

PREFACE

Hiralal Majumdar Memorial College for Women, Dakshineswar, a College of liberal Arts & Science currently affiliated to West Bengal State University, Barasat was established in 1959, in an area of 1.06 acre, by Hiralal Bandyopadhyay, Atindra Nath Chakrabarty, Bijoy Bhushan Bandopahdyay, Sailesh Chandra Biswas with a noble mission of educating and empowering women of a semi urban, religious centre like Dakshineswar. The fund for setting up the college came from Amrita Lal Majumdar, the bereaved father of Hiralal Majumdar to commemorate the premature death of his son.

The women folk of the locality remained deprived of education and scope for social upliftment over the years. Thus aiming to cater to the needs of the community in an educationally and economically backward area of North 24 Parganas in West Bengal, the protagonist embarked upon a mission to ensure a sustainable development, educating women living in and around the area.

Initially a Trust College affiliated to University of Calcutta, that offered about 11 general courses at under graduate level, the journey of dedicating itself for the noble cause began. Rolling under the guidance of the Trust for about 41 years we finally adopted Statute 93 of University of Calcutta in the year 2000, embracing democracy. After a decade later the college was inducted under a new found University (WBSU) Barasat in 2009. Currently the College offers a mix bag of 17 Honours and five General courses at U.G. level.

The College is located in the holy precinct of Dakshineswar adjacent to the world famous Kali Temple popularized by Sri Ramakrishna Paramanahansa, his pious wife Sarada Devi and Swami Vivekananda. The existence of a religious institution of such stature in the vicinity impacts the ambience of the locality. With this backdrop, the college has nurtured an ethical, value based and humanistic approach to learning. Till date, it stands as the confluence of secularism, beholding the spirit of love, tolerance and harmony amid odd challenges on its path.

The College campus has two three storied buildings. “Block A” houses 11 class rooms, Blocks B and C have 14 new classes, 16 science laboratories, Seminar hall, IT enabled Class room, a meeting hall, an

open air auditorium, a small playground, a gymnasium, a canteen etc. as infrastructural facilities to promote academic excellence and enhance the standard of learning at least at the local level (North 24 Parganas).

Despite acute constraints in man power and financial backup we are relentlessly striving to acquire a state level status in the near future.

Hiralal Majumdar Memorial College is a UG level College yet it runs a certificate course in Primary Teachers' Training, Communicative English, management courses organised in collaboration with Guru Nanak Institute of Pharmaceutical Science and Technology, an AICTE approved institute. We have also begun faculty exchange programs to enrich the quality of our teachers. Moreover Graduates and Post Graduates in several disciplines are churned out by NSOU wing of the College.

The student teacher relationship in our College has always remained warm, cordial and healthy. Teachers function as dedicated facilitators, and engage in guiding students to pursue qualitative higher studies.

One striking feature of our College is that both Teaching and non teaching staffs subscribe to strict discipline while at work. All staff of the college club to team project whenever student interest strikes their chord of concern.

The College secured the status of 2(F) of UGC Act in 1959 and 12 (b) status too in 1959.

It was accredited at C++ grade by NAAC in 2004.

Several loopholes were pointed out to augment the process of dynamism we had been aiming to inculcate in letter and spirit of the institution and propel the college to the path of exuberance and diligence.

Following the guidelines of the NAAC Peer Team the college tried to edge over challenges in the last few years to foster qualitative education and promote an all inclusive growth of our students. The college now volunteers for second cycle of accreditation in 2016.

The College tried to pool the staff resource of the college to the best of its ability by engaging nearly all faculty members including the younger generation in the preparation of this Re accreditation report.

I acknowledge the support of all stake holders of our College in completing the mammoth task of writing the self study report.

RUPA: EITHER FULL SENTENCES or INDICATIVES

Our Achievements after 2004:-----

- Expansion of the new building;
- Construction of new rooms for teaching staff,
- Room allotted for IQAC;
- Room allotted for NSS unit;
- Career counselling cell,
- Computer laboratory,
- A Room for medical unit,
- A Record room for storing documents,
- An instrumentation room for science subjects,
- Space allotted for canteens,
- A meeting hall,
- A seminar hall,
- A physics dark room,
- Upgraded Science laboratories,
- Two ICT enabled classrooms,
- A stage for cultural activities
- More toilets ,
- A gymnasium,
- A meditation room
- Common room facility, green room, room allotted for alumni association etc. provided for students benefit.
- Facility of water cooler, water purification unit,
- Two canteens for students and for staff.
- Office and the accounts section automated and upgraded.

- College campus under strict CCTV surveillance.
- Private security personnel appointed.
- Fire extinguishers installed within the campus.
- More sweepers appointed by the college.
- Additional library space. Books are directly accessible to students.
- A reading room has been created adjacent to the library.
- Library automated. Internet facility and reprography section has been added. Added to it Honours Departments also run seminar library.
- A students' psychological counselling cell has been set up.
- Gender sensitization cell under the norms of Visakha guidelines has been created.
- Also a medical unit has been set up for the benefit of students.
- Yoga and meditation session and therapeutic music introduced for students.
- Several certificate courses on Communicative English, computer applications, Montessori teachers training etc. have been introduced.
- Also Agricultural Biotechnology, Pharmaceutical marketing, industrial biology have been introduced in collaboration with Guru Nanak Institute of Pharmaceutical and Scientific Technology. The college has entered into MOU with the said organisation.
- Honours courses in subjects Botany, Food and Nutrition, Psychology, Chemistry and general courses in Urdu, Food and Nutrition, Geography, Computer Science have been initiated.
- Keeping in mind the weak teacher student ratio the college appointed several guest lecturers for the smooth running of the courses in vogue.
- Extension lectures and faculty exchange programme.

- **IT enabled** lectures
- The college roster has been updated to ensure appointment of government sanctioned teachers.
- An alumni association exists to aid and advice the college for academic and non academic development of the institution.

Plan of Action in Future:-----

To initiate Management Skill enhancement program in collaboration with UGC.

To initiate research orientation among outgoing students of the college

To engage increasingly with CSTT, Govt of India, New Delhi and explore new vistas of research and other such activities.

Looking forward to organise workshops on Women in Governance in higher education institutions: problems and prospects in collaboration with National commission for women.

To initiate science fair exhibiting scientific models annually to generate interest among students.

To organise a science congress in association with adjacent colleges.

To train our aspiring students for competitive examinations.

To introduce vocational courses;

To begin pisciculture in the pond adjacent to the college

To have a college hostel in near future.

To have a second campus for the college, so as to initiate courses on vocational subjects and introduce post graduate studies

To begin Post Graduate courses in Political Science, Journalism and Mass Communication, Psychology and Food and Nutrition

Profile of the College

1. Name and address of the college:

Name: **Hiralal Mazumdar College for Women**
Address: Dakshineswar, P.O.- Alambazar, Dist. - North 24 Parganas
City: Kolkata Pin: 700 035 State: West Bengal
Website: www.hmmcollege.org

2. For communication:

Designation : Principal
Name : **Dr Soma Ghosh**
Telephone with STD Code : (033)2544 4520
Mobile Number : 09836714992
Fax : (033)2544 4520
Email : hmmcw35@gmail.com / sssrcg2000@yahoo.co.in

Designation : Steering Committee Co-ordinator
Name : **Dr Dipanwita Ghosh**
Telephone with STD Code : (033) 2564 5148
Mobile Number : 09433724499
Fax : (033)2544 4520
Email : hmmcw35@gmail.com / drdipanwita@yahoo.com

3. Status of the of Institution :

- Affiliated College
- Constituent College
- Any other (specify)

4. Type of Institution:

a. By Gender

- i. For Men
- ii. For Women
- iii. Co-education

b. By Shift

- i. Regular
- ii. Day
- iii. Evening
- iv. Morning

5. Is it 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

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7.a. Date of establishment of the college : (dd/mm/yyyy) 10/08/1959

b. University to which the college is affiliated /or which governs the college
(If it is a constituent college): **West Bengal State University**

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i) 2f*	10/08/1959	The UGC website of affiliated colleges includes the name of college.
ii) 12 B**	10/08/1959	**Ref. : Meeting/UGC/dt. 15 th – 17 th November, 2011

*Enclosure 1: Scanned copy of the document.

** Enclosure2: Scanned copy of the relevant document.

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 Institution/ Department/ Programme	Day, Month and (dd-mm- yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

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

Yes No

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

Yes No

9. Is the college recognized

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

Yes No

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

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and date of recognition

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

<i>Location*</i>	<i>Semi-Urban</i>
Campus area in sq. mts.	4289.668 m ² (1.06 acre)
Built up area in sq. mts.	3891.22 sq. Mts.

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

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

Auditorium/seminar complex with infrastructural facilities	Auditorium and Seminar Room under construction
Sports facilities	

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play ground	✓	swimming pool	X	gymnasium	✓
Hostel					
		Boys' Hostel		Girls' Hostel	Working women Hostel
i. Number of hostels		x		x	x
ii. Number of inmates					
iii. Facilities (mention available facilities)					
Residential facilities for teaching and non-teaching staff					
Cafeteria					
Health centre	✓				
Facilities like banking, post office, book shops Allahabad Bank, Daksineswar Branch, has approached the college to set up an ATM counter at the college premises.	<p style="text-align: center;">✓ Admission fees and monthly fees collection for college students are currently collected by the Allahabad Bank and Indian Bank, Dakshineswar Branch.</p> <p style="text-align: center;">✓ Allahabad Bank, Daksineswar Branch, has approached the college to set up an ATM counter at the college premises. (Docu needed)</p> <p style="text-align: center;">✓ A stationary sale unit to cater to the daily and emergency stationery and tiffin requirements of students and staff.</p>				
Transport facilities to cater to the needs of students and staff					
Animal house					
Biological waste disposal					

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Generator or other facility for management/regulation of electricity and voltage	✓
Solid waste management facility	✓
Waste water management	
Water harvesting	✓

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

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of Instruction	Sanctioned /approved Student Strength	No. of Students admitted
1	Under-Graduate Encl: 3	B.A., B.Sc. (Hons, Gen)	3 yrs	HS or equivalent	Bengali and English	Encl 3	Encl 3
2	Post-Graduate						
3	Integrated Programmes P G						
4	Ph.D.						
5	M.Phil.						
6	Ph. D.						
7	Certificate Courses	Encl 4					
8	UG Diploma						
9	PG						

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	Diploma ¹						
10	Any Other (specify and provide details)						

Enclosure 3: Subject-wise Break up of intake capacity and actual admission in 2015-16

<i>Name</i>	<i>Subject</i>	<i>Intake Capacity</i>	<i>Students Admission-2015-16</i>
1.	Bengali, Hons.	96	59
2.	Education Hons	66	23
3.	English Hons.	53	45
4.	History Hons.	53	05
5.	Journalism & Mass Comm. Hons	41	16
6.	Music Hons	29	0
7.	Philosophy Hons	43	09
8.	Political Sc. Hons	29	08
9.	Sanskrit Hons	53	04
10.	Sociology Hons	36	03
11.	Botany Hons	24	09
12.	Chemistry, Hons	24	0
13.	Economics Hons	24	0
14.	Food and Nutrition	53	33
15.	Geography Hons	72	13
16.	Psychology Hons	29	04
17.	Zoology, Hons.	41	30

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18.	Computer Science Gen	50	0
19.	Mathematics General	30	0
20.	Physics General	30	0
21.	Physiology General	60	60
22.	Urdu General	50	25
23.	B.A. General	800	153
24.	B.Sc, General	250	12
	Total		426

* subjects 18-22 are not incorporated in the total as those are allied subjects to the main Honours curriculum.

The college is planning to introduce diploma course on ‘Travel and Tourism’ under Netaji Subhas Open University.

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many?

The college has signed a MoU with Guru Nanak Institute of Pharmaceutical Sciences and Technology (AICTE approved) to run certificate courses on Pharmaceutical Marketing Management and Agricultural Biotechnology and Industrial Microbiology.

The college has **agreed to tie** up with Learning and Living Resources Society (a Government registered institute) for Pre-Primary (Montessori) Teachers’ Training Certificate courses.

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

Yes	✓	No		Number	07
-----	---	----	--	--------	----

- (I) General courses in Urdu
- (II) General courses in Geography
- (III) General courses in Food and Nutrition
- (IV) General courses in Psychology
- (V) Pharmaceutical Marketing Management

- (VI) Agricultural Biotechnology
- (VII) Industrial Microbiology
- (VIII) Pre-Primary (Montessori) Teachers' Training certificate courses.

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.)

<i>Particulars</i>	<i>UG</i>	<i>PG</i>	<i>Research</i>
Science	11	-	-
Arts	11		-
Commerce		-	-
Any Other not covered above	-	-	-

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

a. annual system	B.A/B.Sc. (Hons and General)
b. semester system	
c. trimester system	

17. Number of Programmes with

a. Choice Based Credit System

X

b. Inter/Multidisciplinary Approach

✓

c. Any other (specify and provide details)

--

The college, short-staffed as it is, shares the expertise of sister-department faculties in the teaching-learning process. The Political Science department seeks assistance from the Department of History in teaching Nationalist movements in India. Statistics in Economics, Sociology and Education is taught by Mathematics faculty.

The Department of Geography volunteers its assistance in teaching students how to prepare a map and map pointing. The Department of Economics has helped the students of contemporary history with Green Revolution.

The college runs a study centre of Netaji Subhas Open University for open learning for certificate, diploma, UG and PG levels. The college has signed a MoU with Guru Nanak Institute of Pharmaceutical Sciences and Technology to run certificate courses on Pharmaceutical Marketing and Agricultural Biotechnology and Industrial Microbiology. The college in association with Learning and Living Resources Society (a Government registered institute) intends to offer job oriented certificates for Pre-Primary (Montessori) Teachers' Training courses.

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

Yes No

If yes,

- a. Year of Introduction of the programme (s).....
(dd/mm/yyyy)
and number of batches that completed the programme
- b. NCTE recognition details (if applicable)
Notification No.:
Date: (dd/mm/yyyy)
Validity:.....
- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

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

Yes No

If yes,

- a. Year of Introduction of the programme(s).....
(dd/mm/yyyy)
and number of batches that completed the programme
- b. NCTE recognition details (if applicable)
Notification No.:

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Date: (dd/mm/yyyy)

Validity:.....

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

Yes No

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

Positions	Teaching faculty						Non teaching staff		Technical staff	
	Professor/ Principal		Associate Professor		Assistant Professor/ lecturers/ teachers					
	*M	* F	*M	*F	* M	*F	*M	* F	*M	* F
Sanctioned by the UGC / University / State		1	1	5	1	3	4	0	4	0
<i>Yet to recruit</i>					19					
Contractual Govt. Aided.					1	9				
Part Time Govt.					3	12				

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Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>							3	3	4	0
<i>Yet to recruit</i>							22			
Full Time Management???						7				
Guest Management Appointee					8	26				
Visiting					4	6				

* The college has appointed a full time staff as physical instructor for students. A lady Sports Council, Government of West Bengal nominated sports faculty works in the department of sports of the college.

* **M - Male * F – Female**

* *Posts are sanctioned subject/ department wise, irrespective of gender*

21. Qualifications of the teaching staff:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Principal & Permanent Teachers							
D.Sc./D.Litt.							
Ph.D.			0	4	0	2	
M.Phil.			1	0	1	0	
PG			0	1	0	1	

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Contract Teachers (Govt approved)

Ph.D.					0	1	
M.Phil.					0	1	
PG					1	7	

Part-time Teachers (Govt approved)

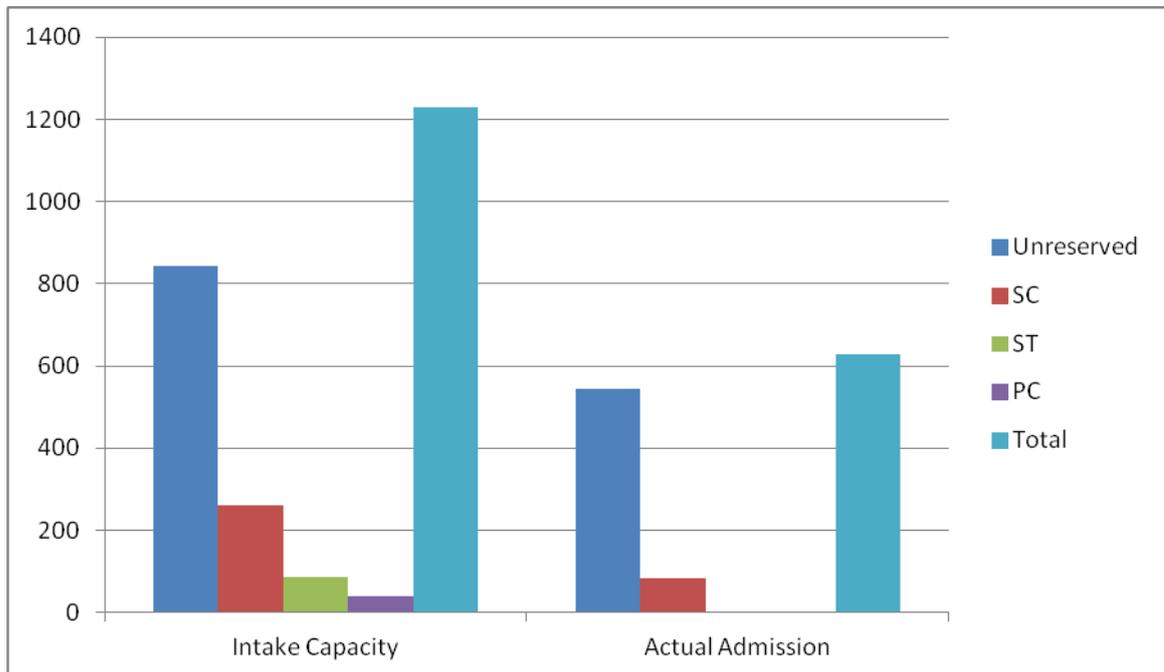
Ph.D.					1	0	
M.Phil.					1	0	
PG					1	12	

22. Number of Visiting Faculty /Guest Faculty engaged with the College. 44

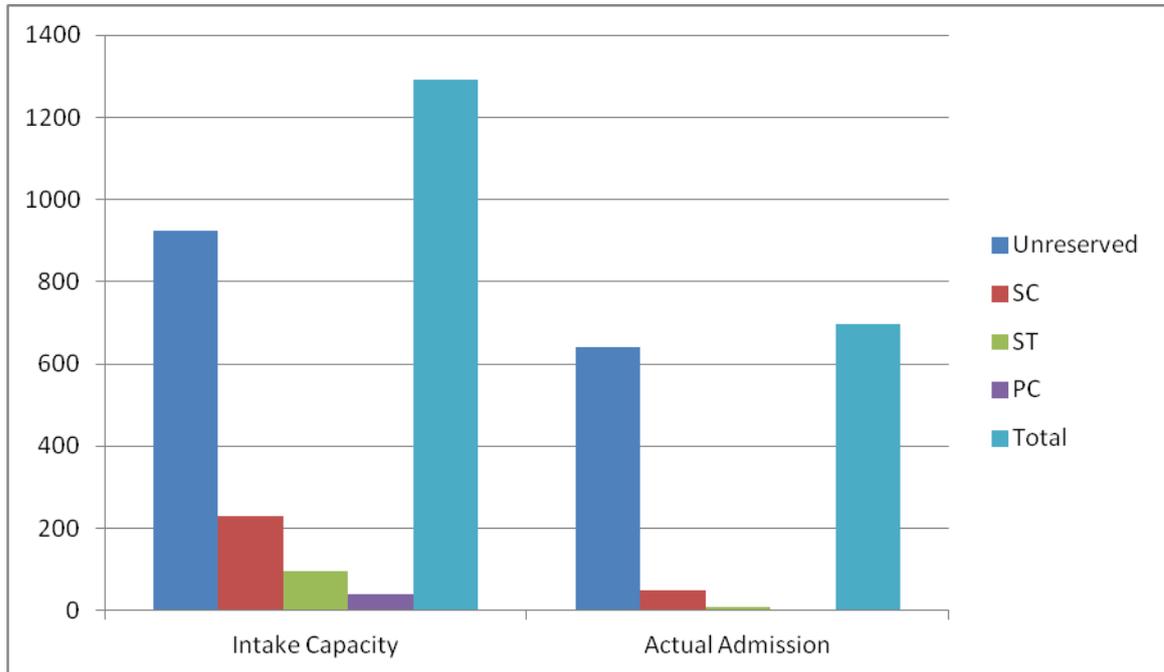
23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2011-12		Year 2 2012-13		Year 3 2013-14		Year 4 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		82		46		140		144
ST		01		02		07		07
OBC		08		20		57		83
General		1578		1573		1373		1377
Others (PH)		01						
Total		1670		1641		1577		1611

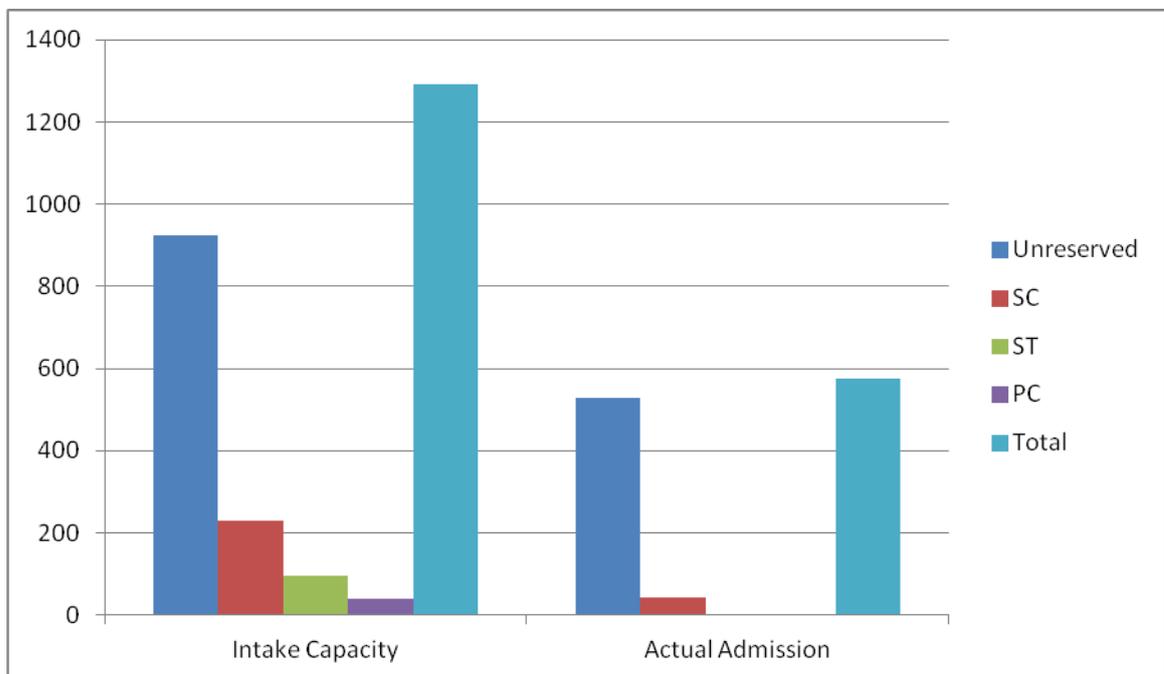
Graphical Representation of Comparison of Intake Capacity
and Actual Admission of Different Category Students 2011 –
2012



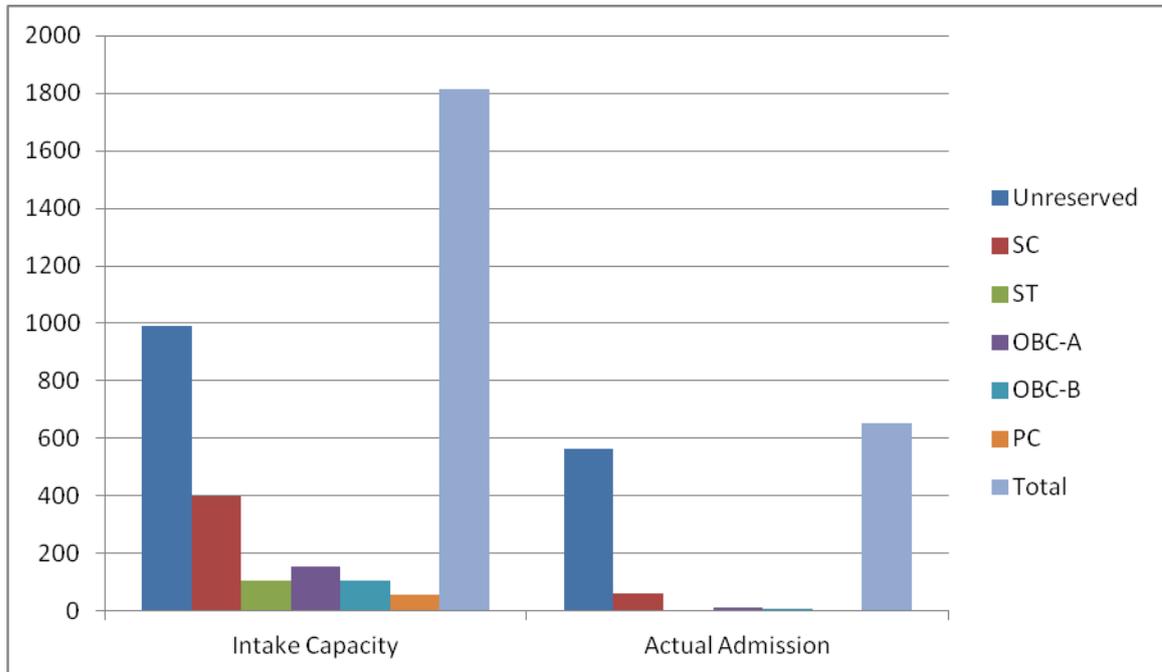
Graphical Representation of Comparison of Intake Capacity and Actual Admission of Different Category Students 2012 – 2013



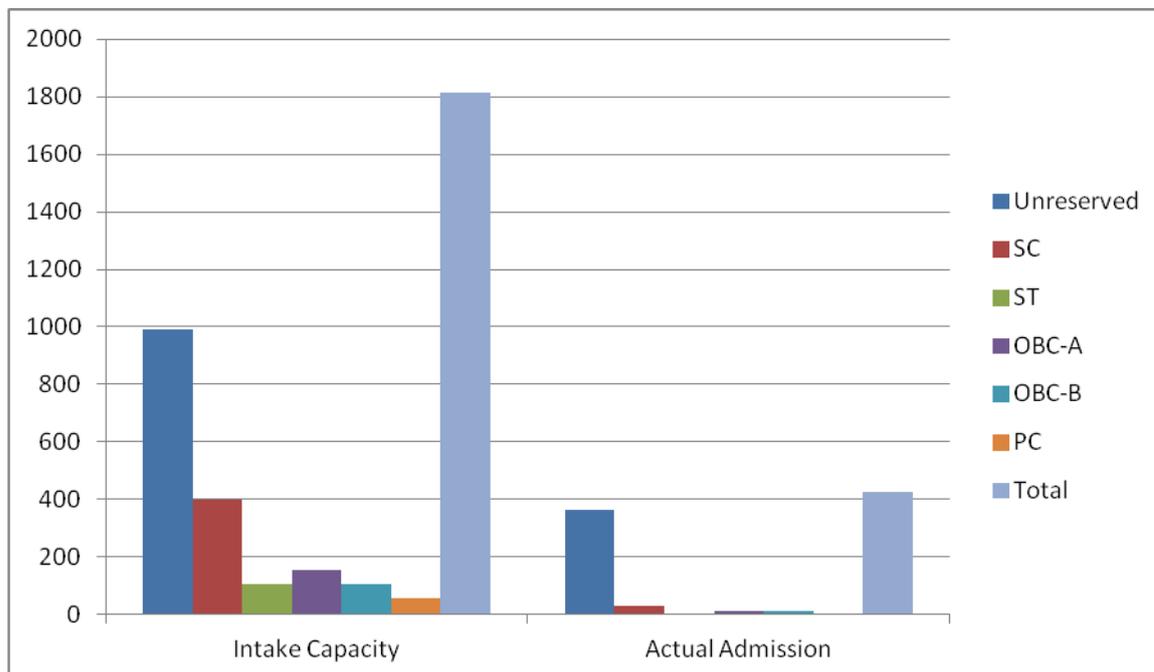
Graphical Representation of Comparison of Intake Capacity and Actual Admission of Different Category Students 2013 - 2014



Graphical Representation of Comparison of Intake Capacity and Actual Admission of Different Category Students 2014 - 2015



Graphical Representation of Comparison of Intake Capacity and Actual Admission of Different Category Students 2015 - 2016



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

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same where the college is located	1611	N.A.	N.A.	N.A.	1611
Students from other states of India	0				
NRI students	0				
Foreign students	0				
Total	1611				

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

UG PG

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

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- (a) including the salary component 2289.157
- (b) excluding the salary component 955.494

* This unit cost does not cover the remuneration expenses of full time teaching and non-teaching faculty, government approved contract teachers and part time teachers as this enters into the grant component of the college expenditure.

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

Yes No

If yes,

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

Yes No

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

Netaji Subhas Open University

c) Number of programmes offered 04

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

Yes No

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

Course	Teacher: Student
B.A	
B. Sc	
B. Com	
PG	

Annexure: Waiting for inputs from departmental inputs

29. Is the college applying for

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

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

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

Cycle 1: 15-16/12/2004 (dd/mm/yyyy) Accreditation Outcome/Result...C++

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

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

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

31. Number of working days during the last academic year. 218

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)

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

IQAC 24/02/2014 (dd/mm/yyyy)

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

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

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

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TEACHERS' ACHIEVEMENT, DIFFERENT RESEARCH PROJECTS ETC

C. Criteria-Wise Inputs
CRITERION I:
CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

Hiralal Majumdar Memorial College for Women, Dakshineswar have been imparting education to women living in the vicinity extending upto rural belt of Dankuni, for the past 56 years. Initially it was affiliated to university of Calcutta, but later in 2009 the college was included under the West Bengal State University located at Barasat, a new found university of the state. The said university sought to achieve academic excellence ever since its inception. It seeks to spread education with a spirit and zeal of dynamism. As a college affiliated under the said university, it tries to work in tandem with its programs and policies. The University regularly organizes meetings and workshops to keep the teachers well informed and updated about myriad policies, programmes and future plans to be adopted and executed by its central body.

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

Vision

Hiralal Majumdar Memorial College for Women is primarily committed to the pursuit of excellence in higher education. Added to it, the college focuses on nurturing the strength and persona of students to orient them to the path of perfection both in professional and personal fronts and gradually, instill the sense of responsible citizenship amongst its students.

The College is striving for a holistic development of girls, training them to combat the challenges ahead and ensure a fruitful life, through value based education.

The vision of the College is to provide inclusive education by inculcating a mix cult of human values, professionalism and scientific approach amongst all sections of students including scheduled tribes, scheduled castes and other backward communities.

Mission:

Our motto is discipline, dedication and determination. We believe that the three D's would certainly ensure emancipation of our students and staff in whatever we choose to do.

The mission statements of the College are as follows:

- To provide ample scope for multifaceted development of local youths irrespective of religion, race, caste
- To provide quality higher education to its students
- To provide and promote all inclusive education, to all possible extent.
- To chart out an academic design that would commensurate with local/regional/national/global needs
- To pursue student-centric learning for self-development and skill development among students
- To nurture social awareness and responsibility among students.

In a nutshell the mission of the College is to 'Educate, Empower, Emancipate' the girls, many of who belong to the minority community as well as to the SC and ST communities, living in remote areas of Dankuni and its adjacent neighborhood, so that they can live with dignity and self esteem.

Objectives:

A sizeable number of our students are first generation graduation aspirants, hence teachers face rudimentary challenges to help them rise above their overall background limitations yet we seek to be recognized at least nationally someday in future.

- To inculcate the spirit of discipline, dedication and determination for a successful life.
- To upgrade the process of women empowerment by imparting technical and vocational training to girls, adding value to their lives.
- To ensure a holistic development of girls with moral, social and ethical values cultivating and strengthening their integrated personality.
- To sensitize the girls to the needs of not-so-privileged sections of society.

Way of communication:

The vision, mission and objectives of the Institution are communicated to the students, teachers, staff and other stakeholders through various channels as mentioned below.

- The Prospectus of the College
- Website of the College, which is regularly updated
- Meeting/interaction with the stakeholders
- Activities planned and conducted by the College;
- NSS activities organised to generate social awareness;
- Notice-boards at the frontage of the college building and circulars;
- Departmental project works;
- Through modalities of work done by the college and the activities performed by different cells of the college.

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 curriculum design and development action plans are prepared by the West Bengal State University, Barasat to which the College is affiliated.

For effective implementation, department-wise senior teachers of all its affiliated colleges are invited by the University in meeting/workshop of curriculum development and the faculty members of the College play an effective role in suggesting the curriculum through their respective Boards of Studies. Many of the faculty members are respectable members of board of studies, who play pivotal role in designing the curriculum.

The HODs conduct their departmental meetings with faculty members and develop academic plans for the ensuing academic session.

Various action plans are meticulously developed and deployed by the College also to ensure **effective implementation of the curriculum.**

- The members of the academic sub committee meets regularly to discuss about the implementation of curriculum

- The routine committee frames time table for practical and non- practical class based subjects in consultation with the heads of departments and then this time table is allocated to the teachers, according to their fields of specialization.
- Teachers design a teaching plan according to the given framework of time, and proceed for the completion of curriculum accordingly.
- Project works are undertaken
- Students present papers on the topics related to their syllabus, so that their level of comprehension increases
- Home assignments are given,
- Extension lectures and seminars are conducted
- To help the students assimilate learning with knowledge, an automated and updated library with Internet facility and an access to e-books and e-journals through Infilbnet are made available to students.
- Field awareness is imparted to the students by organizing several educational tours
- Additional classes, if needed, are arranged by the teachers.
- Tutorial classes are taken for the honours courses
- Remedial coaching classes for SC, ST, OBC (Non Creamy Layer) and Minority students are also taken for pass and honours courses December onwards.
- The College encourages the teachers to participate in the Orientation/ Refresher Courses/ Workshops/ Seminars organised by different universities to help them keep abreast of time, updating their knowledge in their respective discipline. It provides a scope of learning and unlearning a lot in their field of study. Such courses are certainly an add on to a teachers' potentiality and capacity and aids in presenting the teaching curriculum with a different insight, before the students.
- Commiserating with rapid advancement of science and technology and growing

appetite for in depth study, the college subscribed to e-learning facilities through INFLIBNET-N List for the faculty members of various departments. The college believes that unless teaching skill and content are profound, quality education would remain a far cry. Hence our focus rests on enhancing the teaching skill of all teachers that impact qualitative learning.

- College often organizes workshops, seminars debates and discussions on its home turf as a pedagogic exercise. Such sessions are used as a forum for exchanging ideas, concepts, information and perspectives on different subjects and issues that caters to improving teaching skill, modes and practices.
- The college constantly encourages its faculty members to engage in expressing their views on varied subjects using the print media. Publication of books with or without ISBN/ISSN numbers and articles in journals of national and international repute are appreciated. This not only hones the writing skill of teachers but also imparts clarity of thought on a topic he or she intends to pen. With this rationale in mind college encourages both junior and senior teachers to engage in intensive research activities.
- Both the University and the college are in favour of teachers taking up minor and major research projects sponsored by UGC that helps teachers to delve deep into issues and topics of their interest inculcating the spirit of engaging in research activities. University and college offers on duty/sabbatical for such exercises if required by the applicants.

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

1. The College prepares an Academic Calendar that specifies the curriculum to be taught by a teacher, duration of the session, the date of commencement of internal and external examination and the like.

2. The institution receives regular circulars, letters and emails from the university, regarding the changes or modifications in the curriculum. The Principal informs the concerned teachers about the change and gives them a copy of the same. Thus the faculty members receive all sorts of support from the university and institution to understand the curriculum properly.
3. Institution encourages its faculty to participate in the workshops organised by the university or its affiliated colleges to update and upgrade its teachers about curriculum and teaching practices.
 4. Organisation of National, regional and local level Seminars, along with departmental seminars has remained in the thoughts and plans of our curriculum.
 5. Besides Guest/flying Lecturers are invited, to deliver extension lectures. Such exercises provide a window to a different perspective of understanding an idea or issue, extending the horizon of their comprehension already in them.
 6. Conduction of Quiz, Debate Competitions and Group Discussions on significant issues and topics that could be thought provoking is an academic practice nurtured by the College. Such programmes enhance the mental ability of students, generating a questioning mind, an essential to learning correctly and constructively.
 7. The faculty members of the institution are allowed to place orders or purchase books, reference books, journals of their subject as per their requirement, as well as latest equipments as and when required. The teaching staff can also avail the facilities such as computer, internet, photo

copying, printing, scanning etc. available in the college.

8. Feedback on the performance of departmental teachers and institutional infrastructure are obtained from the students at the end of the third year of a BA/BSc course offered and delivered by the college.
9. The institution encourages and grants permission to the members of the faculty to participate in various Orientation Programmes, Refresher Courses, Seminars organized by different universities/colleges to help them update their knowledge.
10. Permission to organise Seminars/ Conferences/ Workshops is also granted to the faculty members of various departments with the financial support from the institution. This helps improving teaching practices.

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

The initiatives taken up by the college for effective curriculum delivery and transaction on the curriculum provided by the affiliating University are:

- Preparing Academic Calendar, Time-Table (class routine) and Work Schedules with the date of commencement of internal and external examination and the like.
- The syllabi is well translated to the students by devoted and sincere teachers who take an extra steps to live up to the expectations of the students

- Each department prepares a teaching plan in the beginning of academic session.
- Heads of the departments conduct formal or informal review meetings round the year to know the progress of curriculum delivered by different teachers of the department.

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

University

The faculty members of the college are often invited by the University to engage in extending valuable inputs while designing the course syllabus and also announcement for the expected execution of the said curriculum. The teachers of the college aim to conform to rules, regulations, orders and invitations of the university to the best of their ability.

The institution encourages its faculty members in conducting and attending seminars, conferences, workshops for getting the latest inputs from the resource centres and other agencies. Distinguished academicians from the University and beyond have been invited by the Political Science Department to speak on topics like Indian Foreign Policy in the 21st Century.

Industry

The college has set up a career guidance and placement cell which maintains professional relations with representatives of industry. Various companies are invited to the college campus to interact with the students.

Since the inception of the cell in March, 2013, it organized several seminars, workshop, training Programme in Collaboration with various career and skill development oriented institutions like NIIT, NSHM, CMC, iLeap, Vivek Path, WE, Matirx Infotech, Orion Edutech, Orion Skills, Suraksha and VLCC. During academic session 2014-15, the cell took up eleven (11) collaborative seminars, workshops and training programmes and five (5) extensive/outreach programmes. The cell organises counselling and career opportunity

Programmes on Diet on Health, Cosmetology, Grooming and Skill development, Optometry and Physiotherapy, Computer Application, Software and Hardware development, Event Management, Employability in Govt Jobs, Beauty and Nutrition, Microsoft and Women IT, Internship programmes in Journalism, NCVT MES courses etc. The cell also organizes awareness programmes on financial investment in collaboration with SEBI and Alumni Association of the College.

In last academic session 17 Students have been placed in companies like TCS, Black Keyboard, Eureka Forbes, Tech Mahindra, SEARCO and 2Nos of Student crack Government Jobs through the guidance of Career and Counselling Cell which includes Campus interview.

Research bodies

The college has set up a research committee to encourage its young teachers to undertake research for their exploration of their knowledge which in turn would benefit its students. The institution encourages its young faculty to pursue Ph. D works and the senior faculty to undertake research and publication.

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.

The members of the faculty often brainstorm and discuss amongst themselves the relevance of the syllabus designed by the affiliating university.

Feedback of students on the curriculum is obtained. Inputs from other stakeholders are also taken into consideration and following thorough discussions at institutional level. Suggestions are communicated to the University for redesigning the programs.

- The Principal, Dr. Soma Ghosh is presently the member of the Board of Studies of Department of Political Science at West Bengal State University, Barasat. She acts as paper setter, moderator, head examiner etc.

- Convenor of the Academic Sub committee, of the college Dr. Rupa Sen was the member of the Board of Studies of Political Science till 2010.
- Sm Nandini Mukhopadhyay Chakrabarty was a member of the Board of Studies, Department of History till 2011.
- Dr Lipika Mullick, Department of Mathematics, was a member of the B.o.S till 2012.
- **Shri Dibakanta jha department of Sanskrit, Arpita Mukherjee and Rajashree Chakrabarty of the department of Psychology, Dr Sujata Mukhopadhyay of the department of Journalism and Mass Communication are currently the members of the BOS of the University.**
- Dr Aniruddha Choudhury a superannuated teacher of the department of sociology has remained a member of the same for several years aiding and advising University on designing course curriculum of sociology. He was an invited member of Board of Studies of Political Science at the initial stage. He is also a member of the BoS, University of Calcutta and Rabindra Bharati University.
- Sm Bhaswati Ghosh, Department of Food and Nutrition, was a member of the B.o.S. in 2010-11

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

The curriculum for the regular programmes offered by the College is developed and modified by the affiliating University. The College has to

subscribe to the course curriculum for all courses designed by University (BOS). The teachers contribute in designing syllabus through their respective Boards of Studies (BOS) and communicate the opinion of their departments to BOS solicited through the departmental meetings. Further, the University organizes workshops before finalizing the syllabus, in which teachers participate and share their opinion. However it enjoys the liberty of designing the mode of teaching.

However, the College has a provision to provide additional need based skill oriented courses such as programmes on Computer literacy & Communicative English skills; these courses are offered to all students who need to have such basic trainings to get an edge in the global job market. For these courses, curriculum is developed in consultation with industry experts or by the external agencies/academicians.

NEEDS ASSESSMENT: The curriculum in the courses offered by the college is developed keeping in mind the ‘needs’ that exist at the regional and national levels: The design and content of course curriculum reflects human needs, demands and social problems especially of the locality. Keeping this in mind much of the courses offered, generally involve basic knowledge of computers. The paradigmatic shift in the job market, calls for increasing demand for IT enabled employees, especially in service sectors. This requires a restructured curriculum and the institution have complied with this demand. Keeping this in mind the College has made arrangement to equip its students with basic knowledge of computer and to enable them to acquire speaking and writing skill in English.

The college has entered into a memorandum of Understanding with Guru Nanak institute of Pharmaceutical Science and Technology for enhancing the benefit of students and faculty members on various fields of education, training research and other Pharmacy and management services. The facility for certificate course of 3 months’ duration on Pharmaceutical Marketing Management, Agricultural

biotechnology and Industrial microbiology is open for pass out graduates of the college.

The course curriculum of the above mentioned courses will be designed by the faculty members of the departments of Physiology and of Botany. Also a steering committee comprising representatives from both the Institutes will be set up to steer the said programme smoothly.

Besides the college in collaboration with Living and Learning Resources Centre has begun a training programme for pre primary teachers' twice a week (Saturday and Sunday) especially for 2nd year and 3rd year students of the college. This course is open for our alumnus also. This is a new initiative adopted by us to embolden the qualification required to accommodate students for profession related to elementary teaching, post graduation course.

DEVELOPMENT AND PLANNING:

Employability is a major consideration in the design and development of the curriculum. With this in view, communicative skills, computer literacy programmes, individual projects as well as experimental and activity based learning are incorporated into the curriculum as measures to enhance the competence of the students and render them employable.

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

The college has established effective communication with all the stakeholders to ensure that the objectives of the curriculum are achieved in the course of implementation. As a part of continuous evaluation, the college conducts internal examinations, class test, and unit tests; the college gives assignments and organises seminars in every session. The college ensures the achievement of the stated objectives of the curriculum through the critical analysis of the student's feedback. If required, the College also takes remedial actions on delivering the curriculum to confirm the objectives it ought to attain in pursuit of academic excellence with expected dynamism.

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.

The college enshrines in its vision the ideal of democratization of education by drawing into its ambit women from the deprived sections of society and empowering them with an education that hones their skills, potentiality and employability. We aim to empower our students and strengthen their capacity with utmost diligence and dynamism

As educating woman tantamount to educating a family, the mission of the college is to have programmes that ensure the all round development of its students. The goal in view is an education that transforms young women and equips them to face challenges in their personal and professional lives: the college endeavours to maintain a learning atmosphere that reinforces the ideals of professional

competence and social commitment. The vision and mission of the College is reflected in the above stated programmes.

The college has ushered in a certificate courses in communicative English, Computer application and ICT to empower our students and make them suitable for the current job market prevailing in the country. These courses are offered to improve the skills of students so that they could combat the challenges awaiting them in the national and global market. Monetary strength is essential to foster social and political empowerment. Since the college aims to promote an all inclusive growth amongst students it is an endeavour on our part to stimulate ambition, atleast to support oneself; this we believe would enhance the confidence required to build the nation with a strong entity.

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

No the college does not offer any dual degree at university level because the University does not extend permission in this regard.

Certificate courses in communicative eng, computer education or short term certificate courses on pharmaceutical Marketing management, Agricultural biotechnology and Industrial microbiology or in Pre primary Teachers' Training course provide the students with the opportunity to attain additional certificates.

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 skill development, academic mobility, progression to higher studies and improved potential for employability.

The institution is providing academic flexibility to students to move from one discipline to the other at U.G level in interdisciplinary honours and elective subjects.

This provides them horizontal mobility to select inter disciplinary subjects of their choice.

Through a regular tutorial system and remedial classes the needs of extraordinarily endowed students and of weaker sections are taken care of. Paying personal and personalized attention is the hallmark of the tutorial and remedial system, especially as it is practiced in the college. Horizons that are not ordinarily addressed through classroom lectures are addressed through tutorials/remedials.

The special talks and seminars thus organized are of a very high order of merit and intellectual sophistication.

A determined attempt is being made to integrate a culture of research into the academic life of the college. A large number of students work alongside their teachers in research projects which generates a great deal of enthusiasm and academic orientation.

Through Orientation programmes the students are inducted into new courses.

Altogether the academic life on the campus is rich and vibrant.

A wide range of academic flexibility pertaining to skill development, academic mobility and progression is assured to students of the college. Purchasing of books with the available book grant for the library, provides open and easy access to required books they need to study in different courses. The library has an online access ready for students that widen the horizon of their knowledge. Besides books on current affairs, general knowledge, environmental issues etc are available for students who seek to ward off boredom. All departments have submitted question bank to the library for students benefit. Advanced lab facilities provided for lab based subjects. Provision for remedial and tutorial classes in the academic routine is one good practice of the college, we can boast of despite the shortage of adequate teaching staff in the college. Apart from the above mentioned schemes the college has initiated Yoga and meditation sessions to increase the concentration power of the students. Also regular health screening programs undertaken to improve attendance of students through out the year.

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

The institution offers self-financed courses on several subjects like Geography, Psychology, Food and nutrition, Zoology, Botany and journalism. Besides certificate courses on computer application, Communicative English, French and German languages are scheduled to begin shortly.

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 has begun offering skill oriented Certificate Courses on Computer and basic spoken English for the students. However the management of the college plans to introduce additional skill oriented programmes, relevant to regional and global employment market as well.

1.2.6. Does the University provide for markets the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institute take advantage of such provision for the benefit of students?

No such provision exists. The University does not allow the flexibility of combining conventional face to face and distance mode of education.

1.3. Curriculum Enrichment

The college assures its learners that hard work has no alternative. Just as students ought to labour hard to excel in whatever they opt to pursue, the college too needs to extend its liberal approach towards students in the most viable form. Needless to mention that the college has always remained learner friendly through various mechanism. Students have an open access to not just Central library of the Institution with an online facility but also to the Seminar library of the departments. Regular academic counselling, organising

remedial classes for weak students and study materials provided if and when required. Even casual students are encouraged to attend classes pertaining to their needs. Classes are generally conducted bilingually for a mixed composite of students of the college. Also, students are allowed to change their subjects after admission but before the registration process, to suit their needs and desires. Besides students of the science stream who ought to engage in practical classes from the 2nd year, they are made to attend such classes from the 1st year itself; this acclimatizes them to an environment of additional learning etc. are a few such mechanisms that offer academic flexibility for students in our college. Such norms and directives are beyond the purview of the University. The college decides the mode of reaching the last truant pupil of the college back to serious learning in the best possible way.

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

To integrate the academic programmes and Institution's goals, the College has taken the following initiatives to supplement the University's curriculum:

1. The Departments of the College give assignments; organize discussions & seminars and conduct class tests, unit tests, quizzes, etc.
2. Guest Lectures, Workshops are also conducted.
3. Many departments conduct field surveys, study tours. NSS inculcates the social responsibilities and community orientation amongst the students.
4. Educational tours or excursions are organized to develop interpersonal relationships and to create awareness about the cultural heritage of our country.
5. The College academic calendar is prepared with the active involvement of the Heads of various Departments and the Teachers Council.
6. Regular feedback obtained from the stakeholders, with respect to the quality of the enrichment programmes, are monitored and evaluated by the IQAC and necessary remedial measures are incorporated in the future.
7. To integrate the cross-cutting issues like gender, climate change, environment education, human rights, ICT etc. optimistically into the curriculum, the college

has certain cells and committees.

8. The College organizes talk shows and conferences where in experts from the above mentioned fields are invited to share and deliver their experiences and knowledge.
9. Awareness programmes on environmental issues were also organised.
10. Seminars are organised to create awareness about Gender issues and promote awareness on gender equity. A gender audit is done annually to confirm the student friendly environ of the campus.
11. Well equipped computer lab, Seminar hall, Library etc. have remained on the anvil with utmost priority to help an all inclusive development amongst students;to ensure effective learning and also drive them to be techno savvy to suit the needs of the day.

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

Every possible effort is made to modify and enrich the curriculum and teaching-learning process by keeping in mind the need of the dynamic employment market. The feedbacks from various stakeholders are timely communicated to the affiliating University at the time of re-structuring the curriculum. The Departments in the College conduct seminars, workshops, group discussions and field visits to enrich the curriculum. Skill oriented courses like certificate courses in computer application are introduced for interest students. The Career Guidance Cell and IQAC of the College take active initiatives in this regard.

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.

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

1. The College organizes Quizzes, Debates, Group Discussions, Power Point Presentations and English language in the institution.
2. The Career Counselling Cell provides career related guidance for the students which give better opportunities to get Employment.
3. Community orientation programmes such as Community Extension activities are organized.
4. Institution organizes AIDS awareness, Environmental awareness, Legal literacy programs with active involvement of NSS unit of the college.
5. Institution organizes AIDS awareness, Environmental awareness, Legal literacy programs with active involvement of NSS unit of the college.
6. Institution organizes AIDS awareness, Environmental awareness programs with active involvement of NSS unit of the college.
7. The college runs a yoga and meditation session to enhance concentration amongst students.
8. Also regular health check up programs are also organised to monitor the physical health of students that is directly related to their attendance in class.

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

The students express their opinion on curriculum and teaching methodology through feedback, Oral responses are also considered. Feedback from Parents are obtained during Parent--- Teacher Meeting sessions. Responses on curriculum are also collected from Alumni. The feedback thus obtained is communicated to the affiliated University for appropriate action. We produce report cards stating the performance percentage of students in unit and other internal examination duly signed by Principal, senior most teacher of the department and sent it to guardians for their feedback. The trailing students are counselled by teachers to improve their academic exercises accordingly.

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

The feedback in the form of interactions, discussions through which the institution monitors and evaluates the quality of its enrichment programmes and suggestions is analyzed by IQAC and report is submitted to the Head of the Department and the Principal. The IQAC monitors and evaluates the efficiency and success of these programs. The College uses education as the tool for empowering women and through the transaction of the curriculum it has adopted; it seeks to address the all-round development of the students enrolled in the various academic programs it offers. Also emphasis on application oriented study has remained a focus on our curriculum—the reason students are pursued to field study etc for better learning.

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?

The West Bengal State University designs and develops the syllabus for all the programmes. However the existing courses are restructured and updated by the college to meet the requirements of the students, by attending workshops and seminars. Our faculty members keep themselves updated with changing trends by attending Refresher Courses and participating in seminars. The college embraced the practice of inviting faculties of national repute and other resource persons as guest lecturers to provide access to a different perspective of learning and understanding. Besides, the college benefits in drawing feedback from such sessions on important issues required to design the curriculum. Another practice of the college is the provision for separate financial allotment in the budget to encourage research among teachers who do not receive funds from UGC to pursue their research work.

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

There is no such formal mechanism to obtain feedback from the students and stakeholders on the curriculum. An informal form of feedback is obtained through discussions with students, parents and alumni of the college. Suggestions sought and recommendations if any are communicated to the university, through the members of the Board of studies accordingly.

1.4.3 How many new programmes/Courses were introduced by the institution during the last 4 years? What was the rationale for introducing new courses/programmes?

Details of Course/Programmes introduced during last 4 years:

- Distance Mode & Open Learning course under NSOU
 1. U.G Course (General & Honours) under NSOU
 2. P.G. courses under NSOU.
 3. Primary teachers training courses
 4. Certificate courses in communicative eng, computer education
 5. Short term certificate courses on pharmaceutical Marketing management, Agricultural biotechnology and Industrial microbiology

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

The department of Political science has recently hosted a program of glossary(words and phrases used in the subject translated and given true meaning from english to Bengali)organised by CSTT,Government of India,New Delhi.We are proud to have chanced working with luminaries adhering to the subject, locally ,nationally .

Give some more from other deptts

C.riteria-Wise Inputs

CRITERION II:

TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

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

Publicity

- The college ensures publicity to the admission by printing College Prospectus containing the campus profile, the Vision & Mission of the institution, the facilities for students etc.
- College ensures publicity in the admission process by notification hosted on College website *www.hmmcollege.org* to provide ready and relevant information to stakeholders regarding admission.
- The admission notification, hosted in the website, is also displayed on the College notice boards, providing detailed and related information about the process of admission.
- Alumni, the locality students, parents play an important role in boosting the goodwill of the institution.

Transparency in the Admission Process

Hiralal Mazumdar Memorial College for Women ensures transparency in admission process upholding its commitment to the pursuit of the principle of providing equal opportunity to the girls in getting access in higher education.

- Every aspect of the admission procedure is open to all concerned and thoroughly scrutinised.

- All aspects and stages of the admission procedure are duly notified in the college notice boards and through the college website, ensuring that applicants from around the district are facilitated.
- To ensure optimum access and ease, the college has made arrangement to issue on-line application forms.
- The college ensures publicity to the admission by printing College Prospectus containing the campus profile, details of Academic Calendar, the Vision & Mission of the institution, the facilities for students etc.
- Hiralal Mazumdar Memorial College for Women arranges special desks to facilitate applicants with disability operate throughout the phase of application.
- Helpline and email access are also provided.
- Counselling sessions are conducted in a meaningful and transparent fashion by senior faculty members and entire counselling process is completed under the supervision and vigilance of the Head of the institution.
- The extent of transparency which the college maintains in this regard may be inferred from the fact that there has been no complaint about any aspect of the admission procedures in the last several years. The responsibility for conducting admissions is entrusted to an Admission Committee. The members of the Committee are drawn from various departments.
- The admission sub-committee as well as the departments scrutinize the applications received and prepare the merit lists on the basis of merit cum reservation policy of Government of West Bengal and selection list is declared following the approval of the Principal of the College.
- The admission merit lists are displayed in the notice board as well as in the website of the College before starting the admission.

- The final list of students is displayed in the College notice board and the website.
- Every step regarding admission is duly communicated to the honourable members of the College Governing Body and endorsed by the Teachers' Council.
- Needy students are given concession to admission fees during the admission process.

2.1.2. How are the students selected for admission to the following courses?

Give the cut off percentage for admission at the entry level

- a) **General: See below.**
- b) **Professional: N.A.**
- c) **Vocational: N.A.**

ADMISSION ELGIBILTY CRITERIA(minimum requirement)

**Three-Year B.A./B.Sc./B.Com. (Honours, General and Major) and B. Mus.
(Honours and General) Courses of Studies**

Admission Qualifications:

1. A candidate who has passed the Higher Secondary (10+2) or its equivalent examination is eligible to seek admission to the 1st year of the 3-year

B.A./B.Sc./B.Com. (Hons./Genl./Major) or B. Mus. (Hons. And Genl.) Course of studies provided he/she has also passed in English having full marks not being less than 100.

2. However, no candidate, in general, shall be allowed for admission after a lapse of more than 3 years from the year of passing the previous qualifying examination or discontinuation of recognized regular Course of Study after passing the previous qualifying examination. Those desirous to do so may seek permission from the University Authority.
3. The year of admission shall not be taken into account while calculating 3 years from the year of passing the previous qualifying examination.
4. For the purpose of determining eligibility for admission to the Honours Course, aggregate marks shall be calculated by adding the marks of top four subjects in order of marks secured by a candidate. However, marks in compulsory Environmental Education/Studies shall not be taken into account for calculation of aggregate marks. If the subject "Environmental Science" is studied as an elective subject of 100 marks, may be taken into account for the purpose of determining the aggregate marks.
5. A general candidate taking up Honours Course in a subject must have obtained:
 - (i) A minimum of 50% marks in the aggregate and 45% marks in the subject or related subject at the previous qualifying examination. In case of B. Mus. (Hons.) 45% marks in the aggregate and 45% marks in the subject Music in the pre-qualifying examination.
 - ii) 55% marks in the subject or related subject at the previous qualifying examination.
 - iii) However, candidates belonging to the Scheduled Caste or Scheduled Tribe Community taking up Honours Course of study

must have obtained a minimum of 40% marks in the aggregate and 40% marks in the subject or related subjects at the previous qualifying examination, as the case may be.

6. Students, who have passed the Higher Secondary (10+2) examination or its equivalent from the All India Boards/Councils or State Boards/Councils including Open Schools and vocational studies, are eligible for study at the UG level.
7. For the B.A./B.Sc. (Honours/General/Major) Course of Studies a candidate is required to choose his/her Honours and two/three elective subjects, as the case may be, from among Group-I to Group VIII as follows by taking not more than one subject from any of the groups mentioned hereunder:

GROUPS

Gr. I.: Physics, Zoology, Education

Gr. II : History, Mathematics

Gr. III : Chemistry, Sociology, Music, Sanskrit

Gr.IV : Botany, Economics, Food & Nutrition

Gr. V : Political Science

Gr. VI : Geography, Psychology, Philosophy, Journalism & Mass Communication

Gr. VII : Physiology, English

Gr. VIII : Computer Science, Bengali, Hindi, Urdu

8. A candidate shall be allowed to take up the subject (s) under heading “A” if he/she had passed the subject (s) under heading “B” at the previous qualifying examination.

SL.NO.	A	SL.NO.	B
1.	Mathematics	1.	Mathematics/Business Mathematics
2.	Physics	2.	Physics and Mathematics
3.	Chemistry	3.	Chemistry

4.	Zoology	4.	Zoology
5.	Botany	5.	Botany/Biology/Biotechnology
6.	Physiology	6.	Physiology/Biology/Biotechnology
7.	Computer Science	7.	Computer Applications/Computer Science/ Physics/Mathematics/ Electronic Science
8.	Food and Nutrition	8.	Chemistry

Some Special conditions for admission to Honours Courses as follows:

1. To take up Honours in any subject, the candidate has to pass in that “subject” or “ any related subject” in the H.S. examination.
2. However, the following restrictions supersede the previous clause.
 - (i) Economics: A candidate shall be allowed to take up Honours in Economics if he/she has passed in Mathematics/Business Mathematics at the H.S. Examination. However, a student pursuing Honours in Economics need not necessarily take Mathematics as a combination subject
 - (ii) Education/Sociology: Subjects Psychology, Philosophy, Mathematics, Sociology, Education, Economics, Political Science, History be treated as related subject.
 - (iii) Philosophy: Subject Psychology is a related subject.
 - (iv) Food and Nutrition: A candidate shall be allowed to take up Honours in Food and Nutrition if he/she has passed in Chemistry at the H.S. Examination and to take up Chemistry as one of the elective subject.
1. The college ensures publicity to the admission by printing College Prospectus containing the campus profile, details of Academic Calendar,

the Vision & Mission of the institution, the facilities and scholarship for students etc.

2. The final list of students is displayed in the college notice board.

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

The students are selected for admission to different programmes of the College on the basis of marks obtained in +12 level. The College in this respect follows the guidelines of West Bengal State University and strictly adheres to the reservation policy of Government for SC/ST /OBC students. Entire admission is done **on the basis of merit.**

During counselling following things are kept in mind:

(a) Academic: Teachers pay attention to the candidate's academic potential and suitability for the subject chosen, beyond what is indicated by marks alone.

(b) Co-Curricular: The potential to participate in the co-curricular activities of the College and to contribute to its total life come under assessment. Extra-curricular skill and ability of a candidate are also taken into account.

(c) General Awareness and Sense of Values: A candidate's personal outlook, sense of values, level of awareness and motivation get adequate attention during counselling.

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.

A general candidate taking up Honours Course in a subject must have obtained:

- (ii) A minimum of 50% marks in the aggregate and 45% marks in the subject or related subject at the previous qualifying examination. In case of B. Mus. (Hons.) 45% marks in the aggregate and 45% marks in the subject Music in the pre-qualifying examination.
- iv) 55% marks in the subject or related subject at the previous qualifying examination.
- v) However, candidates belonging to the Scheduled Caste or Scheduled Tribe Community taking up Honours Course of study must have obtained a minimum of 40% marks in the aggregate and 40% marks in the subject or related subjects at the previous qualifying examination, as the case may be.

Admission Year- 2015

Sl. No.	Subject in B.A./B.Sc./B.Com.	General Category		SC/ST Category	
		Max (%)	Min (%)	Max (%)	Min (%)
1.	Bengali Honours	351	155	280	155
2.	Botany Honours	333	211	216	216
3.	Chemistry Honours	0	0	0	0
4.	Economics Honours	0	0	0	0
5	Education Honours	329	196	310	196
6.	English Honours	332	191	304	209
7.	Food & Nutrition	355	241	341	243
8.	History Honours	336	233	290	210
9.	Journalism & Mass.	302	216	259	259

	Com.(Hons)				
10.	Music Hons	303	243.05	303	303
11.	Geography Honours	348	222	400	392
12.	Philosophy Honours	325	206	302	265
13.	Political Sc. Honours	308	210	260	260
14.	Psychology Honours	336	207	380	336.25
14.	Sanskrit Honours	325	200	295	204
15.	Sociology Honours	325	221	N.A.	N.A.
16.	Zoology Honours	337	230	324	219
12.	B.A. General	356	121	245	143
13.	B.Sc. General	337	146	238	231

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

Mechanism to review the admission process and student profile: The Institute has an Admission Committee, which is responsible to review the admission process and student profile annually. As because the total admission process is through online, the Admission Committee of the Institute collects and provides the detailed information about the students categorically to frame an analytical study on the following aspects :

Academic background

Demographic background

Economic status

Admission standard curve

Importance of different streams

Trends for job oriented courses

This helps to understand the market trend (i.e. prospective students' expectations for different branches) and industry expectations and other relevant factors which are important in the society

This process helps in reducing the gaps in teaching learning that increase the existing students' satisfaction. This leads to higher fame of the institute thereby attracting new students for admission in the future sessions

The institution also reviews the student profile through guardians' meetings and parent teachers' meetings. Post-result scenarios are placed and analysed in the meetings of Academic sub-committee and in the meetings of the governing Body of the College to dwell on the implications of the result. This existent mechanism has really paid off in the sense that by leaps and bounds exploiting the well-intended suggestions to its brim, the college has been successful in improvising new job oriented courses or some professional training courses.

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

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

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

Courses		Year	Number of Students		Intake Capacity	Demand Ratio
			Applicant	Admitted as registered students		
B.A. Honours in	Bengali	2011	119	65	91	1:1.83
		2012	111	59	91	1:1.88
		2013	105	58	91	1:1.44
		2014	95	43	91	1:2.21
	Education	2011	58	39	48	1:1.48
		2012	51	38	48	1:1.34
		2013	46	38	48	1:1.21
		2014	67	27	48	1:2.5
B.A. Honours in	English	2011	90	38	61	1:2.36
		2012	46	34	61	1:1.3
		2013	52	36	61	1:1.44
		2014	77	40	61	1:1.9
	History	2011	71	28	48	1:2.53
		2012	31	11	48	1:2.8
		2013			48	
		2014	29	14	48	1:2.07
B.A. Honours in	Journalism & Mass Communication	2011	49	12	36	1:4.08
		2012	18	16	36	1:1.12
		2013	22	16	36	1:1.37
		2014	24	13	36	1:1.84

B.A. Honours in	Music	2011	09	02	24	1:4.5
		2012	03	02	24	1:5
		2013	12	07	24	1:1.71
		2014	06	05	24	1:1.2
	Philosophy	2011	54	18	48	1:3.0
		2012	29	07	48	1:4.14
		2013	26	07	48	1:3.71
		2014	29	07	48	1:4.14

SELF-STUDY REPORT

2015

B.A. Honours in	Political Science	2011	35	14	24	1:2.5
		2012	20	12	24	1:1.6
		2013	23	12	24	1:1.91
		2014	12	06	24	1:2
	Sanskrit	2011	57	18	48	3.16
		2012	30	08	48	3.75
		2013	31	36	48	1:0.86
		2014	13	07	48	1:1.85
B.A. Honours in	Sociology	2011	37	08	31	1:4.62
		2012	20	11	31	1:1.81
		2013	22	11	31	1:2
		2014	15	08	31	1:1.87

B.Sc. Honours in	Botany	2011	32	14	19	1:2.28
		2012	18	06	19	1:3
		2013	26	06	19	1:4.33
		2014	35	15	19	1: 2.33
	Chemistr y	2011	23	09	19	1:2.55
		2012	17	07	19	1:2.42
		2013	19	07	19	1:2.71
		2014	06	03	19	1:2
B.Sc. Honours in	Economic s	2011	04	02	19	1:2
		2012	02	02	19	1:1
		2013	00	00	19	1:0
		2014	03	00	19	0:3
	Food & Nutrition	2011	72	28	48	1:2.57
		2012	42	25	48	1:1.68
		2013	46	25	48	1:1.84
		2014	106	30	48	1:3.53
B.Sc. Honours in	Geograph y	2011	119	62	67	1:1.91
		2012	150	58	67	1:2.58
		2013	138	58	67	1:2.37
		2014	155	52	67	1:2.98
B.Sc. Honours in	Psycholo gy	2011	28	10	24	1:2.8
		2012	20	16	24	1:1.25
		2013	24	16	24	1:1.5
		2014	33	13	24	1:2.53
	Zoology	2011	55	28	36	1:1.96
		2012	53	23	36	1:2.30
		2013	108	23	36	1:1.70
		2014	128	26	36	1:4.92

Reasons for increase / decrease

The increase or decrease of students intake in different branches depends on the industry trends, market position and economic trends in national as well as international domain, as well as on systematic implementation of academic plans by the College and its affiliating university. The affiliating university is very much young to get properly organised and it has just received 12B from the UGC. This has affected students' intake.

Further, The college is located in semi urban marginal belt of the city. There are colleges which are located in and around proper Kolkata, which is a major reason for students with good academic records, not taking admission in this college.

The science students prefer getting admission in medical or engineering colleges, even if they are private institutions. Present admitted strength of Engineering or medical colleges is found increasing, which is mainly because of inclination of students and their guardians towards these courses. Few newer job oriented streams, like Food Technology is attracting students more than the general ones.

All these factors have together affected intake of students. Adding fuel to fire there is severe scarcity of teachers in different subjects, for which some extraneous factors are also responsible.

Actions initiated for improvement

- The College has decided to give advertisements in different media channels, like TV, Radio, social networking sites, etc
- Participation in career fairs is another action plan
- Organization of orientation programmes may be helpful
- Organizing Seminar /Conferences /Workshops on various fields may increase the intake

- Counseling before and during admission may also be helpful
- Thrust is given to strengthen the training in job oriented programmes and placement activities.

2.2 Catering to Diverse Needs of Students

With the introduction of Urdu as a general subject in 2012, the influx of minority students in this institute has gone up significantly. They are not comfortable with the vernacular language, Bengali, that has been given medium of instruction for the last few years. We have thus shifted to a bilingual mode of instruction. Introduction of visual medium of instruction, albeit in a small manner, has been initiated by the institution.

The papers of SC/ST/minority students who are eligible to receive state government minority grants, Kanyashree, a state government subsidy, are processed with efficiency and adeptness. The college has a fees concession sub-committee that looks into the applications of students and grants them fees waiver. Railway concessions, students' aid fund, post-matriculation scholarship applications are processed by the institute.

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

There is a quota of reserved seat for differently-abled students, though in the preceding sessions no such student opted for admission in our college.

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

Yes, in order to assess the students' needs in terms of knowledge and skills, the college has adopted the following process.

- (a) Determine the students' needs during the admission process: counseling sessions are held and not only the members of the admission committee, but other teachers from different departments remain present in these one-to-one counseling sessions to help students in selecting appropriate subject combinations.
- (b) In the first (entry) year, after the commencement of the academic year, teachers take special efforts to take an overview of the academic foundation of the students and accordingly they advise the students to change subjects, if necessary . Revising the basics of these subjects helps in bridging the knowledge gap and brings weaker students on par with others.
- (c) During these interactions in the classroom or during laboratory sessions, teachers identify the nature of support required and update the teaching-plan so as to cater to the needs of the students.

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

Teachers dedicate initial sessions towards further assessing and bridging the knowledge/ skill gap of enrolled students. Interactions between teachers and students during lectures/practicals help in revealing the knowledge level of the students. The academic performance in previous examinations and in the class tests/unit tests helps in identifying the slow/weak and advanced learners.

The strategies adopted by the college are as follows:

- (a) Remedial coaching is given to slow learners, academically weak students and casual students, which is something more than mere utilisation of financial assistance received from UGC under XI plan. In the time table of the college these remedial classes are being earmarked.
- (b) It has been made mandatory for the students with inadequate language skills to join communication skill programmes, so as to enhance their comprehension level.
- (c) Peer learning is encouraged in a sense that meritorious students are asked to help the slow learners.
- (d) Study materials and question banks are supplied
- (e) Regular tests are conducted.

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

GENDER

- Male and female staff members in our institution are treated in an equal manner.
- Rules for gender friendly behavior is being displayed in different places of the college
- There is a committee, naming Cell Against Sexual Harrassment has been formed following Visakha Guidelines
- Seminars are conducted on Women Empowerment

INCLUSION

- The staff members and students are treated as two pillars of the same edifice.
- Grievances Redressal cell is activated and it functions for the benefit of the employees and students.
- The institution never discriminates on gender and religious issues.
- All kinds of academic help are provided for the benefit of the economically and socially weaker section students.
- Blood donation camp is organized by NSS frequently. The students and staff together shoulder this social responsibility to come forward and donate blood for the benefit of the society.

ENVIRONMENT

- NSS camps are organized for the students every year. Social issues and plantation of trees are given importance during the camps.
- Our campus is smoke-free.
- We observe Environmental Day as Green Day.

OTHERS

ADD **NSS ONES**

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

- The faculty members of all the departments identify the requirements of the advanced learners and spare extra time for them
- The students of various departments are encouraged to take part in workshops and seminars to gain knowledge in the advanced topics.
- The students are encouraged to do projects in micro level under the guidance of the faculty members.
- Resource persons from industries and academic institution are invited to give Guest Lecture on several topics for the benefit of the students.
- The college library provides lot of journals and Books, along with e-journals and e-books through which the students can learn more. Open access in the library seems to be very helpful in this respect.
- The College has signed MOU with some reputed Institutes and organizations so that the students are better exposed to advanced learning
- Student Seminars on selected reference topics are organized by some departments.
- Different department encourages students for participation in Quiz, Debate, survey and Problem Solving etc.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

- The College collects data and information on the academic performance of the students at risk of drop out, from counseling, class tests and unit tests and mid-term and Test examinations. Such data is used to make strategies to improve the academic performance of the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections and the College strives to minimize their dropout rate through the Counselling of parents and the student.
- More books are issued in order to encourage learning.
- Concessions are made available to the needy students
- Even candidates with low percentage are accepted, if seats are available. Book bank facility, scholarships, student welfare fund and financial assistance are provided to such students
- Students of minority community are adapted into the system with special care and the college shoulders the responsibility to arrange different aids and assistance for them. There is a provision of Government Scholarship for the disadvantaged sections of society, for channelizing which the College gives additional time and space and there are devoted employees for these jobs.
- Awards for better performance and regular attendance act as incentives.
- Bilingual explanations and discussions, personal, academic and social counseling, tutorial, special and remedial classes and daily home assignments help to monitor their progress.

2.3 Teaching-Learning Process

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

An academic calendar is published by the institute which includes lesson plans. The detailed layout of the teaching plan is offered in the Academic Calendar. The plans generally highlight the content and time schedule for completion of the chapters. This enables the students to know the academic programme and the components to be learnt and to give examination. Moreover, the teachers would know the time frame for teaching-learning process and ensure the total attention for the completion of syllabi and possible revision.

The lesson plan for teaching is prepared at the beginning of every session and it starts from the department level. The concerned Head of the Department conducts meeting with all the faculty members and allots subjects based on their interest and expertise. Then the time table is prepared, displayed at the departmental notice board, and circulated to the students. The faculty members are provided with attendance book, continuous evaluation diary which contains the teaching plan to be filled by the faculty member. In this meeting, assessment question papers and practical examination patterns are discussed at length and finalized.

Course-coverage is monitored by HOD and reports the same to the Principal.

Wherever, a deviation is observed, the HOD seeks clarification from the faculty member concerned. Special remedial class work is planned. The evaluation procedure for both theory and lab examinations are well planned and are kept transparent. The teacher shows answer scripts of the periodical tests to students for their better performance in next examinations.

Examination Sub-Committee based on their logistics, prepare the time frame for conducting the internal mid-term & test examinations (exam schedule, evaluation schedule, result announcement schedule, marks submission

schedule). This enables the examiners and examinees to know the time frame for completion of the process of evaluation and results. Regular notification regarding examination is also a feature of the teaching-learning and evaluation process of the institution.

The following information are given at the college website,

1. Contact numbers of important officers.
2. Rules and regulations
3. Vision and Mission
4. List of Departments
5. Fee details
6. Examination details
6. Different notices

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

Functions carried out by the IQAC to improve the teaching-learning process with administrative, academic extension activities, research and Knowledge resource extension.

IQAC contributes to improve the teaching – learning process by:

- Planning and introducing more teaching aids to improve the teachinglearning process and encourage innovative practices.
- It supports the organization of more seminars, workshops etc. to spread awareness on academic and social issues.
- It arranges for improving the system of teachers' evaluation by students with respect to improving the overall quality of the College.

- It plans and actively participates in enhancing the infrastructural facilities in terms of space, equipment, laboratories, libraries etc.
- It facilitates support for inter-disciplinary programmes, faculty development programmes and research activities.
 - IQAC monitors the availability, adequacy, maintenance and functioning of the support structure and services
 - Research sharing and networking with other institutions are special endeavours of IQAC.
 - IQAC Plans for new courses at UG and PG level.
 - IQAC suggests for introduction of more teaching aids to improve the teaching-learning
 - IQAC process and encourage innovative and best practices. Organizing more seminars, workshops, quiz competitions etc.
 - IQAC carries out academic audit programmes to evaluate the students' annual academic score and gradual progress.
 - IQAC devotes itself for improving the overall quality of the College and towards this end plans to enhance the infrastructural facilities in terms of space, equipment, laboratories, libraries etc. introduction of Infilbnet is one of the major achievements of IQAC.
 - IQAC plays pivotal role in facilitating inter-disciplinary programmes, Faculty, development Programmes and research activities by teachers and students.

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

The concepts and objectives of any program of the Institution are completely made student-centric. All possible efforts are made to ensure their fullest growth and development in a safe and congenial environment. Right from the time a student enters the College he/she is guided, inspired, motivated and corrected, thereby channelizing his/her energy in the best possible manner. Learner-centric education approaches are followed through appropriate methodologies. The support structures and systems available for teachers to develop skills like academic calendar, interactive & instructional techniques like audio-visual mode of teaching, projector & computer based teaching-learning method and smart-classroom. This is accompanied by experiential teaching like projects-based learning, field work, surveys, experiments and practical classes, etc.

Besides regular curriculum delivery, many co-curricular activities are introduced in the College like organizing seminar, workshops, etc so that students have plenty of opportunity to have interactive learning. Industrial visits are also arranged for students to have interactive learning in practical situations. Independent learning is encouraged among students by introducing self assignments, talks on different subjects, etc. Peer groups are formed in each class to achieve collaborative learning and also to improve the level of the weak students. For example, recently the students of Political Science Honours has carried out a peer group project work on 'effectiveness of local self governance' and they conducted survey in nearby municipalities. The faculties are permitted to attend seminars, workshop and conferences in different universities and colleges and thereby they develop their interactive learning skills.

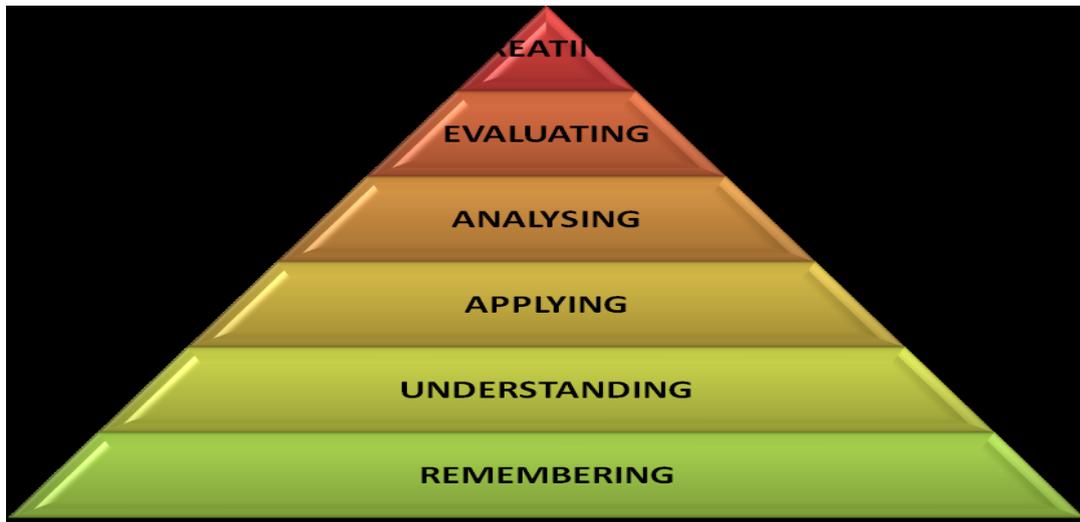
The college arranges for historical visit for students accompanied by the teachers.

In the laboratory and in the library students are given full freedom to do their work independently.

Students are encouraged to present papers and write or contribute articles.

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

- Faculty members are engaged with their research work in association with potential students and they always try to share their innovative concepts with the students.
- The faculties always try to engage themselves to guide the students in different areas of multidisciplinary fields.



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

Apart from traditional classroom teaching practices, the teachers are encouraged to use ICT-enabled teaching pedagogy.

The teacher encourages students to use online resources and helps build online research skills, resulting in quality information obtained. The teacher asks students to use technology to complete assignments that ask for problem solving and creativity on a regular basis. Technologies and facilities available and used by the faculty:

- ✚ Computers with internet facility
- ✚ Open educational resources
- ✚ Use of power point presentation
- ✚ Documentaries, Videos and movies
- ✚ ICT enabled Class rooms

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

In order to expose the students and faculty to advanced level of knowledge and skills, the college takes up the following initiatives:

- ✚ Seminars and guest lectures are organised on regular basis by all the departments to update their knowledge. This helps them gather information about the latest developments in their respective fields. Students are assigned with various creative tasks, such as report writing, video filming, recording, questioning resource persons etc. during seminars, workshops etc. Some of the departments like Education, food and Nutrition, Psychology, Botany, Geography, zoology etc.,

organise industrial visits and study tours to acquaint the students with the changes taking place in their stream.

- ✚ The College library has subscribed to various journals related to different subjects. Online resource centers like INFLIBNET are also subscribed to by the College. In addition to this, books and magazines are purchased by the College on regular basis for knowledge up gradation. Newspapers and internet are used on daily basis to keep track of the latest advancement in a particular field.
- ✚ Keeping in mind the advancements in information technology, the college has moved ahead of its peers by using Computers and Internet to teach some of the subjects.
- ✚ Seminars on current issues of prime importance are organized from time to time in the college. Prominent scholars and people from corporate circles are invited to share their knowledge for the benefit of the students.
- ✚ Faculty members and students are encouraged to participate in various National, International Seminars, Refresher courses, Workshop.

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

Academic:

Slow learners are identified and are given special care, Counseling /academic advice.

Advanced learners are directed to special classes, seminars, advanced course, and innovative projects.

Personal:

Some of the rural students lacking confidence, having inferiority complex are dealt with and confidence is infused .They are made to walk along with the rest of the students to build up the zeal through regular, formal and informal counselling.

Psycho-social:

Students with poor communication skill are advised to work in the Language Lab after college hours. Needy students are given financial assistance.

Guidance:

Professional counseling- Counseling is done by qualified professional counsellor appointed by the Institute. In addition senior faculty members and administrators in the Institute also help students to accomplish mental health, wellness, human growth and development, education, and career goals, social culture, give away abnormal human behavior, appraisal , research, making good lifestyle, and professional orientation for a rewarding career path.

Mentoring - For individual faculty 30 students have been allotted, who are responsible for all activities carried out by the student. Meetings are conducted by the principal to assess the outcome.

Academic advice- If students face any academic problems while studying, academic advice is provided to help students to find solutions by the internal members of academic sub committee referred by respective mentor. The academic advice service is an independent, free and confidential service that is open to all students.

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

approaches and the impact of such innovative practices on student learning?

Innovative teaching approaches/methods adopted by the faculty:

- The faculty members continuously interact to evolve innovative teaching methodologies.
- Development of smart class rooms with web-based teaching help illustrate the concept clearly through audio/video mode.
- The teachers circulate tutorial problems, assignments, lecture notes and other relevant materials to the students.
- Formation of different groups among the students and encouraging peer learning, which help the students who are academically less performing.
- The students are given many tasks such as group assignment, competition, problem solving and mini projects. These activities help the students to learn on their own.

Efforts made by the institution:

Faculty members of the college regularly participate in the career oriented seminars, workshops and other related gatherings. It has been the constant efforts of the faculty members to encourage the students of various stratum to participate in career oriented seminars, workshops, training programmes as well as financial education to meet the educational demand of the time, "being able to know the way to learn and earn". In this manner faculty staff also get the chance to know about the various career opportunities that can enable them to guide the students for different career opportunity.

Impact of innovative practices on student learning:

- ❖ Learning processes become increasingly personalized, tailored to the individual's needs and interests enabling individuals to better develop and realize their personal potential.
- ❖ Resources are exploited to allow the learner to not only enjoy learning, but acquire skills that empower him/her to actively engage in the development of skills and competences and improve their performance and achievement.

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

Library is enabled with LAN, and Internet facilities.

KOHA software is used to automate library activities and services.

Open Access System is being followed in the Central Library and barcoding of books is under process.

In addition to the well stocked-Library, each department has its own departmental Library to facilitate easy access to the faculty, students and research scholars.

Measures are being taken to strengthen the existing book-bank section. In this regard contribution of the Students' Union is worth mentioning.

The faculty members donated books and journals to the library to widen the access of reading materials by the students.

N-LIST programme provides access to more than 6,000 e-journals and 1, 00,000 lakh e-books.

Separate reading section for faculties and students are available.

The library operates during college hours.

Reprographic facility is available.

Daily newspapers, magazines and journals are subscribed in the library.

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

The stipulated time frame for completing the syllabus sometimes offer challenges – loss of classes due to unexpected holidays. Teaching plans are made accordingly, in order to complete the curriculum within the schedule time frame. Any short fall due to lack of time is made up through special classes after the classroom and weekends.

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

Monitoring:

It is monitored through feedback from the students every session and the feedback is also noted for the faculty's appraisal and for corrective actions.

The Principal and HOD go on rounds and randomly choose a class to monitor the quality of teaching.

Corrective and preventive actions are taken through discussions in department meetings.

Evaluation:

After the result analysis at the end of each session, the student performance in each subject is analyzed and whenever the performance is to be improved, special care is taken by the principal.

Evaluation is done by comparing the teaching process with the laid down methods documented.

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/ Principal		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
Ph.D		1		3		2	6
Ph.D pursuing					1	1	2
M.Phil/M.Tech			1		1		2
PG				1			1
NET/SET				5	1	1	7

Contractual Whole Time Teachers(CWTT)							
Ph.D		1					1
Ph.D pursuing	1	5					6
M.Phil/M.Tech		1					11
PG		3					3
NET/SET	1	4					5

Part-time Teachers(PTT)

Ph.D	1						1
Ph.D pursuing		5					5
M.Phil/M.Tech	1	1					2
PG		7					7
NET/SET	1	2					3

College Management Supported Teaching Staff

Ph.D							
Ph.D pursuing							
M.Phil/M.Tech							
PG							
NET/SET							

Recruitment and Promotional Policies:

Recruitment of Staff

1. Recruitment of teaching and technical staff is normally done by inviting applications from eligible candidates either through paper advertisement or directly from identified candidates, screening applications by a committee and through interview by an expert committee for the screened candidates. However, for urgent need if well qualified persons are identified by the management, direct recruitment is done by the Managing Director in consultation with the Director/Principal.

2. Recruitment of Principal, Registrar, Admin/Account Officer is done by inviting applications from eligible candidates directly. If well qualified persons are identified by the management, direct recruitment is done by the Managing Director.

3. Recruitment of non-teaching staff is normally done by inviting applications from eligible candidates either through paper advertisement or directly from identified candidates, screening applications by a committee and through interview

by an expert committee for the screened candidates.

Qualification and experience- All recruitments are done as per AICTE norms . **Promotional Policy**

Performance Appraisals of the employees is done by the immediate Head of the Department & Head of the Institution and is reviewed at the next level of supervision.

On satisfactory completion of probation, an employee is considered for confirmation in service

Increment of any staff is given depending upon the performance of his working ability, discharge of his duties and attendance, self appraisal & interview.

The promotion is considered strictly as per AICTE norms. The following factors are taken into account: A) Past performance record B) Potential for higher responsibilities and research Punctuality and good conduct based on recommendation forwarded by the Director/Principal. Specified date of his/her new position shall be subjected to

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.

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

Academic Staff Development Programmes	Number of faculty Nominated
Refresher courses	4

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HRD programmes	0
Orientation programmes	8
Staff training conducted by the university	
Staff training conducted by other institutions	1
Summer / winter schools, workshops, etc.	10

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

The institution has a strong research aptitude and the faculty members are provided with grants from UGC and other organizations(MRP, UGC-UPE project grant etc.). Institution also encourages research for the faculty members who are not entitled to the MRP scheme by UGC and has opened a research cell providing short term grant to those aspiring teachers.

The college has also supported always the course of research work by providing study leave, no objection certificates, on duty leave for attending Ph.D and M.Phil work and presenting paper or posters or participation in seminars, workshop, and conferences.

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

N.A.

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

The institution has introduced evaluation of teachers by the 3rd year students during the time of provision of their final mark sheet. The students are given a data-chart where different categories are mentioned to evaluate the teachers of a particular department. There are total six categories, these are as follows-

Category 1-Standard of teaching-method of the Teacher

Category 2- Evaluation of his capacity of completion of the Course

Category 3- Evaluation of his performance outside the classroom

Category 4 - Standard of his co-operation in connection with extra-curriculum studies

Category 5-Standard of his behavior with the students

Category 6- Standard of his method of evaluation

Final year students of the each department have to input their views in terms of number (1 to 5) against the said category list. After collecting all the statistics from the student the college authority finalizes teachers' evaluation record.

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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 faculties and the students are informed about the evaluation processes by the following means:

- Both institutional and departmental notices.
- Institutional & departmental meetings.
- Institutional prospectus
- Academic calendar.
- Parent- teachers meetings.
- College official websites.

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?

Institution currently has UG teaching system consisting 22 (17 Honours and five general) departments. Currently the examination process is of 1+1+1 system. The distribution of marks in the 3years courses are as follows:

[table distribution of marks in 3 year degree courses both hors.(arts & science) and general streams. In case of subjects having theory n practical, paper wise number distribution must be included]

Exams on theory and practical papers are conducted early by the university in a certain time frame. Regular lectures, extension classes, laboratory practices, use of various instruments, advanced software, field reports, project work, site visits help the students in increasing their academic performance and encouraging them to take part in various examinations(both in higher studies as well as competitive examinations).

[should NSOU be mentioned?]

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?

Regular notification through institutional notice, college prospectus, departmental question banks, and departmental notice, college official website.

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.

To achieve such assessment approaches, the following evaluation techniques are practiced:

- Regular unit tests.
- Midterm tests.
- Selection tests.

Tutorial & remedial classes for students, who are not yielding satisfactory results, are organized by the departments. Also library classes are initiated to increase students' participation and interest in the learning process.

After evaluation of the aforesaid tests students and their parents are informed about their all around performance so they can be headed to right ways during university exams. Debates, quizzes, extempore speaking is encouraged to generate a thorough knowledge on the curriculum.

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

Regular and strict invigilation system, inoculating discipline in students, engaging students in institutional social activities like work of NSS, NCC, yoga classes. Involving students in the work of institutional magazine PRABAH. Encouraging the students to actively participate in various project works, paper presentations, poster presentations, field visits, programs like youth parliament, various seminars etc.

e.g rupali chakraborty of food and nutrition (currently students of FNT PG) got 2nd prize in intercollege poster competition organized by dept. of Home Science C.U.

□ **University results for the last four years.**

Please refer to 2.6.1 for detailed university results.

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

Institution has career counsel cell conducting various vocational programs, performing NSS activities & workshops on women & youth development & other students welfare activities. **Though the poor background & mediocre quality of the students in general may pose problem in achieving optimal academic** outcomes but still with the help of the faculty members & active involvements by the student it can be said that in near future the allover result of the institution will be beyond satisfaction.

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.

At the university level any grievance regarding the result of university assessments can be sought after by the review system of the evaluated copies. At the institution level the grievance and redressal cell is very much active to solve any problem of the students. also students can communicate with the teachers about their problems and the faculty members do their best in finding the best possible solution.

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

2.6 Student performance and Learning Outcomes

Table 2.6.1: Result of B.A/ B.Sc Part –III Examination (2011-15)

Year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
BNGA	48	97.91	50	94.00	48	87.49	54	94.44	93.46

Year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
BOTA	6	100	03	100	05	100	05	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students	Pass %							

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	appeared		appeared		appeared		appeared		
CEMA	02	100	02	100	01	100.0	03	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
ECO A	1	100	00	N.A	00	N.A.	01	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
ENGA	17	94.11	16	100	13	76.92	16	81.25	88.07

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
EDCA	29	96.55	30	96.66	19	76.7	23	95.65	91.39

year	2011-12		2012-13		2013-14		2014-15		average
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Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
FNTA	29	96.55	25	100	31	96.8	17	64.70	89.51

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
GEOA	35	85.71	42	95.23	27	100		88.09	92.26

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
JORA	14	100	21	100	22	90.90	04	100	97.73

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	

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HISA	23	100	12	100	24	87.49	10	100	96.87
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year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
PHIA	16	93.75	23	95.65	09	100	12	100	97.35

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
PLSA	08	100	18	100	05	100	09	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
PSYA	12	100	06	100	05	100	05	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the	Total no. of	Pass %							

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Programme	students appeared		students appeared		students appeared		students appeared		
MUSA	03	100	00	N.A.	02	100	03	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
SANA	18	94.44	13	92.30	05	100	07	85.70	93.11

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
SOCA	08	100	14	100	06	100	04	100	100

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
ZOOA	15	93.33	09	100	13	100	09	100	98.33

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year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
B.A.(G)	100	75.00	145	94.48	217	86.17	181	86.18	85.46

year	2011-12		2012-13		2013-14		2014-15		average
Title of the Programme	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	Total no. of students appeared	Pass %	
B.SC.(G)	07	85.71	32	93.75	43	86.04	40	100	91.38

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 answer is YES. Learning outcomes are first informed to the students by the faculty members, and the institutional website. The career counsel cell is very much active regarding creating job opportunities in collaboration with organizations & help in making the faculty and students aware regarding the learning outcomes of various disciplines.

Since the inception of the career counsel cell in March, 2013, it organises several seminars, workshop, training Programme in Collaboration with various career and skill development oriented institutions like NIIT, NSHM, CMC, iLeap, Vivek Path, WE, Matirx Infotech, Orion Edutech, Orion Skills, Suraksha and VLCC. During academic session 2014-15, the cell has take up eleven (11) collaborative

seminars, workshops and training programmes and five (5) extensive/outreach programmes. The cell has organises counselling and career opportunity Programmes on Diet on Health, Cosmetology, Grooming and Skill development, Optometry and Physiotherapy , Computer Application, Software and Hardware development, Event Management, Employability in Govt Jobs, Beauty and Nutrition, Microsoft and Women IT, Internship programme in Journalism, NCVT MES courses etc. The cell also organises awareness programme on financial investment in collaboration with SEBI and Alumni Association of the College.

In last academic session 17 Students have been placed in companies like TCS, Black Keyboard, Eureka Forbes, Tech Mahindra, SEARCO and 2Nos of Student crack Government Jobs through the guidance of Career and Counselling Cell which includes Campus interview.

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

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?

The faculty members play significant role in informing the students about the latest updates of the prospect of various disciplines. Also CCC help the students in preparing themselves to sit in competitive exams & in other entrance exams.

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?

Roll & activities of CCC (career counseling cell).

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

Institutional & university level results of the departments, faculty meetings, discussion with the head of the institution, parent teachers meeting, encouraging the students for better results, organizing extension classes & workshops.

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

Student's results of unit tests, midterm tests, university examinations help the faculty members in understanding the loopholes of the teaching and learning system. Their regular class performance, their participation in various project works workshops, results of their competitive exams also help in assessing the degree of learning outcomes.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator³for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, the evaluation outcomes are used as an indicator of students performance and in this case students academic records, their current employment status (specially of the ex students) are used .The presentation on this is shared with the head of institution. He/she meets the concerned departments/persons in camera to plug in the loopholes.

C. Criteria-Wise Inputs

CRITERION III:

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

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.

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

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

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.	Date of Seminar	Department	Title	Amount	Funding Agency
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

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

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

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?

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)

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.

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?

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

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

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

3.3 Research Facilities

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

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?

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.

Sl.	Ye	Item	Amou	Agency
1				
2				
3				
4				
5				
6				
7				
8				
9				
1				

3.3.4 What are the 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?

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

3.4 Research Publications and Awards

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

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

3.4.3 Give details of publications by the faculty and students (in last 4 years):

No. of paper published in	No. of paper published in peer reviewed	No. of paper published in peer reviewed	Publications listed in international databases	Chapter in Books	Books with ISBN/ISSN numbers with
238	181	57	40	25	15

Department of Physics:

Department of Chemistry:

Department of Mathematics:

Department of Geology:

Department of Computer Science:

Department of History:

Department of Zoology:

Department of Sanskrit:

Department of Hindi:

Department of Microbiology:

Department of Botany:

Department of Bengali:

Department of Economics:

Department of Commerce:

Department of Education:

Department of Political Science:

3.4.4 Provide details (if any) of 3.5 Consultancy

3.5 Consultancy

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

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

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

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

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?

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

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

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

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

Programme			2009-10	2010-11	2011-12	2012-13
NSS Activity (Unit-I,II,III)	For Special Camp	Grant Received				
		Previous Balance				
		Total amount				

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		Expenditure				
	For Normal NSS Activity	Grant Received				
		Previous Balance				
		Total amount				
		Expenditure				
HIV/AIDS Prog (Red Ribbon Club)	Grant Received					
	Expenditure					

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

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

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.

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

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

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

3.7 Collaboration

3.7.1 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.

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.

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.

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.

Department of Geology:

Department of Physics:

Department of Mathematics:

Department of Chemistry:

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 –

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

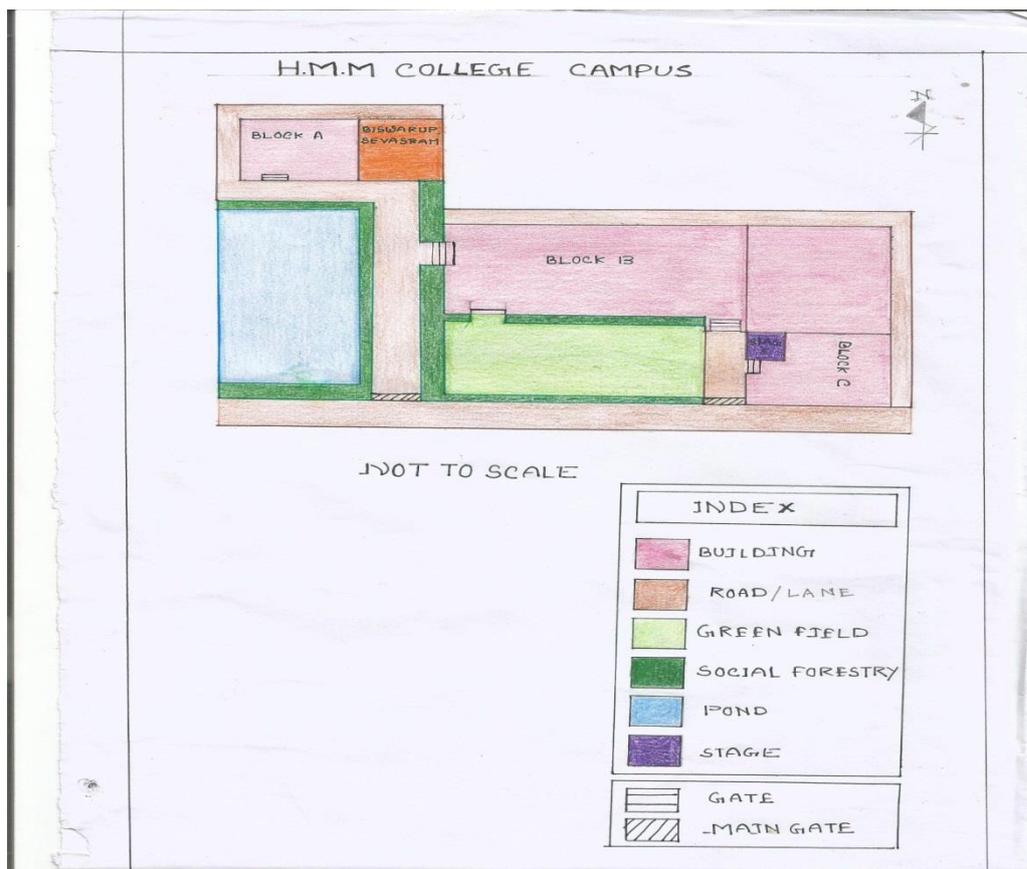
C. Criteria-Wise Inputs

CRITERION IV:

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Infrastructural Facilities:

The college campus is situated only 0.5 km away from Dakshineswar railway station and bus stand. Though it is a residential area, but the surrounding environment is calm and quiet. The exact location of the campus is $22.6566873^{\circ}\text{N}$ latitude and $88.3607369^{\circ}\text{E}$ longitude and average altitude is 9.00 M. from MSL. At present the campus covers 1.06 acre or **3891.22 sq.m** area which is divided into three blocks---- Block A, Block B and Block C. Block A is commonly known as old building and the other two blocks are newly constructed. The institution provides a number of facilities to the students such as well stacked central and seminar libraries, well equipped laboratories, free and open computer access with internet, good gym and canteen, pure drinking water and various well-monitored cells and units to assist and support the students in all possible ways.



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

The institution emphasizes on the staff's sincerity, dedication and diligence, in creation and enhancement of student-friendly infrastructure for effective teaching and learning. The college libraries cater to the academic needs of the students. Importance is laid on power-point teaching and on use of other audio-visual teaching aids. The college proposes to make the campus a wi-fi zone and impart major portion of teaching-learning materials on-line for free and easy accessibility of materials by the students.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities

The central and seminar libraries, lab visits and industrial visits, excursions, extension lectures, invited lectures from resource persons, organization of orientation and social awareness programmes, organization of movie shows, quiz, debate, wall-magazines, and poster competitions from time to time, contribute much to promote curricular and co-curricular activities among students. The NSS unit of the college functions effectively in this field in collaboration with the departmental faculties.

b) Extra –curricular activities

The sports department encourages a lot of students to participate in different inter-college and state level sports events. Besides, a well equipped gym instructors regularly train the students in yoga and related physical exercises. The college organises different cultural programmes such as Basanta Utsav, Social and Fest from time to time. The Social Outreach

cell of the college also promotes extra curricular activities among students by arranging different indoor shows and programmes.

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

Sl. No.	Plan Submitted	Ref. No.	Estimated cost	Funding Agency
01.				
02.				
03.				
04.				
05.				
Plan yet to be submitted to the different funding Agency				
01.				
02.				
03.				
04.				

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

The institution has not yet faced the challenge of admitting physically disabled students.

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

Residential facilities are not available as the overwhelming majority of the students and staff hail from nearby localities and the college itself is well connected by all modes of public transport.

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 institution issues Health Card to the students for their general physical check up under the vigilance of the Food and Nutrition Department. A doctor associated with the SSKM Hospital, Kolkata, is entrusted with the charge of students' health care on the campus. A separate Health Unit has been recently set up for this purpose.

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

Special Units	Space available	Functioning
IQAC	10.5 sq.m.	The cell, coordinated by Dr. Dipanwita Ghosh, holds meetings at regular intervals to discuss, suggest and take steps to execute various measures for the better functioning

		and development of the infrastructure of the institution in order to meet the quality criteria as specified by NAAC.
Grievance Redressal Unit	Principal's chamber	The Principal of the institution is in charge of the cell. She meets the students, listens to and redresses their grievances every working day between 3-4 pm.
Women's Cell	---	The cell, coordinated by Dr Soma Ghosh deals with the problems exclusively related to the students and supervises on prevention of sexual harassment of the students on the campus.
Psychological Counselling, career guidance cell and Placement Unit		<p>i)The faculty of Psychology in collaboration with the faculty of Education is in charge of the cell. The cell interacts and counsels students twice a week keeping the students' identity confidential for privacy.</p> <p>ii) The institution has not yet setup a placement unit but provisions for placement are assured after completion of the 3 months certificate courses coordinated by the Departments of Botany and Physiology of the college in collaboration with Gurunanak Institute of Pharmaceutical Sciences and Technology, Kolkata</p>
Health Centre	17.2 sq.m.	The institution issues health card to the students

		under the vigilance of the Food and Nutrition Department. Very recently, the college has setup a health unit for the students which is expected to function full fledgedly in the near future.
Canteen and Common Room	101.88 sq.m	A private agency is in charge of running the canteen on the college campus. The canteen provides quality food to the students and the staff at affordable prices.
Recreational space for staffs and students (including Green room)	19.36 sq.m	The college has a common room made for students' recreation. The air-conditioned green room adjacent to the stage and the union room also offer space for recreational activities.
Safe drinking water facility	---	The college has installed water purifiers on each floor of the building which provide 24hr supply of pure drinking water.
Auditorium	----	Nil
Gym	37.5 sq.m	The gym is well equipped and has two instructors who train the students in yoga and other related physical exercises. The yoga classes are held everyday from 9:00am to 10:00 am on compulsory basis
Sports	37.5 sq.m	The sports division encourages a lot of students to participate in different inter-college and state level sport event. The division deserves credit for

		making the students win several medals, trophies and awards in different events and tournaments.
Students' Union Room	37.5 sq.m.	24 members who.....

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, the library has an Advisory Committee. The Library Sub-committee acts as the Advisory Committee of the Library.

Composition: The Library Sub-committee comprises of the Principal of the College as the Chairman, Librarian as the Convener, heads of various departments, representatives of non-teaching staff, library staffs as invitee and students' representative.

Dr. Soma Ghosh	Principal and Chairman of the Subcommittee
Smt. Nandini Mukhopadhyay Chakraborty	Head, Department of History
Sri Dibakanta Jha	Head, Department of Sanskrit
Dr. Debashree Ghosh Biswas	Teachers' Council Secretary and Head, Department of Bengali
Smt. Madhushri Das	Head, Department of Botany
Smt. Arpita Mukherjee	Department of Psychology
Smt. Koyel Sengupta	Librarian and Convener of the Subcommittee
Shri Samar Kumar Das	Head Clerk
Smt. Meghna Ghosh	Office Staff
Sri Alope Baidya	Library Staff
Smt. Sarbari Banerjee	Students' Union Representative

4.2.2 Provide details of the following:

- Total area of the library (in Sq. Mts.) – 132 sq.m.
- Total seating capacity – 48
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

Working Days	Monday to Friday : 10.30 am – 4.30 pm Saturday : 10.30 am – 2.00 pm
Holidays	Closed
Before Examination Days	10.30 am – 4.30 pm
During Examination Days	10.30 am – 4.30 pm
During Vacation	Closed
During Recess	11.00 am – 4.00 pm (Except Saturdays)

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

The Central Library is located in the ground floor of the college building. The library has a well-furnished Reading Room and an adjacent stack room. Total area of the library is 132 sq.m. , earlier it was 100 sq.m. Thus, we have been able to increase 32 sq.m. space for the library. There is a small area demarcated for computers within the reading room to provide free and fast access to internet. There is also a periodicals' section in the reading room where magazines and periodicals are displayed. Inside the stack room, the reading materials are arranged according to Dewey decimal

classification scheme. There is a baggage counter for keeping personal belongings. The library staffs are available at the circulation desk.

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

The library has a definite policy for purchasing books. As soon as funds are received, each department is allotted a sum of money for purchasing books for that particular academic session. Head of the departments prepares a list of books to be purchased and submit the same in the Central Library. All these lists are collected together and the book orders are placed. The suppliers provide books accordingly along with the bills in the library. After completing certain necessary technical work, the bill is passed on to the office. Beside this some books are also purchased based on the demands of the students as encountered on the circulation desk.

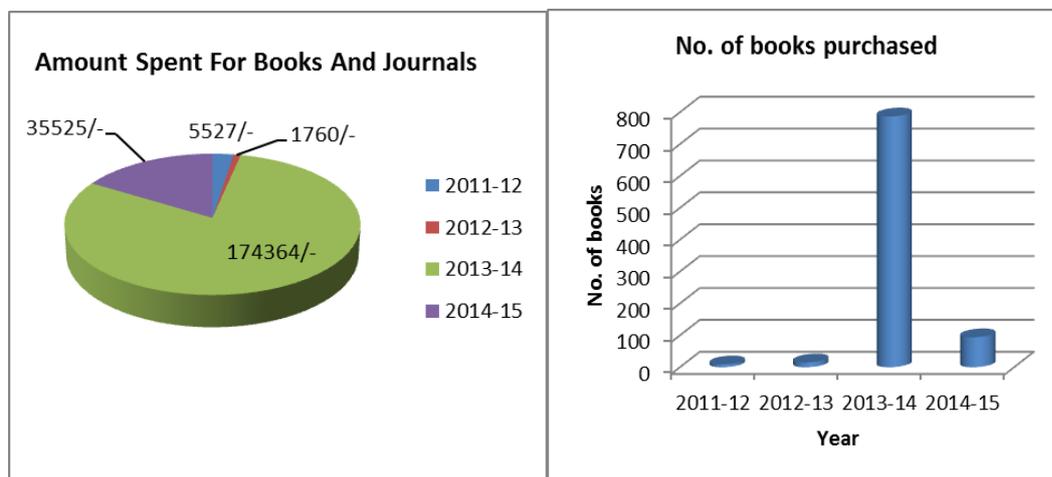
However, the book purchase depends upon the availability of fund. The collection of the library is small and recently utmost care is being taken to develop a balanced collection comprising of latest and syllabus relevant books.

In case of accessing e-resources, the college library will become a part of the N-LIST programme.

Amount spent on books, journals & e-resources during last 4 years

Library holdings	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	Number	Total Cost						
Text books	00	00	00	00	472	1,04,619	20	10,658
Reference Books	09	5,527	15	1,760	315	69,745	74	24,867
Journals/ Periodicals	00	00	00	00	00	00	00	00
E-resources	00	00	00	00	00	00	00	00

Any other (specify)	00	00	00	00	00	00	00	00
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4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

❖ OPAC	Database creation is in progress, so OPAC is not available yet.
❖ Electronic Resource Management package for e-journals	Library is a member of the N-LIST programme
❖ Federated searching tools to search articles in multiple databases	None
❖ Library Website	Library is incorporated within the college website
❖ In-house/remote access to e-publications	None
❖ Library automation	Library automation is in progress using KOHA software
❖ Total number of computers for public access	04
❖ Total numbers of printers for	None

public access	
❖ Internet band width/ speed	512mbps (this figure may be changed)
❖ Institutional Repository	No
❖ Content management system for e-learning	None
❖ Participation in Resource sharing networks/consortia (like Inffibnet)	No

4.2.5 Provide details on the following items:

❖ Average number of walk-ins	19 students per day
❖ Average number of books issued/returned	21 books per day
❖ Ratio of library books to students enrolled	8500 (total books in central library):425 (students)
❖ Average number of books added during last three years	299 books
❖ Average number of login to OPAC	NIL
❖ Average number of login to e-resources	NIL
❖ Average number of e-resources downloaded/printed	NIL
❖ Number of information literacy	Once at the beginning of the academic

trainings organized	session for fresher's.
❖ Details of "weeding out" of books and other materials	

4.2.6 Give details of the specialized services provided by the library

❖ Manuscripts	No
❖ Reference	Reference service is given on demand.
❖ Reprography	Reprographic service is given for those books which could not be lent out.
❖ ILL (Inter Library Loan Service)	No
❖ Information deployment and notification	All the information related to the library is displayed on the Library notice board from time to time. Newly purchased books are displayed on 'New Arrivals' section.
❖ Download	Yes
❖ Printing	No
❖ Reading list/ Bibliography compilation	No
❖ In-house/remote access to e-resources	No
❖ User Orientation and awareness	Yes. From this academic session information literacy training in form of Library Orientation has been introduced for the first year students when they visit

	the library during the library class with their departmental teachers.
❖ Assistance in searching Databases	Yes. The library staffs are always available for any assistance required.
❖ INFLIBNET/IUC facilities	The Library will soon subscribe to N-LIST database.

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

- The library staff carry on their duties with dedication to provide better services to the students and teachers of the college.
- They guide the users properly so that the right book reaches the right user at the right time.
- Attention is also given to save the time of the users so that they are not made to wait for long.
- Proper stack guides and bay guides have been provided so that the user does not feel lost amidst many books on various disciplines.
- New arrivals are displayed separately to catch the attention of the library users.
- The staffs always lend a helping hand to the users regarding the use of internet.
- Care is taken to ensure a clean and noise free reading environment.

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

There are no visually/physically challenged students and hence no special facilities are required for the time being.

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?)

The library receives oral feedback from the users. However, the library is planning to introduce a proper formal feedback mechanism to assess the information need to the users as well as evaluate the library services provided. Recently a suggestion box in the reading room has been kept for receiving valuable suggestions from the users. (Yet to be introduced)

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

After the retirement of the previous Librarian, the Central Library underwent a bad phase in the absence of a professional. During last one year Central Library is experiencing transformation and will surely come up as a developed library in the near future.

4.3IT Infrastructure

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

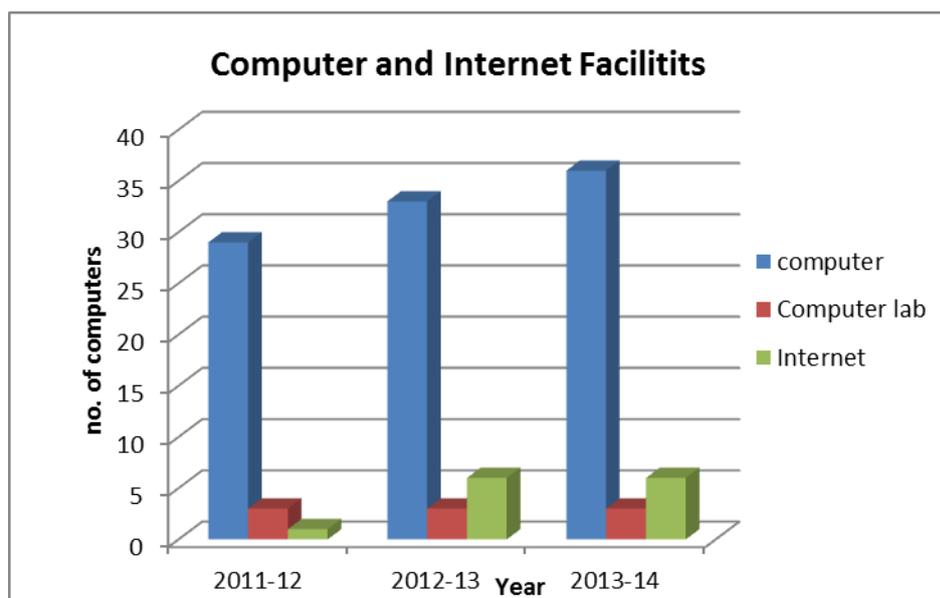
Department	No. of computers	Configuration
Food and Nutrition	1	Windows 7
Physics	?	?
Mathematics	-	-
Chemistry	1	Windows 7
Geography	5	Windows XP
Psychology	1	Windows XP
Botany	2	Windows XP & Windows 7
Zoology	1	Windows7
Computer Science	6	?
Journalism and Mass Communication	7 Computers, 1 TV and 1 DVD player	Windows7
Principal	?	?
Teacher's common room	?	?
Administrative blocks	8	Windows 7
Career Counselling	1	?
Library	6	Windows 7 and Ubuntu (one computer)
IQAC	1	?

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

“Teaching in the Internet age means we must teach tomorrow’s skills today.”
– Jennifer Fleming

If we see overall technology up gradation we find a steady graph during last five years. In 2011-12 the college had Computers, Computer labs, internet

and Browsing centres where in 2015 there are 51 computers, Computer labs, internet and browsing centers. Three departments i.e. Computer Science, Geography and Journalism have separate computer labs. In office and Accounts Section there are 6 computers and each PC has internet connectivity. Apart from this, 4 printers and 2 scanners exist there.



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

A decision was taken in 2010-11 to fully automate the office and library. But keeping the resource constraint in consideration, it was proposed to be done in phases. The Accounts Department of the college was automated first using the basic Tally. Efforts were being taken to digitalize the office work.

During 2012-13, internet nodes were installed in office for staff and teachers' use. Internet nodes in computer laboratory were added for students' use. The new computers purchased in this period were dedicated for office. Fees were still being

taken by the college accounts department. Rounds of discussion were being held with the adjacent banks towards collection of fees.

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)

Year	Procurement (` in Lakh)	Deployment (` in Lakh)	Upgradation (` in Lakh)	Maintenance (` in Lakh)
2012-2013				
2011-2012				
2010-2011				
2009-2010				

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

The central library has a number of computers that provide free and open internet access to the students. The college office and some of the departments have their own computers which are shared equally by the staff and the students. Use of overhead projectors, powerpoint teaching and posting of study materials online by teachers for open and easy access by students are also part of the process.

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.

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? NA

4.4 Maintenance of Campus Facilities

Both the teaching and nonteaching staff are dedicated in intensive and extensive monitoring of the proper maintenance of campus facilities. The college utilizes professional advice and experts' consultancy on upgradation and better functioning of the existing facilities. The students actively assist the staff in the maintenance of the 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)?

		2014- 2015 (` in Lakh)	2013- 2014 (` in Lakh)	2012- 2013 (` in Lakh)	2011- 2012 (` in Lakh)
a	Building		15565 0	1,50,0 00	
b	Furniture				
c	Equipment		41529	3994	2040
d	Computers		83167		

e	Vehicles				
f	Any Other			700	11591

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

The institution has appointed a number of teaching and nonteaching staff for vigilance and supervision of the proper maintenance of infrastructure, facilities and equipment. Technical expertise and professional help are hired from time to time and committees are formed to assess the mode of infrastructural operation and take steps for better maintenance of infrastructural facilities.

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

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

Servicing of water purifiers, motor pumps, air-conditioners and other high voltage electric devices along with servicing of lab equipment is carried out at regular intervals. Regular pest control measures are adopted to keep the college, libraries and the surrounding environment clean and hygienic. The college has its own electrician and committee of members to monitor the functioning of these facilities.

Annexure - I
Master Plan

BACKGROUND

KEY ISSUES

VISION STATEMENT

AIM

OBJECTIVES

SCOPE OF THE PLAN

BROAD USES AND THEIR DISPOSITION

MOVEMENT / CIRCULATION SYSTEMS

LANDSCAPE AND OPEN SPACES

LIGHTING/SIGNAGE/ AND STREET FURNITURE

VIVEKANANDA KENDRIYA GRANTHAGAR: THE CENTRAL LIBRARY

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BUILDING

C. Criteria-Wise Inputs

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 following information is provided to the students through the annual prospectus of the college:

1. The history, location and mission of the college;
2. Admission procedure;
3. Rules and regulations of the college;
4. Details of courses offered along with possible subject combinations, fee structure, examination schedule;
5. Names, designation and qualifications of the faculty members of the College;
6. Names and posts of non teaching staff of the college
7. Various committees;
8. Availability of certain funds and facilities for students such as, library facilities, student aid fund, reservation of seats, games and sports, gymnasium, common room, canteen , and xerox ;
9. Various activities organized by the students' union of the college with the help and cooperation of the teachers such as, annual sports, annual prize distribution, publication of annual college magazine, and other programmes;
10. Various social activities by National Service scheme (NSS) unit of the college;
11. Academic activities like, seminars/ workshops/ extension lectures, and remedial classes for weak students;
12. Educational tours and excursion;
13. Role of different cells such as, spio and grievance- redressal cell, career & counseling cell;
14. Provision for parent-teacher meetings and alumni association;

15. A list of prizes for students is included at the end of the prospectus to motivate and encourage the students;

16. A list of holidays is also attached with the prospectus.

The college publishes its prospectus to reflect on following issues:

- To set new benchmarks in quality education
- To focus on the blend of modernity with tradition.
- To highlight on academic and professional competence.
- To mould young minds into creative geniuses
- To reflect on learner centered approach
- To emphasise on high standards of moral and ethical values
- To create a passion for knowledge.

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?

Serial No.	Academic year	Full-free Studentship (in no.)	Half-free Studentship (in no.)	Students' aid fund (Amount in ` & no. of students benefited)
1	2011-2012	None	257	13 students Amount: 10,089.00
2	2012-2013	None	273	19 students Amount: 9710.00

3	2013- 2014	None	42	03 students Amount: 1300.00
4	2014- 2015	None	54	06 students Amount: 5425.00
5	2015- 2016	None	22	Under process

N.B:

* It has been the policy of the college to give out half free student scholarship to all applicants who met the benchmark for application, instead of giving full free scholarship to any.

* The sharp fall in the number of half free studentship since 2013-14 has been due to a change in the West Bengal Government policy. Now the college has to give up 100% of its total earnings through the fees collection to the Government corpus leaving out absolutely nothing for its own goodwill gestures. However, the management feels that this is a gestational problem and we would be able to cope up with it in near future and increase the number of half-free studentship cases.

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

These data is provided in numbers.

Academic year	SC	ST	OBC	Post Matric Scholarsip	Minority	Rail Concession	Kanyasree
2012-13	40	02	20	05	01	164	The project did not begin
2013-14	140	07	57	12	08	383	75
2014-15	144	07	37	81	70	501	81
2015-16	32	04	0	0		505	On process

5

5.1.4 **Jaydeb** **What** are the specific support services/facilities available for

During 2015-2016 the college has taken some plans for the betterment of the students-----

- Just after admission a notice was put up for students to apply for free studentship. The teachers encouraged the students to put in the application. The authority tries to maximise the number of applicants to at least half-free studentship
- The college takes regular action to inform students from backward category about the different scholarships and subsidies made available for them by state and central government.
- A Students' Aid Fund was created by the Students' Union to help those who needed the assistance.
- Special remedial classes for SC/ST and other backward category students.
- Department organizes special remedial classes for slow learners.
- The institution gears up itself to form a Career Counselling Cell to help students identify their skill and bridge the soft skill gap and prepares them for the white-collar job market.
- Brighter students are made to prepare their answers and get it checked by the faculty before the semester examination. A student is given complete access to the seminar library reference books and encouraged to search the Web for more.

Recently, the college has adopted some new plans and programmes for the quality development. These are----

- To begin with the admission process, we tried to keep things as simple and as transparent as we could by allowing an open admission for most of the students on a first-come-first-serve basis.

- A prospectus was handed over to the students describing the facilities available in the college in detail.
- Just after admission a notice was put up for students to apply for free studentship. The teachers encourage students to put in the application. The authority tries to maximise the number of applicants to at least half-free studentship
- The college takes regular action to inform students from backward category about the different scholarships and subsidies made available for them by state and central government.
- A Students' Aid Fund was created by the Students' Union to help those who needed the assistance.
- Special remedial classes for SC/ST and other backward category students.
- Tutorials also aim at constant interaction between the faculty and the students. Each faculty member takes the responsibility to counsel the honours and general students on their academic and personal concerns. It enhances the students' confidence to excel in this competitive world.
- Department organizes special remedial classes for slow learners.
- Students are asked to write in college magazines, departmental wall magazine and posters.
- Food and Nutrition week is organized with a cooking competition among student groups.
- Students are encouraged to apply for Kanyasree: a project of the West Bengal State Government to provide a one-time financial assistance for girl students to carry on their pursuit for higher education.
- Various workshops organized by the Career Counselling Cell are highlighted. Students are encouraged to participate in on campus interviews to analyze their strengths and weaknesses.

In its endeavour to promote all round holistic development the college encourages participation in various competitions at State/ University and National level. Students also have won laurels, adding feather to the pride of the college.

The students are also given fee concession and book bank facility.
Extra classes are arranged for them as and when required.

Besides intellectual facets the institution also focuses on the sports:

playing Football, Table Tennis, Chess, badminton, has become very much popular for the students under the able guidance of our physical instructor.

Yoga and meditation – arati madam for sports council

The college awards special prizes to the outstanding students in Sports

The students are encouraged to display their talent and skills in enthralling cultural events, youth festivals and other college activities. They always leave an everlasting impression.

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

Students have an easy access to On- Campus Health Centre. To ensure students' well being, the college provides proficient medical facilities. A qualified and dedicated lady doctor, along with an optometrist takes care of well being of the students. HMMC Health Centre provides first aid and required medical services contributing a lot towards the health of the students. Our doctor is available once a week.

Health insurance is also a big support service made available to the students every academic year.

nominal charges was introduced by the Institution six years back. In case of any minor or major accident, any kind of disability a sum assured of 1,00,000/- is provided to the student by the insurance company. This welfare scheme certainly renders a major service in helping the affected students, specially during educational tour and excursion.

Organizing coaching classes for Competitive exams:

The college initiates in organizing coaching for competitive exams. The students aspiring to appear for National Eligibility Test are given coaching by the experienced teachers in the campus only. The institution also helps them in providing study material required for their reference from the library. The library in the college is more like an Integrated Knowledge Resource Centre. How to prove????

Skill development

The institution plays the role of a forward thinker in arranging future focussed programmes to help students to be ready for careers of tomorrow. The great thing for students is while studying for their degree programme, they can also avail additional skill oriented programmes.

Personality development is a great focus area at the institution. To help students in personal grooming, special classes are held for Computer Learning and Effective Communication

To keep pace with the advanced level of knowledge and skills students are encouraged to actively participate in seminars and workshops. These are organised for enhancing professional and communication skills of the students and developing leadership, team work and confidence among them.

Extension lectures are also arranged in the college. Academicians visit the campus and share their knowledge with our youngsters. They provide the students the desired exposure and encourage them to probe beyond the confines of the formal syllabus.

Exposure of students to other institutions of higher learning/ corporate/business house etc.:

□ For developing the technical and managerial capabilities and overall personality of the students college always is a step ahead in sending its students to visit other institutions of Higher learning and Corporate houses. The Corporate World is constantly evolving and new fields are emerging, hence the students of have to visit these institutions as a part of their syllabi. They get a golden opportunity to go beyond their text books and explore the subject with more practical and experiential learning and thus developing entrepreneurial skills.

Publication of Student Magazines:

The college magazine, in fact, a mirror of the college is published annually. The magazine 'Prabaha' combines the scholarly and the lighthearted talent of the students. It also showcases their literary and the editorial capability. Students work under the guidance of the staff editors.

5.1.5 ask me

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

- The college was long since trying to facilitate entrepreneurial skills among the students and the alumni. During the last NAAC peer team

visit our canteen was being run by one of our alumni. The college provided her with the space and the basic gas-stove to run the unit. She discontinued the pursuit later when she fell sick.

- The cheap store of the college is run by one of our alumni. She was also provided with the space and the initial capital to begin the business.
- The current Students' Union has proposed to form a self-help group and run the canteen.
- Allahabad Bank.....SHG..... Ask PM
- Our alumni and existing students have often approached us to look into and support their pursuit of making soft-toys or embroidered saris by buying them. We have been invited to visit the exhibitions of the groups they belong and patronize their effort.

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.:

We can boast ourselves to be the only women's college of our district to host an Inter-College Cultural Fest every year. "Xiphius," the three day event enables our student to showcase their talent, admire and enrich of other college efforts.

Members of the faculty, students, alumni, alumni teachers created, choreographed and participated in cultural events to celebrate the golden jubilee of the college in 2009.

A gala freshers' welcome programme, a respectful Teachers' Day and a festive 'Basantosav' are some events which are held regularly at our college campus. The college hosted the District Level Youth Parliament and Quiz on the theme "Freedom Struggle of India". Our team was the second runners' up for the team event. One participant of our college was the winner in the individual performance category.

The days of national importance, 26th January, 15th August are celebrated at college campus. We celebrated Rabindranath Tagore and Swami Viveknanda 150th birth anniversaries with sombre and reverence.

NSS unit organized a poster competition to commemorate the "Sadvabhana Diwas". It was a treat to see the ordinary run-down staircase of the institution be transformed into a vibrant pulsating gallery with everyone around taking a peek at the original and creative ideas manifested in bright shades and colours.

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. :Nil.

We have been trying to begin a competitive examination support unit at our college through our career counseling cell. Talks are on with leading support service providers in this field. Individual teachers have been helping students with their competitive examination preparations, albeit at a very small, personal level.

PRADIPTA

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.): Career counseling cell and Psychological counseling cell provide academic, personal, career and psychosocial counseling services to the students.

The career counseling cell began its journey since the end of the academic year 2012-13. It conducted several seminars, workshops, training programs in collaboration with career and skill development oriented institutions. The workshop conducted by Allahabad Bank brought forward the success stories of different self-help groups in entrepreneurial ability. Eleven students were chosen to form a self-help group. and Psychological counseling cell provide academic, personal, career and psychosocial counseling services to the students. Surakha, the resource group, chose students from our college, through the career counseling cell, to train them and subsequently hire them for paramedic jobs. In 2014-15, 17 students were chosen for different office jobs by TCS, Black Keyboard, Eureka Forbes, Tech Mahindra, SEARCO.

The college has a psychological counseling cell to look into the emotional distress and problems of students of the stress-ridden environment. Teachers of the department of psychology and education have listened to the problems of the students and staff as well and have rendered valuable therapeutic suggestions to cope with the distress factor. There has seldom been an opportunity to refer the case to counselors higher up in the ladder in terms of experience. However, we have been extremely sensitive and

discrete to protect the identity of students. The condition that their identity would remain anonymous has given them the strength and courage to walk to the counselor.

At the time of admissions, the admission committees are formed to orient the students about how decisions are to be made with respect to their careers. The focus is to guide the student according to her aptitude, interests, temperament and resources available for undertaking any course of study.

Teachers keep a regular check of the students' attendance, their behaviour and guide them if any irregularity is found among the students such as low attendance, poor performance in academics.

A Career Counselling Cell is also formed under Principal's guidance. The chief objective of the cell is to keep the students well informed about various avenues in higher studies. The Information regarding career choices and employment opportunities is also given to the parents of the final year students.

- The students while going through the adolescence period of their life come across various issues due to physiological and psychological changes. They have to handle the pressures like academics, peer pressure, self-esteem, life style demands, identity crisis because of over exposure to media. So careful handling of the girls is required. At this juncture they need personal and psycho-social counselling which is offered by the teachers.
- The skills of stress management, decision making and sense of positivity in life are instilled in them. Students are also taught the effective ways to organise their studies. The immediate effects and after effects of these services can be easily seen in our consistent merit positions.
- The head of the Institution, being an eminent academician personally ensures that any student who faces any road- block in personal or college life is given the right counselling.

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). : Yes. Career counselling cell was formed at the end of 2012-13 academic session.

- Career Counselling Cell and Placement Cell of the college are adopting effective measures in respect of the placement of outgoing professional cum degree classes students. Experts of corporate sector and heads of leading companies are invited for organising campus interviews.
- Multiple services, like conducting programmes on personality development, highly interactive workshops to sharpen communication skills and presentation skills, pre-interview training programmes, resume writing, group discussions and mock interviews are rendered by these cells.
- The workshops suggest some sunrise areas in terms of career choices available. The members of these committees even help the students in the preparation of curriculum vitae.
- The cells organize lectures on career opportunities. Resource persons with the visionary outlook pay visits to our prestigious institution. A healthy interaction takes place between them and our students. They are taught time management, prioritizing and managing studies as well.
- It is a matter of honour for the institution to have etc. to conduct placement campus drive from time to time.
- The students get latest information on the pattern and methods of attempting the written test and then facing the interview.

The college does not have any mechanism available for maintaining the exact records of students who get employment after leaving the college campus. In spite of the recession in the market many students of our college have achieved remarkable and enviable positions in the companies of high repute. Placement drive was successfully conducted by the placement cell of the college.

It conducted several seminars, workshop, training programmes in collaboration with various career and skill development oriented institutions like Vivek Path, WE, i-Leap and Suraksha. It was able to upgrade the skills and send ----- students for job training. The career guidance cell coordinator and his team was meeting students regularly and counselling them regularly on job choices, career options and soft skill development alternatives.

2012-2013:

<i>On campus</i>			<i>Off Campus</i>					
Number	of	Number	of	Number	of	Number	of	Students

Organizations Visited	Students Participated	Students Placed	Placed
4	159	11 in SHG	No records kept

2013- 2014:

- Surakhsha, the resource group, met students of the college and selected them for a training that would guarantee them a job in paramedics.
- A Workshop on 'Personality Development' was organized by Career & Counselling Cell and Alumni Association of H.M.M. College for Women in collaboration with Orion Edutech, a NSDC Partner Company.

<i>On campus</i>			<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed	
5	839	None	Records not kept	

- VLCC, Sebi, Surakhsha, I-Leap, NIIT

2014-2015:

<i>On campus</i>			<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed	
04	608	17	02	

Companies like TCS, Black Keyboard, Eureka Forbes, Tech Mahindra, SEARCO visited the campus for placement. Apart from this, the cell has organized 11 collaborative seminars, workshops and training programmes and 5 extensive outreach programmes on health, cosmetology, grooming, optometry, Computer Applications, software and hardware development and event management. The four institutes with which collaborative seminars/workshops were held are: Orion, VLCC, NIIT, (ask Pradipta)

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.

2011-12:

Demand for a common room, a canteen a playground and the need for a water treatment plant were the major issues in students' demand. Initially a part of the gymnasium was being used as a students' common room. The college authority dedicated a separate space for the common room of students in 2011-12. The authority was holding discussions with interested parties regarding the running of a continuous, cheap stores for stationery items and subsidised canteen for students.

2012-13:

: 1) The students' needed a cheap and regular canteen. The college provided the space and hired a private operator to run the canteen. The college monitored and intervened in matters of price, quality and accessibility on intimation from the Students' Union.

2) The need for a water treatment plant: A water treatment and cooling plant was installed by the college.

3) The need for a dedicated green-room adjacent to the stage with air-conditioning facilities was coming up in the demands of the Students' Union. (2012-13).

2013-14:

Need for a subsidized reprographic centre for the students at the library.

* Minimizing the wait time for a student to get her rail concession form processed by utilizing the Students' Plus software data support.

* The installation of a water treatment plant for safe drinking water for the staff of the institution (2013-14).

2014-15:

Demand for an air-conditioning unit for the Green Room of the open air auditorium. The demand for a PC node with internet facilities has been met by the college (2014-15).

2015-16:

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

- The college has conducted a gender audit in the institution to sensitize students about their rights at the institution, at workplace and at the home front.
- A workshop has been conducted by the NSS unit of the college with the State Resource Centre, West Bengal to intimate students about the legal rights of a girl child.
- The gender sensitization cell in its meetings held during this year resolved to adhere to Bishakha guidelines and protect a women from the sexual harassment and abuse at work place. The NSS unit and the gender sensitization unit, in its International Women's Day celebration on 8th March, informed the students about

their rights and responsibilities as a student, as a working woman and as a citizen of India. At a women's college, the issues of empowerment of women, the rights and responsibilities adhered therein were discussed threadbare at the meeting.

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?

No and the college feels proud to declare that it has been able to tune its students as members of the same family, HMMC family; hence culture of ragging has never shown its ugly face.

We are proud to be a part of an extremely disciplined campus. No ragging instances have been reported in the last ten years. The college premises is under 24X7 CCTV surveillance. We have never felt the need for forming an anti-ragging cell.

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

The college at its inception meeting with new students informs the students about the various welfare schemes that they can avail of being a girl student, a student from a minority background, free and half-free studentship. The concerned office-staff deputed to handle the schemes delivers a short presentation about who could be the potential beneficiaries to the schemes, the time frame when one should apply for it, the documents necessary for availing the scheme. This information is shared on the college website. Forms are processed with efficiency and care.

Schemes where the financial support is not provided by the institution but the paper work is done at the institution:

- Kanyashree Prakalpa, a state government subsidy initiative for a girl student in need.
- A students' railway concession
- A minority students' aid fund
- Our college was the nodal centre for Kanyashree project (School level) for the municipality that houses this institution.

Half free studentship and free studentship applications are sought from students. The fees concession sub-committee looks into the applications. The college offers half free studentship for almost all who have applied with their family income certificate.

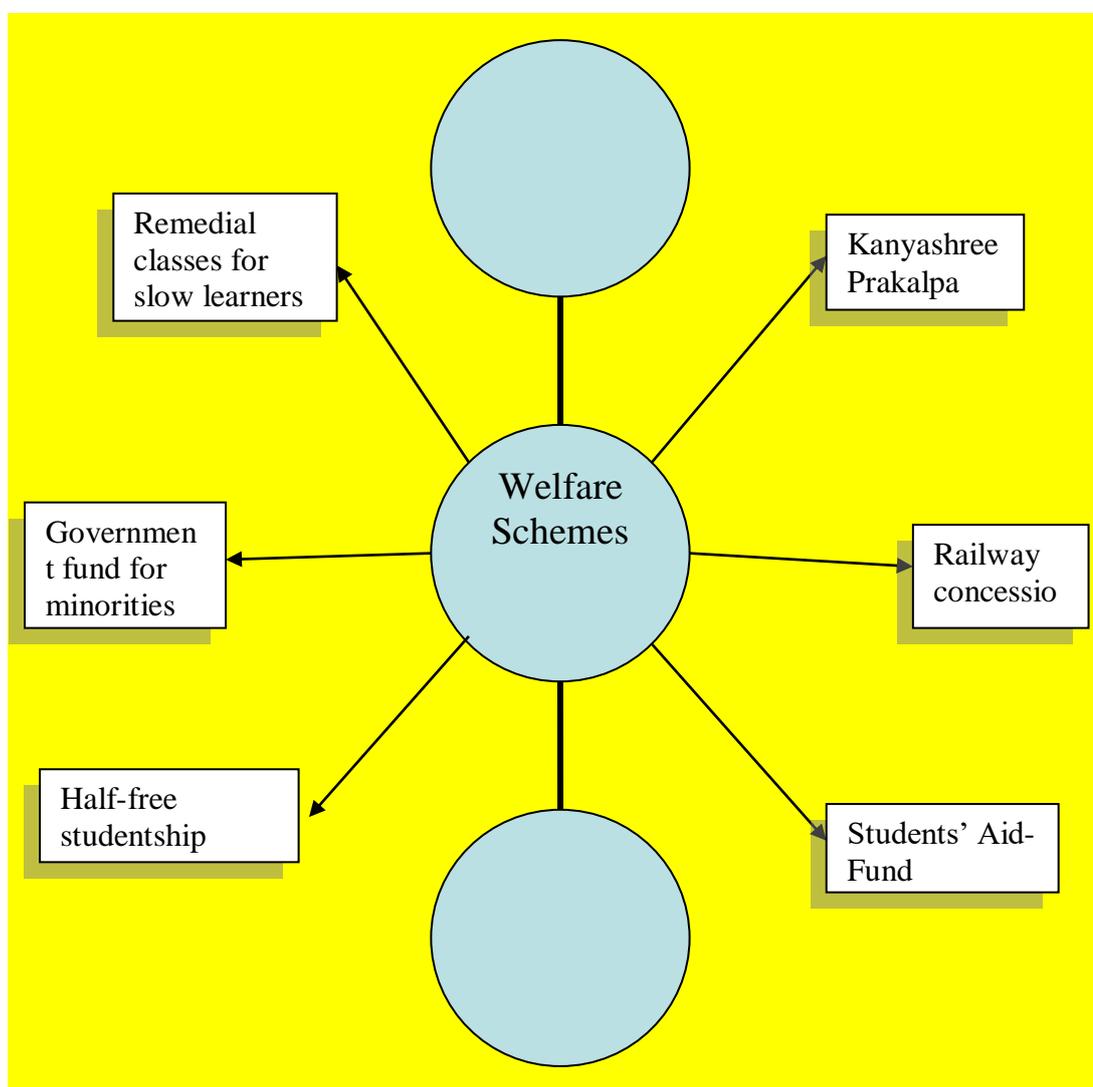
The college has a Students' Aid-Fund of corpus..... It has supported Students in the last financial year. The corpus of the fund has been enriched by a part of the Students' Union fees collected by the college during the admission process. Individual teachers, Nandini Mukhopadhyay Chakraborty has given out her allowances as Teacher-in-Charge for the entire one and a half year stint. Dr Swagata Das Mohanta, erstwhile IQAC coordinator, has donated her one year allowances as IQAC coordinator to the students' aid fund.

Apart from these, the Teachers' Council has donated generously to the cause of a poor ailing student and the college has borne the initial medical expenses of any student who fell sick and had to be taken to a doctor or had to be hospitalized.

We are in the process of finalizing an agreement with General Insurance Corporation of India who would provide insurance to the student and her

family against a nominal payment in case of an accident that occurred at college or at the time of any excursion or field visit.

The college provides financial support to the poor and meritorious students form Students' Aid Fund for excursion and other academic needs. The minority students receive special stipend form the government. Many students are being benefited from Kanyashree Prakalpa of West Bengal Government.



Govt. of India Post Matric Scholarships scheme for Scheduled Castes/ Scheduled Tribes students

Book Bank Facility is provided to the top achievers and the poor students. Under this scheme text books and reference books are preserved for them and the scheme runs under the supervision Library committee, which involves college Students' Union for the work to be done.

Educational and Industrial tours are also arranged in pursuit of excellence in all fields and life itself.

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

Yes. The alumni association member has been accommodated as a member of almost all major decision making committee of the college as a stakeholder of the institution. We hear their voices and learn from them about our shortcomings.

They were giving away their used text-books to needy students on a one-to-one correspondence. This practice has been institutionalized and they have currently donating their books to the Book Bank of the Library.

The NSS unit is planning to hire their assistance in running a computer literacy class for slum-children at our institution.

They have formed a self-help group to run our college canteen.

Process is going on...

They are a big tool in student support and progression.

- Alumni regularly meets and interacts with the Head of the Institution. They help in placements by influencing the industries. With their experience and updated knowledge they give valuable suggestions for improving the infrastructure of the college.
- Our labs specifically computer labs are given a new look with their suggestions.
- Experimental learning of the alumni contributes specifically in exploring new fields.

Alumni turned celebrities:

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.

(We can get it from Dept. Evaluation report/ Lipika di)

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	

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

N.B. The adjacent table provides the projection rate of students through the first to third year for different departments (Admitted student data from Student Plus software of the college). (Third year student representation is not indicated for Serial nos 18 to 22, because these are allied subjects which an Honours student does not have to pursue in the third year)

Sl No.	Subject	First year	Second yr	Third yr
1	Bengali	58	47	38
2.	Botany	6	5	1

3.	Chemistry	7	10	4
4.	Economics	0	1	1
5.	Education	38	25	21
6.	English	36	20	5
7.	Food&Nutrition	25	20	8
8.	Geography	58	40	14
9.	History	9	9	5
10.	Journalism	16	16	8
11.	Music	2	1	1
12.	Philosophy	7	5	4
13.	Political Sc	12	9	5
14.	Psychology	14	11	4
15.	Sanskrit	6	4	1
16.	Sociology	11	7	7
17.	Zoology	23	16	16
18.	Comp Sc	4	4	
19.	Economics	85	79	
20.	Mathematics	10	14	
21.	Physics	09	13	
22.	Urdu	35	29	
23.	Physiology			

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

EDUCATION: We are conscientiously helping our students for the higher level of education. Our effort has been rewarded by the appointment of some of our alumni as part time teachers (government approved) and guest faculty.

We have not been able to maintain the records of students progression due to our lack of networking effort. But the institution receives and records some information of our students cracking NET, other competitive exams or making to the top percentile at their University examinations.

EMPLOYMENT:

The college has begun compulsory courses in Communicative English and Computer Education to brush up the soft skills of students and prepare them for the job market.

A certificate course for Pre-Primary (Montessori) Teachers' training programme with The college has signed a MoU with Guru Nanak Institute of Pharmaceutical Sciences and Technology (an AICTE approved institute) to run certificate courses on Pharmaceutical Marketing and Agricultural Biotechnology and Industrial Microbiology.

The college is in the process of signing an agreement with Learning and Living Resources Society (a Government registered institute) for Pre-Primary (Montessori) Teachers' Training Diploma courses.

A Workshop on 'Personality Development' was organized by Career & Counselling Cell and Alumni Association of H.M.M. College for Women in collaboration with Orion Edutech, a NSDC Partner Company to make them employable. Some students have been placed to various training partners through the CCC for skill development and subsequent absorption.

We had tried to begin the B-Vocational course for the not so meritorious students under the Deen Dayal Upadhyay KAUSHAL scheme. Though we have not been able to proceed much in this regard, we have not given up the idea.

- ✓ Increasing activities of Career -Counselling and Placement Cell.

- ✓ Introducing professional courses collaborating with other institutes. **Gurunanak etc. (pls. talk to Madhusree di, Mohua di)**
- ✓ Future plan for starting interdisciplinary courses (exmp. Chemistry-FNTA)

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

Remedial classes are taken for students who are weak and slow learners. Parent-teacher meetings are held regularly to monitor and identify the causes of failure, long term absence of students and reduce cases of drop out. Personal counseling of the students also helps to identify the causes behind failure, absence and drop out of students. Therefore, identification of such issues makes it easier to address the problems and find suitable solutions.

Financial support in the form of free-ship and half-freeship is provided to the needy student. They are supported with books and reading materials (specimen copies) by teachers.

The opening of B.Voc courses would go a long way to help these students.

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.

Except learning our students are enthusiastic to participate in sports, games and other cultural events. Interesting fact is that the students coming from rural areas are much more interested in sports and gymnastics.

Our college has a long standing history of participation in sports under the management appointed Physical Instructor Subimal Deb. A West Bengal Government appointed Lady Gymnasium Instructor also takes care of the students' sports coaching.

The students of our college have to attend at a half-hour Yoga class thrice a week before academics takes over. It is an excellent stress reliever and physical fitness booster.

Students and members of the staff visit the gymnasium regularly for maintaining physical fitness. As we all know a fit physique improves the emotional quotient of an individual, it definitely improves our efficiency at work, whatever might be our field of discourse.

2011-12: Inter-college meet organized by the West Bengal State University, Barasat.

- ❖ Our team was the Runners' Up in the Kabaddi tournament.
- ❖ The Kho-Kho team reached the semi final round.
- ❖ Soyab Biswas and Tumpi Singh bagged the second runners' up position in the 5000 m and 1500 m walking race.
- ❖ Sharmistha Mallick was the winner in 400 meter hurdles race.
- ❖ Rumki Pramanick was the second runners' up in the same event.
- ❖ Sampa Sen was the second runners up in Discuss throw

Inter-college (non-government) district level athletics meet organized by the Government of West Bengal

- Tumpa Singh stood second in 1500 m run
- Shampa Sen came third in Discuss throwing
- Mafiza Khatun was the second runners up in 1500 m run.

2012-13:

The Students' Union of our college and the Sports Department organized "Sanhati Yatra" a walk to Dhaka, Bangladesh. Students and staff of the college participated in the walk.

Inter-college meet organized by the West Bengal State University, Barasat

* The Kabaddi team lost in semi final

- * Tumpa Singh took part in 100 m hurdles
- * Masuka Khatoon participated in 1500 m run
- * Sharmistha Mallick participated in 400 m hurdles
- * Geetika Koley was selected to play in the West Bengal State University Kho-Kho team
- * **Kabita Chatterjee bagged the second runners' up position in discuss throw at the Inter-college (non-government) district level athletics meet organized by the Government of West Bengal**

Sampa Sen, Papia Kanjilal, Tumpa Singh, Sharmistha Mallick were selected and played for the University Team at East Zone Inter-University Women Football tournament at Benaras Hindu University.

2013-14: Inter-college meet organized by the West Bengal State University, Barasat

- * The Kabaddi team lost in semi final
 - * Sheuli Roy stood second in 100 m run, first in long jump and second in 100X4 m relay races.
 - * Tumpa Sen was the second runners up in the 800 m run.
- Masuka Khatoon stood first in 400 m hurdles.

Inter-college (non-government) district level meet organized by the Government of West Bengal

- Our team (Sheuli Roy, Dipa Dutta, Moumita Ghosh) won the Runners' Up Trophy for Badminton
- Sheuli Roy was the first position winner in long and high jump events
- She was third in the Shot Put event
- Mitali Talukdar bagged the second runners up medal in Javelin throw.

Sheuli Roy was the second position winner in High Jump in the State Level meet organized by the Government of West Bengal

2014-15 Inter-college meet organized by the West Bengal State University, Barasat

- Sheuli Roy was the second and first position winners in long and high jump events.
- Rinku Jana, Dipa Datta, Asia Parvin and **Sheuli Roy** team was the third position winner in 4X400 m relay

Inter-college (non-government) district level meet organized by the Government of West Bengal

- Sheuli Roy was the first position winner in Shot Put and Javeline throw.
- Sheuli Roy was the second position winnder in High Jump
- Dipa Datta was the second position winner in Javeline throw

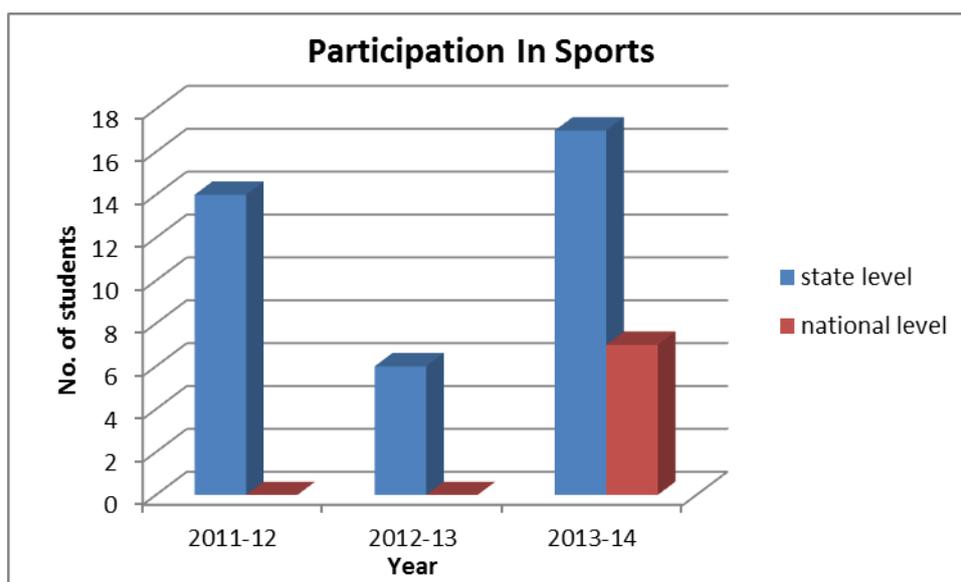
The college has a vibrant music department as part of its curriculum. Apart from its regular classes, it begins the day with a half-hour music class before the day routine takes over. This class is, however, optional for students.

The college hosts an inter-departmental cultural competition in events like Rabindra-Sangeet, Contemporary Singing, Dance, Recitation, Debates and Extempore speaking. It is a treat to hear and see our students perform.

An initial level of auditioning is done at the cultural competition for the inter-college social and cultural meet, Xiphius, hosted by our college.

Drawing and painting buffs get a chance to showcase their skill at the poster competitions organized by the college from time to time. Those good at drawing and painting are called over for decorating the stage for Xiphius, Basant Panchami and Basantosav.

The painting club “Ankan” worked with the NSS team to teach the children residing at the nearby slum the basics of drawing and painting techniques.



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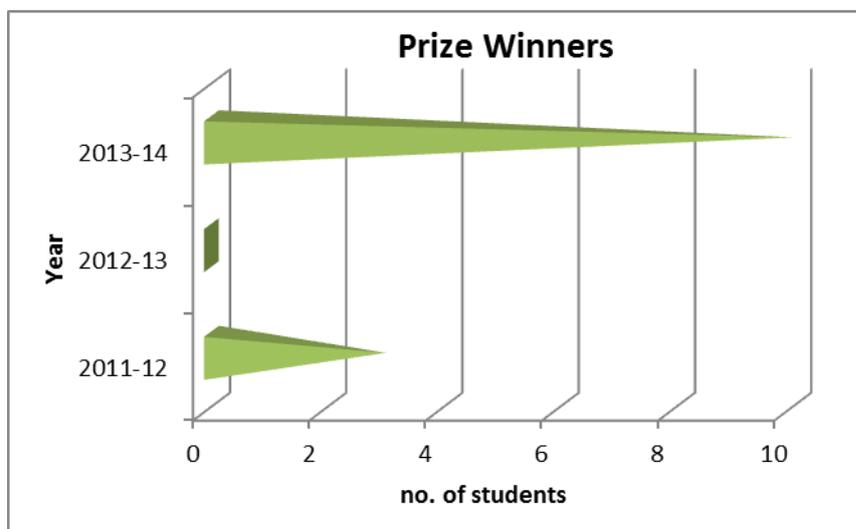
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5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Details of major students’ achievements:

In 2011-12 our college was the Runners’ Up in the Inter-College Kabaddi tournament organized by the West Bengal State University. During 2012-13 our college bagged the Runners’ Up trophy in the inter non-government colleges District Badminton championship, organized by the Government of West Bengal. In 2013-14, two students of our college represented the University Kho-kho team which was the Champion of the Eastern Zone in the Inter-University Kho Kho championship.



Games and Sports: (a list provided by Subimal da, Pls. check)

The college hosted the District Level Youth Parliament and Quiz on the theme “Freedom Struggle of India”. Our team was the second runners’ up for the team event. One participant of our college was the winner in the individual performance category.

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

The college has a feedback generating mechanism. A very short questioner containing the basic aspects of teaching quality, internal assessment mechanism, institutional and laboratory infrastructure is handed over to them. The data generated is processed and presented in the bar diagramme format by the IQAC cell. The output is shared with the head of the institution. The chair holds an in-camera meeting with the concerned department or the concerned person where quality falls below the standardized benchmark.

A Workshop on ‘Personality Development’ was organized by Career & Counselling Cell and Alumni Association of H.M.M. College for Women in collaboration with

Orion Edutech, a NSDC Partner Company. The skill partner met the incumbents in person, a skill identification test was conducted and the student concerned was informed about her lacuna in areas of soft skill.

The CCC has proposed to generate feedback from the employers about the quality of our students and from the students about the working of the CCC.

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.

We have separate magazine and journal sub-committee.

- ❖ Annual magazine 'Prabaha' is being published since 1990. Students, ex-students, faculties and staff contribute their valuable writings, painting and photographs.
- ❖ Various departments and students' union separately publish wall magazine. Sometimes it is issue or theme based.
- ❖ Monographs and news letter
- ❖ Our online journal 'Scotopia' is going to be published soon. It will be a multidisciplinary bi-lingual journal.

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 its students' union. Its selection process includes the following steps:

- 1) Publication of voter list.
- 2) nomination of candidate,

-
- 3) scrutiny of forms;
 - 4) publication of lists of approved candidates;
 - 5) holding of election, if any; publication of result;
 - 6) formation of the union;
 - 7) portfolio allocation for the smooth functioning of the union with its President, the Principal of the college.

The working committee of the students' union consists of the following portfolio:

- 1) Unit president
- 2) Vice President
- 3) General Secretary,
- 4) Assistant General Secretary
- 5) Cultural Secretary
- 6) Assistant Cultural Secretary
- 7) Treasurer
- 8) Assistant Treasurer
- 9) Magazine Secretary
- 10) Assistant Magazine Secretary
- 11) Common Room Secretary
- 12) Assistant Common Room Secretary
- 13) Game Secretary
- 14) Assistant Game Secretary

The students' union perform diversified activities with the teachers' assistance such as, Sarasawti puja, 'Basontotsav' (Holi), Annual Sports, Annual Prize distribution, Annual Fest ('Xiphias') and Freshers' Welcome, Teachers' Day celebration, publication of annual magazine of the college.

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

Student representatives are in different statutory and non-statutory committees like Governing body, Magazine committee, Women/sexual harassment cell.....

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

The college has its registered alumni association which participate in different programmes of the college. The former faculty members who have either retired from their service or joined any other institution, are invited to take part in different programmes of the college and are encouraged to actively support the college by giving their valuable feedback and advises.

C. Criteria-Wise Inputs

CRITERION VI:

GOVERNANCE LEADERSHIP AND MANAGEMENT

C. Criteria-Wise Inputs
CRITERION VII:
INNOVATIONS AND BEST PRACTICES

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

Hiralal Majumdar Memorial College for Women began its journey in 1959 one of the premier women's college in north 24 parganas in West bengal. It has always been fuelled by the need to empower women and make them independent and successful both as professionals and homemakers. This quest for the holistic development of the student has been driving the decision makers of the college in every aspect, right from the issue related to the syllabus up to the wide range of extension activities that can be pursued.

Hiralal Majumdar Memorial College for Women has taken up the added challenge of catering primarily to the economically and socially backward and underprivileged women of the society who had remained on the fringes of development, over the years. They continued to remain deprived of gaining the benefit of education and flow with the stream of upliftment to improve their standard of life and living. Consequently, the thought of imparting education, to these young women and help them not only to step into the portals of global market economy but also ensure upliftment of backward families they represented, thereby raising the standard of underprivileged community at large.

6.1.1 Vision of the College: The College believes in the adage, that educating a woman tantamount to educating a whole family. With this in mind, Hiralal Majumdar Memorial College for Women aims at imparting an education that not only propels the student up the career ladder, but also makes her a responsible human being..

The Vision of the College is to produce students who excel in their chosen fields, academically and professionally. It aims at the all round development of the young

students and hopes to mould them into responsible citizens of the nation who is dependable, honest, committed and has a sound value ideals.

For a holistic development of our girl students it is essential to nurture a dynamic and multicultural ambience, to make them realize their maximum potentials are the motto of Hiralal Majumdar Memorial College for Women. The College is dedicated to prepare its students to be morally upright, socially concerned and physically fit citizens who would stand apart to be true human beings. The College is trying to gear up its momentum through holistic education and dedicated service toward a just and humane society.

6.1.2 Mission statement of the College: We, the HMMC Community, are committed to producing individuals with traits of integrity, modesty and true learning with a methodical and mass-oriented mode of teaching. We are devoted to ensure our solidarity with the society. We seek to evolve as an educational institution that imparts learning with delight, ease and fancy.

Hiralal Majumdar Memorial College for Women provides relevant knowledge, enhances practical skills, and inculcates societal values that promotes personal development and social responsibility among its students who subsequently transmit their values to the community.

The college embarked on the mission of empowering women through the dissemination of higher education, also seeks to raise the standard of education at least at local level if not at state or national level. Primarily it aims to impart education to the long awaited category, economically and socially backward women inhabiting in and around Dakshineswar. . It serves to meet the educational needs of the underprivileged women, especially the first generation learners, of the region. The College provides financial aid to poor students, scholarships to the students belonging to backward sections through government aid it receives, free bus and railway pass, career guidance and employment scopes.

The authority of the college aims to convert the institution into a center of excellence, at par with other institutions across the country. This is essential to augment our mission to impart qualitative education at par with global standards.

We are striving to chart out newer and more effective ways to our teaching learning process. As a measure in this direction we have already embarked upon using power point presentations in class room teaching, invite teachers and experts from other colleges to deliver extension lectures, engage students into interactive sessions, engage students into field study ,project work and above all regularized assessment program for students. Our zeal to work with dedication, compassion, integrity works magically to reach the students, address their problems and give a spurt propel them to the path of emancipation. We seek to impart education with an objective of making the learning process intriguing and enjoyable.

We are fast advancing forward with a vision of ensuring dynamism in teaching mechanism supported and managed by participation of skilled and reputed resource persons. We are looking forward to educate empower and enlighten our students albeit through course curriculum but conforming to values of our tradition and culture.

‘MISSION’

Hiralal Majumdar Memorial College for Women is committed to :

- Contribute to the development of the students to make them self reliant.
- Facilitate students in acquiring relevant knowledge and skill in their chosen areas of specialization.
- Promote lifelong learning attitude in the students; help them internalise what they learn;
- Prepare the students for contributing toward economic development and productive employment.
- Develop students to become responsible citizens.

- Inculcate healthy human values.

6.1.3 - Involvement of leadership in various spheres

In a nutshell we seek to educate women of limited means from the locality to become knowledgeable, confident, self-reliant and responsible leaders. Information is power, which is derived from education fosters the expected empowerment among women. Empowerment entails courage, freedom, sense of equality, boosts confidence and self reliance to lead a vibrant life .We dream of similar kind of emancipation for our own students someday in future. Hence the governing body, the Principal along with teachers and office yoke together to assure the aims and objectives of students, and keep them buoyed to a more enterprising goal..

The institution's first Principal Shri Harimohan Bhattacharya, nurtured the policy of inclusion, embracing in its fold students from all categories and sections of society – urban, semi urban, rural; from private and corporation schools; from educated families and first-generation learners. The legacy is still continuing as each of its Principals felt committed towards the development of each student according to her need, focusing on a comprehensive and balanced education that shall enable all students to be accomplished in their own right, and contribute towards shaping a better tomorrow. One of the main objectives of higher education policies of our nation is to make qualitative education accessible to as many possible .We have been aiming to fulfil the same. But several problems circumvented the college, posing serious challenges on its path, to accomplish its mission. One serious problem is declining rate of student enrolment. A cursory glance at the statistics would reveal the fact stated.

Year	Arts	Science	Total
2010—2011	1407	382	1789
2011----2012	1240	430	1670

2012----2013	1196	445	1641
2013-----2014	1214	423	1635
2014-----2015	1182	429	1611

The college has been striving to combat the crisis that befell in the last four years. A number of reasons may be attributed to the declining student strength in our college.

1)Introduction of online admission may have baffled a great number of aspirants from the interiors of rural belt of Dankuni and adjacent area;

2)The College has been inducted under the new found West Bengal State University,Barasat in2009. Perhaps students prejudicely favour subscribing to a popular University instead of going for experimentations in academics.Many who take admissions initially later leave once enlisted under a college affiliated to University of Calcutta.Added to it,communication to the university for addressing any problem if required, is difficult due to the odd location of the said university.Students find it as an unfriendly route and hence prefer to avoid being admitted to college under it.

3) The prospectus bears the picture of existing faculty position of the college.A host of departments run by guest faculty perhaps fail to convince many to join the college.

4) The college does not run adequate professional courses,to attract the Y genre students.

Amid diverse assumptions we are trying to locate the actual reason behind the rapid footfall and address the situation.

Hiralal Majumdar Memorial College for Women wish to act as a catalyst and resource centre that would advance gender equity and social justice through education, advocate leadership for the community, facilitate efforts to ensure equity and opportunity and increase awareness of diversity by organizing and supporting programs, services, and research opportunities that focus on gender-related issues, strengthen relationships across diverse groups by involving itself in programs, services, and research opportunities that could connect individuals and communities from all sections of society.

The College is trying to give an all out effort to develop critical thinking and leadership proficiencies that advance gender equity and social justice.

The College is promoting several training programmes at subsidized rates in collaboration with To further adapt the students to global changes, the institutions has made arrangements for classes in Communication Skill Development through collaboration with Students are given a 20 and 170- hour on-campus training in IT services by

The College Governing Body ensures that all positions in its various statutory bodies namely Academic and Finance Sub- committee, Building Committee, Beneficiary Committee, Purchase and Tender Committee , Library committeetc. are filled and meetings are conducted at the stipulated intervals. Management system has always involved all its teachers, Librarian and staff in the process of development, implementation and continuous improvement of its academic and professional culture. The Principal as the Head of the Institution, the members of the Governing Body, conveners of different committees, the H.O.Ds of all departments, the Bursar, the Head Clerk, the accountant give extensive effort for fulfillment of its mission. Periodical meetings of the Governing Body and of its ancillary committees, frequent interactions with the staff members and Students' Union ensure the smooth running of the institution.

The College favors promoting a culture of participative management to ensure transparency both in academics and administration. The College has a Teachers' council and an Examination committee headed by the Principal and all decisions are resolved therein by adopting resolutions after deliberate discussions in each and every matter in the interest of the institution.

The Heads of the Departments conduct periodic meetings with the faculty members and their suggestions are carried to the Teachers' Council which implies direct participation of faculty member in academic and administrative

matters of the College. Besides, the teachers' participation in management is encouraged through representation in different statutory bodies. The Bursar as the financial head and head clerk at non teaching level functions as an executive head, and takes care of the matters related to administration in consultation with the Principal who in turn, reports the matter to the College Governing Body for making decisions. Students are encouraged to participate in the College management through their union.

The College adopts the following strategy to groom leadership at various levels:

1. Duties of the College are distributed to the departments/teachers by rotation.
2. Opportunities are provided to the faculty to lead the extra curricular and co curricular activities like NSS, Career counselling, NCC, gender sensitising, go green campaign or conduct cultural activities of the college.

6.1.4 - Interaction with stakeholders:

The captain of the ship called HMMCollege has adopted the strategy of conducting regular assembly, periodical tutorial system, parents-teachers meetings, discussion with students' union and class representatives, and various extension activities in the neighbourhood community through NSS unit of the College for sustainable interaction with the stakeholders.

6.1.5 - Reinforcing culture of excellence: The leadership encourages the students and staff to participate in the co curricular and extra-curricular activities like intercollegiate State / National competitions, quiz contest and youth Parliament competitions, extension, community services and NSS activities..

The achievers are awarded and honoured in the annual day of the College.

The staff members are encouraged to pursue research activities and to participate and organize seminars / workshops / conferences at national and international levels. They are also given special permission on duty to attend refresher and orientation programmes.

They are encouraged and motivated to be a member of various academic bodies/committees. Teachers of different deptts are directed to guide students into research projects that would widen the horizon of learning and add to their practical experience.

6.1.6 - Identifying needs and championing organizational development: The needs of the students are identified through students' representatives and union office bearers meetings and tutorial/remedial classes. The infrastructural needs of the College and the individual departments are fulfilled by the optimum utilisation of funds received from State Government, UGC, alumni and other private contributions. Sponsorships from industries and non governmental organizations, for the development of its infrastructure is not uncommon.

The last Principal of the college Dr. Santu Das Chakraborty superannuated in 2011. The GB of the College resolved the administrative vacuum that followed by nominating senior faculty members as Teacher- in-charge to man the regular administration of the college until the vacancy was filled up by the Government on 8th day Of July, 2015.

The college roster that remained shelved for years was taken up by the new Principal Dr Soma Ghosh as her foremost agenda; She along with few teaching staff of the college successfully regularised the roster that paved the possibility of acquiring Government appointed teachers. This would mitigate the dearth of full time substantive teachers capable of shouldering additional responsibilities of the college.

A host of programmes have been initiated to benefit the students of the institution. A yoga session has been initiated to accommodate the fitness freaks of the present generation and also to increase the power of their concentration. Also morning Raga (therapeutic music) introduced to dispel stress bouts encountered by students of y genre.

The college imparts education in Bengali, the regional language of West Bengal. With growing influence of the global market regional languages are now shadowed by the colonial or western ones. To empower our students linguistically a certificate course in English has been introduced to enable students converse and communicate in english; this would provide job opportunities to many. Added to it, a similar course in computer

applications and montessori teachers training has also been initiated. Also Agricultural biotechnology, industrial management etc have been introduced in collaboration with GNIPST.

The college library made spacious and a reading room allotted for students. Moreover the library has been automated with internet facility provided to students and teachers. A few more class rooms and bathrooms constructed. Labs upgraded. The office and Accounts section has also been upgraded. quite a number of casual staff appointed to fill the dearth of staff in office of the college. The security and safety of the college has also been improved installing CCTVs, fire extinguishers and appointing security guards from an agency. The campus is kept clean with help of college appointed casual sweepers .

6.1.7 - Values nurtured and reflected in various activities of the College:

The college conforms to traditional values and democratic ideals in executing its plans and designs. Most of the major functions are committee based with a convener leading the committee. The Principal as head of the institution is consulted on all matters and targets are made for each task on hand. Allotment of duties and subsequent verification that work has been accomplished ensure that every member does her allotted work. Following a collegial approach the functions allotted are fulfilled in a spirit of unity and camaraderie by the staff. A kind of joint responsibility prevails in the campus, but challenges abound largely, often generating a disparaging effect.

However the college is governed by the governing body comprising of appointed Govt nominees, university representatives, teaching and non teaching representatives and student union. The Principal is appointed authority expected to work in tandem with policies drafted by the GB. The other staff of the college accepts and executes the instruction and orders of the Principal. Therefore a kind of hierarchy prevails in leading the college towards its goals. All is done and implemented by the staff but with prior permission of GB sought through the Principal. This culture of hierarchy adapted from the Colonial masters remains in vogue till date and is writ large in colleges too.

6: 2: YET TO COME

6.3 Faculty Empowerment strategies

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

The college is aware of the fact that unless the professional skill of teachers and non teaching section of the institution is honed and developed mere infrastructural development would not promote desired academic excellence.

Teachers are released from duty for Refresher and orientation courses organised by Academic staff colleges of different universities to update themselves and reflect their training lessons and informations in class room teaching and other administrative activities of the college.

Teachers are encouraged to engage in research activities, workshops and seminars to assimilate and gather wider exposures to knowledge and learning. The teacher applicants for the afore mentioned programs are granted on duty leave. The college fund allocated to enable teachers to organise seminars, workshops etc.

Further full time teachers may apply for FIP under UGC, course work program for their impending Ph.d program etc for which they may be granted sabbatical leave. Apart from such providence, college entrusts teachers to administrative duties as well; Teachers ought to participate in admission, election, examination and evaluation process, undertaken by college. Practical experience in these fields enhances their professional skills. Promotions to different grades are provided under career advancement schemes and increment in salary added accordingly.

So far the non teaching section of the institution is concerned, the Principal engages in informal counselling and formal meetings to make employees aware of their duties. At times, college engages professionals from outside to train the staff. (new xerox machine is now used after demonstration given to staff, automated accounts section was possible after short training imparted to staff.

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

The college through the Senior most teacher of the department encourages teachers to engage in research work, participate in seminars and workshops; Paper publication is also widely appreciated and encouraged. The senior most teachers of departments keep a track of performance of teachers in the department and try to mitigate the problem if any. The teachers are involved and included in administrative duties through the initiation of different committees. They work through the committees to strengthen the functioning of the college.

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 appropriate stakeholders?

Management keeps a tab of the performance appraisal report of staff of the college. A review of the reports made to ensure quality. Decisions regarding the performance report of staff are communicated to stakeholders through notices, or sealed envelopes addressed to teachers.

The management of the college monitors the performance of the staff teaching and non teaching through the Principal. Annual increments and placements under career advancement schemes, in different grades are provided only after being sanctioned and duly signed by managing committee of the college. Teachers awarded with Ph.D degrees are felicitated by Teachers council but the provision of increments and all required documents are signed by GB before submitting them to Bikash bhaban. Management also informs the stake holders by including the decisions in proceedings of meetings of Governing body.

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

Benefits of Career advancement schemes provided to several staff of the college;

240 Medical leave granted to employees during his/her tenure in office;

Maternity leave of 120 days granted to employees bearing children

CPF account, loan against CPF ,(300 days EL) leave encashment facility.

Advance against salary given

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

The college seeks to provide adequate infrastructural facility and enough scope for research and other activities to attract eminent scholars.

Criterion -7

7.1 Environment consciousness

7.1.1 Does the college conduct green audit?

No the college has not conducted green audit internally or externally. But the college has tried to generate a positive impact on all within its fold and sought to whip up an eco friendly environment amongst all.

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

- **The college has tried to adopt few measures in its zeal to make the campus eco friendly.**
- **Plantation of new trees to make the campus greener;**
- **We have planned and created medicinal plant garden in the campus**

- NSS volunteers work hard to keep the campus clean, of course with the help of paid casual sweepers of the college.
- Conservation of non renewable resources and searching for alternative sources of energy has remained one basic target of the college.
- The drainage system of the college has improved considerably over the years (last five years).The water that usually got clogged in the playground within the campus during the monsoon, is now prevented through the drain recently constructed to maintain the free flow of rain or waste water if any.The water flow from the bathrooms of the college too have a sound outlet. All the drains facilitating the sewerage link are regularly cleaned to maintain the regular health and hygiene of the environment.
- The canteens of the college use gas oven or stove in lieu of coal oven or chullah for cooking, which reduces pollution in the campus enormously.
- The college strictly prevents parking of cars, within the campus; this helps in reducing emission of carbon considerably.
- Besides Kamarhati Municipality is a constant aid in removing the garbage accumulated outside and inside the campus. They shoulder the responsibility to keep the surrounding area and campus area of the institution tidy enough to promote the ambience of absorption and better learning.
- Environmental Sciences classes disseminate the message on preservation of energy. The students and Students' Union play an active role in the preservation of electricity and water in campus. A tube well boring was done last year that cost approx Rupees.....
- Initiatives were taken to make the campus a plastic free zone and “no smoking zone”. (we can add this and restrict plastic and cigarette). The students of the department of Botany use plastic items in a eco friendly way.
- Encouraged the lab-based departments to use reusable glass wares in the laboratories.
- Use of ceramic cup and mud pots instead of plastic and paper cups.
- Use of both sides of the paper sheets for official use.

INNOVATION and BEST PRACTICES

7.2 Innovations

The basic requirement of a successful educational institution is a well-supplied library. In an institute with multiple departments it is expected the library would contain huge number of books for each subject. Managing such huge number of books with multiple volumes and copies is itself an arduous task. It is extremely difficult to provide real time information about availability of a book to the teachers and students accessing the library.

A solution to this problem has been achieved through introduction of OPAC (Online Public Access Catalogue) in the Central Library of the college. This system has also enabled proper stock taking of books and avoid misplacement. The library now provides access to plethora of e-books and e-journals.

Students of the college who paint formed an involuntary club “Ankan” to teach poor children of the locality once a week, to draw and paint free of cost.

In today’s competitive world students encounter higher stress and performance anxiety. Added to it there are several socio economic problems, invading their lives. To help tide over such crisis and ensure better mental health amongst students, and guide them through their crisis period a student counselling cell has been set up. The said cell is a joint endeavor of the department of Psychology and Education who regularly conduct counselling sessions for students who require aid and advice to survive from the dungeon of gloom and depression, hypertension, anxiety or some form of melancholy. Initiation of special music classes for interested students in the early hours of the day (morning) as a therapy to dispel stress they are otherwise subjected to, are few steps taken by the college to encourage and widen the scope of constructive and better learning among students .

Apart from mental health, maintaining safe and sound physical health of the students is required for them to excel in studies. Department of Food and Nutrition has set up a health camp to perform periodical health check-ups of the students. Also we have adopted a medical safety corner, including both physical and mental to uplift the health and hygiene of each student.

The teaching process has been digitised through the extensive use of projectors. Group discussions, projects, quizzes, debates, seminars and presentations on selected topics of the curriculum are held. Students actively take part in preparations of wall magazines. Food and Nutrition week have been celebrated every year with sombre and gaiety. The display of colourful posters and charts on health and hygiene, inculcates additional interest in the subject among all who visit the exhibition cum fair. Moreover it entails the scope of advertiseing the subject availability as course study in the college.

A comprehensive performance management program has been launched for all departments where in teachers ought to take tutorial classes and provide individual guidance to students, to enhance their overall performance. The academic routine projects – tutorial, remedial and library classes. University examination results are being analysed threadbare and being compared and contrasted with results of neighbouring colleges. Parent-teacher meetings, departmental meeting and committee meetings are conducted regularly to apprise all stake holders about performance of students.

Further the college has introduced Urdu as a subject to promote the academic aspirations of students belonging to the minority section of the society who hail specially from Kamarhati an area close to the college.

Laboratories have been upgraded and modernized over last few years.

A Career Counseling Cell has been introduced for need-based education of the girl student. Since the college aims to empower the students all inclusive, formal education is yoked to technical guidance by Career counselling cell to strengthen their confidence quotient and instill the courage to find emancipation in the job market.

Introduction of the Students' Plus software has reduced the students' wait time at office. On an institutional level the data would help in long term planning. The office computers and the accounts are interconnected through Local Area Network.

The sports department prepares and encourage students to participate in various meets, which clubs the mind and the body of the students to win the race of the day.

The physical infrastructure of the college has been expanded. As part of infrastructure expansion planned by the institution, construction of the open air stage of the college completed and is being used to host cultural programmes. The students use the space as a partially covered badminton court. Plan sanctioned for the second storey over its roof. An air-conditioning unit is installed at the green room of the auditorium. **For preservation of College records, a new Record Room has been located. New classrooms, ICT enabled class rooms, Seminar hall, teachers' room and toilets has been constructed.**

Faculty members are encouraged to publish, participate and present papers at state, regional, national and international forums. (I think many of us have presented papers at international conferences also.)

7.3 Best Practices ;

7.4 The college aims to empower girl students, imparting qualitative higher education. It also aims to ensure value based knowledge to cultivate sense of humanity and responsibility amongst them, to foster real and rational growth of society. The journey to accomplish its mission would remain at bay unless the college would embrace few best practices, in its path.

The students union of the college have vowed to donate books to the central library, every year. The contribution however could be both in cash and kind. At least 30-40 books accumulated and submitted to the librarian would certainly raise the number of books at the disposal of the students.

This idea was innovated to tide over the paucity of books in the college library. Ours is a small college with less resource at our disposal; naturally such novel contributions from our students is a great measure not just to edge over the shortage of resources but it is also a striking impression of how young brigades could be great nation builders.

Till date we could gatherbooks from such students.

Another best practice initiated is provision for Medical safety (both emotional and physical) and fire safety with fire extinguishers installed in every nook and corner of the college.

(Keeping in mind the enormous stress and strain that each of us need to undergo, the college has planned to have a medical safety and fire safety corner within the campus.) - **repetition of above lines.** The students of the college who come from semi urban and rural belt of Dankuni industrial area are mostly poor and malnourished.(Their weak background reflects in their appearance).- **Do we really need to write this line** as **Looks can be deceiving** To ensure a comfort zone while away from home, the college has adopted measures to protect the health, safety and security of the students. Psychological counselling and physical health screening sessions are conducted to assure them a sense of belonging in a home away from their own homes. CCTV's, fire extinguishers installed at every corner to secure each student from any kind of threat.Added to it we have security personals round the clock to assure maximum security to all stakeholders of the college. Besides, students are encouraged to get **too** involved in the extension activities like slum visit, Dengue and AIDS awareness campaigns, spreading of the concept of cleanliness through NSS extension activity around the campus and to encourage NSS unit of the college to undertake continuous extension activities in the form of slum adoption. **The NSS unit with the help of other stakeholders donate old as well as new clothes to the less privileged people.**

Another practice of the college is introducing practical classes to first year students of practical based subjects, while **they** need to appear for practical **Exams** the following year (2nd year). This is practiced only to orient them into course well ahead of time so that they get an additional year to practice experiments they ought to **perform** during exams. Also the office and the library of the college has been automated for preservation of green **by encouraging less use of paper**, and also reduce student **queue** in the corridor(to **prevent wastage of non productive time of both the students and staff**), plus save time. All such practices have been adopted despite the acute dearth of manpower in our college. It is the bond amongst teachers, non teaching staffs and students of the college that flags off the bogey of our missions and vissions with indomitable spirit of winning the race come what may.

Can we add on the newly introduced certificate course here?

