <b>Year of Submission</b> |
|---|------------------|---------------------------|
| “Performance Evaluation of Indian Industries through Environmental Management”<br>( Principal Investigator)               | UGC              | 2009                      |
| “Ecological Footprint of Indian Industries and relevant Environmental Management Practices”.<br>( Principal Investigator) | UGC<br>143000    | 2012                      |
| Corporate Water Use Accounting: Estimating Water Footprint of Select Indian Industry<br>( Principal Investigator)         | UGC<br>221000    | Ongoing<br>( 2015 – 2017) |

## **Member Of Different Sub-Committees:**

- 1) Member , Governing Body of the College ( 2011- till date)
- 2) Convenor – Concession Sub – committee ( 2011 – 2015)
- 3) Convenor, Seminar Sub Committee ( Presently)
- 4) Convenor, Documentation Committee ( Presently)
- 5) Member, Alumni Sub- Committee( Presently)
- 6) Member, Library Sub – Committee( Presently)
- 7) Co – ordinator , “Self Financing Certificate Course on Computerised Accounting, Taxation & Project Management” ( 2008 – till date)

## **Other Achievements :**

1. Serving as a Guest faculty in the Dept of Commerce ( M.COM ) , Netaji Nagar Day College, Kolkata Under University of Calcutta ( 2011 – till date) .
2. Served as a Guest faculty in the Dept of Commerce ( M.COM ) , Netaji Subhas Open University, Kolkata, West Bengal in 2010.

**Dr. Kaberi Bhattacharyya**

**Assistant Professor**

## Articles Published

| Sl. No | Title  | Published By  | Year of Publication      |
|--------|--|---|--------------------------|
| 1      | Rural Marketing in India: Problems, Prospects and Emerging Dimensions <sup>#</sup>                       | Marketing Mastermind The ICFAI University Press, Vol-VII, Issue9<br>ISSN 0972-5156  | September, 2007          |
| 2      | What plagues Indian Ceramic Industry?  | The Management Accountant (Student Edition)<br>The Institute of Cost and Works Accountants of India<br>Vol-6, No-11                                       | November, 2007           |
| 3      | Villageward Ho !   | Marketing Mastermind The ICFAI University Press<br>Vol-VIII, Issue 2<br>ISSN 0972-5156  | February, 2008           |
| 4      | A Journey to the Interiors: Prospects for Rural Retailing in India                                       | Marketing Mastermind The ICFAI University Press<br>Vol-IX, Issue 4<br>ISSN 0972-5156  | April, 2009              |
| 5      | The Role of Media in influencing Customers' Brand choice: Some Observations <sup>**</sup>                | Global Media Journal (an international publication), University of Calcutta<br>ISSN 2249-5835   | June 2011 (Summer Issue) |
| 6      | Hindustan Unilever's Cost Aggression   | The Management Accountant The Institute of Cost and Works Accountants of India, Vol 47 no 3<br>ISSN 0972-3528   | March, 2012              |
| 7      | A Study on the Contrasting Paradigms of the Rural Market in India and their Relevance to the FMCG Sector | ICWAI Research Bulletin, The Institute of Cost and Works Accountants of India, Vol XXXV<br>ISSN 2230-9241   | March, 2012              |
| 8      | India's Adoption of IFRS: Advantages and Challenges  | Journal of Commerce and Management Thought, VOL - III-No 3<br>Association for Business Education & Entrepreneurship Development<br>ISSN (print) 0975-623X | July 2012                |

|    |  |   |                |
|----|--|---|----------------|
|    |  | ISSN (online) 0976-478X   |                |
| 9  | Managing Costs Strategically at Dabur India Limited  | The Management Accountant, The Institute of Cost and Works Accountants of India, Vol 47 no 10<br>ISSN 0972-3528   | October, 2012  |
| 10 | A Study into the Influence of Cultural and Socio-Economic Aspects in Marketing Strategic Adaptation of FMCG Companies in India with a Special Focus on the Post-Economic Liberalisation Period | International Journal of Management Research and Business Strategy, Vol 1 No 1<br>ISSN 2319-345X  | October, 2012  |
| 11 | A Study of The Competitive Scenario in Post-Economic Liberalisation Period in India and the Way Forward by FMCG Companies Through Market Segmentation and Leverage of the Digital Media        | Accounting, Finance, Management and Information & Communication Technology : A New Dimensional Approach Edited by Prof. U.Dutta, WBSU, Prof. P. Dhar, WBSU, Prof. T Patra, Shibpur Dinobundhoo College Dishari Prakashani<br>ISBN 978-93-82316-06-0 | December 2012  |
| 12 | Cost Savings Initiatives of FMCG Companies- An Introspection**   | Business Studies Recent Developments Edited by Dr. Anirban Ghosh, Assistant Professor, Netaji Subhas Open University Netaji Subhas Open University<br>ISBN 978-93-82112-07-5  | March 2013     |
| 13 | Milking it Right: The Problems and Prospects of the Dairy Sector in India  | Kurukshetra Ministry of Rural Development Government of India<br>ISSN-0021-5660   | June 2013      |
| 14 | Enterprise Risk Management in the Fast Moving Consumer Goods (FMCG) Sector in India  | The Management Accountant, The Institute of Cost and Works Accountants of India, Vol 48 no 10<br>ISSN 0972-3528   | October, 2013  |
| 15 | Urbanisation in India and China: A Snapshot  | International Journal of Research and Scientific Innovation Vol II, Issue II Research and Scientific Innovation Society<br>ISSN 2321-2705   | February, 2015 |

|    |  |  |               |
|----|--|--|---------------|
| 16 | Social Implications of Value-Chain Activities: A Brief Study on Nestle India Limited** | Journal of Exclusive Management Science, Vol 4<br>Issue 10<br>ISSN 2277 – 5684 | October, 2015 |
|----|--|--|---------------|

#This article has been included in the book entitled Indian Rural Markets and Marketing Practises – Recent Developments, edited by Swapna Gopalan and Mohammed Mueen and published by The ICFAI University Press (ISBN :978-81-314-1465-1)

\*\* Co-authored by Dr. Biswajit Bhadra, Associate Professor in Commerce, Netaji Nagar College

## **Book**

| Sl.No | Name of the Book  | Class   | Year              |
|-------|---|---|-------------------|
| 1     | An Insight to the Marketing Strategies of Select FMCG Brands in India | Reference,<br>Lambert Academic<br>Publishing, Germany<br>ISBN 978-3-659-68224-7 | February,<br>2015 |

## **Seminar / workshop**

### **Attended as listener,**

| Sl. No | Theme  | Organised By  | Year                |
|--------|--|---|---------------------|
| 1      | UGC Sponsored Seminar cum Workshop on the Introduction of BBA under CU                           | St. Xaviers' College, Kolkata & West Bengal College and University Teachers' Association, South Calcutta District | April 21, 2001      |
| 2      | Recent Declining Trend in Enrolment of Students in Commerce Education in Colleges in West Bengal | West Bengal College and University Teachers' Association  | September 28, 2004  |
| 3      | IT and its Application in Business and Marketing   | Commerce Alumni Association, University of Calcutta and Netaji Nagar Day College                                  | October 15-16, 2004 |

|    |  |  |                       |
|----|--|--|-----------------------|
| 4  | IT & Commerce and Accounting Standards   | University of Calcutta (Department of Commerce), Commerce Alumni Association, University of Calcutta | March 18, 2006        |
| 5  | Eighth International Accounting Conference   | Indian Accounting Association Research Foundation  | January 6-7, 2007     |
| 6  | Necessity and Scope of Collaborative Research in the Field of Higher Education                             | Smt. J. D. Birla Institute, Kolkata  | February 23, 2007     |
| 7  | Geriatrics and Gerontological Studies in West Bengal   | Netaji Nagar Day College, Kolkata  | July 13, 14, 2007     |
| 8  | National Seminar on Accounting Standards   | Netaji Nagar Day College, Kolkata  | March 2, 2008         |
| 9  | Workshop on Data Mining  | Department of Business Management, University of Calcutta (Alipore Campus), Kolkata                  | October 30, 2009      |
| 10 | Food Security in India [Mid-Year Seminar 2010 of Bengal Economic Association]                              | Netaji Nagar College (Department of Commerce & Department of Economics)                              | September 19, 2010    |
| 11 | Neo-Liberalism and the Evolution of the Indian State   | Darbhanga Hall, University of Calcutta   | September 24, 2011    |
| 12 | UGC Sponsored National Level Seminar jointly organized by Dinabandhu Andrews College In Collaboration with | Dinabandhu Andrews College, (Department of Commerce & Department of Economics) Kolkata               | November 18, 19, 2011 |
| 13 | Workshop on Reviewing the B.Com New Syllabi  | Netaji Nagar Day College, Kolkata  | May 4, 5, 2013        |
| 14 | Trends in Contemporary Historical Studies: Crises and Transition   | Mahadevananda Mahavidyalaya, Barrackpore   | December 20, 2014     |



## Speaker

| Sl. No | Title  | Organised By  | Year                  |
|--------|--|---|-----------------------|
| 1      | Corporate Governance : Why not?  | Netaji Nagar College (Department of Commerce) & The Institute of Company Secretaries of India   | February 23, 2009     |
| 2      | Economic Slowdown: How FMCG Companies Bucked the Trend?  | Netaji Nagar College (Department of Commerce)   | January 30, 2010      |
| 3      | Holism in Agriculture, Industry and Education : Towards A Prosperous India                               | Department of Commerce, St. Xavier's College (Autonomous), Kolkata and Netaji Nagar College   | December 8, 2011      |
| 4      | Being selfish, being sustainable   | Department of Commerce, St. Xavier's College (Autonomous), Kolkata  | September 19-20, 2014 |
| 5      | The Enduring Mystery of Consumer Brand Choice and the Oft-Overlooked Clue of Brand-Age: A Brief Review** | International Management Institute, Kolkata in collaboration with IAE, University of Tours, France and The Whitman School of Management, Syracuse University, USA | December 16-17, 2014  |
| 6      | Influence of Brand-Age on Consumer Perceptions and Preferences: A Study on Select FMCG Brands**          | The Bhawanipur Education Society College (Department of M.Com)  | January 5, 2015       |
| 7      | Rural Consumers' Acceptability of a HUL Brand – A Block Level Study in the state of West Bengal**        | Birla Institute of Technology & Science, Pilani   | March 20 -21, 2015    |
| 8      | CSR: Ethical Practises for Indian Companies – A Study on HUL   | The Bhawanipur Education Society College [Research & Publication Cell, P.G. Department of Commerce] and University of Calcutta [Department of Commerce]           | April 28, 2015        |

\*\* Co-authored by Dr. Biswajit Bhadra, Associate Professor in Commerce, Netaji Nagar College

## Invitation For Special Lecture

| Subject              | Name of the College              | Year |
|----------------------|----------------------------------|------|
| Financial Accounting | Sivanath Sastri College, Kolkata | 2006 |

## Minor Research Project

| Title   | Funded By                    | Year of Submission | Amount Approved and Sanctioned (Rs.) | Remarks   |
|---|------------------------------|--------------------|--------------------------------------|-----------|
| A Study Of The Strategies Adopted By Some Selected Fast Moving Consumer Goods Majors  | University Grants Commission | 2010               | 45,000                               | Completed |
| A Study Of The Marketing Strategies Adopted By Some Selected Fast Moving Consumer Goods Brands From 2001 to 2010 A.D., their evaluation and an analysis of the factors influencing the adoption of these strategies | University Grants Commission | 2013               | 138,000                              | Completed |

## Member Of Different Sub-Committees

- i. Convenor, Routine Sub-Committee since 2008-09.
- ii. Coordinator, Career Counselling Cell, since 2010-11
- iii. Convenor, Seminar Sub-Committee from 2008-09 to 2011-12.

## Participation In Orientation Programmes And Refresher Courses

| Refresher course/ orientation programme | Conducted by                                   | Year |
|---|--|------|
| Orientation programme                   | Academic Staff College, University of Calcutta | 2005 |
| Refresher course (commerce)             | Academic Staff College, University of Calcutta | 2006 |
| Refresher course (commerce)             | Academic Staff College, University of Calcutta | 2011 |
| Refresher course (commerce)             | Academic Staff College, University of Burdwan  | 2015 |

## **Membership Of Different Academic Institution**

Guest Lecturer, Post Graduate Department of Commerce, Netaji Nagar College

Guest Lecturer, Post Graduate Department of Commerce, Shibpur Dinobundhoo Institution (College)

## **Citations**

| <b>Name of Article Cited</b>  | <b>Published by</b>   | <b>Year of Publication</b> |
|---|---|----------------------------|
| Rural Marketing in India: Problems, Prospects and Emerging Dimensions | Marketing Mastermind The ICFAI University Press, Vol-VII, Issue9 ISSN 0972-5156 | September, 2007            |

## **Cited in**

| <b>Sl. No</b> | <b>Title</b>   | <b>Published By</b>                               | <b>Year of Publication</b> |
|---------------|--|---|----------------------------|
| 1             | Agricultural RuralMarketing in India by P K Dutta  | Indian Journal of Marketing, Vol 41 (7), pp 9-19. | July, 2011                 |
| 2             | Agricultural Marketing in Karnataka: With Special Reference to Dharwad APMC.by Prashant. G. Koppad and L.D.Vaikunthe | Golden Research Thoughts, Volume 4, Issue 4       | October, 2014              |

## EVALUATIVE REPORT OF THE DEPARTMENT OF ECONOMICS

1. **Name of the Department-** Economics
2. **Year of Establishment-** 1967
3. **Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)-** UG

**(A) B.A. (General Course)**

- B.A. / B.Sc (Hons)-Geography
- B.A. (Hons)- Journalism And Mass Communication
- B.A.(Hons)- History

**(B) B.Com (Hons & Gen)**

- B.Com(General) 1<sup>st</sup> Year –Economics-I
- B.Com(Hons) 1<sup>st</sup> Year –Economics-I
- B.Com(Hons) 3<sup>rd</sup> Year –Economics-II & Indian Financial System

**4. Names of Interdisciplinary courses and the departments/ units involved-**

The department teaches Economics I, II and Indian Financial System papers in the Commerce (UG) Course. Money and Financial System (MFS) paper was taught in the B.Com (General) 2<sup>nd</sup> Year till the alteration in the syllabus by the Calcutta University in 2014-15.

**5. Annual/ Semester/ Choice based credit system (Programme wise)-**  
Annual

**6. Participation of the department in the courses offered by other departments-**

Nil

**7. Courses in collaboration with other universities, industries, foreign institutions etc-**

Nil

**8. Details of courses/ programmes discontinued (if any) with reasons-**

Nil

## 9. Number of Teaching posts

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | 2          | Nil    |
| Associate Professors |            | 1      |
| Assistant Professors |            | 1      |

## 10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc)

| Name                  | Qualification | Designation         | Specialization                  | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|-----------------------|---------------|---------------------|---------------------------------|----------------------------|---|
| Anasuya Kar           | M.A.          | Associate Professor | Econometrics                    | 29+                        | Nil   |
| Bhajan Chandra Barman | M.A.          | Assistant Professor | Econometrics, Rural Development | 10+                        | Nil   |

## 11. List of senior visiting faculty-

Nil

## 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty-

Nil

## 13. Student- Teacher Ratio (Programme wise)-

- B.A (General) : 62:1 (2014-15)
- B.Com.(Hons): 36:1 (2014-15)
- B.Com (General) : 79:1 (2014-15)

## 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled-

Nil

## 15. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG:

PG-2. (Ph.D Thesis submitted by Prof. Bhajan Chandra Barman).

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received-**

Nil

**17. Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received-**

Nil

**18. Research Centre/ facility recognized by the University-**

Nil

**19. Publications-**

**1. Published Papers in Journals/Edited Book by-Prof. Anasuya Kar**

| Sl. No. | Title of the Paper  | Title of the Journal/ Edited Book   | Publisher & Date of Publication              |
|---------|---|---|--|
| 1       | Food Security in India and the Imminent Water Crisis-                     | Food Security in India Edited by Biswajit Chatterjee & Asim K. Karmakar                                     | Deep & Deep Publication, New Delhi 2012,     |
| 2.      | Tar jiban shuru hoyechhilo (be hote chalechhilo) ekta bhul diye (Bengali) | Prabaho-5   | Netaji Nagar College, 2013                   |
| 3       | Indian Agrarian Crisis Over Two Decades of Economic Reforms               | Two Decades of Economic Reforms in India Edited by Dr. S. Pan, Prof. S. Ghosh, Dr. A. Karmakar.             | Regal Publication, New Delhi 2014            |
| 4       | Her Life Began (or was going to begin) with a mistake- her Gender         | Crime Against Women ed. By Dr. Sukanta Sarkar   | Mangal Publication, New Delhi, 2014          |
| 5       | Social Safety Nets in India with Special Reference to NREGA               | Macro Economics Employment & Social Development Edited by Dr. A. Karmakar                                   | Regal Publication, New Delhi, 2015           |
| 6       | Disaster- A Menace to Rural Livelihood Via Environmental Hazards          | Rural Livelihood in India: Issue, Measurement & Policies Edited by - Biswajit Chatterjee & Asim K. Karmakar | Concept Publication Company, New Delhi. 2013 |
| 7       | Paribesh: Mone ache kin a ache tahare?                                    | Udya Sanga Subarna Jayanti Issue  | Udya Sanga Baishnabghat, Kolkata 2015        |



## Books Magazines Edited by Prof. Anasuya Kar

|   |                          |  |                         |
|---|--------------------------|--|-------------------------|
| 1 | Dasher Bhashay Galpo     | Jointly edited by Smt. Anasuya Kar & Sri Jiban Sankar ,          | Published by Codex,2013 |
| 2 | Sabuj Prithibi (Bengali) | Editor A bi- monthly magazine on environment, Regn. No. 65930/96 | -                       |

## Rapporteur

| Sl.No. | Theme  | Organized By                 | Level    | Date       |
|--------|--|------------------------------|----------|------------|
| 1.     | Food Security in India                           | BEA and Netaji Nagar College | National | 19/09/2010 |
| 2.     | Agrarian Crisis in India<br>Technical See in BEA | UGC and Maulana Azad College | National | 19/02/2012 |

## Membership of Different Organisation

- Life Members:-
- (i) Bengal Economic Association
  - (ii) Indian Economic Association
  - (iii) Indian Accounting Association
  - (iv) People for Animals (Non- Academic)

## 2. Published Papers in Journals/Edited Book by Prof. BHAJAN CHANDRA BARMAN

| Sl. No. | Title of the Paper  | Title of the Journal/ Edited Book   | Publisher & Date of Publication   |
|---------|---|---|---|
| 1       | Food Security in India and the Imminent Water Crisis-                           | Food Security in India Edited by Biswajit Chaterjee & Asim K. Karmakar                          | Deep & Deep, New Delhi 2012   |
| 2.      | Microfinance Scenario of Nadia District Under SGSY                              | Woment Empowerment and Rural Development: Role of Microfinance- Edited by Prof. Sujata De et al | Published by Publication Cell, Berhampore Girls' College, Barhampore, Musshidabad, 2014 |
| 3       | Impact of Microfinance through SHG on the Livelihoods of the Rural Poor: A case | Rural Livelihoods in India edited by Biswajit Chaterjee & Asim K. Karmakar                      | Concept Publication Company PVT. LTD. New Delhi. 2015                                   |

|   |   |  |  |
|---|---|--|--|
|   | Study of a Village in Nadia district of West Bengal                     |  |  |
| 4 | Microfinance and financial inclusion in Nadia district, West Bengal     | Dynamics of self help groups, Micro finance and Financial Inclusion edited by- Mr. J.K. Sing | Abhijit Publication, New Delhi, 2015         |
| 5 | Microfinance and Women Empowerment: A Case Study of Darjeeling District | Pragati  | Journal of Indian Economy, Vol.2, Issu1 2015 |
| 6 | Poverty In India  | Prabaha-5  | Netaji Nagar College, 2013                   |

## 20.Areas of consultancy and income generated-

Nil

## 21.Faculty as members in-

Prof. Anasuya Kar life member of

- 1) Bengal Economic Association
- 2) Indian Economic Association
- 3) Indian Accounting Association

Prof. Bhajan Chandra Barman life member of

1. Bengal Economic Association
2. Indian Economic Association

## 22.Student projects-

**a.Percentage of students who have done in house projects including inter-departmental/ programmes-** 100 % participation in the compulsory interdepartmental ENVIS project.

**b.Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-**

Nil

## 23. Awards/ Recognitions received by faculty and students

Nil

## 24. List of eminent academicians and scientists/ visitors to the department

(i) Mid-year seminar of Bengal Economic Association on Food security.

Dated: 19.09.2010

Chairman: Prof. Biswajit Chatterjee.

Inauguration & Inaugural Address: Prof. Asis Dasgupta

Address by Chief Guest : Prof. Sugata Marjit

Key note address: Prof. Raj Kumar Sen

Theme paper Presentation : Prof. Sib Ranjan Misra

Chairperson: Sri Debes Mukherjee and Prof. Dharendra Nath Konar

## 25. Seminars/ Conferences/ Workshops organized and the source of funding None

National- Mid-year seminar of Bengal Economic Association on Food security.

Dated: 19.09.2010

## 26. Student Profile programme wise / course wise:

| Name of the Course/ Programme | Applications received | Selected/ Appeared | Enrolled |        | Pass percentage |
|-------------------------------|-----------------------|--------------------|----------|--------|-----------------|
|                               |                       |                    | Male     | Female |                 |
| B.com (Hons)                  | 119                   | 72                 | 68       | 4      | 61              |
| B.com (Gen)                   | 292                   | 158                | 148      | 10     | 54              |
| B.A (Gen)                     | 238                   | 133                | 105      | 28     | 56              |

## 27. Diversity of students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| B.com (Hons)       | 100%                              |                                 |                           |
| B.com (Gen)        | 100%                              |                                 |                           |
| B.A (Gen)          | 100%                              |                                 |                           |

## 28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.-

Although some students (with Economics combination) have succeeded in different competitive examinations, no such formal data are available.

## 29. Student Progression-

| Student Progression  | Against % enrolled   |
|--|--|
| UG to PG   | No formal data available   |
| PG to M. Phil  |  |
| PG to Ph.D   |  |
| Ph.D to Post Doctoral  |  |
| Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>• No scope of campus selection</li> <li>• No formal data available</li> </ul> |
| Entrepreneurship/ Self Employment  |  |

## 30.Details of Infrastructural Facilities

**Library-** The College has a central library with huge stock of books, journals and newspapers, offering borrowing and reading facilities. Recently, INFLIBNET has been introduced in the library. Besides this, a small departmental library is run by the Department to cater to the need of the students as and when necessary.

**Internet facilities for staff and students:** The Department has no exclusive internet facilities. However, the faculty members as well as the students have access to computer with internet facilities in the library. Also, they have full access to the computers in the central computer laboratory.

**Class rooms with ICT facility:** Nil

**Laboratories:** N.A

## 31. Number of students receiving financial assistance from college, university, government or other agencies-

Students receive financial assistance from the college (as concession) Govt. (SC/ST/OBC/ Minority Cell and Kanyashree), NGOs( eg. Udayan) –but the numbers of students belonging to this department cannot be sorted out.

## 15. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-

One National seminar on “Food Security” by Bengal Economic Association was organized.

However, as Economics is by and large, a multi-disciplinary subject, students enrich themselves by attending the seminars, workshops etc. organized by other departments in the college.

### 33. Teaching methods adopted to improve student learning-

- Besides the usual “Chalk and Talk” method, interactive discussions are held.
- To arouse their interest, the multidisciplinary aspect of the subject with reference to various examples, are highlighted.
- Assignments are given in time.
- Weak students are given special support.
- Remedial/ tutorial classes are taken as and when necessary (particularly after the dissolution of the classes before final University Examination).
- Students are motivated to write for their Departmental Wall Magazine “Arthanwita” and the college magazine as well for developing their creative talent.

### 34. Participation in Institutional Social Responsibility and Extension Activities-

At present, NSS wing of our college is inactive due to some unavoidable circumstances. Our students used to take active part in extension activities through NSS when it was in full swing.

As regarding the ISR our students always respond to organize and join different rallies/ movements on contemporary issues. They draw and exhibit posters to arouse awareness in the student community and the locality.

### 35.SWOC Analysis of the department and future plan-

#### Strengths :

- Academically vibrant environment in the department and in the college.
- A contemporaneous multi-disciplinary subject.
- Competent and caring faculty.
- Obedient students.
- Amicable student-teacher relationship.

#### Weaknesses

- No honours course in the Department. The Department is long on intent but hamstrung on execution.
- The Department and the College are hard-pressed with space and time.
- Infrastructure requires improvement.

## **Opportunities**

- Multidisciplinary nature of the subject.
- A positive snowballing effect of interactive discussion among the teachers and the students.

## **Challenges**

- Crunch in admission as many other (para) courses are coming up which students find as an easy option.
- Limited scope/freedom in deploying innovative teaching methods due to syllabus and time constraints arising from the (1+1+1) examination system adopted by University of Calcutta.
- To motivate the students to utilize the opportunities available to them.

## **Future Plan :**

To help the students in the best possible way our plan of action includes—

- Encouraging students for departmental seminars by them
- Enhancement of academic resources including the use of audio-visual technology as far as possible for teaching learning process.
- Organizing more seminars.
- Introduction of open text book examination system in the class testes.

## EVALUATIVE REPORT OF THE DEPARTMENT OF ENGLISH

1. Name of the Department- English
2. Year of Establishment- 1967
3. Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)- UG Honours and General
4. Names of Interdisciplinary courses and the departments/ units involved- Nil
5. Annual/ Semester/ Choice based credit system (Programme wise)-  
Annual
6. Participation of the department in the courses offered by other departments-  
Nil
7. Courses in collaboration with other universities, industries, foreign institutions etc-  
Nil
8. Details of courses/ programmes discontinued (if any) with reasons-  
Nil
9. Number of Teaching posts

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | Nil        | Nil    |
| Associate Professors | Nil        | Nil    |
| Assistant Professors | 2          | 1      |



**10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc)**

| Name               | Qualification | Designation    | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|--------------------|---------------|----------------|----------------|----------------------------|---|
| Shrutarshi Das     | M.A           | Assistant Prof | English Lit    | 7 mths                     | Nil   |
| Madhubanti BasuRoy | M.A           | PTT            | English Lit    | 8 yrs                      | Nil   |
| Joyita Ghosh       | M.A B.Ed      | Guest          | English Lit    | 3 yrs                      | Nil   |

**11. List of senior visiting faculty- None**

**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- 21.27% ( 8 lectures out of 47 classes/week)**

### 13. Student- Teacher Ratio (Programme wise)-

**Hons:**

**8:1** **15:1**

**14. Number of academic support staff (technical) and administrative staff; sanctioned and filled- Nil**

**16. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG: all the teachers have postgraduate degree**

|                              |                  |
|------------------------------|------------------|
| <b>Highest Qualification</b> | <b>Professor</b> |
| PG                           | 3                |

17. **Number of faculty with ongoing projects from a)National b) International funding agencies and grants received- None**

18. **Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received-** None

**19. Research Centre/ facility recognized by the University- None**

**20. Publications-**

**a. Publication per faculty**

|                    |   |
|--------------------|---|
| Shrutarshi Das     | 5 |
| Madhubanti BasuRoy | 1 |
| Joyita Ghosh       | 3 |

**b. List of Research Publications in referred journals- 2**

**International Journals- 2**

**National Journals- 7**

| S.no. | Name of Journal   | Name of article  | ISSN Number | Date of Publication |
|-------|---|--|-------------|---------------------|
| 1     | Journal of Humanities and Social Sciences               | Primitive man in European Conscience                                 | 0973-8738   | 2009                |
| 2     | JHSS  | Discourse of Calypso...  | 09738738    | 2010                |
| 3     | Alochonachakra  | Hannah Arendt  | 22313990    | 2012                |
| 4     | Alochonachakra  | Partha Chatterjee  | 22313990    | 2011                |
| 5     | Literati  | Rootless Identities/Routeless Journeys                               | 23218886    | 2013                |
| 6     | Netaji Nagar Journal of English Literature and language | All the World's a Stage  | 23204109    | 2013                |
| 7     | Musings   | Multiculturalism in Ruskin Bond's Fiction                            | 09758054    | 2013                |
| 8     | Netaji Nagar Journal of English language and Literature | Age Cannot Wither Her...   | 23204109    |                     |
| 9     | Netaji nagar Journal of English Literature and language | Role of Gender as Depicted Through Alice's Journey in The Wonderland | 23204109    | 2015                |

21. **Areas of consultancy and income generated-** Nil

22. **Faculty as members in-**

**National Committees –**

**International Committes-**

**Editorial Boards-** Madhubanti Basu Roy is one of the editors of Netaji Nagar Journal

23. **Student projects-**

**Percentage of students who have done in house projects including inter-departmental/ programmes-**

None

**Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-**

Nil

24. **Awards/ Recognitions received by faculty and students-**

None

25. **List of eminent academicians and scientists/ visitors to the department-**

Dr. Sukanta Chaudhuri (2010),

Dr. Saubhik Dutta (Surendranath Evening College),

Dr. Suchandra Chakravarty (Bhawanipur Education Society),

Dr. Sanjukta Dasgupta ( University of Calcutta) 2012,

Dr. Amlan Dasgupta( dept. of English, JU),

Dr. Swapan Chakravarty( JU, Presidency University),

Dr. Chandrani Biswas ( St Xaviers College),

Dr.Niladri Chatterjee (Klayani University),

Dr.Saugata Bhaduri (JNU)

**26. Seminars/ Conferences/ Workshops organized and the source of funding**  
**None**

National- 2 –a. Historicity of Text and Textuality of History (UGC+NNc), 2010

Popular Culture and the text of engaging the Masses (JU + NNC)- 2013

International-

**27. Student Profile programme wise / course wise:**

| Name of the Course/<br>Programme | Applications received | Selected/<br>Appeared | Enrolled |        | Pass percentage |
|----------------------------------|-----------------------|-----------------------|----------|--------|-----------------|
|                                  |                       |                       | Male     | Female |                 |
| B.A (Hons)                       | 28                    | 18                    | 15       | 3      | 100             |

**28. Diversity of students**

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| B.A (Hons)         | 100                               |                                 |                           |

**29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.-** Some students get employment in different government jobs and private organisations. Some of the students are also self employed. However, actual data are not available.

**30. Student Progression-**

| Student Progression  | Against % enrolled  |
|--|---|
| UG to PG   | DATA NOT AVAILABLE  |
| PG to M. Phil  |   |
| PG to Ph.D   |   |
| Ph.D to Post Doctoral  |   |
| Employed <ul style="list-style-type: none"> <li>Campus Selection</li> <li>Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>No scope of campus selection</li> <li>No comprehensive data</li> </ul> |
| Entrepreneurship/ Self Employment  | Few have small business   |

## 31. Details of Infrastructural Facilities

- a. **Library-** Yes (Department has 650 books for providing assistance to the students)
- b. **Internet facility for staff and students-** Yes, in the library
- c. **Classrooms with ICT-** N.A
- a. **Laboratories-** Nil

## 32. Number of students receiving financial assistance from college, university, government or other agencies- Two (2)

## 33. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts- 1. Spl lecture : Renaissance Tragedy- Dr. Amlan Dasgupta (2012)

2. Study Tour: Town Hall (2011)

3. Study Tour: Town Hall, Victoria Memorial, St Pauls Cathedral, (2104)

4. 2 national seminars

## 34. Teaching methods adopted to improve student learning- PPTs, film screening, chalk and talk, slides,

## 35. Participation in Institutional Social Responsibility and Extension Activities- Nil

## 35. SWOC Analysis of the department and future plan-

### Strength:

- 1. Diligent Teachers
- 2. Enthusiastic Students
- 3. Small Batches
- 4. Academic Atmosphere of the department
- 5. Availibility of books.

### Weakness

- 1. Inadequate Infrastructure
- 2. First Generation Learners.
- 3. High Dropout Rate

## 4. Cash Crunch

### **Opportunity:**

1. Education to 1<sup>st</sup> generation learners
2. To provide comprehensive Holistic education
3. Innovative ways of teaching

### **Challenges:**

1. Remedial classes for weak students.
2. Students' participation through wall magazine and dept magazine
3. More assignments and project based study
4. More study tours, workshops, departmental seminar
5. Class tests and regular writing Practices
6. Special classes on spoken English, drama club, creativity club

### **Future Plans:**

In future the department plans to hold on to these principles of teaching as they have proven to be highly effective. In the coming months our department will take the students out for study tours, encourage them to participate in departmental seminars. We also plan to open a new performance club where students will perform parts of plays to get a first hand feel of performing arts. As always, we also plan to screen movies and take the students to selected theatre shows to acquaint them with different other arts related to literature.

## EVALUATIVE REPORT OF THE DEPARTMENT OF GEOGRAPHY

1. **Name of the Department-** Geography
2. **Year of Establishment-** 2000-2001
3. **Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)-** UG Honours and General
4. **Names of Interdisciplinary courses and the departments/ units involved-**  
Nil
5. **Annual/ Semester/ Choice based credit system (Programme wise)-**  
Annual
6. **Participation of the department in the courses offered by other departments-**  
Nil
7. **Courses in collaboration with other universities, industries, foreign institutions etc-**  
Nil
8. **Details of courses/ programmes discontinued (if any) with reasons-**  
Nil
9. **Number of Teaching posts**

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | Nil        | Nil    |
| Associate Professors | Nil        | Nil    |
| Assistant Professors | Nil        | Nil    |

There is no sanctioned post in the department of Geography. The appointment of Prof. N. K. Mondol, Co-coordinator of Geography, was in the department of Commerce as



the lecturer of Resource Studies and Economic Geography. As these papers were dropped from the syllabus of Commerce, the Department of Geography was established.

## 10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc) for the session 2014-2015

| Name                   | Qualification | Designation | Specialization    | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|------------------------|---------------|-------------|-------------------|----------------------------|---|
| Nibedita Bedajna       | M.Sc<br>B.Ed  | CWTT        | Geomorphology     | 9 yrs                      | Nil   |
| Chandrayee Chakroborty | M.Sc<br>M.Ed  | Guest       | Cartography       | 5 yrs                      | Nil   |
| Souvik Kar             | M.Sc          | Guest       | Cartography       | 2 and half years           | Nil   |
| Moumita Sen            | M.Sc          | Guest       | Regional Planning | 5 years                    | Nil   |
| Gourab Roy             | M.Sc          | Guest       | Cartography       | 1yr 2 mths                 | Nil   |
| Arpita Sengupta        | M.Sc          | Guest       | Regional Planning | 1 year 2 mths              | Nil   |
| Ujjwal Deep Saha       | M.Sc          | Guest       | Cartography       | 6ths                       | Nil   |

## 11. List of senior visiting faculty- None

## 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- For the session 2014-2015

| Name                   | Honours (weekly %) |      | General (weekly %) |      |
|------------------------|--------------------|------|--------------------|------|
|                        | Theory             | Prac | Theory             | Prac |
| Chandrayee Chakroborty | 3.57               | 5.95 | 2.38               | -    |
| Souvik Kar             | 4.76               | 3.57 | 1.19               | 2.38 |
| Moumita Sen            | 3.57               | 3.57 | 2.38               | 2.38 |
| Gourab Roy             | 3.57               | 4.76 | 1.19               | 2.38 |
| Arpita Sengupta        | 4.76               | 2.38 | 4.76               | -    |
| Ujjwal Deep Saha       | 3.57               | 4.76 | 1.19               | 2.38 |

## 13. Student- Teacher Ratio (Programme wise)- Session 2014-2015

**Hons:**

9:1

**Gen:**

23:1

## 13. Number of academic support staff (technical) and administrative staff; sanctioned and filled-

There is no sanctioned post for supporting staff for the department, however, 1 casual staff has been provided by the college

## 14. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG: all the teachers have postgraduate degree

| Highest Qualification | Professor |
|-----------------------|-----------|
| PG                    | 7         |

## 15. Number of faculty with ongoing projects from a)National b) International funding agencies and grants 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-

None

**Publication per faculty**

**List of Research Publications in referred journals-**

**International Journals-**

**National Journals-**

## 19. Areas of consultancy and income generated-

Nil

## 20. Faculty as members in-

Nil

**National Committees -**

**International Committes-**

**Editorial Boards-**

## 21. Student projects-

**a. Percentage of students who have done in house projects including inter- departmental/ programmes-** 100% for the 3<sup>rd</sup> year Hons students and 99 % (approx) for the 2<sup>nd</sup> yr Genl students

**b. Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-**  
Nil

## 22. Awards/ Recognitions received by faculty and students-

One of the students stood 2<sup>nd</sup> in the University Exam of University of Calcutta in 2011

## 23. List of eminent academicians and scientists/ visitors to the department-

None

## 24. Seminars/ Conferences/ Workshops organized and the source of funding

None

National-

International-

## 25. Student Profile programme wise / course wise: For the session 2014- 2015

| Name of the Course/<br>Programme | Applications<br>received | Selected/<br>Appeared | Enrolled |        | Pass<br>percentage |
|----------------------------------|--------------------------|-----------------------|----------|--------|--------------------|
|                                  |                          |                       | Male     | Female |                    |
| B.A/ B.Sc Hons                   | 87                       | 35                    | 27       | 8      | 100                |
| B.A/B.Sc Genl                    | 238                      | 68                    | 50       | 18     | 63                 |

## 26. Diversity of students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| B.A/ B.Sc Hons     | 100                               | Nil                             | Nil                       |
| B.A/B.Sc Genl      | 100                               | Nil                             | Nil                       |

## 27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.-

Comprehensive data is not available, though few of the students have cleared various competitive examination like NET (2), Civil Services (2), Defense Service (1), SSC (1), Rail (1), IBPS (1)

## 28. Student Progression-

| Student Prgression   | Against % enrolled   |
|--|--|
| UG to PG   | 73%  |
| PG to M. Phil  |  |
| PG to Ph.D   |  |
| Ph.D to Post Doctoral  |  |
| Employed <ul style="list-style-type: none"> <li>Campus Selection</li> <li>Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>No scope of campus selection</li> <li>Employed in Govt Sectors through SSC,PSC,IBPS and in Pvt. Company like TCS, WIPRO, IBM etc</li> </ul> |
| Entrepreneurship/ Self Employment  | Few of the students have started their own business  |

## 29. Details of Infrastructural Facilities

**Library-** Yes (Department has 105 books for providing assistance to the students)

**Internet facility for staff and students-** Department has 3 computers with internet facility for Staff & Students.

**Classrooms with ICT-** Yes

**Laboratories-** Yes

**30. Number of students receiving financial assistance from college, university, government or other agencies-** 15 students receive financial assistance from government like Kanyasree and assistance for backward Castes as well as from NGOs like Udayan Care and Padakhyep

**31. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-** None

**32. Teaching methods adopted to improve student learning-** use of OHP, Smart Board, Remedial Classes, mock tests, use of PPT and internet, interactive sessions etc

**33. Participation in Institutional Social Responsibility and Extension Activities-** None

**34. SWOC Analysis of the department and future plan-**

**I. Strength**

1. The Department offers a unique way of audiovisual method of teaching
2. The department has a number of dedicated faculties who acts as friend, philosopher and guide. They take care of students not only academically but also personally. They often do personal counseling to enhance their self confidence.
3. The atmosphere in the department is healthy as not only the teachers but also the students support each other in every respect.
4. The interpersonal relationship between the students and the teachers goes beyond the college boundary and they are offered full support in their post graduate studies.
5. The students enthusiastically participate in the co-curricular activities like sports, drama etc.
6. The department has its own internet facility which enables the students access the outer world and also enhances their knowledge.
7. The department has a rich alumni that not only has university rank holder but also the students who are placed in different private and governmental organisation .

8. The infrastructure support including departmental library that the department offers to the students is worth mentioning.
9. The support staff supports the students round the clock whenever necessary.
10. The percentage of attendance of the students is satisfactory.
11. Field trips and excursions engage and entertain students to make up their educational experience more relevant, memorable and meaningful. The students gain extra edge and experience to negotiate challenges.

## **II. Weakness**

1. The main weakness of the department is the lack of space which prevents the department from having Geographical Museum and a separate computer laboratory.
2. The lack of ground also affects the students in their field survey.
3. The lack of whole time teacher also affects the teaching learning presses to some extent.
4. The socio economic background of many students (some of them are first generation learners) is responsible for poor language base (as the questions set in English) which is reflected in their results.
5. Because of the poor socio economic background few students sometimes find it difficult to participate in their curriculum like compulsory educational tour.
6. The department has not been able to conduct any National Level Seminar or faculty exchange programme till date.

## **III. Opportunity:**

1. The students have the opportunities to take GIS as their career.
2. the good relationship among the students, teachers and the Support staff provide the opportunity to set up alumni association.
3. The students are encouraged to pursue higher education with the assurance for maximum support.
4. The opportunities are there for the students to participate in the mock tests that are conducted in the department before every University examination.
5. To provide educational and other assistance to the economically backward but competent students.

#### **IV. Challenges:**

1. To provide special classes to the students in limited time span.
2. To enhance the soft skills of the students so that they become more employable in the job market.
3. To generate more interest among the students on the subject by providing more exposure to seminars and workshops.

#### **V. Future Plan Actions:**

1. Purchasing more books and journals for the department.
2. Purchasing more specimens of rocks and minerals.
3. Increase the number of GIS software.
4. Organize seminars and invite eminent professors to deliver lectures.
5. To take the membership of different online journals like SAGE, JSTORE etc.
6. Publication of Wall Magazine in a regular interval.
7. Encouraging students to participate in inter college debate and poster competition.
8. Purchasing Digital Camera.
9. Beautification of the department with students' active participation



## EVALUATIVE REPORT OF THE DEPARTMENT OF HISTORY

1. Name of the Department- History
2. Year of Establishment- 1967
3. Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)- UG Hons., & General
4. Names of Interdisciplinary courses and the departments/ units involved- Nil
5. Annual/ Semester/ Choice based credit system (Programme wise)-  
Annual
6. Participation of the department in the courses offered by other departments-  
Nil
7. Courses in collaboration with other universities, industries, foreign institutions etc-  
Nil
8. Details of courses/ programmes discontinued (if any) with reasons-  
Nil
9. Number of Teaching posts

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | Nil        | Nil    |
| Associate Professors |            |        |
| Assistant Professors | 1          | 0      |

## 10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc)

| Name                  | Qualification | Designation        | Specialization                                     | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|-----------------------|---------------|--------------------|--|----------------------------|---|
| Dr. Nibabari Banerjee | M.A<br>Ph.D   | Part-Time Lecturer | Ancient Indian History and Culture, Gender History | 7years 3 months            | 0   |
| Amit Nandi            | M.A.          | Guest Lecturer     | Numismatics and Epigraphy                          | 4years                     | 0   |
| Ambarish Bhattacharya | M.A           | Guest Lecturer     | Economic History                                   | 4 years                    | 0   |
| Debashis Das          | M.A           | Guest Lecturer     | Socio-economic and Constitutional History          | 1years 6months             | 0   |

## 11. List of senior visiting faculty- Nil

## 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- 72% Classes are taken by the guest-lecturers per week

## 13. Student- Teacher Ratio (Programme wise)- 6:1

## 14. Number of academic support staff (technical) and administrative staff; sanctioned and filled- Nil

## 15. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG

| Highest Qualification | Professor |
|-----------------------|-----------|
| Ph.D                  | 1         |
| PG                    | 3         |

**16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received-**

Nil

**17. Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received-**

Nil

**18. Research Centre/ facility recognized by the University-**

Nil

**19. Publications-**

**Publication per faculty**                      10

**List of Research Publications in referred journals- 2**

**International Journals-**

**National Journals-**

**Books Edited- Nil**

**Dr. Nibabari Banerjee**

**Part-time Lecturer**

**Articles Published**

| Sl No. | Title  | Published by  | Year of Publication |
|--------|--|---|---------------------|
| 1      | “The Birth of Nature, The Death of Nature: Colonizer- Colonized Dichotomy and Construction of Myth in Chander Pahar” | Published in MS Academic, by Council for MS Academic, Kalyani, West Bengal, Vol-2, No.2&3, August, 2012. ISSN No. 2229-6484 | 2012                |

|    |   |  |      |
|----|---|--|------|
| 2. | “Nari Nirjaton O Dharmashastrer Boishamyo Mulok Bidhan: Prachin Bharatiya Probhavshali Shahitye Protifolito Monostatwer Anoshandhan”          | Published in Itihas Anishandhan, Vol-27, Published by Paschimbanga Itihas Samsad, January 2013. ISBN: 978-81-910874-3-7  | 2013 |
| 3. | “Ritualized Agro-ecology in the Brihatsamhita: The Interface of Scientific information and Religion in ancient Indian knowledge system”       | Published in ‘Exploring The Green Horizon Aspect of Environmental History, ed. by Amit Bhattacharyya, Nupur Dasgupta, Rupkumar Barman, Setu Prakashani, Kolkata, Delhi, January, 2013. ISBN: 978-93-80677-38-5 (H.B), 978-93-80677-39-2 (P.B). | 2013 |
| 4. | “Positioning Early Indian women: A Discourse on Sexuality from the Pen of a 19 <sup>th</sup> Century European Scholar”                        | Published in Netaji Nagar Journal for English Literature And Language, Vol-1 , January, 2013. ISSN: 2320-4109  | 2013 |
| 5. | “Representing Early Indian Women : The Discourse Of Liberal European Romanticism”   | Journal of History (Jadavpur University), ISSN0976-5476  | 2013 |
| 6. | “Colonization, Decolonization and Re-colonization: The Problem of Food Shortage among the Tribal People of India and the Idea of Development” | In Pursuit of Justice, eds. Nabanita Sen, Alefiya Tundawala, Sunita Shaw, Swati Mondal Adhikari, Rachayita, ISBN 978-93-82549-18-5.  | 2013 |
| 7. | “Nirman, Binirman: Jaina Dharmiya Sanskritite Narir Rupakalpe Paribartan O ‘Anyar’ Ekti Aitihasik Parjalochana”                               | Published in Itihas Anishandhan, Vol-28, Published by Paschimbanga Itihas Samsad, January 2014. ISBN: 978-81-910874-4-4.   | 2014 |
| 8. | “Nation Unveiled: Ghose’s Approach to Nationalism and Womanhood in Savitri”   | Sri Aurobindo: Revolutionary and Yogi. Ed. by Dr. Amrita Dutta, Dr. Gauri Ray, Dr. Swati Mondal Adhikari, Published by Kabitirtha, ISBN: 978-81-931004-0-0   | 2015 |

|     |  |  |      |
|-----|--|--|------|
| 9.  | “Chander Pahar Revisited”  | Netaji Nagar Journal of English Literature and Language, ISSN: 2320-4109 | 2015 |
| 10. | “Banglar Krishi Jiboner Darpan: Adi Madhya Juger Prekkhapate Krishi Samgraha O Dharmiyo Samskriti” | Setu Publication (In press)  | 2015 |

## **Seminar / workshop**

### **Attended as listeners**

| Sl No. | Theme  | Organised by  | Year |
|--------|--|---|------|
| 1.     | Search for a Holistic Combination of Agriculture, Industry and Education                             | International Seminar<br>Dept. of Commerce,<br>St. Xavier's College and<br>Netaji Nagar College,<br>Kolkata | 2011 |
| 2.     | Ami Bichitrer Dut<br>Rabindra Jivan Drishti: Bhabnar<br>Barnali                                      | UGC Sponsored National<br>Seminar<br>Ashutosh College and<br>Pashchimbanga Bangla<br>Academy                | 2011 |
| 3.     | Mythic and Folkloric Ingredients in the Infrastructure and Superstructure of Modern Literature       | Asiatic Society<br>(Workshop)   | 2011 |
| 4.     | UGC syllabus based lecture programs. Took part in six programs on 'History of India upto C.A.D. 650' | Educational Multimedia<br>Research Centre<br>(University Grant<br>Commission Project)                       | 2011 |

### **Speaker**

| Sl No. | Theme   | Organised by  | Year |
|--------|---|---|------|
| 1.     | Colonization, Decolonization and Re-colonization: The Problem of Food Shortage among the Tribal People of India and the Idea of Development | Paper presented in UGC Sponsored National Level Seminar held in Savitri Girls' College, Kolkata on 17 <sup>th</sup> -18 <sup>th</sup> January, 2012 | 2012 |

|    |  |  |      |
|----|--|--|------|
| 2. | Indoctrinating Science<br>Assimilating Religion: The Roots<br>of Ritualised Agro-Ecology in the<br>Brihatsamhita | International Seminar,<br>organized by The<br>Department of History<br>DRS Programme, on 22 <sup>nd</sup> -<br>24 <sup>th</sup> February, 2012 | 2012 |
| 3. | Representing Early Indian<br>Women : The Discourse Of<br>Liberal European Romanticism                            | Institute of Historical<br>Studies, on 9 <sup>th</sup> June 2012   | 2012 |
| 4. | Prachin Bharate Linga Nirmaner<br>Prakaran o Bishoy Jounata:<br>Damodar Gupter Boyane Kuttonir<br>Mot            | Pashchimbanga Itihas<br>Samsad, on 22 <sup>nd</sup> – 24 <sup>th</sup><br>January, 2015  | 2015 |
| 5. | UGC Sponsored National Seminar<br>on Sri Aurobindo   | Savitri Girls' College,<br>Serampore Girls' College<br>and Corpus Research<br>Institute, on 14 <sup>th</sup> and 15 <sup>th</sup><br>May, 2015 | 2015 |

## **Invitation for Special Lecture**

| Sl No. | Subject  | Name of the College   | Year |
|--------|--|---|------|
| 1.     | Two extension lecturers for the<br>Post-Graduate classes on “Roots<br>of Agro-Ecology in<br>Brihatsamhita” | Jadavpur University   | 2012 |
| 2.     | Sukumari Bhattacharya Memorial<br>Seminar on “Women and History<br>of Bengal: Time Society and<br>Culture” | Dept. of History,<br>Vidyasagar College and<br>Society for Understanding<br>Culture and History in<br>India (SUCHI), 16 <sup>th</sup><br>February, 2015 | 2015 |

## **Membership of Different Academic Institution**

1. Life Member - Pashchimbanga Itihas Samsad
2. Life Member – Institute of Historical Studies
3. Life Member & Joint Secretary of SUCHI

**20. Areas of consultancy and income generated-** Nil

## 21. Faculty as members in-

**National Committees** - Nil

**International Committees**- Nil

**Editorial Boards**- Nil

## 22. Student projects-

**a. Percentage of students who have done in house projects including inter- departmental/ programmes-** Nil

**b. Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-** Nil

**23. Awards/ Recognitions received by faculty and students-** An award (Indrani Roy Smriti Puraskar) received by Dr. Nibabari Banerjee from Paschim Banga Itihas Samsad in 2014

## 24. List of eminent academicians and scientists/ visitors to the department-

Dr. Chittabrata Palit, Professor, Department of History, Jadavpur University

Dr. Bodhisattva Kar Professor, Centre for Social Science, Kolkata

Dr. Ananda Bhattacharya, Assistant Director, State Archive, West Bengal

## 25. Seminars/ Conferences/ Workshops organized and the source of funding

National- 1. UGC Sponsored National Level Seminar

International- Nil

## 26. Student Profile programme wise / course wise:

| Name of the Course/ Programme | Applications received | Selected/ Appeared | Enrolled |        | Pass percentage |
|-------------------------------|-----------------------|--------------------|----------|--------|-----------------|
|                               |                       |                    | Male     | Female |                 |
| U.G. Hons                     | 14                    | 05                 | 4        | 1      | 100             |
| U.G. General                  | 238                   | 137                | 117      | 20     | 63              |



## 27. Diversity of students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| U.G                | 100                               | Nil                             | Nil                       |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.-** Students are employed in different government services and private organisations. However, data at present is not available.

## 29. Student Progression-

| Student Progression  | Against % enrolled  |
|--|---|
| UG to PG   |   |
| PG to M. Phil  |   |
| PG to Ph.D   |   |
| Ph.D to Post Doctoral  |   |
| Employed <ul style="list-style-type: none"> <li>Campus Selection</li> <li>Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>No scope of campus selection</li> <li>Some of the Students are absorbed in private sectors.</li> </ul> |
| Entrepreneurship/ Self Employment  | NIL   |

## 30. Details of Infrastructural Facilities

**Library-** Yes

**Internet facility for staff and students-** Staffs and Students can access internet facility in the Library.

**Classrooms with ICT-** N.A

**Laboratories-** N.A

**31. Number of students receiving financial assistance from college, university, government or other agencies-** Three (3)

**32. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-** special lectures, seminars.

**33. Teaching methods adopted to improve student learning-** Group discussion, Extension lectures, Education Tours, Providing learning tools like worksheets, remedial study materials.

**34. Participation in Institutional Social Responsibility and Extension Activities-**  
Nil

**35. SWOC Analysis of the department and future plan-**

## **1. Strengths**

- a. Diligent teachers
- b. Enthusiastic students
- c. Comprehensive collection of reference books in library
- d. Congenial and productive teacher-student relationship.

## **2. Weakness:**

- a. Lack of full-time faculty
- b. First generation learners
- c. Increasing rate of drop out

## **3 . Opportunity**

- a. Providing education to first generation learners.
- b. Creating opportunities for higher studies among them.
- c. Coming up with more innovative ways of taking classes in order to further engage the students.
- d. To provide a comprehensive education despite limited faculty strength.

## **4 . Challenges**

- a. To decrease the upward trend of drop out in the department.
- b. To ensure regular attendance of the students in classes.

- c. To generate more interest among the students on the subject by providing more exposure to seminars and workshops.
- d. To arrange regular seminar presentations by students and thereby make them more interactive in delivering the subject through different levels of learning.

## **Future Plan**

- a. Organizing seminars, workshops and interactive sessions.
- b. Organizing tours in different historical places and archaeological sites.
- c. Providing remedial study materials on regular basis.
- d. Providing learning tools including Maps, practice sheets, work sheets, audio-visual aids.
- e. Arranging frequent test to improve writing skill.
- f. Interaction with eminent scholars and researchers from different fields of History.
- g. Organizing inter-disciplinary workshops to develop multi-dimensional perspective.
- h. Regularizing different types of publications both for the teachers and the students.

## EVALUATIVE REPORT OF THE DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

1. **Name of the Department-** Department of Journalism & Mass Communication
2. **Year of Establishment-** 1982
3. **Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)-** UG Honours and General under 1+1+1 regulations
4. **Names of Interdisciplinary courses and the departments/ units involved-**  
Nil
5. **Annual/ Semester/ Choice based credit system (Programme wise)-**  
Annual
6. **Participation of the department in the courses offered by other departments-**  
Nil
7. **Courses in collaboration with other universities, industries, foreign institutions etc-**  
Nil
8. **Details of courses/ programmes discontinued (if any) with reasons-**  
Nil

## 9. Number of Teaching posts

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | Nil        | Nil    |
| Associate Professors | Nil        | Nil    |
| Assistant Professors | 02         | 01     |

## 10. Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc) for the session 2014-2015

| Name                  | Qualification  | Designation         | Specialization                                  | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|-----------------------|--|---------------------|---|----------------------------|---|
| Saswata Bandyopadhyay | M.A/ SLET  | Assistant Professor | Development Journalism, Television, Radio       | 14 years.                  | Nil   |
| Anindya Bhattacharya  | M.A  | Guest               | IR& Sports Journalism                           | 3 yrs                      | Nil   |
| Soumik Chatterjee     | M.A/ NET   | Guest               | Development Communication PR, Advertising       | 3 yrs                      | Nil   |
| Madhumita Karmakar    | M.A  | Guest               | Reporting, Editing                              | 3 years                    | Nil   |
| Utsab Sen             | M.A  | Guest               | Film Theory, Film Making                        | 3 & Half years             | Nil   |
| Budhadeb Ghosh        | M.A  | Guest               | Television Journalism                           | 3 yrs                      | Nil   |
| Arnab Chowdhury       | B. A (Hons)/ M. A in Pol. Science (Distance Learning) Diploma in Multimedia from CMC | Guest               | Graphic Designing, Page Designing, DTP, Editing | 4years & 10months          | Nil   |

## 11. List of senior visiting faculty-

None

**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty- for the session 2014-2015**

| Name                  | Honours (weekly %) |      | General (weekly %) |      |
|-----------------------|--------------------|------|--------------------|------|
|                       | Theory             | Prac | Theory             | Prac |
| Saswata Bandyopadhyay | 44                 | 23   | 50                 | 33   |
| Anindya Bhattacharya  | 29                 | 14   | 20                 | -    |
| Soumik Chatterjee     | 14                 | -    | 10                 | 16   |
| Madhumita Karmakar    | 14                 | -    | 20                 | -    |
| Budhadeb Ghosh        | 3                  | 4    | -                  | -    |
| Utsab Sen             | 14                 | 9    | -                  | -    |
| Arnab Chowdhury       | -                  | 47   | -                  | 50   |

**13 Student- Teacher Ratio (Programme wise)-**

**Hons:**

**Gen:**

**11:1**

**18:1**

**14 Number of academic support staff (technical) and administrative staff; sanctioned and filled-**

There is no sanctioned post for supporting staff for the department, however, one casual staff has been provided by the college

**15 Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG:**

All the teachers have postgraduate degree

**35. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received-**

None

**36. Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received:**

None

**18. Research Centre/ facility recognized by the University-**

None

## 19. Publications-

### a. Publication per faculty

|                       |    |
|-----------------------|----|
| Saswata Bandyopadhyay | 01 |
| Anindya Bhattacharyya |    |
| Soumik Chatterjee -   | 01 |
| Madhumita Karmakar-   |    |
| Utsab Sen             |    |
| Budhadeb Ghosh        |    |
| Arnab Chowdhury       |    |

### b. List of Research Publications in referred journals-

#### International Journals-

#### National Journals-

#### Chapters written in books- Journalism for positive change

| Subject                     | Name Of The Chapter  | ISBN /ISSN No.    | NME/ILLL |
|-----------------------------|--|-------------------|----------|
| Gender & Mass Communication | Gender as an Advertisement Factor<br>Author- Soumik Chatterjee | 978-93-81212-23-3 |          |

#### Books Edited- Nil

## 20. Areas of consultancy and income generated-

Nil

## 21. Faculty as members in-

### a. National Committees -

### b. International Committee-

### c. Editorial Boards- Member of U.G Board of Studies, University of Calcutta



## 22. Student projects-

Percentage of students who have done in house projects including inter- departmental/ programmes- 100% for the 3<sup>rd</sup> year & 2<sup>nd</sup> yr Hons students.

Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies- Data not available

## 23. Awards/ Recognitions received by faculty and students- Not Applicable

## 24. List of eminent academicians and scientists/ visitors to the department-

- Rudraprasad Sengupta (Eminent theatre personality)
- Soumya Bandyopadhyay( Eminent Journalist & former Bureau Chief , Ananda Bazar Patrika)
- Surajit Sengupta ( Eminent footballer & Assistant Editor ‘Aajkaal’)
- Arnab Goswami ( Editor –in-Chief Times Now)
- Justice Chittatosh Mukherjee ( Ex Chief Justice, Bombay High Court)
- Justice Indira Banerjee ( Honorable Judge, Calcutta High Court)
- Swati Bhattacharya (Eminent Journalist , Ananda Bazar Patrika)
- Snehasis Sur ( Noted Journalist, Kolkata Doordarshan Kendra)
- Manas Pratim Das ( Journalist, AIR, Kolkata)

## 25. Seminars/ Conferences/ Workshops organized and the source of funding None

National- Nil

International- Nil

## 26. Student Profile programme wise / course wise: For the session 2014- 2015

| Name of the Course/ Programme | Applications received | Selected/ Appeared | Enrolled |        | Pass percentage |
|-------------------------------|-----------------------|--------------------|----------|--------|-----------------|
|                               |                       |                    | Male     | Female |                 |
| B.A(Hons)                     | 44                    | 44                 | 25       | 19     | 90              |
| B.A(Genl)                     | 238                   | 90                 | 68       | 22     | 65              |

## 27. Diversity of students

| Name of the Course | % of students from the same state | % of students from other states | % of students from abroad |
|--------------------|-----------------------------------|---------------------------------|---------------------------|
| B.A Hons           | 100                               | Nil                             | Nil                       |
| B.A Genl           | 100                               | Nil                             | Nil                       |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.-** Comprehensive data is not available, though few of the students have cleared various competitive examination like NET (1), Civil Services (0), Defense Service (0), SSC (0), Rail (0), IBPS (0)

## 29. Student Progression-

| Student Prgression   | Against % enrolled   |
|--|--|
| UG to PG   | <b>25% approx</b> (However, there is no institutionalized documentation. On the basis of personal contacts with students engaged in various post-graduate courses, it can be inferred that around 25% students are pursuing post- graduate courses)  |
| PG to M. Phil  | Nil  |
| PG to Ph.D   | Nil  |
| Ph.D to Post Doctoral  | Nil  |
| Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>• There is no scope for campus selection as such. However, the department arranges for internships &amp; passes on information regarding job opportunities to interested students when sounded by various acquaintances working in the media. There is no official record on this.</li> <li>• Employed in Govt Sectors through SSC,PSC,IBPS and in Pvt. Media Sector etc</li> </ul> |
| Entrepreneurship/ Self Employment  | Some students have shown great enterprise in terms of self– employment.  |

## 30. Details of Infrastructural Facilities

**Library-** Yes

**Internet facility for staff and students-** Students can avail internet from the college library and the computer laboratory

**Classrooms with ICT-** No

**Laboratories-** Yes ( Though not an independent one.)

**31. Number of students receiving financial assistance from college, university, government or other agencies:** During 2014-15, five (5) students receive financial assistance

**32. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-** Yes

**33. Teaching methods adopted to improve student learning-** Use of e-media, Smart Board, Remedial Classes, mock tests, use of PPT and internet, interactive sessions etc

**34. Participation in Responsibility and Extension Institutional Social Activities-** None

## 35. SWOC Analysis of the department and future plan-

### **I. Strength**

1. For the students of the department it is an extension of their immediate families. The pristine teacher-student bonding is a unique feature of the department.
2. The department has a number of dedicated faculties who act as 'friend, philosopher and guide.' The department is committed to the holistic growth of its students.
3. The Department publishes Lab Journals entitled 'Sambadisa' and 'The Razor's Edge' and also a wall magazine entitled 'Muktomon' from time to time.
4. The Department focuses on pragmatic teaching that includes Reporting, Editing, Anchoring, Camera operations, Documentary Film Making, Editing for both the Print & the Audio-Visual, Script writing, writing for the newspaper and the like.

5. The interpersonal relationship between the students and the teachers goes beyond the narrow confines of the college, and they are offered counseling by the faculty for their career advancement, both academic and professional.
6. The department arranges surprise 'class tests' at regular intervals to assess the level of preparedness of its students for various college and university exams.
7. The percentage of attendance of the students is satisfactory

## **II. Weakness**

1. The main weakness of the department is lack of space which prevents the department from having a well equipped Audio- Visual Lab and a Computer Lab separately.
2. The lack of whole time teacher also affects the teaching learning presses to a large extent.
3. The socio economic background of many students (some of them are first generation learners) is responsible for poor language base (as the questions set in English) which is reflected in their results.
4. The department is in dire need of a full time lab instructor to take care of the Computer practicals.

## **III. Opportunity:**

1. There is ample scope for the students of the department to find placement for themselves in the profession of journalism, television, radio, film industry and Advertising and Public Relations.
2. The wonderful relationship between teachers and students opens up opportunity for the formation of an Alumni Association of the department.
3. There is opportunity for Post Graduation from various Universities and Diploma from private institutes and also the celebrated the Indian Institute of Mass Communication. The students of the department are encouraged to pursue higher education with the assurance of maximum support.

## **IV. Challenges:**

1. To provide special classes to the students in a limited time span.
2. To enhance the soft skills of the students so that they become more and more employable in the job market.
3. To generate more interest among the students in the subject.

## **V. Future Plan Actions:**

1. To purchase more books and journals for the department.
2. To purchase more equipments for film production & audio- visual production.
3. To have separately installed computers (at least 2) with updated software and internet facility and other necessary technological aids.
4. To organize seminars / workshops and invite eminent professors, personalities from eminent media organizations/media institutes to deliver lectures.
5. To publish the department's bilingual Wall Magazine "Mukta Mon" at regular interval.
6. To publish the department's Lab Journals 'Sambadisa' and 'The Razor's Edge' at regular interval.
7. To publish a Journal with ISSN from the Department.
8. To have a state-of-the-art Computer Lab exclusively for
  - a. Journalism & Mass Communication.

## EVALUATIVE REPORT OF THE DEPARTMENT OF POLITICAL SCIENCE

- 1 **Name of the Department-** Political Science
- 2 **Year of Establishment-** 1967
- 3 **Names of the Programmes/ Courses offered (UG, PG, M.Phil., Ph.D and Integrated Masters, Integrated Ph.D. etc.)-** UG (B.A.)

Political Science is a general subject (papers I,II,III & IV) for the general students and Hons. Students (Journalism and Mass Communication, History, Geography, Bengali and English)

- 4 **Names of Interdisciplinary courses and the departments/ units involved-**  
Nil
- 5 **Annual/ Semester/ Choice based credit system (Programme wise)-**  
Annual
- 6 **Participation of the department in the courses offered by other departments-**  
  
Nil
- 7 **Courses in collaboration with other universities, industries, foreign institutions etc-**  
  
Nil
- 8 **Details of courses/ programmes discontinued (if any) with reasons-**  
  
Nil
- 9 **Number of Teaching posts**

|                      | Sanctioned | Filled |
|----------------------|------------|--------|
| Professors           | 1          | Nil    |
| Associate Professors |            | 0      |
| Assistant Professors |            | 0      |

- Full –time Associate Professor retired on 30.06.2013

## 10 Faculty profile with name, qualification, designation, specialization (D.Sc./ D.Litt/ Ph.D./M.Phil. etc)

| Name              | Qualification | Designation    | Specialization             | No. of years of experience       | No. of Ph.D. students guided for the |
|-------------------|---------------|----------------|----------------------------|----------------------------------|--------------------------------------|
| A. K. Bera        | M.A.          | Guest Lecturer | Public Administration      | From 13.9.13<br>Till date 2+yrs. | --                                   |
| Sailen Das        | M.A.          | Guest Lecturer | Studies on South East Asia | From 1.04.12 to 30.04.15         | ----                                 |
| Priyanka Banerjee | M.A           | Guest Lecturer | Public Administration      | From 13.09.13 to 20.04.15        | ----                                 |

### 11. List of senior visiting faculty-

None

### 12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty-

100%

### 37. Student – Teacher Ratio (Programme wise)

139:1

### 38. Number of academic support staff (technical) and administrative staff; sanctioned and filled-

Nil

### 39. Qualifications of teaching faculty with D.Sc./ D. Litt/Ph.D./ M.Phil/PG :

PG

### 16. Number of faculty with ongoing projects from a)National b) International funding agencies and grants received-

Nil



**17. Departmental projects funded by DST- FIST, UGC, DBT, ICSSR, etc and total grants received-**

Nil

**18. Research Centre/ facility recognized by the University-**

Nil

**19. Publications-**

Nil

**20. Areas of consultancy and income generated-**

Nil

**21. Faculty as members in-**

Nil

**22. Student projects-**

**a.Percentage of students who have done in house projects including inter-departmental/ programmes-** 100 % participation in the compulsory interdepartmental ENVIS project.

**b.Percentage of students placed for research in organisations outside the institution i.e. in Research Laboratories/ industry/ other agencies-** Nil

**23. Awards/ Recognitions received by faculty and students:** Nil

**24 List of eminent academicians and scientists/ visitors to the department :**

Prof. Sourin Bhattacharyya, Professor, Department of Economics, Jadavpur University

**25. Seminars/ Conferences/ Workshops organized and the source of funding**

U.G.C. sponsored State Level Seminar, Right to information and Role of Media, March, 27<sup>th</sup> and 28<sup>th</sup>, 2010.

**26. Student Profile programme wise / course wise:**

| Name of the Course/ Programme | Applications received | Selected/ Appeared | Enrolled |        | Pass percentage |
|-------------------------------|-----------------------|--------------------|----------|--------|-----------------|
|                               |                       |                    | Male     | Female |                 |
| B.A.(Gen)                     | 340                   | 301                | 271      | 30     | 62%             |
| B.A.(Hons.)                   | 125                   | 118                | 108      | 10     | 85%             |

## 27. Diversity of students

| Name of the Course  | % of students from the same state | % of students from other states | % of students from abroad |
|---|-----------------------------------|---------------------------------|---------------------------|
| B.A.(Gen)   | 100%                              | Nil                             | Nil                       |
| B.A.(Hons.)<br>(Jour)<br>(Beng)<br>(Eng)<br>(Geo)<br>(Hist. | 100%                              | Nil                             | Nil                       |

**28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services etc.**-No formal data are available.

## 29. Student Progression-

| Student Progression  | Against % enrolled   |
|--|--|
| UG to PG   | No formal data available   |
| PG to M. Phil  |  |
| PG to Ph.D   |  |
| Ph.D to Post Doctoral  |  |
| Employed <ul style="list-style-type: none"> <li>• Campus Selection</li> <li>• Other than campus Recruitment</li> </ul> | <ul style="list-style-type: none"> <li>• No scope of campus selection</li> <li>• Although a large number of ex-students.(with Pol.Sc. Combinatin) are employed is defferent govt. and private sectors / self employed , no farmal data are available.</li> </ul> |
| Entrepreneurship/ Self Employment  |  |

## 30. Details of Infrastructural Facilities

**Library-** The College has a central library with huge stock of books, journals and newspapers, offering borrowing and reading facilities. Recently, INFLIBNET has been introduced in the library.The Department has no exclusive internet facilities. However, the faculty members as well as the students have access to computer with internet facilities in the library. Also, they have full access to the computers in the central computer laboratory.

**Internet facilities for staff and students:** Nil

**Class rooms with ICT facilities:** N.A

**Laboratories:** Nil

**31. Number of students receiving financial assistance from college, university, government or other agencies-**

All though students receive financial assistance from college, university, Govt. and other agencies, the department wise data are not available.

**32. Details on student enrichment programmes (special lectures/ workshops/ seminars) with external experts-**

Seminar: U.G.C. sponsored State Level Seminar.

Name : Right to information and Role of Media

Year : March, 27<sup>th</sup> and 28<sup>th</sup>, 2010.

Students in general attend the seminars ,workshops etc. organized by other departments to enrich themselves.

**33. Teaching methods adopted to improve student learning-**

- Besides the usual “Chalk and Talk” method, interactive discussions are held.
- Personal care and counseling, if required, are offered to the academically backward students.
- Keeping them abreast of the contemporary political and other events to put an extra edge to their perception.
- Encouraging them to write for their Departmental Magazine “Synergy” and the college magazine as an exercise of their writing ability.

**34. Participation in Institutional Social Responsibility and Extension Activities-**

Our students are by nature very much interested in extension activities. Further motivation was given to them by the NSS wing (2008-2010) of our college. NSS wing will start functioning very soon.

Students participate in ISR activities by organizing and joining the movements and rallies on different sensitive issues. They use banners , posters etc. to spread awareness in the student community and the locality as well.

**35. SWOC Analysis of the department and future plan-**

**b. Strengths :**

- Popularity of the subject among the students.
- Interdisciplinary and contemporary edge of the subject.
- Obedient student.
- Sincere and caring faculty
- A cordial teacher student ambience.

**c. Weaknesses**

- No honours course in the subject.
- Time and space crunch being faced by the department as well as the college.
- No full-time teacher at present.
- Poor socio- economic background of a large section of the student.

**d. Opportunities**

- Increasing popularity of the subject .
- Scope for improvement that could be effected in the results of the students individually and collectively on their initial standars and merit.

**e. Challenges**

- To motivate academically and financially challenged students.
- To hold special classes to complete syllabus within the short time schedule constrained by (1+1+1) exam system of the Calcutta University.

**f. Future Plan :**

To help the students in the best possible way our plan of action includes—

- Introduction of honours course.
- Encouraging students for departmental seminars, mock parliament sessions etc.
- Organizing seminars.
- Enhancement of academic resources including audio-visual facilities.
- Arrangement for educational visits to make their academic experience more relevant and meaningful.



## NETAJI NAGAR COLLEGE

(Affiliated to the University of Calcutta)

NAAC Accredited

170/436, Netaji Subhas Chandra Bose Road

Regent Estate, Kolkata-700 092

e-mail : netajinagarcollege@rediffmail.com

Web : www.netajinagarcollege.in

Phone : (033) 2411-5445, 2428-6989

Ref. No. \_\_\_\_\_

Date : \_\_\_\_\_

### 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.

Date: 25.12.2015

Place: Kolkata

*Biswajit Bhadra*  
(Dr. Biswajit Bhadra)

Teacher-in-Charge

Teacher-in-Charge  
NETAJI NAGAR COLLEGE  
Kolkata-700 092





## NETAJI NAGAR COLLEGE

(Affiliated to the University of Calcutta)

NAAC Accredited

170/436, Netaji Subhas Chandra Bose Road

Regent Estate, Kolkata-700 092

e-mail : netajinagarcollege@rediffmail.com

Web : www.netajinagarcollege.in

Phone : (033) 2411-5445, 2428-6989

Ref. No. \_\_\_\_\_

Date : \_\_\_\_\_

### Certificate of Compliance

(Affiliated College and Recognized Institutions)

This is to certify that **NETAJI NAGAR COLLEGE** fulfils all norms

1. Stipulated by the affiliating University and
2. The affiliation is valid as on date.

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: 25.12.2015

Place: Kolkata

*Biswajit Bhadra*

(Dr. Biswajit Bhadra)

Teacher-in-Charge

Teacher-in-Charge  
NETAJI NAGAR COLLEGE  
Kolkata-700 092







राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान  
**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
An Autonomous Institution of the University Grants Commission

## *Certificate of Accreditation*

*The Executive Committee of the  
National Assessment and Accreditation Council  
on the recommendation of the duly appointed  
Peer Team is pleased to declare the  
Netaji Nagar College  
Netaji Subhas Chandra Bose Road, Kolkata  
affiliated to University of Calcutta, West Bengal as*

*Accredited  
at the C<sup>++</sup> level.*

*Date : March 31, 2007*



*Harad  
Director*

- This certification is valid for a period of Five years with effect from March 31, 2007
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C' grade, 65-70-C'' grade, 70-75- B grade, 75-80- B' grade, 80-85-B'' grade, 85-90- A grade, 90-95-A' grade, 95-100-A'' grade (upper limits exclusive)

March 31, 2007/073