# CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION

**ANNUAL QUALITY ASSURANCE REPORT (AQAR)**

**OF**

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**2017-18**

# The Annual Quality Assurance Report (AQAR) of the IQAC

*(For Affiliated/Constituent Colleges)*

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, July 1, 2017 to June 30, 2018)*

# Part – A

## Data of the Institution

*(data may be captured from IIQA)*

**1.** Name of the Institution        **CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION**

- Name of the Head of the institution :    **DR. SANDIP KUMAR PAUL**

- Designation:   **PRINCIPAL**

- Does the institution function from own campus:      **Yes**
- Phone no./Alternate phone no.:        **03340041784 / 03340041781**
- Mobile no.:
- Registered e-mail: **cccbakolkata@gmail.com**
- Alternate e-mail :  **info@cccba.ac.in**
- Address       : **13, SURYA SEN STREET, KOLKATA - 700012**

- City/Town    : **KOLKATA**
- State/UT      : **WEST BENGAL**
- Pin Code       : **700012.**

**2.** Institutional status:

- Affiliated / Constituent: **Affiliated**
- Type of Institution: Co-education/Men/Women : **Men**
- Location : Rural/Semi-urban/Urban: **Urban**
- Financial Status:  Grants-in aid/ UGC 2f and 12 (B)/ Self financing (please specify) : **UGC 2f and 12 (B)**

- Name of the Affiliating University:  **University of Calcutta**

- Name of the IQAC Co-ordinator : **Dr. Sukanti Dutta**
- Phone no. : **(91) 9831027114**
  Alternate phone no. **(91)7980840155**

- Mobile: **(91) 9831027114**
- IQAC e-mail address: **info@cccba.ac.in**
- Alternate Email address: **cccbakolkata@gmail.com**

**3.** Website address: **cccba.ac.in**

Web-link of the AQAR: (Previous Academic Year): **http://www.cccba.ac.in/AQAR2016-17.pdf**

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

**4.** Whether Academic Calendar prepared during the year?

Yes/No: if yes, whether it is uploaded in the Institutional website: **YES**

Weblink:
https://www.cccba.ac.in/allupload/Academic-Calendar(2017-18).pdf

**5.** Accreditation Details:

| Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---|---|---|---|---|
| 1st Cycle | B | **2.01** | **2016** | **from:2016 to: 2021** |
| 2nd | | | | from: to: |
| 3rd | | | | from: to: |
| 4th | | | | from: to: |
| 5th | | | | from: to: |

6. Date of Establishment of IQAC:    DD/MM/YYYY: **10.07.2011.**

7**.** Internal Quality Assurance System

| 7.1 Quality initiatives by IQAC during the  year  for promoting quality culture | | |
|---|---|---|
| Item /Title of the quality initiative by IQAC | Date & duration | Number of participants/beneficiaries |

| | | |
|---|---|---|
| • Meetings of the IQAC twice a year | i) 13.01.2017. (7 P.M.- 8.30 P.M.)<br>ii) 27.04.2017. (7 P.M.- 8.00 P.M.)<br>iii) 18.09.2017. (7 P.M.- 8.30 P.M.) | 10 members participated (including the Principal and the Coordinator)<br>09 members participated (including the Principal and the Coordinator)<br>09 members participated (including the Principal and the Coordinator) |
| • AQAR is submitted to NAAC by December and posted in the Website | 30.09.2017. | Does not apply |
| • Submission of AQAR to NAAC through mail and uploading the same on the website | 30.09.2017. | Does not apply |
| • Teachers' Discussion Forum featuring two lectures by the college faculty | i) Prof. Aditya Das on 'Morphology of Corporate Control: A Discourse';<br>ii) Prof. Devdeep Banerjee on 'GST: A New Era in Taxation;April, 2017 | All Fulltime, Part-time and Guest teachers |

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> *Note: Some Quality Assurance initiatives of the institution are:*
> *(Indicative list)*
> - *Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for improvements*
> - *Academic Administrative Audit (AAA) conducted and its follow up action*
> - *Participation in NIRF*
> - *ISO Certification*
> - *NBA etc.*

- *Any other Quality Audit*

**8.** Provide the list of funds by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **City College of Commerce & Business Administration** | **IQAC** | **UGC** | **--** | **--** |
| | | | | |
| | | | | |

**9.** Whether composition of IQAC as per latest NAAC guidelines: Yes/No: **Yes**

  *upload latest notification of formation of IQAC:

**[MEETING HELD ON 11.04.2018.**

 **NOTICE Issued on 3.04.2018.**

It is hereby notified for all existing members of the IQAC of the institution that a meeting of the IQAC will be held on 11.04.2018. at the Principa's Room to discuss the following:
i)  Re-constitution of the IQAC as per the latest guidelines of NAAC
ii) Induction of new members
iii) Miscellaneous

Dr. Sandip Kumar Paul
Principal
City College of Commerce & Business Administration

**[NOTICE ALSO UPLOADED ON THE AQAR PAGE]**

**10.** No. of IQAC meetings held during the year: **02**

The minutes of IQAC meeting and compliance to the decisions **have been uploaded on the institutional website**…….
Yes/No: **Yes**
 (Please upload, minutes of meetings and action taken report)
**(All minutes and ATR have been uploaded on the institutional website)**

**11.** Whether IQAC received funding from any of the funding agency to support its activities during the year?    Yes          No ✓

If yes, mention the amount:  **--**   Year: **--**

**12.** Significant contributions made by IQAC during the current year (maximum five bullets)

* Special Tutorial classes for students at all levels in case of academic difficulties
* Seminar on library development in collaboration with the Department of Library Science, University of Calcutta, on Librarians'' Day
* Health Insurance Scheme for students
* Introduction of Virtual Classroom
*

**13.** Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|---|---|
| 1. Introduction of a Commerce Laboratory | 1. Discussions on at the basic level |
| 2. Virtual Class | 2. Installation completed |
| 3. Introduction of B.B.A Course | 3. Survey by the Higher Education Council, but in view of recent lack of interest among students, suggestions offered against immediate introduction of the Course |
| 4. Academic Audit | 4. Arrangements are being made |
| 5. Environmental Audit | 5. Yet to be done |

**14.** Whether the AQAR was placed before statutory body?    Yes /**No**✓

Name of the Statutory body:    Date of meeting(s): **Does not apply**

**15.** Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning?
**Yes/No: No**✓                               Date:  **Does not apply**

**16.**  Whether institutional data submitted to AISHE: Yes/No: **Yes**✓

Year: **-- 2018**                Date of Submission: **-- 17.01.2018.**

**17.** Does the Institution have Management Information System?
**Yes   No**✓

If yes, give a brief description and a list of modules currently operational.
(Maximum 500 words)

# Part-B

| |
|---|
| **CRITERION I – CURRICULAR ASPECTS** |
| **1.1 Curriculum Planning and Implementation** |
| 1.1.1 Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words |

The institution is affiliated to the University of Calcutta. Therefore, it follows the curriculum set by the university for undergraduate colleges. Without changing the structure and contents of the curriculum, the college has all along brought about minor modifications in the method and practice of implementing the curriculum to suit the demands of the students. However, with the introduction of the Choice Based Credit System from 2017 onwards, the institution has adopted new steps in response to the demands of completing the course within a much more circumscribed space of time. In view of the above, the institution has in place a mechanism that is necessary for proper curriculum delivery, i.e. a well-chalked out orchestration of methods through which the curriculum communicates with the students. In a discipline-specific evening session college like City College of Commerce and Business Administration, curriculum delivery has a semi-monolithic function: teachers, teaching methods and infrastructure contribute to the same end, i.e. relate the curricular design to the academic needs of the students. To this end, the college relies on some of the methods within its control: preparation of an academic blueprint which consists in uniform allocation of areas and distribution of the same among teachers, adoption of the complementary techniques of lecture/discussion and ICT-oriented methods and utilising the academic functionality of the library with its integrated set of automated devices and reprographic facilities. Though the college has yet to fully adopt Blended Learning, a newly introduced Virtual Classroom and Tutorial classes for students contribute to curriculum delivery. However, all these methods are adopted on the basis of subject-related discussions and a well-planned time scheme uniformly phased out in between semesters.

The entire process may be summed up in the following way:

- Subject-oriented discussions among teachers of respective subjects before allocation of areas
- Schedule of classes decided depending on the weightage given to subjects concerned
- Allocation of classes done keeping in view the time frame outlined by the curriculum
- Lecture and discussion based classes complemented by adoption of ICT-enabled teaching wherever necessary
- Tutorials conducted on specific subjects and areas which are required to be addressed for better academic orientation of students
- Extra classes outside the fixed schedule organised for discussion on the methodology and documentation of projects mandatory for students of the final year
- Teacher-student interaction session at the end of every course
- Teachers to maintain academic diary on a daily basis to record progress
- End-semester discussion among teachers to document and put on record the amount of curriculum delivery achieved
- Verbal feedback of students used as a part of the entire methodology and discourse

The entire mechanism ensures that the curriculum is addressed from several angles and at various levels to make it accessible to the students. Documentation of the curriculum includes utilisation of all possible methods of imparting the subject/s to students as well as a cumulative study and assessment of the levels

of delivery. The entire mechanism acts as one academic discourse the outcome of which is reflected through the successive semesters.

### 1.1.2 Certificate/ Diploma Courses introduced during the Academic year

| Name of the Certificate Course | Name of the Diploma Courses | Date of introduction and duration | Focus on employability/ entrepreneurship | Skill development |
|---|---|---|---|---|
| 'Spoken & Communicative English, Soft Skills & Personality Development' | -- | **November, 2017 Till February, 2018** | **Employability** | **Do** |

## 1.2 Academic Flexibility

1.2.1 New programmes/courses introduced during the Academic year

| **Programme with Code** | **Date of Introduction** | **Course with Code** | **Date of Introduction** |
|---|---|---|---|
| **NIL** | **NIL** | **NIL** | **NIL** |

1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the Academic year.

| Name of Programmes adopting CBCS | **UG** | **PG** | Date of implementation of CBCS / Elective Course System | **UG** | **PG** |
|---|---|---|---|---|---|
| B.Com Degree Course | **UG** | **--** | July, 2017 | **UG** | **--** |
| Already adopted (mention the year) | | | -- | | |

1.2.3 Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Courses |
|---|---|---|
| No of Students | **10** | -- |

## 1.3 Curriculum Enrichment

1.3.1 Value-added courses imparting transferable and life skills offered during the year

| Value added courses | Date of introduction | Number of students enrolled |
|---|---|---|
| **NIL** | **NIL** | **NIL** |

1.3.2 Field Projects / Internships under taken during the year

| Project/Programme Title | No. of students enrolled for Field Projects / Internships |
|---|---|
| **NIL** | **NIL** |

## 1.4 Feedback System

1.4.1 Whether structured feedback received from all the stakeholders.

| 1) Students | 2) Teachers | 3) Employers | 4) Alumni | 5) Parents |
|---|---|---|---|---|
| Yes✓/ No | Yes/ No✓ | Yes/ No✓ | Yes/ No✓ | Yes/ No✓ |

1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

The college lays great stress on the feedback received from students. But the practice of collecting and assessing the feedback of students has been kept limited to the students of the final year. Again, feedback is

not asked of students with very low attendance or those who have taken admission in the college late after receiving a Transfer Certificate from some other institution. The method adopted is manually conducted, analysed, and utilised for greater development of the institution. The feedback format is compartmentalised into two sections: one, devoted to over-all feedback of the college, and the other, to specific areas. The evaluation of the college is supposed to be done on a five point scale emphasising the highest and the lowest points of the college at different levels of performance.

Assessment of the feedback is done at several levels of observation, scanning and analysis. A committee comprising some teachers is assigned the responsibility of sifting the completed feedback forms so as to discard the incomplete or half-completed forms. At the initial level, the feedback forms are scanned to check if the feedback is following a set pattern inclined towards either good or bad. Stereotyped feedback is usually discarded because it is deemed a perfunctory and insincere effort on the part of the student/s concerned. Next, the selected forms are brought under the lens for analysis. Opinions vary from student to student because of attitudinal and ideological differences. Analysis of the feedback of an over-all impression of the activities of the college is done chiefly on the basis of the student's impression of the basic facilities he receives or does not receive. Feedback on individual departments or subjects or teachers is another area dealing with specific subjects. Therefore, such feedback is scanned more than once before the points are documented for further analysis. In the next stage, the points gleaned from the scrutiny which are required to be addressed seriously, are placed before the Teaching-Learning Committee, which in turn deliberates over the same and offers its suggestions to the Teachers' Council. The Teachers' Council takes serious note of that and after discussions passes resolutions recommending some issues, putting aside some others for placement before the Principal or the Governing Body and discarding others which are not considered tenable. After getting the approval of the Principal and the Governing Body (in some cases), the college becomes ready to translate the recommendations to reality. The procedure is outlined below in brief:

- Only the Final Year students are allowed to give feedback
- Feedback forms scrutinised by a committee constituted for this purpose
- Analysis of the feedback: selection of some, rejection of others
- Recommendations of the Teaching-Learning Committee, the Teachers' Council leading to the approval of the Principal and in some cases, of the Governing Body
- Plans chalked out to materialise the recommendations

The college has introduced the Online Feedback system recently, the outcome of which is likely to feature in the AQAR of the next academic year.

## CRITERION II -TEACHING-LEARNING AND EVALUATION

### 2.1 Student Enrolment and Profile

#### 2.1. 1 Demand Ratio during the year

| Name of the Programme | Number of seats available | Number of applications received | Students Enrolled |
|---|---|---|---|
| B.Com | 1090 | 2709 | 862 |

### 2.2 Catering to Student Diversity

2.2.1. Student – Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of full time teachers available in the institution teaching only UG courses | Number of full time teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|---|---|---|---|---|---|
| | | | | | |

| 2017-18 | 862 | -- | 11 | Does not apply | -- |

## 2.3 Teaching - Learning Process

2.3.1 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of teachers on roll | Number of teachers using ICT *(LMS, e-Resources)* | ICT tools and resources available | Number of ICT enabled classrooms | Number of smart classrooms | E-resources and techniques used |
|---|---|---|---|---|---|
| 13 | 03 | 08 | 01 | 00 | **N-LIST & NDL Awareness Sessions with Teachers & Staff** |

2.3.2 Students mentoring system available in the institution? Give details. (maximum 500 words)

Though Tutorial classes for slow learners as well as general students are in place, the college is yet to introduce any student mentoring mechanism.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor: Mentee Ratio |
|---|---|---|
| 862 | 11 | -- |

## 2.4 Teacher Profile and Quality

### 2.4.1 Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. Of faculty with Ph.D |
|---|---|---|---|---|
| 15 | 11 | 03 | 00 | 04 |

### 2.4.2 Honours and recognitions received by teachers

*(received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )*

| Year of award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---|---|---|---|
| -- | -- | -- | -- |

## 2.5 Evaluation Process and Reforms

**2.5**.1 Number of days from the date of semester-end/ year- end examination till the declaration of results

| during the year | | | | |
|---|---|---|---|---|
| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year- end examination | Date of declaration of results of semester-end/ year- end examination |
| **B.Com** | **C.B.C.S.** | **2017-18** | **31.01.2018.** | **13.04.2018.** |

**2.5.2** Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution has sought to initiate some reforms under the Continuous Internal Evaluation system, which is very much a part of the Teaching-Learning process,. A brief survey is given below:
- ✓ During the admission procedure the Principal makes it a point to **meet the guardians** of the students to share ideas with them.
- ✓ Holding **Parent-teacher meetings** twice a year is another phenomenon.
- ✓ Containing all important information including examination details, the **Academic Calendar** is posted on the college website for the benefit of the students as well as teachers.
- ✓ Like in every year before every academic session takes off, teachers held **department-wise discussions** about allocation of subject areas and methods to be adopted for successful curriculum delivery.
- ✓ The **website** is used as the medium of communication keeping students abreast of developments as well allowing them the scope to communicate with the college.
- ✓ Teachers are directed to maintain **cumulative attendance** of students at the end of every session in line with the norms enumerated by the university and take steps accordingly.
- ✓ Each semester is preceded by an **internal test** and teachers conduct class tests or interactive sessions with students as part of the formative examination process.
- ✓ The **Grievance Redressal Cell** has been active in addressing problems of students.
,

**2.5.3 A**cademic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The Academic Calendar of the college has all along been a most useful guide to students and teachers alike in providing the perspective of the scenario for the coming academic sessions. It caters information to students about the following points:
- The basic structure, framework and dates of the college and university conducted examinations as outlined in the circular of Calcutta University are framed out for the information of the students. This process is done in order to keep students abreast of the academic map of the session.
- The examination regulations stipulated by the university are stated in detail. These regulations relate to several factors: the tripartite examination system conducted by the university, the percentage of attendance a student has to obtain to be eligible to sit for an examination, the entire admission process which is conducted under the auspices of the university, the scheme or holding college tests, the general criteria for a student to appear for an examination, the requisite qualification for a candidate to be eligible for promotion to the next class and so on.
- The course structure and syllabus for students of all years are clearly laid out.

The Academic Calendar for the academic year 2017-18 has been uploaded on the college website.

**2.6 Student Performance and Learning Outcomes**

2.6.1 Program outcomes, program specific outcomes and course outcomes
for all programs offered by the institution are stated and displayed in website of the institution
(to provide the Web link) :

| More or less all the areas are covered in the website (**Web link cccba.ac.in**) | | | | |
|---|---|---|---|---|

**2.6.2 Pass percentage of students**

| Programme Code | Programme name | Number of students appeared in the final year examination | Number of students passed in final semester/year examination | Pass Percentage |
|---|---|---|---|---|
| | **B.Com Part III** | **954** | **426** | **45%** |
| | | | | |

**2.7 Student Satisfaction Survey**

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as Web link):

**The programme has not been initiated**.

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

**3.1 Resource Mobilization for Research**

3.1.1 Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding Agency | Total grant sanctioned | Amount received during the Academic year |
|---|---|---|---|---|
| Major projects | -- | -- | -- | -- |
| Minor Projects | -- | -- | -- | -- |
| Interdisciplinary Projects | -- | -- | -- | -- |
| Industry sponsored Projects | -- | -- | -- | -- |
| Projects sponsored by the University/ College | -- | -- | -- | -- |
| Students Research Projects *(other than compulsory by the College)* | -- | -- | -- | -- |
| International Projects | -- | -- | -- | -- |
| Any other(Specify) | -- | -- | -- | -- |
| Total | -- | -- | -- | -- |

**3.2 Innovation Ecosystem**

3.2.1 Workshops/Seminars Conducted on Intellectual Property Rights (**IPR**) and Industry-Academia Innovative practices during the year

| Title of Workshop/Seminar | Name of the Dept. | Date(s) |
|---|---|---|
| -- | -- | -- |

3.2.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of the Awardee | Awarding Agency | Date of Award | Category |
|---|---|---|---|---|

| -- | -- | -- | -- | -- |
|---|---|---|---|---|

**3.2.3 No. of Incubation centre created, start-ups incubated on campus during the year**

| Incubation Centre | Name | Sponsored by |
|---|---|---|
| -- | -- | -- |

| Name of the Start-up | Nature of Start-up | Date of commencement |
|---|---|---|
| -- | -- | -- |

**3.3 Research Publications and Awards**

3.3.1 Incentive to the teachers who receive recognition/awards

| State | National | International |
|---|---|---|
| -- | -- | -- |

3.3.2 Ph. Ds awarded during the year *(applicable for PG College, Research Center)*

| Name of the Department | No. of Ph. Ds Awarded |
|---|---|
| -- | -- |

3.3.3 Research Publications in the Journals notified on UGC website during the year

|  | Department | No. of Publications | Average Impact Factor, if any |
|---|---|---|---|
| National | **Mathematics** | **01** | **--** |
| International | -- | -- | -- |

3.3.4 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | No. of publication |
|---|---|
| **Library Science** | **02** |
| **Commerce** | **01** |

3.3.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index

| Title of the paper | Name of the author | Title of the journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citations |
|---|---|---|---|---|---|---|
| -- | -- | -- | -- | -- | -- | -- |

3.3.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the paper | Name of the author | Title of the journal | Year of publication | h-index | Number of citations excluding self citations | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|

| -- | -- | -- | -- | -- | -- | -- |
|---|---|---|---|---|---|---|

### 3.3.7 Faculty participation in Seminars/Conferences and Symposia during the year :

| No. of Faculty | International level | National level | State level | Local level |
|---|---|---|---|---|
| Attended Seminars/ Workshops | -- | -- | -- | -- |
| Presented papers | -- | -- | **03** | -- |
| Resource Persons | -- | -- | -- | -- |

## 3.4 Extension Activities

3.4.1 Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations  through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the Activities | Organising unit/ agency/ collaborating agency | Number of teachers **co-ordinated** such activities | Number of students participated in such activities |
|---|---|---|---|
| **Blood Donation & Health Check-up** | **NSS** | **04** | **250 (Approx.)** |

3.4.2 Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the Activity | Award/recognition | Awarding bodies | No. of Students benefited |
|---|---|---|---|
| -- | **--** | **--** | **--** |

3.4.3 Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat,  Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/ agency/ collaborating agency | Name of the activity | Number of teachers **coordinated** such activities | Number of students participated in such activities |
|---|---|---|---|---|
| -- | -- | -- | -- | -- |

## 3.5 Collaborations

3.5.1 Number of Collaborative activities for  research, faculty exchange, student exchange during the year

| Nature of Activity | Participant | Source of financial support | Duration |
|---|---|---|---|
| -- | **--** | -- | **--** |

3.5.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year

| Nature of | Title of the linkage | Name of the partnering institution/ industry | Duration **(From-To)** | participant |
|---|---|---|---|---|

| linkage | | research lab with contact details | | |
|---|---|---|---|---|
| -- | -- | **--** | -- | **--** |
| | | | | |

3.5.3 MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose and Activities | Number of students/teachers participated under MoUs |
|---|---|---|---|
| -- | -- | -- | -- |

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Physical Facilities

4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|---|---|
| | |
| | |

4.1.2 Details of augmentation in infrastructure facilities during the year

| Facilities | Existing | Newly added |
|---|---|---|
| Campus area | **7104.76 Sqmt** | **--** |
| Class rooms | **23** | **--** |
| Laboratories | **01** | **--** |
| Seminar Halls | **--** | **--** |
| Classrooms with LCD facilities | **01** | **--** |
| Classrooms with Wi-Fi/ LAN | **01** | **--** |
| Seminar halls with ICT facilities | **--** | **--** |
| Video Centre | **--** | **--** |
| No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year. | **07** | **--** |
| Value of the equipment purchased during the year (Rs. in Lakhs) | **24,000/-** | **--** |
| Others | | |
| | | |

### 4.2 Library as a Learning Resource

4.2.1 Library is not fully automated {Integrated Library Management System  -ILMS}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---|---|---|---|
| **SOUL 2.0** | **Partially** | **College** | **2012** |

4.2.1 Library Services:

| | Existing | | Newly added | | Total | |
|---|---|---|---|---|---|---|
| | No. | Value | No. | Value | No. | Value |
| Text Books | **32,230** | | **20** | **6831/-** | **32,230** | **--** |
| Reference Books | **--** | **--** | **--** | **--** | **--** | **--** |
| e-Books | **N-LIST** | **--** | **N-ILST,NDL** | **--** | **N-LIST, NDL** | **--** |
| Journals | **20** | | **--** | | **20** | **15340.00/-** |

| e-Journals | **N-LIST** | | **N-LIST** | | **N-LIST** | **5900.00/-** |
|---|---|---|---|---|---|---|
| Digital Database | -- | -- | -- | -- | -- | -- |
| CD & Video | -- | -- | -- | -- | -- | -- |
| Library automation | **Partial** | -- | -- | -- | -- | -- |
| Weeding (Hard & Soft) | | | | | | |
| Others (specify) | -- | -- | -- | -- | -- | -- |
| | | | | | | |

**4.3 IT Infrastructure**

4.3.1 Technology Upgradation (overall)

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Available band width (MGBPS) | Others |
|---|---|---|---|---|---|---|---|---|---|
| Existing | **37** | **01** | **04** | **04** | **04** | **01** | **09** | **02** | **Laptop-4 Projector-2 Xerox-2 Scanner-3** |
| Added | **00** | **00** | **00** | **00** | **00** | **00** | **00** | **02** | |
| Total | **37** | **01** | **04** | **04** | **04** | **01** | **09** | **02** | |

4.3.2 Bandwidth available of internet connection in the Institution (Leased line)

…………**02**……… MBPS /GBPS

4.3.3  Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording  facility |
|---|---|
| -- | -- |

4.3.4  E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System  (LMS)  etc

| Name of the teacher | Name of the module | Platform on which module is developed | Date of launching e - content |
|---|---|---|---|
| -- | -- | -- | -- |

**4.4 Maintenance of Campus Infrastructure**

4.4.1 Expenditure incurred on  maintenance of  physical facilities and academic support facilities, excluding salary component, during the year

| Assigned budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|---|---|---|---|
| | | | |

4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library,  sports complex, computers, classrooms etc. *(maximum 500 words)*   (information to be available in institutional Website, provide link)
**Weblink**:

https://www.cccba.ac.in/allupload/PhysicalacademicandsupportfacilitiesAQAR.pdf

The college tries to mobilise its resources to maintain and utilise the existing available facilities. Running within premises hosting three institutions, the college has to share some infrastructural facilities with two other institutions. Hence, policies and procedures are framed keeping in view those aspects which are outlined below:

**Laboratory**:
Since the college caters to exclusively commerce-related studies, there is no laboratory.

**Library**:
The college library is run and maintained on the basis of some policies and procedures chalked out and adopted by the Library Committee and endorsed by the administration. Accordingly, full responsibility is given to the two librarians to orchestrate the resources and frame policies to cater to academic betterment. At the physical level, up to date text books and reference journals on the basis of the recommendations made by teachers are provided to students in abundance for reading and borrowing purposes. Digital content subscription is made to NLIST and NDL, and an institutional repository has been made effective. Lending priority to automation, the library follows some basic methods for the development of the library like the closed library system for user-access, the Dewy Decimal Classification System (23$^{rd}$ Edition) for classification of books and AACR-2 for cataloguing of books. At an infrastructural level, Bar-coding, Fumigation Chamber and Digital Display Board are utilised on the basis of recommendations given by the Library Committee and approved by the college administration. Decisions on all developmental work are taken after tapping the financial resources and fathoming market rates. Thus policy-making and procedural implementation in the development of the library is a continuous process which depends a lot on student demands and feedback.

**Sports Complex**:
The college does not have any sports complex. All outdoor activities are conducted at the Calcutta University ground and indoor activities are conducted at the Common Room for students.

**Computers**:
All the academic and administrative activities of the college are computer-based and maintenance of all the contrivances follows a policy devised at the beginning of every session. The policy involves a demand-driven procedure because purchase, distribution, preservation and utilisation of computers depend on the workload of the department/s concerned. Accordingly, the college administration discusses the issue at different levels taking into consideration the opinions and suggestions offered by respective departments. It falls within the policy-making mechanism of the college that the expenses incurred for the purchase of the products should be on a par with its qualitative excellence. The college goes for branded products procured from dealers of repute against quotations. Maintenance is provided in-house while repair work is partly contracted out. A revamping process takes place periodically, and installations and changes, if any, are done after a thorough survey and recommendation of the administration.

**Classrooms:**
The college has 21 rooms in all including an ICT-enabled room and excluding the computer laboratory. The infrastructural framework of the rooms includes maintenance of the furniture, electrical devices and computers (wherever necessary) which is done in-house on the basis of discussions and confabulations at different levels (which include Building and Accommodation committees comprising members of all three institutions housed in the college building). The maintenance of the ICT-enabled room and the newly made

| Virtual classroom is done by the college with the help of agencies, suppliers and firms under contract. | | | |
|---|---|---|---|

**CRITERION V - STUDENT SUPPORT AND PROGRESSION**

**5.1 Student Support**

5.1.1  Scholarships and Financial Support

| | Name /Title of the scheme | Number of students | Amount in Rupees |
|---|---|---|---|
| | **Students' Mutual Aid fund** | **49** | **27,780/-** |
| Financial support from other sources | | | |
| a) National | **i) Post-Matric Scholarship for SC/ST/OBC/Minority**<br><br>**ii) Swami Vivekananda Matric cum Means Scholarship**<br><br>**iii) West Bengal Chief Minister's Relief Fund**<br><br>**iv) Others:**<br>• **Aditya Birla-01**<br>• **Jindal Trust-03**<br>• **Bihar Govt. for own State Students-01 (Rs. 5,300/-)**<br>• **National Loan Scholarship-02**<br>• **LICI-02** | **63**<br><br><br><br>**87**<br><br><br><br>**27** | **In case of all national scholarships the total amount is directly credited to Students' Personal Account and the institution is therefore unable to record the amount.** |
| b) International | -- | -- | -- |
| | | | |
| 5.1.2 Number of capability enhancement and development schemes such as Soft skill development,  Remedial | | | |

coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|---|---|---|
| -- | -- | -- | -- |

5.1.3 Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students by Guidance for Competitive examination | Number of benefited students by Career Counselling activities | Number of students who have passed in the competitive exam | Number of students placed |
|---|---|---|---|---|---|
| -- | -- | -- | -- | -- | -- |

5.1.4 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | No. of grievances redressed | Average number of days for grievance redressal |
|---|---|---|
| **02** | **01** | **20 days** |

**5.2 Student Progression**

5.2.1 Details of campus placement during the year

| On campus | | | Off Campus | | |
|---|---|---|---|---|---|
| Name of Organizations Visited | Number of Students Participated | Number of Students Placed | Name of Organizations Visited | Number of Students Participated | Number of Students Placed |
| **IBM Concentrix** | **40 (Approx.)** | **15** | -- | -- | |

5.2.2 Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of Programme admitted to |
|---|---|---|---|---|---|
| -- | -- | -- | -- | -- | -- |

5.2.3 Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | | No. of Students selected/ qualifying | Registration number/roll number for the exam |
|---|---|---|---|
| NET | -- | -- | -- |
| SET | -- | -- | -- |
| SLET | -- | -- | -- |
| GATE | -- | -- | -- |
| GMAT | -- | -- | -- |

| | | | |
|---|---|---|---|
| CAT -- | -- | -- | |
| GRE -- | -- | -- | |
| TOFEL -- | -- | -- | |
| Civil Services -- | -- | -- | |
| State Government Services -- | -- | -- | |
| Any Other -- | -- | -- | |

5.2.4 Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Participants |
|---|---|---|
| **Annual Sports** | **Regional** | **200** |

## 5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/ medal | National/ International | Sports | Cultural | Student ID number | Name of the student |
|---|---|---|---|---|---|---|
| -- | -- | -- | -- | -- | -- | -- |

5.3.2 Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council of the college is a non-political body which plays a positive and constructive role to help the college perform at various levels of academic and extra-curricular activities. Its activities can be divided in three parts: i) as a level of communication between the students and the administration, ii) as a student body addressing some of the problems the students and the college as a whole might face and bringing them to the notice of the administration, and iii) as a cohesive group helping the college conduct various sporting, co-curricular and extra-curricular activities.

i) The Council has all along played a very positive role at the time of admission. Since the introduction of the online admission procedure, it has helped the students, the administration and the office immensely by addressing the queries of the applicants and bringing them to the notice of the administration without impeding the admission procedure as well as by keeping the process hassle free. The same process is repeated every year during the time of admission as well as when the academic session is on. It also helps the administration by suggesting anything new or innovative that might be introduced for the greater well-being of the student community. It acts as a cohesive unit which seeks to maintain a harmonious relationship between the administration and students.

ii) The Council usually has representation from every year and section of students, and thus has a firsthand view of the problems they face from time to time, which they convey and communicate to the administration. Student representatives also play a role in the Grievance Redressal procedure by helping the administration address the grievances of the student community. At the same time, they unbiasedly communicate and explain the points made by the college administration to students for their better comprehension. Thus they are able to act as a bridge between the students and the administration.

iii) The Students' Council performs an important role in various positive activities of the college. In the first place, it becomes instrumental in helping the college organise philanthropic events like Blood Donation Camp, Health Camps and Social Awareness. Secondly, it plays an important role in the Programme outdoor and indoor sporting events of the college just as it has considerable participation in the Sports Committee which oversees all sporting events. The Council also helps

| |
|---|
| the teachers in charge of the NSS and NCC units in the enrolment process of the participating students. |

The over-all performance of the Students' Council remains impressive.

**5.3 Alumni Engagement**

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words):

The college has recently completed the preliminary modalities of an Alumni Association, but it is yet to be registered.

5.3.2 No. of enrolled Alumni:

**Does not apply**

5.3.4 Meetings/activities organized by Alumni Association **:**

**Does not apply**

## CRITERION VI –GOVERNANCE, LEADERSHIP AND MANAGEMENT

**6.1 Institutional Vision and Leadership**

6.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words)

**Decentralisation**:

The college systematically follows a process of decentralisation in various spheres of academic and other activities at various levels. It consists in delegating authority or partial autonomy to different sectors who work towards a holistic development of the institution. Two practices are given below:

    i)     At the Administrative Level:
         The Administrator of the college delegates all power to the Principal of the college who monitors all the academic activities of the institution with the help of the Academic Supervising Committee comprising the Vice Principal and the departmental representatives. This committee frames methods and schemes in consonance with the resources of the institution and accordingly entrusts the faculty with the task of chalking out methods and implementing them within a specific timeframe.

ii) At the Faculty Level:

On the basis of deliberations in the meetings convened by the Teachers' Council, committees are constituted comprising teachers, but under the supervision of one senior teacher who acts as the coordinator, to oversee and look after areas encompassing a whole body of academic, co-curricular, and extracurricular activities. The academic activities include student-teacher interactions, research projects, teachers' FDP, student projects, seminars, symposia, workshops as well as industrial tours conducted from time to time. However, some units like library and sports come under the purview of the Teaching –Learning and Games & Sports Committees respectively though they are given partial autonomy. Thus responsibilities are fanned out to different sections who work independently in their respective areas. Decisions and resolutions evolving out of meetings convened from time to time by each committee are tabled before a cohesive and collaborative endeavour is put in to make the machinery run.

## Participative Management

The institute seeks to promote a culture of participative management in all spheres of activities and functions. The staff and students of the institution are involved in various ways to keep the process democratic.

There is equal participation among the teaching and non-teaching staff members in devising policies and norms and working out a methodology in different spheres which include the admission procedure, maintenance of library, grievance redressal, co-curricular and extra-curricular activities, career-counselling and so on. Decision-making is done by the active coordination of the committees and on the basis of the feedback received from all quarters. Decisions taken at the Teachers' Council meeting relate to academic and related matters just as the Staff Council meetings deliberate on the official and technical issues including audit and budget-related matters. Decisions taken at the two levels are coordinated before they are placed before the Principal who along with other representative members discusses the issues at the Governing Body meetings. In cases of extreme importance, the Principal communicates with the University of Calcutta either himself or through some representative especially selected by him. The same process applies to the communication with offices of the Government or financing bodies like the UGC. Apart from this, the Students' Council has active participation in NSS, NCC and other extra-curricular activities alongside the teachers.

| C6.1.2 Does the institution have a Management Information System (MIS)? Yes/No/Partial: |
| --- |
| **No.** |
| **6.2 Strategy Development and Deployment** |
| 6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each)**:** |

❖ Curriculum Development:

The institution follows in general the syllabus set by the University of Calcutta. However, to keep the process of curriculum delivery effective and efficacious for the students, it has followed some sequentially formed methods which address the entire process of curriculum development. They include completion of the syllabus by dividing it into equable segments for its proper delivery, subject-related deliberations among the teachers at the start of the session, a formative method of teaching aided by the ICT-enabled techniques, impressive student participation and feedback as well as evaluation before the semesters.

❖ Teaching and Learning:

The institution has tried to improve the quality of imparting education by adopting some measures in addition to those extant.

i. Utilisation of ICT-oriented methods: Teachers have been given the freedom to take the help of technology to supplement the chalk-and-talk method.
ii. Participatory teaching: Students are given scope to interact with teachers in and outside classes.
iii. Tutorial classes: Special classes are routinely organised to address those areas in the syllabus which students find difficult to handle as well as to address the concerns of the slow learners.
iv. Project-making: Methodology and framing of projects for final year students are taught through specially arranged classes.

❖ Examination and Evaluation:

The institution follows the examination schedule outlined by the university, which includes the Semester examinations conducted regularly by the university at six-month intervals. The college takes mid-term and annual tests as well as class tests before every Semester examination following the CBCS model. The evaluation process follows the CBCS pattern which splits it into two segments: assessment on the basis of the quality of answers and the internal assessment made by the college on the basis of the student's over-all performance. If required, students are shown their scripts for necessary corrections to keep the process of evaluation transparent.

❖ Research and Development:

The institution encourages research and research-related work to bring about a qualitative improvement in the teaching-learning process. There are four Ph.D. holders and seven teachers are pursuing research work in various areas and fields. Since the college looks to promote research culture among its faculties, it has encouraged two fulltime teachers to go for research work under the FDP scheme of the UGC. To bring about further faculty development, the institution has encouraged teachers to go for projects sponsored by the UGC. Finally, the college publishes its annual research journal Pursuits containing research articles by the faculties as also others from other institutions and research centres.

❖ Library, ICT and Physical Infrastructure / Instrumentation:

The college library has been semi-automated with LAN facilities with internet, OPAC and WEB OPAC and Institutional Repository. The SOUL 2.0 software is in use and the college has also the Bar-coding system and Fumigation Chamber in place. More efforts have been put in to computerise the mezzanine floor chamber of the library, which stores old and heritage books.

The college has developed its ICT-enabled room complete with all necessary accessories to host

| | |
|---|---|
| | classes as well as invited lectures.<br>A Virtual Classroom has been organised and is very soon going to introduce classes there. |
| ❖ | Human Resource Management:<br><br>The college administration has been instrumental in keeping its human resources working in coordination with the demands and requirements of the institution. The management and the staff work with collective responsibility in utilising the resources available. The management has been successful in distributing responsibilities among them as per their areas of work. In some specialised instances, people with expertise in respective sectors have been hired on a fixed pay basis. Performance appraisal of the staff has been taken into account and perks are given according to some additional work allotted to some staff member. |
| ❖ | Industry Interaction / Collaboration:<br><br>The college has been interacting with the IBM over the past years. IBM Concentrix conducted a Career Recruitment Drive in the college and recruited 15 final year students on the basis of interviews conducted through the day. In accordance with the norms, these students were called to join the concern immediately after completion of their examination.<br><br>Some business and industrial houses have also visited the college and have conducted career counselling workshops and interactive sessions with students. Apart from that the college has effected an industry visit with select batches of students to industrial units. |
| ❖ | Admission of Students:<br><br>The admission procedure of the institution is conducted online strictly as per the norms and regulations prescribed by the college in consonance with the marks criteria laid down by the university. Lists of successful applicants are published on the college website on the basis of marks obtained by the applicants. Provisions for payment have been kept either online or offline. Offline payment is done through payment in the transacting bank. Keeping on view the starting time and deadline prescribed by the university, the process starts early much before classes take off. The admission process, like every year, has been kept transparent. |

6.2.2  :  Implementation of e-governance in areas of operations:

| |
|---|
| ❖ Planning and Development |
| ❖ Administration |
| ❖ Finance and Accounts |
| ❖ Student Admission and Support |
| ❖ Examination |

**6.3 Faculty Empowerment Strategies**

6.3.1 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|---|---|---|---|
| | -- | -- | -- | -- |

6.3.2 Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | Dates (from-to) | No. of participants (Teaching staff) | No. of participants (Non-teaching staff) |
|---|---|---|---|---|---|
| -- | -- | -- | **--** | **--** |

6.3.3 No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | Date and Duration (from – to) |
|---|---|---|
| **--** | **--** | **--** |

6.3.4  Faculty and Staff recruitment (no. for permanent/fulltime recruitment):

| Teaching | | Non-teaching | |
|---|---|---|---|
| Permanent | Fulltime | Permanent | Fulltime/temporary |
| **No recruitment has taken place during this period.** | | | |

6.3.5 Welfare schemes for

| Teaching | 1. **Staff Welfare Scheme** <br> 2. **Central Cooperative Society** |
|---|---|
| Non teaching | 1. **Staff Welfare Scheme** <br> 2. **Central Cooperative Society** |
| Students | 1. **Students' Aid Fund** <br> 2. **St. John's Ambulance for regular health check-up** <br> 3. **Book Distribution for poor students** |

**6.4 Financial Management and Resource Mobilization**

6.4.1 Institution conducts internal and external financial audits regularly

  (within 100 words each)

Though audit is done on a regular basis, but instead of internal audit the 'internal check system" is instrumental in detecting and controlling errors and other offences. All financial transactions are checked and verified regularly by the administrative authority. The external audit is done by the auditor appointed by the Government. The Drafts Account is signed by the External Auditor consequent upon approval by the Governing Body. The Auditor goes through all vouchers and relevant documents and scans them extensively before putting in his signature. A separate audit is done for the utilisation of the funds provided by the UGC.

6.4.2 Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding | Funds/ Grants received in Rs. | Purpose |
|---|---|---|

| | | | |
|---|---|---|---|
| agencies/ individuals | | | |
| -- | -- | | -- |

6.4.2 Total corpus fund generated --

**6.5 Internal Quality Assurance System**

6.5.1 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|---|---|---|---|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | No | No | -- |
| Administrative | No | No | No | -- |

6.5.2 Activities and support from the Parent – Teacher Association (at least three)

Although Parent-Teacher meetings are held in the college, there is no officially acknowledged Association.

6.5.3 Development programmes for support staff (at least three)

There is nothing to add for the year.

5.5.4    Post Accreditation initiative(s) (mention at least three)
- ✓ Introduction of Online Feedback system to make the feedback system more complete
- ✓ Introduction of Virtual Classroom
- ✓ Appliances and devices used in the library to  make it more student-friendly: Fumigation Chamber, Digital Display Board, Fire-fighting devices

**6.5.5**

a. Submission of Data for AISHE portal    :  (Yes /No) : **Yes**

b. Participation in NIRF                          :  (Yes /No): **No**

c. ISO Certification                              :  (Yes /No): **No**

d. NBA or any other quality audit              : (Yes /No) : **No**

6.5.6 Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting activity | Duration (from-----to------) | Number of participants |
|---|---|---|---|---|
| **2017** | **IBM Concentrix Recruitment Drive** | **18.11.2017.** | **18.11.2017.** | **15** |
| **2017** | **Principal-Parents' Meetings on Admission days** | **27.06.2017-15.07.2017** | **5-6 P.M.** | **25-45** |

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 Gender Equity  (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period **(from-to)** | Participants | |
|---|---|---|---|
| -- | -- | -- | -- |
| | | | |

7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:
Percentage of power requirement of the College met by the renewable energy sources

--

7.1.3 Differently-abled (Divyangjan) friendliness

| Items Facilities | Yes/No | No. Of Beneficiaries |
|---|---|---|
| Physical facilities | **No** | -- |
| Provision for lift | **No** | -- |
| Ramp/ Rails | **No** | -- |
| Braille Software/facilities | **No** | -- |
| Rest Rooms | **01** | **02** |
| Scribes for examination | **No** | -- |
| Special skill development for differently abled students | **No** | -- |
| Any other similar facility | **No** | -- |

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date and duration of the initiative | Name of the initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|
| -- | -- | -- | -- | -- | -- | -- |

7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders

| Title | Date of Publication | Follow up (maximum 100 words each) |
|---|---|---|
| **Academic Diary** | **July, 2017-June 2018** | The Diary registers the academic activities of teachers in respect of days of service within a stipulated time frame: number of classes taken, academic assignments record of leaves taken etc. At the end of every academic session, it is checked by the Vice Principal of the college and necessary follow-up action is taken which consists in change of assignments, introduction of more Tutorial classes to complete the incomplete work and modifications in the pattern of curriculum delivery. Apart from this, any anomalies stemming from class allocations and leave-taking are removed after an |

| | | annual survey of the handbook. |
|---|---|---|

| 7.1.6 Activities conducted for promotion of universal Values and Ethics | | |
|---|---|---|
| Activity | Duration (from-------to-------) | Number of participants |
| **NSS conducted health and public awareness camps at slums** | **19.03.2018-21.03.2018.** | **50 (Apprx.)** |

7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)

- ✓ **Use of LED lamps**
- ✓ **Use of dust-free chalks and boards**
- ✓ **Use of garbage vats**
- ✓ **Planting of saplings**
- ✓ **Maintenance of water purifier machines in the campus**

## 7.2 Best Practices

Describe at least two institutional best practices :

- ✓ Parent-Administration Interaction: During the time of admission, the Principal and the Vice Principal of the college allotted one hour everyday to meeting the parents and guardians of the candidates to address all the important issues pertaining to the activities of the college. The parents were requested to make all necessary enquiries and their contact numbers were recorded for further communication.
- ✓ Health Insurance Policy for students: It is a monetary benefit scheme for students with the United India Insurance which includes a students' safety cum insurance policy.

**Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link:**
https://www.cccba.ac.in/allupload/BestPracticesAQAR.pdf

## 7.3 Institutional Distinctiveness

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust Provide the weblink of the institution in not more than 500 words

The institution follows the holistic vision of all-round development in all possible spheres of activities. The vision of City College of Commerce and Business Administration is attainment of academic excellence, which is not simply reflected in completion of the syllabus within a specific time-frame or even brilliant results in University examinations. It consists in generating interest in the students for the subjects concerned and fostering an eagerness on their part to learn them so much so that they are able to relate them to something they come across, something beyond any rigid stratifications. This vision has remained a high watermark which the college has sought to reach down the generations.

With a view to achieving this end, the college has tried to focus on and project its library as the centre of all its academic pursuits. This emphasis is given not only to allow the students some space exclusive to themselves to look for and borrow books suggested to them in classes, but also to prompt them to have a foray into the

multifarious other related and apparently unrelated areas on their own to strengthen their ability to find out analogous areas and bring them to bear on the subjects they get to study in the classes. To facilitate this purpose, the library has sought to encourage computer-based studies. An impressive number of computers has been installed complete with LAN facilities to help the students studying independently as well as in collective groups. Installation of OPAC provides the first stepping stone to the world of study as it allows the students a look into the online catalogue system to have access to the books and journals stacked by the college for reading and borrowing purposes. The college has installed the SOUL 2.0 College Version software and under the INFLIBNET, it has access to N-LIST., which is an open sesame to a world of journals. Access to this world and collecting important citations from texts and articles published the world over, downloading and taking print-outs of the same allow the students not only to glean materials, but also to learn how to prepare projects and papers. The college has looked especially to develop this area so that the students may grow beyond rigid textbook materials. The librarians also come forward to help students in this area not only to enlighten them about the way the mode can be utilised, but also to generate library usage and awareness amongst them. Students of the final year who have project work on their prescribed syllabus, are amply helped by their subject teachers about how to use the library to the utmost to serve their purpose.

Thus the institution has earmarked the library as the most distinctive area for wholesome development and fructification of its vision. The thrust is thus on expansion of range, cultivation of the methodology of studying a reference work as well as on independent and collective study.

8. **Future Plans of action for next academic year (500 words)**

In a catalogue of suggested areas mentioned in the Report prepared by the Peer Team of NAAC in 2016, it had recommended some specific points for possible implementation. It is to be admitted that owing to a variety of reasons at the infrastructural and technical levels, the majority of the schemes chalked out could not be adopted. It should also be noted that given some constraints, some of these measures are difficult to adopt. It will, however, be an honest endeavour on the part of the college to implement some of these schemes added to some others the college has planned to adopt. The plans of action are enumerated below:

- **Greater utilisation of the Virtual Classroom**: Although the Virtual Room of the institution has long been set up, because of some infrastructural snags, it has not been utilised to the full to respond to its demands. The college is already making all the possible infrastructural improvements to make it happen.
- **Career-counselling Workshops**: Over the last four years, the college has conducted some career-counselling workshops involving some major corporate houses and experts. Annual recruitment drives are also conducted by the IBM, resulting in the recruitment of some students. The college is in the process of organising some workshops involving reputed corporate and IT houses.
- **Invited Lectures**: The college is set to invite eminent scholars from other institutions and sectors to address students and teachers on areas of common interest.
- **Complete automation of the library:** The college library will seek to develop a greater online network and a greater collection of national and international journals, digitisation of all the modes and greater access of students to books and journals through online resources to make the library fully or semi--automated in the next academic session.
- **Student Seminars**: The college plans to organise seminars featuring students where they will present papers and take part in interactive sessions. There is also a plan to publish the papers as part of seminar proceedings.
- **Student Projects:** The college has also plans to publish the best projects prepared by students as part of the curriculum they get to follow in the final year.
- **Industry visits:** In line with the earlier practices, the college plans to take students on educational excursions to industrial units under the supervision of teachers. This will perform a complementary function to curricular learning.
- **Commerce Laboratory:** According to the recommendations extended by the NAAC Peer Team which visited the college in 2016, the college is preparing itself for the introduction of a Commerce Laboratory.
- **Total Overhaul of the Computer Laboratory:** The college is set to make infrastructural developments in the computer laboratory to help smooth running of the practical classes and university conducted practical examination.
- **Curriculum Delivery:** In order to disseminate the curriculum within a fixed time frame, the college is going to engage mentors for different classes to take stock of the proceedings as well as interact with students of respective classes for better curriculum delivery.

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*Name*   **DR. SUKANTI DUTTA**                    *Name*   **DR. SANDIP KUMAR PAUL**

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*Signature of the Coordinator, IQAC*                 *Signature of the Chairperson, IQAC*