

SELF STUDY REPORT
FOR
FIRST CYCLE ACCREDITATION
CITY COLLEGE OF COMMERCE AND BUSINESS
ADMINISTRATION

AFFILIATED TO THE UNIVERSITY OF CALCUTTA



ESTABLISHED IN 1939

13, Surya Sen Street, Kolkata – 700012

Phone: (033) 2219-8601

Website: www.cccba.ac.in

Email: info@cccba.ac.in, cccbakolkata@gmail.com

Fax: (033) 2257-0553

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)
BANGALORE – 560072



RAJA RAMMOHUN ROY

FOUNDER OF BRAHMO SAMAJ



ANANDA MOHUN BOSE



PANDIT SIVANATH SASTRI

FOUNDERS OF CITY COLLEGE

PREFACE

City College of Commerce and Business Administration is situated at the centre of Kolkata, adjacent to College Street, the nerve-centre of the educational life of the metropolis. In the middle of the greatest publishing and book-selling community of the city and in the vicinity of the University of Calcutta, the institution is most conveniently situated. With a very rich educational and cultural heritage, it goes back to a time of sweeping cultural reforms and changes in the field of education, brought about by the scholars and eminent educationists of the 19th Century Renaissance and deserves a mention here.

The present –day City College started as City School , founded on January 6, 1879, by the Sadharan Brahmo Samaj. As early as in 1881, the school was raised to the rank of a college. Starting initially with B.A. classes, it introduced its Law Department in 1885, and even started M.A. , classes , which were later closed thanks to the new regulations prescribed by the University of Calcutta. The Commerce Department came up in 1939 in response to the large-scale demand among the youth of the time. In 1940 , a Commercial Museum was inaugurated ; an Employment Advisory Bureau was set up in 1942 ; and in 1945 , the Department of Commerce and Business Administration was formally introduced. From June 1 , 1961 onwards the City College Commerce Department branched off into five separate colleges , viz . , i) City College of Commerce and Business Administration , ii) Umes Ch. College (both located on Surya Sen Street , Kolkata) , iii) Shivrath Shastri College , iv) Heramba Ch. College , and v) Prafulla Ch. College (the last three also share the same building located at 23/49 , Gariahat Road , Kolkata) . Though all these are separate institutions , they are under the administrative control of the same Central Council under the Bramho Samaj Education Society , and are united in their commitment to the same mission.

City College of Commerce and Business Administration got affiliated to the University of Calcutta in 1961, and was officially recognized by the University Grants Commission in the same year under the U.G.C. Act [Section 2(f)] . Subsequently , it followed the curriculum and syllabus set by the University to equip students for the examinations held under its supervision. In line with the changes in the curriculum in recent times, the college has made corresponding modifications in addition to some other academic exercises outside the fixed corpus of the university curriculum, performing a supplementary function to elevate the academic standards of the institution.

City College of Commerce and Business Administration has turned out numerous students of the highest caliber, many of whom have carved a niche in life. In order to contribute to the over-all advancement of the students, the institution has tried to draft in eminent resource persons and personalities from different areas of academic and corporate life to add value to the academic programmes.

The locational position of the college being at the heart of the publishing community, gives it a distinct advantage. First, availability of all kinds of books at arm's length allows the teachers and the students a good many options to go for books and study materials. Secondly, the topographical vicinity of the University of Calcutta and the Medical College and Hospital provides the institutions ample help in the educational and the health sectors. Thirdly, the place is perfectly commutable from any part of the city as well as the outskirts. The situational proximity of the Sealdah and Howrah Railway Stations and some important roads and thoroughfares makes the college easily communicable.

It is difficult to trace too many locational disadvantages of the college. However, the area being extremely congested, there is definite dearth of open space. This proves a deterrent to building a congenial academic environment. Nor is there scope to expand any of the wings of the college, especially because the institution is surrounded by residential houses. The entire area surrounding the college remains a beehive of activities throughout the day, which though it adds life to the environment, accounts for much noise and air pollution.

However, since the working time of the college spans evening hours, the said problems prove negligible. Students who are financially insolvent and have been forced to take up jobs, prefer the institution because of the time-schedule of its classes. Those pursuing parallel courses to keep pace with the speeding time also find the college hours perfectly suited to their academic and career-oriented ends.

Every institution has certain handicaps, which sometimes thwart its intents. City College of Commerce and Business Administration has its own set of difficulties (to be narrated in greater detail in the Executives Summary) like dearth of full-time teachers, some technical constraints rising from having to share the same building with two other institutions, lack of adequate space required to adopt more innovative practices and so on. But all that is compensated by the advantages the college enjoys (as related earlier), the homely atmosphere and the teacher-student bond essential for any educational institution. In the absence of any regional bias, students from different communities, speaking different languages and coming from different regions and places of the country, take admission in

the institution and get along perfectly. In spite of the academic community around , the students remain the greatest stakeholders of the institution.

Changes and modifications in the curriculum and evolution of different modes of teaching and learning have made the educational arena highly competitive. City College of Commerce and Business Administration , working within its limitations, is trying its very best to rise to the challenges and improve with time.

CONTENTS

| ITEM | PAGE NO. |
|---|-----------------|
| History of Brahmo Samaj | 6 |
| Principal's Desk | 7 |
| Executive Summary (Criterion I - VII) | 8-26 |
| Profile of the College | 27-38 |
| Criterion wise Input | 39-227 |
| Evaluation Report of the Departments | 228-245 |
| Declaration by the Head of the Institute | 246 |
| Certificate of Compliance | 247 |
| Annexure – I : Certificate of the recognition from the Affiliating University | 248-251 |
| Annexure – II : Budget | 252-256 |
| Annexure – III : Audit Report | 257-264 |
| Master Plan Building | 265 |

HISTORY OF BRAHMO SAMAJ

The first phase of the history of the Brahmo Samaj is inextricably associated with the name of Raja Rammohan Roy (1772- 1833). The Brahmo Samaj, launched on August 20, 1828, gave a concrete expression to his concept of universal worship. Their liberal approach is reflected in the fact that they arranged to have the Upanishads read and explained before the entire body of worshippers, which, besides the non-Brahmins, sometimes included Christians and Muslims.

After the departure of Raja Rammohan Roy for England (November 1830) and his death there (September 1833), the Brahmo Samaj as an organization faced a severe crisis for survival. However, the selfless efforts of Dwarkanath Tagore and Pandit Ram Chandra Vidyavagis enabled the Samaj to tide over the crisis. After founding the Tattwabodhini Sabha in 1839, Debendranath Tagore joined the Samaj in 1842 and it became the common platform for the intellectual and cultural elite of the mid-19th century Bengal. The era of the Tattwabodhini Sabha (1839- 1859) thus marks a creative phase in the history of the Brahmo Samaj.

The Brahmo Movement gained further momentum when the dynamic Keshab Chandra Sen (1838-84) joined the Samaj in 1857. However, serious differences regarding ideology and attitude cropped up between Debendranath and Keshab. It came to a head at the close of 1866 with the emergence of two bodies, the Calcutta or Adi Brahmo Samaj and the Brahmo Samaj of India. A number of radical and far-reaching social reforms like female education and total eradication of class distinctions led to the formation of the Indian Reform Association in 1870 and the enactment of the Indian Marriage Act, initially drafted as Brahmo Marriage Act, in 1872, which validated inter-caste marriage. Again, Keshab's reverence towards all faiths allowed him to achieve a rich synthesis of all religions, which he proclaimed under the title of 'New Dispensation' (Navavidhan) on January 25, 1880.

In spite of all such developments, a second schism took place in the Samaj in May 1878, when a band of Keshab Chandra Sen's followers left him to start Sadharon Brahmo Samaj. Led by Shiv Chandra Deb, the body consisted of some brilliant names like Sivanath Sastri, Ananda Mohan Bose, Vijay Krishna Goswami and others. It has proved till now a powerful branch of the Brahmo Samaj in India. Presently both the wings, viz., the Brahmo Samaj of India and the Sadharan Brahmo Samaj, contribute immensely to the well-being and needs of the entire Brahmo community in India.

PRINCIPAL'S DESK

**CITY COLLEGE OF COMMERCE
& BUSINESS ADMINISTRATION**

[Affiliated to the University of Calcutta]
Established in 1939

13, Surya Sen Street
Kolkata - 700 012
Phone : (033) 2219-8601



श्रद्धावान् लभते ज्ञानम्

Website : cccba.ac.in
E-mail : info@cccba.ac.in
Fax : (033) 2257-0553

Ref. No.

Date.....

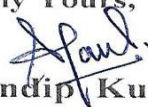
The Director
National Assessment and Accredited Council (NAAC)
P.O. NO-1075, Nagar Bhavi,
Bangalore-56071

Respected Sir,

The enclosed Self Study Report is being sent for your perusal and necessary action. This report is a product of the sincerest collaborative effort of all our staff members - teaching as well as non-teaching. Accordingly for the success or failure of it we remain collectively and severally responsible though the individual contributions can no more be traced in the celestial sphere.
Eagerly awaiting your arrival at our college.

I remain,

Sincerely Yours,


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

EXECUTIVE SUMMARY (PART I)

1. Criterion I - Curricular Aspects:

1.1(A) Curriculum Planning and Implementation

Excellence in any academic exercise is an ever-growing process of 'becoming', not of 'being'. It is all about adding some dimension to the existing pattern while keeping well within its structured ambit. Hence, the college seeks to phase out the curriculum in a manner in which there is scope for development. The focus is on students and improvement of their academic standards, but the focus is well lost if the curriculum is not properly attended to. Thus the college seeks to enrich the curriculum by opening before the students the diverse possibilities it offers. It is done through grooming the students by means of methods that do not particularly relate to the curriculum, yet embellish it in a variety of ways. The college seeks to achieve it through a combination of quality teaching, proper adoption of methods and dissemination of education among students.

1.2 Academic Flexibility

Though the college specialises in commerce-based studies, it gives ample scope to the students to supplement what they learn from the books and lectures with what they glean on their own from their individual and group studies. Though the choice-based credit system is not in vogue, the students are helped and supported by the college at various levels of academic practice. They are given the scope to interact with resource persons from outside the institution as also to have direct communication with the corporate world to juxtapose and blend what they get to learn from various sources. The library is the cornerstone of individual and independent learning, which allows the students a greater scope to bring whatever they learn from outside to bear upon what they learn from texts and e-resources. This scope for collation and assimilation makes for a completely flexible system of learning. Openness to the diversity of the learning process is what should be the approach to the teaching and learning process and the college remains committed to this cause.

1.3 Curriculum Enrichment

The curriculum must not be treated as a rigid set of mores to be dealt with mechanically. It provides systematic guidelines to the students to gradually develop a grip over a subject, its extent and ramifications. This process can be helped by the adoption of methods which can provide parallel and sequential enrichment of the curriculum itself. The college seeks to do this through employment of ICT devices at its disposal as well as through project-based and interaction-based programmes. Introduction of what is apparently extraneous to, yet linked to the curriculum, enriches the curriculum and reveals to the students its immense possibilities. The college thus sets a methodology of its own to allow the students a glimpse into the scientism of the framing of the curriculum by a process of parallelism, assimilation and production which enriches the curriculum in a major way.

1.4 Feedback System

Feedback from students and stakeholders plays a major role in comprehending the status of anything prevalent, new and innovative. Changes and modifications in the curriculum done from time to time by the university are no arbitrary acts, but are done with an eye on the up-to-date and the contemporary. Therefore, the college seeks to know the reactions of its major stakeholders, its students, to the range and extent of the curriculum, the developments they notice and the difficulties they might have in coping with certain areas. This feedback is taken from daily interactions as well as from the system put to use at the end of an academic session. Feedback from the teachers also plays a major role in this context because they represent the college in various forums and thus remain in a better position to communicate the issues to the corresponding forums. Feedback is an essential aspect of the teaching-learning process because it reflects the stakeholders' approach to a composite process and its efficacy in a larger arena of inter-connected activities.

2. Criterion II - Teaching-Learning and Evaluation:**2.1 Student Enrolment and Profile**

In keeping with the values of equity and uniformity essential to education and learning, the college admits students without making classifications on the basis of their financial and social standing. The admission process is completely based on merit irrespective of the areas and sectors the students represent. Transparency is the key factor that determines enrolment of students. Keeping an eye on a large section of people coming from the outskirts or economically insolvent backgrounds, the college keeps the process of admission simple and within the capacity of students. The admission process is conducted online, which obviates any scope of bias, and merit is always reckoned the yardstick, but the attention is also given to the enrolment of students, who represent a whole cross-section of people outside any regional specificity.

2.2 Catering to Student Diversity

The mission of the college is to impart education without bias or prejudice of any sort. Thus elements like class, sector, region and status never surface in the selection process. Though the college has an impressive representation of students from different parts of the country, it also has students from the rural areas or suburban regions as also from socially backward communities. Whatever be the background, they are treated equally and by the same yardstick. Furthermore, the college allows for a mingling of students representing different communities speaking different languages to bring about unity in the midst of apparent diversity.

2.3 Teaching-Learning Process

Central to all activities and developments of the institution remains the teaching and learning process. It involves a wide range of inter-connected methods and approaches the teachers have to adopt to address students who are distinct from one another in their reactions, imbibing capacity and attitude. They generally adopt the participatory and interactive process of teaching, but take care to approach any point or issue under focus from diverse angles. The formative method of teaching through sequential development of a subject followed by interactions is coupled with suggestions for independent and collaborative learning. Teachers are encouraged to adopt their individual modes of teaching which includes adoption of the ICT methods if necessary. There is constant endeavour to give the students exposure to the wider arena outside by involving them in interaction with resource persons and personalities either by inviting them to visit the campus or by taking them to visit other campuses or industrial and corporate units. The teachers are also encouraged to teach the students the values of collaborative learning which instills the values of working in groups and sharing ideas for self-development.

2.4 Teacher Quality

Betterment of the learning process suggests corresponding enhancement of teaching resources. It is the constant effort of the college to see that the teacher remains the biggest motivator and resource to the students. The provision of selecting a teacher on the basis of a re-interview of candidates from a panel of three eligible candidates forwarded by the College Service Commission allows the college to have the best possible evaluation of the teacher concerned. But quality does not simply consist in academic qualifications, but very much in the methodology the teacher adopts to communicate to the students the facts, features and ideas associated with the subject under focus. The college encourages the teacher to inculcate the value system that goes with proper education and learning into the students to enhance self-awareness and awareness of the society they have to serve in the larger interest of the community. Hence, irrespective of the subjects they teach, teachers take it as their responsibility to help students in orienting themselves both academically and socially. Grooming students in batches, attending to their problems and

evaluating their performances in the light of their individual approach are some of the qualities that reflect the real worth of teachers. Apart from that the college goes all out to encourage them to adopt any learning method, independent or collaborative, that directly or indirectly influences the entire teaching-learning process.

2.5 Evaluation Process and Reforms

The teaching-learning process involves a whole body of methods and activities put to use to serve the academic end of any institution. Hence, evaluation is imperative in any academic set-up. Proper evaluation of the academic activities and the teaching-learning process is a necessity for the betterment of this process. The performance of the college on this front depends greatly on the feedback provided by students. Such evaluation provides the college an idea about its qualitative improvement or the reverse of it, and thus allows the college to review its policies and methods. Evaluation performs a major function in keeping the teaching-learning process reciprocative and contributive to the holistic development of the college. Whether it is in the mode of tests or tutorial classes or project work, proper evaluation enables the college to address areas of concern and initiate reforms to overhaul the process. The college is open to adopting reforms which include introducing measures and effecting modifications wherever necessary.

2.6 Student Performance and Learning Outcomes

Good performance of students is what the entire teaching-learning process is pinned to because it reflects to a great extent the improvements and deficiencies of the students. The college sets store by student performance, but it is assessed in more ways than one. First, the examinations and tests conducted by the college make a summative assessment of the progress students have done. Such assessment becomes a stepping stone to the adoption of more formative methods of teaching culminating in the Examinations conducted by the University. In both cases consistency in performance proves the same thing though assessed on two opposite scales: positive and negative. The basis for the performance of students lies in the curriculum and the methodology employed to make it work. Hence, the outcome of all the efforts put in by the students as well as the teachers reflects the worth of

the teaching -learning process. The college takes care to address all the areas that concern the students in a sequential manner and assess their performance on the basis of all that. No effort bears fruit on a sudden. Likewise the college monitors the progress of the students through a gradually developing process of students through tutorial classes, class tests, mid-term examinations and the like to work towards a successful end. The outcomes vary from phase to phase, ranging from the positive to the lopsided to the commonplace. But this variance is never used as a deterrent to development, but utilised as a pointer to the lacunae which wait for a timely removal.

3. Criterion III - Research, Consultancy and Extension:

3.1 Promotion of Research

Research activities in any institution are a yardstick for progress in academic improvement and self-orientation. The college works with a very limited number of infrastructural resources and only a handful of fulltime teachers (nine in all), but the institution goes all out to give impetus to teachers to pursue research work and research-oriented activities. A batch of fulltime, part-time and guest teachers is pursuing Ph.D. (apart from two fulltime teachers who have long completed doctoral research) and a healthy number of Minor Research Projects have been completed. Besides, an Assistant Professor has been granted permission to pursue doctoral work under the F.D.P. Scheme, thus broadening the scope for re-orientation and improvement. Hence, the college is taking bold initiatives to encourage research-oriented activities and is looking to promote research culture. Though there is no scope for promotion of student research, students are given an idea of research-methodology through the compulsory course-related project work and survey cum project work they do following industry visits. Apart from that, they are given the exposure and the scope to grasp research methodology by means of paper-preparation and presentation in seminars organised by the college.

3.2 Resource Mobilization for Research

The institute encourages research oriented activities the teachers undertake or pursue either individually or through the UGC. An impressive number of Minor Research Projects sponsored by the UGC has been completed, some of them published and some waiting for publication. Besides, an Assistant Professor of Commerce has received approval from the college to go for doctoral work under the Faculty Development Programme of the UGC. The college is handicapped by a dearth of fulltime teachers, yet the college encourages teachers to take up fellowship on study leave and fill in the gap by temporarily inducting guest faculty. It is an encouraging sign that some guest faculty are getting involved in research work, publishing papers and participating in seminars. The college annually brings out an academic journal **Pursuits** with an ISSN accreditation to encourage such young scholars to publish articles and dissertation papers. Thus there is a constant endeavour to mobilise resources for research work and optimally utilise them to inject research culture on a greater scale.

3.3 Research Facilities

The college has a very limited range of infrastructural resources available to organise a research centre to carry on research activities. Handicapped as it is by sharing the building premises with two other institutions, it is, by a long chalk, ill-equipped to be a seat of research-oriented activities. However, the college library is equipped with internet facilities with full access to a world of journals through N-LIST, reprographic facilities complete with scanner and printing facilities to make it a home for researchers. There are, in addition, ICT facilities available to help teachers pursue research work.

3.4 Research Publications and Awards

The college has no research cell or committee as mentioned before, but there is definite faculty involvement in active research. Of the nine fulltime teachers two have been awarded Ph.D. (Departments of Commerce and English) while five teachers (Departments of Bengali, English and Commerce), two part-time teachers and three guest faculty are pursuing their Ph.D. work There are five completed Minor Research Projects sponsored by the UGC and

some of that work has already been published. Since the college does not have provisions for post-graduate courses, no teacher as yet taken up assignment as a research supervisor. However, the college is utilising all its resources to mobilise research activities on a larger scale.

3.5 Consultancy

The college does not have any tie-up with any consultancy firm. It does not also have any stated policy to promote consultancy. Houses like the Tata Consultancy Services and IBM do conduct campus drives to recruit students with potential. The TCS has been conducting 'AA Employability Training Programme' to recruit students, which it has been carrying on over the last three years and has recruited students. However, all these are annual affairs and outside the pale of any clearly and officially defined consultancy services.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

The college tries to foster community spirit, goodwill and amity among students by involving them in philanthropic activities. The college has conducted impressively chalked out extension programmes which involve students who go all out to be engaged in community activities like organising camps, conducting social survey work and helping the ailing and helpless under the banner of the NSS unit of the University of Calcutta. The Blood Donation Camp annually organised by the Student Council is a laudable effort in this line, a programme coupled with Awareness Programmes addressed by resource persons representing NGOs and charitable institutes. The institution thus tries to instill humaneness and humanitarian spirit into the students to augment the sense of social awareness among them.

3.7 Collaborations

The college takes the help of an NGO, Bengal Social Services League, which works in slum areas. The college has used the building where they work, to organise health camps and programmes participated by slum children. Moreover, the NGO helps the college immensely to select pockets in the slum areas for students to conduct survey work and prepare

reports. Though no long term arrangements are done, the college does seek the help of social units and philanthropic organisations to organise workshops for students.

However, there are no long-term collaborations with any institute, organisation or group at any levels of activities. , However, short-term collaborations have been there at the academic level: with the I.C.W.A.I for a two-year Add-on course, with the Department of Commerce, University of Calcutta and the Department of English, St. Paul's Cathedral Mission College for UGC-Sponsored National-level and State-level seminars.

4. Criterion IV - Infrastructure and Learning Resources

4.1 Physical Facilities

The college looks to keep its infrastructural facilities in proper order to contribute to the process of teaching and learning. Infrastructural betterment consists in maximum utilisation of the space available by trying to make the best use of the essential factors: availability of power round the clock, generator service, computer laboratory, internet and reprographic facilities and so forth. The college building hosts three institutions and the rooms other than the library, the office and the computer laboratory are common to all three institutions. Despite this the college utilises the available space to make provisions for housing ICT tools for the teachers and students to avail of. With a Common Room for students spacious enough to host all indoor cultural activities and a health unit to address minor problems of health and hygiene, the college is able to gather and assimilate all the attributes necessary for a good infrastructural framework.

4.2 Library as a Learning Resource

The college library is central to much of the teaching-learning process. With an impressive number of holdings, the library considerably caters to the needs of the students and teachers. A college dedicated to exclusively commerce-related studies, it still possesses a rich collection of books and journals catering to disciplines other than commerce. Added to that is the heritage collection of the college which consists in old books and journals of

historical importance. Equipped with internet facilities, bar-coding, OPAC and the Electronic Resource Management package for e-journals, the library is currently half-automated and is getting ready for a total overhaul. Both students and teachers are served reprographic, printing and downloading facilities and separate enclosures for study. The space is used for independent learning as well as collaborative study for students in their preparation for projects under the supervision of a teacher. The library uses the SOUL 2.0 software and is thus used for the purpose of research and research-oriented studies and projects. As a learning resource, the library caters to the academic development of the college in an emphatic manner.

4.3 IT Infrastructure

Any teaching-learning process is incomplete today without the deployment of ICT resources. The college employs contrivances in keeping with the greater interest of students, teachers and the college as a whole. Audio-visual aids including projectors, sound system, internet-connected computer facilities and the wherewithal for slide-based PowerPoint presentations – all these resources are available and optimally utilised not only by students appearing for their practical classes of Information Technology, but also by the resource persons conducting soft skill and communicative English courses. Thus the college encourages its teachers and students to utilise the ICT resources available to make the teaching and learning process a rewarding experience. In order to enable them to do that the college asks teachers of all disciplines to take classes that can be better helped by audio-visual and similar methods.

4.4 Maintenance of Campus Facilities

The college takes care to employ proper mechanism for the maintenance of its infrastructural and other facilities. The college has a single campus and therefore has its resources clustered within and around a single building. Hence the facilities available

remain within a compact enclosure. Since three institutions are housed in the same building, there is a single Accommodation Committee comprising representatives of all three institutions, which is responsible for the upkeep of these essentialities. It holds meetings from time to time to take stock of the situation and recommend measures on the basis of observations made by the members. Such measures include periodical maintenance of the building and its different sections and equipments. Though the three institutions share some basic facilities, our college, like the other two, has its own resource which it maintains as per the suggestions and recommendations of the Accommodation Committee. Arrangements are made and terms and conditions are settled on the basis of the exigencies of the situation. The gadgets, generator, Xerox machines, water purifier machines and water-coolers are all kept under the Annual Maintenance Cost. Need-based service providers are engaged in the maintenance of computers. The college is housed in an age-old building, considered a 'heritage building', which is in constant need of proper maintenance. Hence, sensitive equipments are kept in places where the risk factor is less, and they can be safely maintained. Keeping in view this factor, two reservoirs, two water pumps and the generator are posited in vantage places. Fire extinguishers are placed at every floor, and so are the MCB Distributor Boards. As a result, voltage fluctuations can be easily tackled without any risk of any major damage. The reservoirs and pumps work round the clock and there is never any dearth of water. Any impurity of water is easily obviated by means of the water filters which are positioned in places within easy reach of everybody. Campus maintenance and upkeep is a major function which is inextricably connected with the over-all development of the college.

5. Criterion V - Student Support and Progression:

5.1 Student Mentoring and Support

The college helps the students in all possible ways it can to provide them necessary guidance both at personal and official levels. This support comes in different forms depending upon the requirements and demands of the situation. There is a counselling/guidance cum placement cell for the students, which gives them academic and career-based guidance. Apart from suggesting clues and inputs about courses of study, the

unit plays a major role in organising counselling workshops and seminars addressed by resource persons invited from the corporate and academic world, and provides occasion for direct student-industry interfaces or constructive interactive sessions with academicians. Survey-tours to industrial units are arranged to enlighten students about the workings of the machinery there, and all help is rendered for preparation of reports, which goes a long way towards helping the students get a firmer grip over the curriculum. The college regularly invites concerns to conduct recruitment drives on the campus, an effort which has yielded results in the shape of students being selected for placement.

A recently introduced certificate course, combining the inter-related areas of communicative English and soft skills, is increasingly drawing students and preparing them for the future.

The college has a Grievance Redressal Cell comprising a teacher and student representative to address the complaints and grievances of students as well as take their suggestions to forward them to the relevant departments or the higher administrative authorities for redressal.

Thus mentoring of students is one of the most significant areas the college seeks to address most urgently.

5.2 Student Progression

The college is a single-discipline college catering to commerce-based education. Thus it takes upon itself the responsibility to prepare students academically to go for higher studies after they leave the campus. The college does not have provisions for post-graduate classes. But it adopts different modes to provide students a stepping stone to progress. Care is therefore taken to make classes more interactive to foster individual thinking in the students. The library is made in many ways the centre of all academic pursuits to allow the students to develop an inclination for independent learning. Inviting scholars and resource persons to address the students and interact with them and organising workshops is another measure to effect student progression. Students are encouraged to make plans in advance keeping in mind the wide range of prospects awaiting them. They are discouraged

from taking a jaundiced, one-eyed view of the job market and selecting only the corporate world as their chosen area at the expense of other academic pursuits. Endowment lectures delivered by eminent educationists are a step in this direction.

5.3 Student Participation and Activities

The college lays considerable stress on participation of students in activities of varied natures and patterns. The idea is to instill the impression in the students that classroom practice and interactions are meaningless until and unless they are bridged to a higher and wider arena of diverse influences. Participation in extension programmes, cultural and sporting events and co-curricular activities is concomitant to the physical and mental development of students. With this idea in view, the college encourages students to participate in programmes both inside and outside the campus. There are students who have represented the college in events at the state and national levels. It is not simply about a rank or a win; it is all about exposure and development. In order to plant this impression in the students, the college organises debates and seminars exclusively participated by students. They are encouraged to showcase their potential for excellence. Just as the extension activities bring out the humane side of their nature or inspire them to do better things, arrangement for indoor games is left to the student-body to imbue them with the spirit of competition, collaboration, cohesion and constructive planning. In brief, the college encourages student participation in every possible sphere of development.

6. Criterion VI - Governance, Leadership and Management:

6.1 Institutional Vision and Leadership

City College of Commerce and Business Administration is an institution of rich cultural heritage, established way back in 1939, and ranking among the premier commerce-teaching institutions of the state. It has turned out numberless students many of whom have made a mark in life. All along the institution has tried to keep its vision clear: attain a state of eminence not by setting new landmarks, but by trying to raise its quality-level to achieve a successful amalgamation of academic excellence and improvement in other

sectors. Thus the vision involves development of a better value system and refined sensibility.

In view of the above, it is the mission of the college to build the foundation for such development. Currently the college is handicapped on a few counts, the infrastructural problems being the foremost among them. Also the number of fulltime teachers is not commensurate with the demand for seats the college faces every year at the time of admission. It is nonetheless the mission of the college to stick to the vision it has and work towards the fulfillment of the same in the best way possible. To this purpose, it is the responsibility of the leadership to instill discipline and confidence into the students by giving them the resources available and by orchestrating all human and infrastructural resources in the best possible way to achieve optimal success. The mission statement of the college lies in a fine blend of academic excellence, mental development and career advancement. The future vision of the institution consists in a holistic development of the students as well as of the college, and the leadership works to that end by being open to suggestions and liberal to the adoption of new ideas and their fructification.

6.2 Strategy Development and Deployment

The leadership of the college, with the Principal at the helm and working in association with the Governing Body, the faculty and the staff, seeks to act with the tangible purpose of bringing about all-round progress and development of the college. Thus it chalks out a clearly outlined strategy and seeks to work it out at all levels of activity. The strategy concerns a well-planned symbiosis of different units and their areas of work. It involves creation of a work force, multiplying of human resources and a transparent work culture. The leadership emphasises these aspects and looks to bring out the best from the work force by proper deployment of resources and receiving feedback on a regular basis for a proper evaluation of the strategy devised and employed. Being an undergraduate college sharing the premises with two other institutions, it works within constraints. Hence, it is difficult to really devise a quality policy and implement it without technical snags because it is all about bringing about a perfect cohesion between the academic and administrative areas. However, every collective effort is made to enhance the stature of the institution by

making the best use of the resources available. Thus the institutional strategy is to make a policy statement through the procedures it adopts at various levels of activities. Since the leadership believes in democratisation of all the processes of operation, the college is expected to gain much if all the schemes and strategies materialise.

6.3 Faculty Empowerment Strategies

To achieve success of any kind professional competence is an imperative. The college, like any institution of merit, seeks to recruit competent staff in all areas of activities. It emphasises faculty empowerment as a core area for the over-all development of the institution. This work can be achieved by training the faculty in sundry ways and motivating them to go for further developments on all fronts, and it seeks to achieve this at different operational levels.

First, at the academic level, the college encourages the faculty to adopt self-enriching and career-advancement strategies, by being involved in academic exercises of all sorts, whether it is attending seminars or writing papers and articles or participating in academic programmes and courses. Encouraging the faculty to indulge in research activities is another allied strategy of faculty empowerment.

Secondly, the faculty is asked to take charge of or conduct programmes first as an understudy and then as somebody empowered to do the work. Grooming students for project work or conducting them to visit industries implies a re-training of teachers, a feature of absolute necessity for any kind of faculty empowerment.

Such training is coupled with feedback and performance appraisals from time to time. Any lacunae surfacing after such evaluations which take place chiefly through intradepartmental discourses are immediately taken care of so that performance of the college does not suffer. Such shortcomings can be obviated only if the faculty is adequately empowered, and the college gives this fact adequate attention.

6.4 Financial Management and Resource Mobilization

Mobilisation of resources is of absolute necessity in running any educational institution. The college makes all efforts to generate resources and channelise them in a transparent manner.

Resources are generally generated from the fees collected from students and the grants received from the Government. The college also receives its quota of funds from the UGC. In order to monitor the available financial resources, a budget is prepared at the beginning of the financial year which is reviewed by the Finance Committee. The budget is finally held passed after the Governing Body gives the final stamp of approval.

Though audit is done as a stamp of unbiased, external assessment of the accounting procedures of the college, 'internal audit' is non-existent in the parlance of our institution. The 'internal check system' is instrumental in detecting and controlling errors and other offences. All financial transactions of all kinds 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.

Thus the college follows the official method followed in the management of financial resources.

6.5 Internal Quality Assurance System (IQAS)

The institution has an Internal Quality Assessment Cell (IQAC) in place to determine and monitor the internal academic, administrative and infrastructural developments of the college in keeping with the vision and mission envisaged by the institution. The vision of City College of Commerce and Business Administration is attainment of academic excellence, and the institution tries to adopt the policy of encouraging students to rise

above mental inhibitions about any subject or subjects, raise questions, interact with teachers and provide necessary feedback to the institution to enable it to raise the standard. This policy has helped the college try to adopt some methods which have contributed to the qualitative improvement of the college. These methods consist in a cohesive orchestration of its academic, administrative and infrastructural resources. The college has looked to inject the process from the time of admission which it tries to keep disciplined and transparent. This quality extends to the other areas of development and qualitative improvement, areas like teaching and learning, involvement of students in academic, co-curricular and extension activities, faculty development, mobilisation of infrastructural resources and so on. The college has kept space for parallel developments like initiation of students in academic activities outside defined parameters and instilling value system in them for bringing about wholesomeness in their over-all mental growth. Thus the college takes care that its policy-making is not withdrawn from the point of focus: improvement of quality as a recurring process. The IQAS works at various levels closely monitored by the IQAC, which is a balanced mechanism consisting of members who represent the college as well as external sources. The inputs from the external members allow the Cell have a clear view of the running of other institutions and enable it to take decisive steps in framing policies. The IQAC determines that workings of different sections are integrated into a general pattern to achieve qualitative improvement of the performances of the college.

7. Criterion VII - Innovations and Best Practices:

7.1 Environment Consciousness

The college is situated in an extremely crowded zone and not in a position to really bring about any remarkable improvement in terms of environment consciousness. However, the college supplements this lacuna with programmes to generate environment-awareness among students. Saplings are planted by the students in the college premises to create a pollution-free and hygienic environment. LED lamps have been installed in the library and are being installed in the college to reduce emission of carbon-dioxide.

7.2 Innovations

Every institution adopts or tries to adopt some measures which can be termed innovative in terms of their creative quality. Such innovations may turn conventional in course of time, but in the context of a given situation and in respect of the salutary results from those measures, they remain innovative. Our college has also adopted some measures, some of which may have lost their polish thanks to the introduction of newer measures. In recent times the college has adopted three measures: introduction of the Biometrics machine for attendance, installation of a network scanner and introduction of incentives and eligibility for a minimum amount for the guest faculty in terms of allowances even when the faculty has been unable to complete the quota of classes allotted to him/her. All these measures have been instrumental in having an impact on the discipline and work culture of the college.

7.3 Best Practices

The college has taken some steps to effect development and bring about improvement in the activities of the college. Special mention may be made of the following practices:

- ✓ Educational tour, survey and project work by students
- ✓ Extensive survey work by students in slum areas
- ✓ Wi-Fi facilities available in office and library
- ✓ Hierarchical tradition maintained in sons inheriting fathers' legacy in enrolling in the college
- ✓ Certificate course in Spoken and Communicative English, Soft Skills and Personality Development

There are other practices which can be reckoned valuable, but we have shortlisted a few which may be considered best practices.



PRINCIPAL'S ROOM

PROFILE OF THE COLLEGE

1. Name and Address of the College :

| | |
|----------------|--|
| Name : | CITY COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION |
| Address : | 13, Surya Sen Street, Kolkata – 700012 |
| City : Kolkata | Pin : 700012 State : West Bengal |
| Website : | cccba.ac.in |

2. For communication :

| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
|--------------------------------|------------------------|----------------------------------|------------|--------------|--|
| Principal | Dr. Sandip Kumar Paul | O:3322198601 | 9831511978 | 913322570557 | principal@cccba.ac.in |
| Vice Principal | Prof. Tarasankar Maiti | O : 03322198601 R:03324536837 | 9432362351 | 913322570557 | tarasankarmaiti@gmail.com |
| Steering Committee Coordinator | Dr. Sukanti Dutta | O:03322198601 R:03322556718 | 9831027114 | 913322570557 | sukantidutta15@gmail.com |

3. Status of the Institution :

| | |
|---------------------|---|
| Affiliated College | ✓ |
| Constituent College | |
| Any other (Specify) | |

4. Type of Institution : a. By Gender

i. For Men ☒

- ii. For Women ☐
- iii. co-education ☐

b. By Shift

- i. Regular ☐
- ii. Day ☐
- iii. Evening ☒

5. It is a recognized minority institution?

| | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

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

Our College is a constituent of Sadharan Brahmo Samaj , recognized as a religious minority by High Courts , now sub-judice in the Supreme Court.

6. Sources of funding :

- Government ☐
- Grant-in-aid ☒
- Self-financing' ☐
- Any other ☐

7. a. Date of establishment of the college : July 1939
(dd/mm/yyyy)
- b. University to which the college is affiliated / or which governs the college (If it is a constituent college):
- c. Details of UGC recognition: University of Calcutta

| Under Section | Date, Month & Year | Remarks (if any) |
|---------------|--------------------|--------------------------------------|
| i. 2(f) | 1961 | Recognition Letter from UGC attached |
| ii. 12 (B) | 1961 | Recognition Letter from UGC attached |

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

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

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

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

Yes ☒ No ☐

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

Yes ☐ No ☒

9. Is the college recognized ?

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

Yes ☐ No ☒

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

b. For its performance by any other governmental agency ?

Yes ☐ No ☒

c. Name of the agency :NA and

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

10. Location of the campus and area in

| | |
|---------------------------|---------------|
| Location | Urban |
| Campus area in Sq. mts. | 7104.76 Sqmt. |
| Built up area in Sq. mts. | 3700 Sqmt. |

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, any other 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 : Yes
- * Sports facilities : Yes
- * Playground : Yes
- * Swimming Pool : No
- * Gymnasium : No

Hostel : No

* Boys' hostel : NA

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

* Girls' hostel : NA

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

*Working women's hostel : NA

- i. Number of inmates
- ii. Facilities (mention available facilities)

* Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise) : Guest Lecturer – I, Clerical Stuff – 4, Subordinate Staff – 9

* Cafeteria - Yes

* Health centre - Yes

First aid ✓ , Impatient, Outpatient, Emergency facility ✓ , Ambulance.

Health centre staff –

Qualified Doctor Full time ☐ Part time ☒

Qualified Nurse Full time ☐ Part time ☒

* Facilities like banking,, Post office, book shops ✓

* Transport facilities to cater to the needs of students and staff : NA

* Animal house : NA

* Biological waste disposal : NA

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

* Solid waste management facility : NA

* Waste water management : NA

* Water harvesting : NA

12. Details of programmes offered by the college (Give 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 |
|---------|-----------------|-------------------------------|----------|------------------------|-----------------------|---|--------------------------|
| | Under-Graduate | B. Com | 3 years | Passed in XII standard | English & Bengali | 900 is the 1 st Yr. (as fixed by CU) Subsequently it is enhanced by 21% by the State Govt. | 751 |
| | Post-Graduate | NA | | | | | |

| | | | | | | | |
|--|---|--|----------|------------------------|---------|----|----|
| | Integrated Programmes PG' | NA | | | | | |
| | Ph.D. | NA | | | | | |
| | M. Phil | NA | | | | | |
| | Ph. D | NA | | | | | |
| | Certificate courses | NA | | | | | |
| | UG Diploma | NA | | | | | |
| | PG Diploma | NA | | | | | |
| | Any other (specify and provide details) | Certificate Course on Spoken & Communicative English Soft Skills & Personality Development | 4 Months | Passed in XII standard | English | 50 | 44 |

13. Does the college offer self-financed Programmes ?

Yes

☒

No

☐

If yes, how many ?

1

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

| | | | | | |
|-----|-------------------------------------|----|--|--------|---|
| Yes | <input checked="" type="checkbox"/> | No | | Number | 2 |
|-----|-------------------------------------|----|--|--------|---|

15. List the departments : (respond of 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.)

| Facility | Department (eg. Physics, Botany, History etc.) | UG | PG | Research |
|----------|--|----|----|----------|
|----------|--|----|----|----------|

| | | | | |
|---------------------|----------------------|---|--|--|
| Service | | | | |
| Arts | | | | |
| Commerce | Accounts and Finance | 1 | | |
| Any Other (Specify) | | | | |

16. Number of Programmes Offered under (Programme means a degree course like BA, B.Sc, MA, M. Com...) : 1

- a) Annual System ☒
- b) Semester System ☐
- c) Trimester System ☐

17. Number of Programmes with

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

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

Yes ☐ No ☒

If yes,

- a) Year of Introduction of the programme (s)..... 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)

b) NCTE recognition details (if applicable)

Notification No. :

Date : (dd/mm/yyyy)

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

| Position | Teaching faculty | | | | | | Non-teaching Staff | | Technical Staff | |
|---|------------------|----|---------------------|----|---------------------|----|--------------------|----|-----------------|----|
| | Professor | | Associate Professor | | Assistant Professor | | | | | |
| | *M | *F | *M | *F | *M | *F | *M | *F | *M | *F |
| Sanctioned by the UGC/ University / State Government t Recruited. | | | 5 | 1 | 1 | 2 | 13 | | | |
| Yet to Recruit | | | | | 7 | | | | | |
| Sanctioned by the Managemen | | | | | | | 14 | 3 | 1 | |

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| t / Society or other authorized bodies | | | | | | | | | | |
| Yet to Recruit | | | | | | | | | | |

*M – Male *F - Female

21. Qualifications of the teaching staff :

| Higher Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|-------------------------|-----------|--------|------------------------|--------|------------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent Teachers | | | | | | | |
| D.Sc./D.Litt. | | | | | | | |
| Ph. D. | | | 2 | | | | |
| M. Phil | | | 2 | | | 1 | |
| PG | | | 1 | 1 | 1 | 1 | 9 |
| Temporary Teachers | | | | | | | |
| Ph. D | | | | | | | |
| M. Phil. | | | | | | | |
| PG | | | | | | | |
| Part-Time Teachers | | | | | | | |
| Ph. D. | | | | | | | |
| M. Phil. | | | | | | 1 | |
| PG | | | | | 6 | 1 | 8 |

22. Number of Visiting Faculty / Guest Faculty engaged with the College : 20

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

| Categories | Year – 1 | | Year – 2 | | Year – 3 | | Year – 4 | |
|------------|-------------|--|-------------|--|-------------|--|-------------|--|
| | 2011- | | 2012- | | 2013- | | 2014- | |

| | | | | | | | | |
|---------|------|--------|------|--------|------|--------|------|--------|
| | 12 | | 13 | | 14 | | 15 | |
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 14 | | 34 | | 44 | | 50 | |
| ST | 01 | | 01 | | 03 | | 03 | |
| OBC | 03 | | 34 | | 45 | | 40 | |
| General | 2278 | | 2212 | | 2086 | | 2071 | |
| Other | | | | | | | | |

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

| Type of students | UG | PG | M. Phil | Ph. D | Total |
|--|-----|----|---------|-------|-------|
| Students from the same state when the college is located | 722 | - | - | - | 722 |
| Students from other states of India | 24 | - | - | - | 24 |
| NRI Students | | | | | |
| Foreign students | 5 | - | - | - | 5 |
| Total | 751 | - | - | - | 751 |

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

UG PG

26. Unit Cost of Education

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

a) Including the salary component

b) excluding the salary component

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

☐
☒

Yes

No

If yes,

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

Yes

☐

No

☐

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

c) Number of programmes offered

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

Yes

☐

No

☐

28. Provide Teacher-student ratio for each of the programme/ course offered – 1:59

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 refer to re-accreditation)

30. Date of Accreditation * (Applicable for Cycle 2, Cycle 3, Cycle 4

and Re-assessment only: NA

Cycle 1: (DD/MM/YYYY) Accreditation Outcome/Result

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 : 237

32. Number of Teaching days during the last academic year : 204

(Teaching day/s means days on which lectures were engaged e.g. hiding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC 19/11/2014
(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 could like to include. (Do not include explanatory / Descriptive Information).

PART II - Criteria-Wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

Every academic institution must have and develop its vision, which involves a continuous quest for excellence at different levels of academic, administrative and infrastructural development. 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.

Thus the mission of the college is to encourage students to rise above mental inhibitions about any subject or subjects, raise questions, interact with teachers and provide necessary feedback to the institution to enable it to raise the level. This is reflected in a series of academic programmes that concern the teachers as well as students: UGC-Sponsored seminars, workshops, Orientation Programmes, Refresher Courses, Endowment Lectures, students' interactive sessions and seminars and so forth. The college has sent students to do project work outside the campus and to pursue courses just as they are encouraged to do social service and philanthropic work as part of the NSS programmes. The college has invited renowned corporate houses to conduct counselling programmes in the college, which have resulted in a number of outgoing students getting placement on a regular basis. To this end, the college has introduced a couple of self-development programmes which involve teachers from outside the institution, a process likely to contribute to the academic improvement of the college. Such endeavours offer a subtext to

the academic schedule prescribed by the university. The college seeks to adopt a holistic mission by incorporating a whole body of activities involving teachers and students to enhance the over-all academic excellence of the institution.

The vision, mission and policy statements remain incomplete unless and until they are communicated to the students, teachers and other stakeholders. To drive this point home to all concerned, the college administration adopts some basic measures. Apart from meetings of the Teachers' Council, discourses with the staff and representatives of the Students' Union, the college uses the college website and the Prospectus as the most effective forums to manifest all these policy statements.

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

The college, though catering to a specific pattern of studies thanks to its subject constraints, strives to be meticulous about patterning its own curricular designs within that ambit itself. Schemes for development are sketched on the basis of careful scrutiny and orchestration of the guidelines and directives set by the university and proper channelisation and implementation of the same. The primary concern of the institution consists in the difficulties students face in studying particular subjects, which demand special attention. Committees dealing with teaching, learning and evaluative methods seek to scan the need to lay great emphasis on specific areas which concern the over-all improvement of students and include the slow learners as well as those from backward communities. Tutorial and remedial classes apart, efforts are on to make the curriculum more student-friendly which requires greater exposure to ICT. The college administration relies a great deal on feedback from students, teaching and non-teaching staff to spot the problem-ridden areas and communicate them to the academic bodies for decision-making and implementation of the same. The Internal Quality Assurance Cell (IQAC) prepares guidelines for the administration and the academic committees to streamline the grey areas

and address them in the best interest of the institution. Since no Post-Graduate course is conducted in the college, there is no Board of Studies. However, all issues pertaining to the implementation of the curriculum are conveyed to the Board of Studies of the University of Calcutta through members of the same Body representing the institution. Though the college has no such forum to address such issues related to the curriculum, teachers representing the college attend workshops/symposia, share and exchange ideas with teachers of other institutions and bring such ideas to bear upon the academic set-up of the college to devise plans for an effective implementation of the curriculum.

The entire process includes organisation of Endowment lectures by eminent educationists addressed to teachers and students alike, subject seminars participated by students, and project work by students under the supervision of teachers.

The Academic Calendar is issued to students for a thorough knowledge of the academic areas to study and explore within the prescribed timeframe. It works as a veritable manual to lay before the students the academic map to allow them a clear perception of what they are required to perform within a time-structure.

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?

The university prepares the curriculum with a view to catering to the academic needs of the students and improving the academic standard of the institutions. In view of that it organises workshops before framing the curriculum and invites colleges to debate and deliberate on issues and offer suggestions. Such workshops are encouraged by the University for the Colleges to host to enable teachers to have a free exchange of ideas and views. This method proves immensely helpful to the teachers who can accordingly shape their teaching methods and accommodate them in their schedule. The teachers can also meet the Board of Studies in case of any difficulty, which offers important inputs or suggests a way out to help them. Our college being a college given to commerce-related

teaching, it has to undertake the immense task of preparing the final year students for the compulsory project work which forms an important part of the curriculum. The university appoints examiners who are deputed to take the viva voce of the students, and allows the college to fix dates according as they suit the academic schedule of the college. The external examiners are helped in this process by the internal examiners selected by the university on the basis of recommendations as forwarded by the college. In order to give students scope to fare well and have a good grasp over the curriculum, the college takes preparatory classes that shape as tutorial classes. Again, the teachers hold subject-discourses at the beginning of a session to prepare a blueprint for the forthcoming academic session. All these prompt the teachers to take technological and audio-visual help to make the curriculum more student-friendly. Thus the university extends all possible support to the college to improve upon the already existing teaching procedure.

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.

Not a multi-disciplined institution, the college chalks out its own methods of designing and implementation of the curriculum keeping in view the academic improvement of the students. The Teaching and Learning Committee takes care to adopt measures for effective curriculum delivery, which incorporates a whole body of activities and measures including taking tutorial classes, remedial classes for students representing backward communities and the financially underprivileged, adoption of evaluative methods linked to class tests, feedback from students and teachers and so on. The committee, in consonance with the Students' Affairs Committee, looks into the areas that require special scrutiny including those related to a greater exposure to ICT. The college administration relies a great deal on feedback from the teaching and non-teaching staff to find out the core problematic areas and communicate them to the academic bodies for proper scanning of the same. The entire procedure involves the stakeholders, who include the entire student community and their parents, the bookshops and dealers in books, who contribute immensely towards an

effective transaction and delivery of the curriculum. In this connection, three more features play a significant role in forming an academic structure necessary for a fruitful delivery of the curriculum.: i) the seminars and workshops held under the aegis of the University Grants Commission, ii) the Refresher Courses attended by the teachers from time to time and iii) the Minor Research Projects pursued by teachers under the UGC as the statutory agency.

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?

In order to improve upon the implementation and proper operationalisation of the curriculum, the institution seeks to expand its scope by linking itself to sundry industrial and corporate units and research bodies. This is done with a view to providing a supplement to the prescribed curriculum and helping students have a better grasp over the subjects they get to study.

- In the year 2011 a group of Final Year students were sent to the Tourism Department of West Bengal Government for survey and project work which made them face the university examination with greater confidence. Recently, students of the 2nd and 3rd year classes went on a two-day educational visit to Lintas Packaging Private Limited to make a survey of the office work and learn the way industries operate. Over the last two years big corporate houses like IBM and Tata Consultancy Service (TCS) have been conducting counselling and recruitment drives on the campus to help the students put to use what they learn and imbibe from a sincere pursuance of the curriculum. Both houses have selected students for job recruitment and some of them have been inducted on completion of their final year examination.
- The career-counselling programmes and workshops conducted by professional units contribute to developing their focus and making curricular studies an enriching experience. Very recently, the college organised a seminar cum workshop on career

counselling, employment and employability where leading Institutes like ICAI, ICSI, ICWAI, Wipro and Pantaloons offered representations and students had sessions of fruitful interactions with the resource persons. It resulted in acquisition of knowledge and information adequate to supplement and buttress the knowledge catered to by the curriculum.

- The college seeks to encourage research activities on a large scale, not merely as a tool of gaining individual milestones, but to supplement their teaching and communicating the curriculum to the students. Some of the teachers have undertaken and completed Minor Research Projects under the sponsorship of the University Grants Commission. Though a majority of areas addressed in the projects do not have a direct link to the curriculum, some areas encompassed by the projects do embellish the curriculum through representation by the researchers and contribute in a large way towards an effective operationalisation of the curriculum. The same can be said about the Orientation Programmes and the Refresher Courses conducted by the Academic Staff College of the University of Calcutta as well as other universities. A broad focus provides a macrocosmic view of an idea available to the teachers to take the essence of it and communicate the same to the students.

Thus the interactions the college has with such institutes and research bodies contribute to a great extent to communicate the contents and import of the curriculum to the students.

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.)?

As stated earlier, the teaching staff members of the college put in a concerted effort to expand the scope of the existing curriculum by adopting measures both directly and indirectly linked to the benefit of the student community. Ramifications in committees have a salutary effect on the procedure in that even those committees without any apparent link to the teaching and learning process find overlapping areas for development. For example, feedback from students is communicated to those concerned with teaching and learning for an evaluation of the same, which is in turn communicated to the teaching staff and the student community or referred to the university academic bodies like the Board of Studies for any clarification or modifications of the same. The college has only one staff member representation on the Board of Studies, Calcutta University (Department of English), but the areas under focus are communicated through him and through the representative body of teachers to the concerned forum/s. Besides, being a member of the Board of Studies, he remains party to the formation and implementation of the curriculum.

The feedback system works at different levels of understanding, evaluation and assessment of the curriculum. This is especially noticeable at the end of an academic season when the final year students are given a detailed feedback form to assess the entire educational process, a process that helps the college shape its academic programme for the following academic season.

An inextricable part of this development process is the reaction and feedback from the teachers, which comes to the fore at the specially convened academic meetings organised by the Teachers' Council. Many core issues and areas addressed theoretically in the curriculum require rethinking and remoulding when applied at the practical level. For instance, the project work students of B.Com final year have to prepare often poses problems for the students as they labour to come to terms with the amount of spadework they are required to do, especially when it comes to using the library and adopting the methodology prescribed by the university. Special classes are arranged to help them in order to make them prepared for the viva voce they have to face at the end of the term. The

teachers get to know about the problem areas of the students, the most important stakeholders of the institution, offer suggestions and make statements either through academic forums like the University Board of Studies or through workshops for teachers organised for resolving issues connected to the curriculum. Plans are accordingly chalked out and accommodated into the academic framework.

1.1.7 Does the institution develop the 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 institution had previously conducted an Add-On course in collaboration with the ICWAI, which ran successfully for two consecutive years, but the course was created and developed by the institute and the college had only to select students eligible for the course.

Recently, the college has recently introduced a certificate course on Communicative English and Soft Skills, but here also the curriculum is developed by the Department of English and Disha Academy, an agency specialised in soft skill training.

Therefore, though the institution lends its premises for continuation of the course, it does not play a role in developing the curriculum.

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

The institution minutely follows the Academic Calendar which clearly maps out the curriculum and the academic schedule to give shape to it. However, implementation of the terms, principles and objectives of a curriculum does not suggest proper fructification of the same. Keeping this in view, the college monitors the situation by adopting the twin measures of regularly taking class tests and receiving feedback from the teachers and students alike. The tutorial classes look to rectify the areas that pose problems for the

students and the college meets class representatives and parents of the students for an effective feedback of the progress made or changes required. Apart from these measures, the college does organise student seminars where the students present papers and deliberate on topics and areas that come under the purview of the curriculum they follow. Moreover, a subject-oriented intra-departmental discourse is arranged at the beginning of every academic session for the teachers to discuss the plans and ways to implement them. Thus the institution seeks to analyse the results gained from the implementation of the curriculum.

1.2. Academic Flexibility

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

City College of Commerce and Business Administration being essentially a college of a single academic orientation, it does not have a wide range of programme options in terms of degrees, diplomas and certificates to offer, nor does it have the scope to initiate courses because of some practical handicaps. A large section of students come from an economically insolvent family background and cannot afford to go for ambitious courses. Within its specific ambit therefore the college seeks to combine and orchestrate its resources to impart education in a way curricular learning gets supplemented by something with a link to career-building and professional development. The college stresses on value-added education that is economically affordable as it is professionally viable. A couple of years back the college conducted an Add-On Course in collaboration with the I.C.W.A.I., which, apart from issuing certificates, gave placement to the participating students at the end of the session. Outside of what the university confers on every student at the end of each session, the college has recently introduced a certificate course on Communicative English and soft skills which has been able to attract a sizeable number of students. These courses do not merely perform a supplementary function to mainstream courses recommended in the university curriculum, but look to give the students an exposure to the professional world they are likely to come in touch with after they complete their graduation. While doing so, the college plans to expand its scope to include students

from other institutions to give students from all walks of life ample opportunity to succeed professionally.

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

The institution is presently offering no such programme.

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

- **Range of Core / Electives options offered by the University and those opted by the college**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

a) The institution being a single stream college (Commerce), it is constrained by lack of too many choices and presently offers Accountancy as the core option recommended by the university meant to study for an Honours course. The college is handicapped to a great extent by lack of space (the same building hosts three institutions) and dearth of an adequate number of whole time teachers, but it is likely to introduce Courses in Marketing and E-Commerce as Elective options offered by the university from the next academic session onwards.

- b) The institution has not yet adopted the Semester System of studies and has a very limited choice of subjects. Therefore, it is currently not possible to introduce the Choice Based Credit System.
- c) The college has started a new certificate course on Communicative English and Soft Skills, other than those prescribed by the university.
- d) There is no provision for any Credit Transfer and Accumulation Facility in the institution.
- e) In the absence of multiplicity of courses, there is least possibility of any lateral and vertical mobility across programmes and courses.
- f) The certificate course referred to earlier amply contributes to academic and professional excellence.

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 had earlier conducted a course in collaboration with The Institute of Cost Accountants of India for two consecutive years (2011-13) after which it had to be stopped because of financial constraints of a number of students.

However, the college has currently started a self-financed certificate course on Communicative English and Soft Skills. Entitled 'Certificate Course on Spoken and Communicative English, Soft Skills and Personality Development', the course is being conducted in the following lines:

- It is a four month long course especially organised to cater to the career-building enterprises of the students as also to make students lacking in conversational skills develop the ability to communicate with clarity and confidence.

- The course is conducted on three alternate days, each session spanning two hours. Two days are allotted for the English course while the third day is devoted to soft skill development. All told the course covers six hours a week, and every session is completed before the start of regular classes.
- The college has allotted 50 seats for candidates willing to join the course.
- The admission process is uncomplicated. Willing participants have only to put in their signature in a register officially meant for the course following which they have to pay the admission fee to get enrolled.
- The curriculum set for the course has two segments: the part dealing with Spoken and Communicative English is split into two areas taken care of by two teachers and includes grammar, semantics, conversation practice, panel discussions etc. while the other part dealing with soft skills brings under its purview a whole body of practices ranging from personality development to participation in debates, discourses and colloquiums to learning etiquettes and techniques to face interviews and so on.
- The fee structure for the course is Rs. 1,500/- which is paid at a time by the students. In case of students having financial difficulties, the college has made provisions for payment in installments.
- The two segments of the course are conducted by two different groups of teachers professionally equipped for the purpose. Two teachers, taking classes on English language, have completed Masters and M.Phil in English and have qualified in the NET examination, one of them being a recipient of funds for research work from Graduate Research Funding (GRF). The other teacher, specialised in Communicative English, is a contractual fulltime teacher at Shri Shikshayatan College. The Soft Skill Learning classes are taken care of by a Professional Management Group called Disha Academy.
- The salary received by the teachers is 500/- each per class.

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 been conducting a skill-oriented programme addressed to the final year students in consonance with Tata Consultancy Services (TCS) exclusively related to employment, employability and talent-hunting. A Corporate Social Responsibility (CSR) project and stretching over three weeks, it has already attracted a sizeable number of students many of them have been selected. Under the programme, two resource persons from TCS would take classes and conduct interactive sessions with students from the final year classes for six consecutive days for three weeks after which it would screen students and select the more deserving ones for recruitment.

In the context of the present-day era of large-scale globalisation, the programme is an extremely edifying experience for the students as it allows them a stepping stone to further development and success. The college is very shortly going to host TCS for the next chapter of this programme.

.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

The University of Calcutta has not yet made any such provisions.

1.3 Curriculum Enrichment

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

Over the last five years the institution, while strictly adhering to the curricular aspects set by the university, has sought to shape and conduct some supplementary academic programmes to correspond them to the goals and objectives of the institution. These measures range from library development (which includes installation of the SOUL 2.0 software to facilitate computerised cataloguing facilities, subscribing to N-List, to gain access to numerous e-journals and collection of books and journals catering to inter-disciplinary studies) to giving students opportunity to participate in academic exercises like seminars and discussions to sending them to corporate sectors for survey work. Changes and modifications made by the university in the curriculum have helped the college modify the traditional methods and orchestrate the academic programmes in such a way that they cater to the fulfillment of the purported objectives.

1.3.2 What are the efforts made by the institution to modify, enrich and organise the curriculum to explicitly reflect the experiences of the students and cater to the dynamic employment market?

The institution tries to enrich the curriculum by subjecting students to some practical experiences outside the prescribed parameters of the curriculum they follow. Such experiences include the following ventures undertaken by the college:

- Industrial visits to some industrial or corporate sectors under the supervision of a teacher, as well as survey and submission of the report to the college : apparently outside the immediately available contents of the prescribed texts, these visits supplement the learning process to a great extent as also prepare the students about what they are expected to come across in the job market. Three years back a select group of Final Year students visited the West Bengal Tourism Corporation, minutely followed the workings of the Accounts Department and prepared individual reports with the aid of the officials there. They received certificates which not only worked as incentives, but also went a long way towards feeling the pulse of the employment market. Recently selected students from the 2nd and 3rd Year classes were sent to

Lintus Packaging Private Limited on two consecutive days as part of an educational industry visit, and the 1st Year students are going to be sent to Metro Dairy Private Limited in January, 2016 on a similar visit.

- The TCS- conducted yearly training programme of three weeks (as stated earlier) indirectly prepares the outgoing students and allows them to develop a fresh outlook and acumen to supplement what they gain from the curriculum.
- The Final Year students have to prepare projects as part of their curriculum, which is itself a rewarding experience. Since they are new to the experience, teachers undertake the responsibility of grooming the students in groups before they proceed to complete the projects, submit them and prepare for the viva voce. The topics and areas are varied, and may or may not have any bearing on the curriculum, but the academic exercise is enough to enthuse the students to mentally expand the scope of the curriculum by adding their newly acquired knowledge to the lend layers of meaning to the curriculum.

Though the institution does not modify the curriculum, it is always engaged in an effort to enrich the curriculum and in turn to enrich the students to have a clear-cut idea of the employment market and what is expected of them.

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

The institution is a single-discipline evening-shift college meant for male students only. It has not been possible for the college to achieve integration of this kind.

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

- Moral and ethical values

- Employable and life skills
- Better career options
- Community orientation

The college has over a period of time introduced some enrichment programmes that have benefitted the students at various levels of development.

- Under the N.S.S. programme, students participate in health camps, organise and conduct sit-and-draw competitions for children belonging to the less privileged classes, which help them develop moral values like philanthropism and piety. The students' organisation conducts annual Blood Donation Camps which also include conducting of ECG and ophthalmic tests along with tests on Dengue, Thalassemia and Malaria. Besides, the college invites NGOs to conduct social awareness campaigns (as has been recently organised) that immensely contribute to the over-all moral and ethical development of students.
- Previously the college conducted an Add-on Course in collaboration with the I.C.W.A.I. which successfully completed two terms and some students got placements. Over the last couple of years the college has been hosting campus drives conducted by the I.B.M. and the T.C.S. These programmes have doubtlessly honed the employable skills of the students. Though the deserving candidates have got selected and been awarded certificates subject to the production of which they have got placements with the two corporate giants post-examination, others have been able to get a firsthand impression of the job market and the competition existing there.

The college has recently introduced a self-financed course on Spoken and Communicative English for soft-skills with an eye on the job set to introduce a course to perform a supplementary function in developing such skills market and is.

- The programmes mentioned above perform a preparatory function in not only keeping the students familiar with the prospects lying ahead, but also allow them a first brush with concerns like the T.C.S. and the IBM allows them better career options so much so that they might opt for other jobs as and when time demands.

- Under the National Service Scheme (NSS), the college engages students in functions that directly relate to humanitarian work like extending help to the poor and the needy, which fosters camaraderie and fellowship and thus enhances community orientation among students.

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

The stakeholders of the college form a whole body of people which includes the student community, their parents and guardians, the staff of the college as well as the community of publishers. The students can be considered the greatest stakeholders because they are the direct beneficiaries of the curriculum and their feedback helps the college locate the loopholes in the curriculum and in the teaching methods and thus remodel them to enrich the curricular practice.

Parents and guardians perform a very important function as stakeholders because it is they who are responsible for the development of their wards and remain in a position to get the most sincere feedback from them. In view of this, the college arranges meetings between parents and teachers at regular intervals which help the administration get a clear idea about the areas in the curriculum that pose problems to the students.

The staff, another significant group of stakeholders, acts as a bridge between the curriculum and the students and can assess and evaluate the progress made by the students on the basis of which future schemes are chalked out or recommended for further exploration.

The community of publishers and book-sellers also objectively helps the feedback process. They function as a major supplementary agency that is aware of the curriculum as well as the requirements of the students, and therefore cater to the demands made by the colleges. Feedback in this case derives from the frequency of the sale of particular book/s written after the curriculum and the college uses this feedback to recommend and purchase more books on the specific areas/topics by other authors to enrich the curricular practice.

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

The success and failure of any programme depends on its outcome and greatly control and fashion the next course of development. In this light the quality of the enrichment programmes is determined by the response from the students as well as its efficacy in influencing the future course of action. Apart from the feedback method which is the commonest possible procedure adopted to gauge the worth of the programmes, the participation of the students in the programmes itself makes the evaluation process easier. For instance, the Add-On course the college started in collaboration with the I.C .W.A.I. drew students for a couple of years and yielded positive results in the shape of some of the students getting jobs. However, the course was stopped after a run of two years because of an apparent dearth of willing students, the reason for which could be traced to the rather expensive course fee the institute demanded, something the majority of the students could not afford.

Though in the case mentioned above the college had to compromise its situation in view of practical necessities despite the worth of the programmes, it encourages and continues with the other value-added programmes and courses, which have evoked considerable enthusiasm among students and effected good turnouts. The employability of the campus-drives and the humanitarian side to the other programmes help the college monitor the quality and worth of the programmes. It is the response on the part of the students which largely helps the college evaluate the merit of the programmes.

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 college is affiliated to the University of Calcutta and follows the curriculum set by it as a natural process. However, the college has always had considerable say in the patterning of the curriculum through the workshops the university organises before designing a new curriculum or modifying the curricular structure as well as through teacher representatives who communicate the suggestions to the academic bodies of the University. Since there is a whole-time faculty of the college being a member of one of Boards of Studies, the suggestions have a comfortable access to the committees at the helm of making the curricula.

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

There is a mechanism in place to obtain feedback from students. At the completion of the final year in the institution, written feedback on the curriculum and academic affairs are taken from the students through which they vent their opinions and point out the difficulties and areas required to be addressed at the earliest.

There is no formal or official mode of obtaining feedback from other stakeholders outside the campus though opinions are collected from the parents/guardians of the students through parent-teacher meetings and if the printing, publishing and book-selling community is taken into consideration, impressive feedbacks emerge regarding the shape of the curriculum, students' response to it and the upswing or downswing in the sales vis-à-vis the availability or non-availability of books prescribed.

In the middle of every academic year and at regular intervals, intra-disciplinary subject discourses are held among teachers as also between the teachers and the administration about the feedback received from the said sources. Such discourses place under the scanner the core areas and issues that affect students of particular categories or the entire student community to elicit impressions about the lacunae in the curriculum or the methods of teaching and to necessitate changes to make the subjects more student-

friendly. The collective opinion of the teachers is then communicated to the representative bodies of the University in the manner already described. Such a method also helps the college to introduce something that might be missing from or deemed essential to the curriculum prescribed by the University. Workshops play a great role in involving teachers from different colleges and bringing them together on the same platform whenever there is a palpable possibility of an academic or curricular overhaul. Such communications have not always yielded immediate results, but have been reflected in the modifications done by the University in the curriculum from time to time.

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

The college introduced some courses/programmes for students over the last four years and is set to introduce a few more in near future.

- The college started an Add-on Course entitled 'Certified Business Accountant' in collaboration with the Institute of Cost and Works Accountants of India' (I.C.W.A.I.), and the institute made provisions for job recruitment for some of the candidates. The course successfully completed two tenures and proved efficacious, but the college could not continue with it because of financial constraints of the majority of candidates.
- Over the last three years the college has undertaken campus recruitment drives with the IBM and the TCS with a view to enhancing employability, and these drives have yielded positive results with a gradually increasing number of outgoing students getting selected and a considerable number of them obtaining jobs upon completion of their final year examination. TCS selected 52 in the Recruitment Drive in 2015 and IBM Contentrix selected 13 candidates in 2015.

- Tata Consultancy Services has been conducting a Corporate Social Responsibility (CSR) project for three weeks to train and recruit final year students with success and is shortly going to conduct the next chapter of this enterprise.
- Very recently the college has started a certificate course in spoken and communicative English and soft skills for the students with help from experts in these areas from institutes other than the host college.
- The NSS-related humanitarian drives, apart from instilling humane values into the students, supplement the process of self-learning which often tends to get stalled in the face of the academic demands and time-constraints.

The rationale for introducing these programmes (a few more of which are supposed to be undertaken shortly) is to make the students aware of the multiple possibilities open before them in relation to job prospects and opportunities as also to make them imbibe social, humane and moral values of life.

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?

The college adopts different methods and uses different mediums to ensure publicity of the admission process.

i) The institutional Website of the college is a hugely efficacious medium for dissemination of admission criteria, institutional information and factual data. It has the added advantage of visually showcasing the features and attributes of the college and receiving feedback of the same. Since the inception of the online admission process, the efficacy of the Website has increased immensely. The uploading of the admission form by the college, downloading and submission of the same followed by the downloading of the money receipt before submission of the same for admission is served by the Website.

ii) Corresponding to the publication of Board/Council results, advertisements relating to admission are brought out in the newspapers. This encourages the aspirants (General/Scheduled Castes/Tribes) to either check the institutional Website or make enquiries about the norms and criteria of the admission process.

iii) The college previously used the Notice Board and other devices like flex, hoardings and banners to direct attention the admission process. Currently it has dispensed with this practice and only uses the Notice Board as an additional medium of instruction used as a back-up to the information flashed on the Website.

iv) The college prospectus is a very valuable forum that communicates all necessary particulars of the college to students.

To ensure transparency in the Admission Process, the college goes strictly by the norms, criteria and benchmark set by the University in regard to selection of subjects and the required cut-off marks as prerequisite for the academic worth of the candidates. When the manual process was in vogue and the entire process was manually conducted by the college, there was double verification of the Mark Sheets to obviate any chance of error and keep the process completely transparent. The process going online means chances of committing errors are minimised though possibilities of errors surface in the final lap of the Admission Process when the applicants have to line up at the college to submit their bank receipts and get formally admitted. Often machines fed with a particular set of data are unable to read some subject combinations and errors crop up. To preclude this possibility, marks are doubly checked to make it an error-free admission procedure. The lists of selected candidates along with the marks they have obtained in the school-leaving examination being uploaded on the college Website, there is room for correction in case anomalies crop up. In case of vacancies, the Website posts the number of seats to be filled up and allows the aspirants to apply for admission. Thus the college tries to ensure transparency in the admission process.

2.1.2 Explain in detail the criteria adopted and the 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 standard practice of admission to the 1st Year classes for students is based on merit. They are selected on the basis of marks obtained in the previous school-leaving examination. The college being affiliated to the University of Calcutta, it decides upon a specific cut-off percentage within the pale of the structure prescribed by the university. There is as yet no provision for any common admission test, but care is taken to ascertain the best possible selection of candidates to remain true to the admission process. The online admission process is the automatic indicator of a good selection process, which sifts the list of applicants before they are passed through the subsequent processes.

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.

As stated above, the college keeps the cut-off percentage within the parameters indicated by the university though keeping an eye on the students of mediocre merit it keeps the process flexible. While the minimum percentage of marks at the Honours Course level is fixed at 50% in the aggregate with a subject percentage at 55%, at the General Course level the minimum percentage is fixed at 40%. The ceiling has been kept low keeping in view the considerable number of students coming from financially insolvent families, who want to study, but are hard put to continue because of lack of facilities and help, financial or otherwise.

It is difficult to assay a point-by-point comparison with other colleges under the same university not only because our college has not put into effect such a mechanism, but also because like any other college it has to modify or relax the norms set by the university to suit the demands of its own academic set-up and accordingly decide upon the cut-off

marks. As a college catering to commerce-oriented studies, it maintains a moderate standard in so far as percentage of marks for admission is concerned.

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?

Since the admission process involves a detailed verification of the system and the student profiles, there is at present no such mechanism to review the process.

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**
- ❖ **Economically weaker sections**
- ❖ **Minority community**
- ❖ **Any other**

The college remains fully committed to the cause of the backward communities and classes and strictly adheres to the norms and principles set for the amelioration and academic uplift of these communities to keep them on a par with the privileged classes. The admission policy reflects this approach as is evident from the facts stated below:

i) SC/ST:

22% seats are reserved for the Scheduled caste candidates while 6% seats reserved for the Scheduled Tribe candidates.

ii) OBC:

At present 3% of the total seats are reserved for the OBC A candidates while 2% are reserved for the OBC B candidates. But it is expected to be hiked to 10% and 7% for the two sections respectively.

iii) Women:

The college is exclusively for male students. Therefore, there is no provision for female students.

iv) Economically weaker sections:

All students at the BPL level are granted financial aid as per the directives and the ceiling set by the Government. This reduces the amount of money the candidates are supposed to pay at the time of admission and over the following months.

v) Minority community

The same criteria applied to the economically weaker sections apply here.

In case of all Backward Class students, the cut-off marks at the Honours level is set at 40% while a candidate with 30% marks in the aggregate can take admission at the General level.

Apart from Remedial Classes are regularly conducted for students of these communities and sections.

vi) Physically handicapped

3% seats from all categories are reserved for the physically handicapped.

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.

The college offers commerce-based education to students at the under-graduate level. Therefore, there are no provisions for post-graduate studies at any level (General or Distance). Within its limited scope, it has tried to introduce programmes directly or indirectly linked to the education on offer.

| Programmes | Number of Applications | Number of students admitted | Demand ratio |
|-------------------------|-------------------------------|------------------------------------|-----------------------|
| UG | | | |
| 1. B.Com (Hons. & Gen.) | | | |
| i) 2011-12 | 2009 | 889 | 2.25 : 1 |
| ii) 2012-13 | 2635 | 1017 | 2.59 : 1 |
| iii) 2013-14 | 2505 | 825 | 3.03 : 1 |
| iv) 2014-15 | 1765 | 835 | 1.75 : 1 |
| 2. Nil | | | |
| 3. Nil | | | |
| PG | | | |
| 1.Nil | | | |
| 2.Nil | Does not apply | Does not apply | Does not apply |
| 3.Nil | | | |
| M.Phil: | | | |
| Ph.D. | | | |
| Integrated PG Ph.D. | | | |

| | | | |
|--|------------|----|--------|
| Value added 1. Certificate Course for Development of Personality, Soft Skills & Communicative English 2 3 | 50 | 44 | 1.14:1 |
| Certificate 1. Certificate Course for Development of Personality, Soft Skills & Communicative English 2 3 | 50 | 44 | 1.14:1 |
| Diploma 1 2 | NIL | | |
| PG Diploma 1 2 3 | NIL | | |
| Any other 1 2 3 | NIL | | |

2.2 Catering to Diverse Needs of Students

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

The college does not have any special provisions or arrangements for the differently-abled students.

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

In the absence of any such programme, the point does not apply to the institution.

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.) ?

The college takes in a wide range of students representing different education Boards and Councils, having different linguistic orientations and different economic backgrounds. Thus there must be students who have indifferent intellectual acumen and grasping ability. Keeping in view these factors the college seeks to eradicate any knowledge gap that may arise in the wake of such distinctions by means of offering Remedial and Enrichment Courses/ Programmes to students.

The Remedial Course is meant especially for the Backward Communities, but the college includes slow learners and those who do not have the financial wherewithal to purchase books for extensive study.

The college had earlier conducted an Add-on Course in collaboration with the I.C.W.A.I., which ran its tenure for two consecutive terms, but could not continue mainly thanks to the inability of the candidates to cope with the fee structure. Having this in mind, the college has recently started an Enrichment Course involving Spoken English and Soft Skill development outside college hours. These courses are important because besides performing supplementary functions, they afford a side view of the greater scheme of things just as they equip students for any course they might go for in future.

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

The college is exclusively made for male students. Therefore there is neither any scope nor any provision for making them gender-sensitive. There are lady staff members, and the college is a believer in and follows the policy of inclusiveness which helps maintain parity among the staff. Though the college does not have students with deformities or infirmities to treat them differently, it does connect to students in a way demarcation lines are not drawn among students on the basis of academic or intellectual backwardness. Treatment of all is meted out in the same humane way and inclusive practice here means a cohesive togetherness which applies to the students and the staff alike. The administration takes care to take into confidence all the staff on every important issue, thus obviating any chance of distrust and misgiving among them. Similar endeavour is reflected in keeping the student-staff relation perfectly open and above board. Every effort is thus put in to maintain the equilibrium and harmony of the ambience and environment. The college keeps among its missions creation of a perfect ambience of teaching and learning.

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

The institution takes care to cater to the needs of students irrespective of their potential, acumen and learning capabilities. Teachers are requested to spot the students who display ability or propensity or urge to go further in their studies in excess of the texts or contents prescribed in the curriculum. Although there is currently no provision for classes or special courses exclusively meant for the advanced learners, teachers always go forward to take extra classes or spend extra hours with them or recommend books not listed in the prescribed catalogue, but instrumental in the advancement of the learning process.

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

The institution can locate and identify the students who are socially or financially or otherwise handicapped from the appeals or petitions extended by them in relation to curtailment or concession of fees or a total waiving of the same. The Grievance Redressal Cell monitors the situation and the academic performance of the students on the basis of how they fare in the mid-term tests and tutorials. The students who lag behind are addressed separately and chance is given to them to improve and in case of those who have got plucked, re-examination is considered the viable option.

Apart from this, students coming from the socially disadvantaged and the economically weaker sections of society are given the opportunity to attend the Remedial Coaching classes, which look to improve the academic standard of these students and prepare them for examinations.

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.)

The institution takes pains to organise its teaching-learning and evaluation schedule well before the admission procedure gets underway. To start with, an academic calendar is prepared in keeping with the changes and modifications done by the university in framing its curriculum and devising its rules and regulations. The calendar is distributed among students at the time of admission so that they are made conversant with the curricula they are going to pursue as well as with the norms, principles and time schedule of examinations.

In line with the programmes, the teaching schedule is chalked out at the very outset. Teachers hold separate discourses subject-wise to sketch out their allocations and the number of lectures required to cover the curriculum within the specified academic timeframe. The routine is accordingly made to accommodate subjects in a proportionate manner.

Care is taken to devise a proper evaluation method. Student evaluation of teachers and the teaching methods is made by virtue of the feedback the college routinely receives from the students. The meetings of the Teachers' Council scan those areas which need a facelift in comparison to the practice adopted in the earlier years.

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

The IQAC is a selected body that comprises the teaching and non-teaching staff of the college as well as invited educationists and stakeholders. Therefore, the Cell is organised with the purpose of looking into the all-round qualitative improvement of the college and therefore plays a major role in organising and orchestrating all the resources of the institution. Its function is to clearly draft a methodology for streamlining the modalities of the teaching-learning process. The IQAC contributes to this process in different ways. First,

it outlines the vision of the college and the mission it undertakes towards fructification of the vision, which can be done only through proper marshalling of the resources and subjecting everything to the proper dissemination of education. Secondly, the IQAC helps create a clear-cut roadmap for development by suggesting steps to improve library resources, which are essential to the teaching-learning process. Thirdly, the Cell stresses the importance of student-centric education, which denotes active student participation in projects like industry visit, seminars, symposia and debates that enhances their critical and academic acumen. Fourthly, the academic orientation of the teachers is of prime necessity which can be served by arrangement of and participation in seminars, Orientation Programmes and Refresher Courses and involvement in Research Projects. Again, student feedback of the academic activities is the best possible indicator of the real effectiveness of the teaching-learning process, and the IQAC strongly espouses the value of this aspect.

Thus the IQAC sets the guidelines for the qualitative improvement of the teaching-learning process. The college is preparing its first Self Study Report, and as such there is no absolute necessity of preparing an IQAC report. Yet, the unit remains effectively functional and helps a lot in determining the course of the teaching-learning process.

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?

To make education and learning student-centric, it must be brought outside the strictly rigid and strait-laced boundaries of textbook learning. While there is no denying the value of disciplined learning within the parameters of an organised university-prescribed curriculum, there is need to expand the scope of learning by going beyond the focus and explore other territories to supplement textbook education. In view of this, the college tries to set before the students the values of total learning, and this includes training the mind for the service life ahead. To work up to this end, the teacher looks to insemminate the values

of interactive, collaborative and independent learning in the students. Independent learning is enriched by the interactive learning methods which as much involve the students as teachers. Interactive practice depends a great deal on a sense of mutuality, which encourages discourse-oriented learning and leads the students to develop an individual thinking process and ability to scan, reflect and study without help from teachers. To instill such skills, the college keeps the library completely student-friendly, with the reprographic system extended to help collaborative learning. Two other features of learning of this kind can be cited: first, a seminar participated by students where they present papers and healthy interactions ensue, and secondly, endowment lectures delivered by resource persons invited to address the students. Recently the college organised a career-counselling seminar participated by institutes like the Chartered, Cost and Company Secretary Institutes, and corporate houses like Wipro and Pantaloons, which made for lively interactions.

The college also aims to undertake exchange programmes with other colleges and institutions to make the learning process more interactive and collaborative.

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

To develop critical acumen in students, instill creativity into their pliant minds and inject a methodical approach in them, an institution needs to have a proper infrastructure, resources and mobilisation of the same. Since City College of Commerce and Business Administration shares the building with two other institutions, it is handicapped to some extent by the lack of any independent expansion of the building or enhancement of resources. However, the mental orientation of the students is helped by the programmes undertaken outside the curricular texture, like involving them in industry visits, individual project work and academic symposia as well in melioristic activities like medical camps and counselling. They are encouraged to contribute to wall magazines, a practice that enhances their creativity and reveal the potential hidden in them. These measures play a great role in

inseminating positive and scientific ideas into the students to make them innovative in their attitude and approach.

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

The college is exclusively dedicated to commerce-oriented studies and is therefore limited by the dearth of a wide range of resources linked to ICT-based education. However, the basic ICT facilities comprising audio-visual gadgets, sound system and access to e-journals through N-List resources are available.

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

The college takes care to make dissemination of education a holistic affair by allowing students to look beyond the definable boundaries of curricular practice. Since Information Technology is one of the major subjects included in the curriculum, the college has provisions for the audio-visual mode of teaching. With a computer laboratory to aid the process, this has helped blended teaching, which allows for a perfect fusion of classroom teaching with computer-aided practice of the same. The availability of the Internet to the students has made the teaching and learning process a more wholesome affair.

The college has organised Endowment Lectures by inviting resource persons to address the teachers and students on areas both under the prescribed curriculum and outside it.

Apart from the UGC-sponsored seminars, which address both a whole body of teachers and students, the college takes care to organise seminars with exclusively student-participants.

Such methods immensely raise the students' level of knowledge as also enhance their skills and confidence level.

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

Though a number of students have been benefitted by personal guidance and counselling rendered by teachers and the college, there is admittedly no record of the number. This is primarily because of absence of any officially appointed personal counselling unit.

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.

Over the last four years the faculty has tried to induct ICT-based teaching and learning practice into the conventional teaching methodology. Though students have to resort to this practice in the classes marked for Information Technology, it forms a segment of the curriculum and thus automatically falls into the system. Adoption of the technique in case of the teaching of other subjects makes for a more wholesome study and generates greater interest in the students. Initially the college started this method only partially while it stuck to the conventional classroom-based approach, but recently it has been more innovative in extending this method, though in a limited way to the teaching techniques. Teachers of subjects that can be better taught through the ICT method have adopted the method to address through power-point presentation as well as through the participatory method of interactive sessions with students.

Such approaches have been effective in instilling the ideas in the students and eliciting positive response from them.

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

The library contributes to the teaching-learning process in a variety of ways. Apart from helping the students with books and journals linked to the curriculum, the library ensures students' access to the internet, which they can avail of anytime during the college hours. They can easily avail themselves of the database service provided by the library and look up N-List and the world of journals or look up particular journals online which the college has subscribed to.

Apart from that, the library has a corner for newspaper-clippings and reference materials to supplement the areas incorporated in the curriculum. The library has a good collection of books falling under the discipline of commerce, but it takes care to add new and current titles as well as books of different genres to embellish the teaching-learning process.

Recently the reprographic facilities have been extended to the students which have considerably contributed to the learning process.

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 college sets its teaching programmes at the very outset of the academic session with a view to accommodating the curriculum perfectly in a way there is time left for revision and recapitulation. However, it often becomes difficult to cover the curriculum within the stipulated period. There are areas which are required to be addressed repeatedly, but lack of adequate time does not allow for any detailed study or exploration of many subjects.

Consequently, the curriculum remains short of completion. Unforeseen events and circumstances also contribute to this process.

In view of the above, the institution arranges extra classes, tutorial classes and Remedial classes for the backward and slow learners to cope with the backlog. Variable emphasis on areas subject to their importance is laid to come to terms with the situation. Another feature which characterises the process is allocation of classes on particular subjects which students find tough to handle by supplanting those which have been covered or addressed within the time frame.

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

The quality of teaching and the dissemination of the same to embellish the process of learning depend on a few basic elements: the quality and academic orientation of the teacher, his/her ability to reach out to students, the techniques put to use to bring about the most salutary effects and the students' feedback on the teaching performance. In order to satisfy these essential demands the college seeks to harmonise all these strands. The whole time teachers being recruited by the College Service Commission, there is unquestionable merit in the academic standard, but the extent to which they can instill ideas in the students is gauged by the process of self-monitoring by the teachers themselves, which includes regular tests and student feedback on the teaching methods adopted. It is true that results of these tests do not always reflect the efforts put in because true assessment can be done only over a period of time. However, the institution monitors the situation not only on the basis of student feedback, but also through a subject-oriented discourse among teachers which helps the institution to address the core problem areas. The recent endeavour is to induct ICT-based methodology especially apparent in the project-based studies which allows the teachers to personally monitor the progress made by students and evaluate the standard of the students.

2.4. Teacher Quality

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

| Highest qualification | Professor | | Associate professor | | Assistant professor | | Total |
|-----------------------|-----------|--------|---------------------|--------|---------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| D.Sc./D.Litt. | --- | --- | --- | --- | --- | --- | --- |
| Ph.D. | --- | --- | 02 | --- | --- | --- | 02 |
| M.Phil | --- | --- | 02 | --- | --- | --- | 02 |
| PG | --- | --- | 01 | 01 | 01 | 02 | 05 |
| Temporary teachers | | | | | | | |
| Ph.D. | --- | --- | --- | --- | --- | --- | --- |
| M.Phil. | --- | --- | --- | --- | --- | --- | 04 |
| PG | --- | --- | --- | --- | --- | --- | 16 |
| Part-time teachers | | | | | | | |
| Ph.D. | --- | --- | --- | --- | --- | --- | --- |
| M.Phil. | --- | --- | --- | --- | --- | --- | 01 |
| PG | --- | --- | --- | --- | --- | --- | 07 |

Every educational institution must have a rich crop of teachers to keep the academic standard of the college high. This calls for first-hand knowledge of the constantly changing curricular requirements and the necessity of remaining constantly updated. The recruitment of teachers for City College of Commerce and Business Administration is done

from the panel sent by the College Service Commission. Since they are bound to be NET-qualified and are selected after meticulous screening and scrutiny, there are no questions about their competence and academic worth. The part-time teachers and the Guest Faculty, who are recruited after a selection process conducted by the college itself, the same criteria are followed to a great extent. Stress is given on familiarity with the computer and being up-to-date with the current and changing trends of academic standards. As per a norm related to the City group of colleges, three candidates from the list of selected candidates are re-interviewed by the college, a norm which applies to the selection of the Principal as well. This method enables the college to doubly sure about the worth of the candidate.

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.

Since the college does not have science or humanities as its disciplines, there is not much demand for such teachers. However, the college is well served by competent teachers, who, though guest faculty and not hugely experienced, have been serving the college efficiently.

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 | 02 |
| HRD programmes | 01 |
| Orientation programmes | 00 |
| Staff training conducted by the university | 02 |
| Staff training conducted by other institutions | 00 |
| Summer/winter schools, workshops etc. | 01 |

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

- ❖ Teaching learning methods / approaches
- ❖ Handling new curriculum
- ❖ Content / knowledge management
- ❖ Selection, development and use of enrichment materials
- ❖ Assessment
- ❖ Crosscutting issues
- ❖ Audio Visual Aids
- ❖ OER'S
- ❖ Teaching learning material development, selection and use

The college has admittedly not been able to organise such programmes.

c) Percentage of faculty

- invited as resource persons in Workshops / Seminars / Conferences organised by external professional agencies: **22%**

- participated in external workshops / Seminars / Conferences recognised by national / international professional bodies: **11%**
- presented papers in Workshops / Seminars / Conferences conducted or recognised by professional agencies: **20%**

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

The college tries its best to keep the teachers interested in their academic pursuits. Five teachers (Dr. Sandip Paul in Commerce, Dr. Sukanti Dutta in English, Prof. Shibani Bagchi in Economics, Prof. Sitaram Mandal in Bengali, Prof. Dipanjana Bagchi in Commerce) have completed Minor Research Projects and an Assistant Professor of Commerce (Prof. Dipanjana Bagchi) is expected to get study leave to pursue her doctoral thesis on the F.D.P. scheme.

Though the college has not issued any research grant to any teacher as yet, it always encourages academic publications. An ISSN-accredited academic journal **Pursuits** is brought out annually which contains articles and dissertation papers of the teachers of the college along with contributions from other sources.

Dr. Sukanti Dutta, Associate Professor of English, has the experience of taking Under-Graduate and Post-Graduate classes in other institutions, while Dr. Sandip Kumar Paul, Principal of the college has delivered Endowment Lectures in other national institutions and participated in National Seminars and workshops for Principals. The college has always encouraged presentation of papers and chairing technical sessions at State Level and National Level seminars and the number of teachers (fulltime, part-time and guest faculty) having this experience is impressive. The young teachers are encouraged all the more to write articles and present papers in seminars for better exposure and subject-orientation.

Thus the institution marshals its resources to give impetus to the teachers to add to their academic credentials.

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 such performance/achievement of the faculty.

Though the college has an impressive number of efficient teachers, no teacher has yet received any award/recognition at the state, national and international levels for excellence.

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

The college has not yet introduced such a system of evaluation of teachers by students and peers from outside the institution.

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 Teachers' Council of the college performs the responsibility of apprising the faculty of the measures to adopt to help the evaluation processes. Suggestions are taken and responsibilities allocated to teachers to expedite matters. To help things better, departments arrange discourses involving their respective teachers on the areas to be addressed with greater care, the difficulties students face or likely to face and any modifications needed to revamp the evaluation process.

Students are addressed by the Principal and the teachers on a regular basis in course of the class-based interactions as through separate sessions and the feedback system to make them aware of the standard practice of assessment and evaluation which is immensely helped by how they fare in examinations conducted by the college and the university.

The parent-teacher meetings act as the perfect forum for making the guardians aware of the evaluation procedure.

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

The major evaluation reforms made by the university relate to the introduction of project work in the curriculum for the final year students and the decentralization of the examination system.

- The project work is conducted by a set of teachers who groom the students about the methodology, documentation and presentation of the projects before they submit their reports to be checked by their respective mentors and appear for the viva voce taken by external examiners. The process is a major step taken by the university to initiate the students into a critical and analytical methodology that teaches them to learn discipline as much as enhance their critical acumen. Introduction of an external examiner to check the projects and interview students helps the process in two ways: first, it makes the students explore the areas under focus and secondly, it removes bias from the process of assessment itself.
- The University of Calcutta has to a certain extent decentralised the system of conducting examinations in case of some general papers by making colleges zonal centres for distribution of scripts among teachers of their choice. The colleges have been given further liberty to select their coordinator on whom the responsibility for allocating scripts devolves. This process does not only lessen the enormous workload imposed on it, it gives the colleges the responsibility and administrative liberty to deal with an academic matter of great significance.

- The university has also introduced Supplementary Tests for those students who have not been able to clear some papers. Instead of sitting for all the papers a second time including those they have passed, they are given the option for sitting for those papers only which require clearance. This practice has given an opportunity to the plucked candidates to clear the papers. The colleges are benefitted to some extent by being spared the difficulty of being overburdened with students who have to stay back and increase the risk of being drop-outs.

Though the college has not brought about any major reform on its own, it has introduced some minor reforms in academics, administration and policy-making.

- It has decided to allow slow learners and students from financially insolvent families to attend the classes meant for the Remedial Course, which has been introduced chiefly for students from the backward classes.
- The college has introduced a Student Safety cum Medical Policy for 1050 students from the college with the coverage of Rs. 1, 00000/- per student. This reform is going to benefit a number of students, especially those from an economically weaker background.
- The college has all along taken feedback from the Final Year students. Very recently, it has introduced feedback from the 1st Year students, a process which will immensely help the college gain an impression about the efficacy of the policies and methods put to use and their impact on the academic development of the students.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the college?

City College of Commerce and Business Administration has adopted these measures which allows for close interaction with students and greater participation of teachers in the examination system. The first reform calls for considerable library work and recurrent correction by the teachers. It involves coordination and orchestration of resources because to bring about parity and equivalence among the projects submitted by students under the mentorship of different teachers, there must be cohesion and sameness of approach among

teachers as well. Otherwise the outcome becomes uneven and the assessment disharmonious, which tells considerably on the over-all result of the students. The second reform involves the majority of teachers since the number of scripts to be examined is considerably high. Though the college is constrained by the dearth of fulltime teachers (nine in all excluding the Principal, four of them being language-group teachers), the work is effectively handled thanks to the active participation of four fulltime teachers and all the part-time teachers and to a much lesser degree, by the efficient participation some of the guest faculty.

The Supplementary tests are incorporated in the examination system. They depend on the number of students who have failed to clear their papers. Leniency is the watchword here because any delay is sure to affect the career of those students. Also job prospects commensurate with their result are few and the students must be allowed to take chances while the time is still on their side.

The college treats its Remedial Course-oriented classes as an effective medium to address slow learners along with the students from the backward communities and the financially backward classes. To check absenteeism and carry out effective implementation of the beneficial motive of the exercise, the college has started the process of granting a concession on the monthly fees paid the students and awarding regularly attending students to give them impetus to go ahead with their studies.

The insurance scheme is a huge bonus to all students because it helps the financially insolvent students to carry on with their studies and reduces the possibilities of dropping out from examinations.

The feedback system for the 1st Year students can be called an efficacious measure taken by the college to evaluate its progress on different counts. It helps the college prepare the blueprint for further developments.

Total development depends on a combination of the reforms introduced by the university and the college because all the reforms introduced by the college are direct or indirect offshoots of the reforms done by the university.

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

The formative evaluation approach is at work from the very early days of each academic session. It involves the teaching methods adopted by each teacher and the way students respond to the same. This is done by checking the running notes as well as by getting an update of the level of their understanding an area of study by sketching out the salient points discussed in the class at its close. The tutorial classes contribute a lot to this process.

The college makes a summative assessment of the standard of learning by the mid-term tests it conducts as well as by the student projects submitted at the end of the session. This gives a comparative estimate of the differences in the standard of different students and helps the college prepare a blueprint for future courses and bring about necessary modifications/changes in the existing system. The mid-term tests work as a good example because not only are students made wise about what they might expect in the examinations conducted by the university to follow the tests, they also get to know what is expected of them. In addition to that, the college conducts supplementary examinations for those who either have not sat for the examination or else have `cut a sorry figure. The risk of not being allowed to sit for the University Examination compels them to sit for this test and fare better.

2.5.5 Enumerate 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 the last four years) and explain the differences if any and patterns of achievement across the programmes /courses offered.

The institution keeps a close watch on the progress and performance of students chiefly through examinations and tests it conducts throughout the year and through the Tutorial and Remedial Course classes. It helps the college assess all kinds of qualitative changes in the propensity and tilt of the students in respect of the subjects they get to study just as it allows the college to gauge the upswing or decline in the standard of the students. This allows for close communication with the students to let them know about their actual position vis-à-vis the standard expected of them. The students are given the opportunity to personally meet the teachers to get enlightened about their progress. A chart of the result of the Final Year students is furnished below which might give us a clear picture of the trend followed over the last four years.

| Year | Examination | Total No. of Students Honours | Total No. of Students General | Promoted to Honours | Promoted To General | Honours Percentage of Marks | General Percentage Of Marks |
|-----------|-----------------|-------------------------------|-------------------------------|---------------------|---------------------|-----------------------------|-----------------------------|
| | | | | | | | |
| 2011-2012 | B.Com. Part I | 655 | 200 | 629 | 90 | 96.03 | 45 |
| | B.Com. Part II | 599 | 69 | 576 | 65 | 96.16 | 94.2 |
| | B.Com. Part III | 475 | 274 | 434 | 239 | 91.36 | 87.22 |
| | | | | | | | |
| 2012-2013 | B.Com. Part I | 801 | 227 | 709 | 50 | 88.51 | 22.02 |
| | B.Com. Part II | 920 | 101 | 879 | 74 | 95.54 | 73.26 |
| | B.Com. Part III | 410 | 215 | 278 | 120 | 67.8 | 55.81 |

| | | | | | | | |
|-----------|-----------------|------|-----|------|-----|-------|-------|
| | | | | | | | |
| 2013-2014 | B.Com. Part I | 1092 | 292 | 1028 | 227 | 88.51 | 77.73 |
| | B.Com. Part II | 1134 | 84 | 1019 | 81 | 89.85 | 96.42 |
| | B.Com. Part III | 537 | 242 | 439 | 154 | 81.7 | 63.63 |
| | | | | | | | |
| 2014-2015 | B.Com. Part I | | | | | | |
| | B.Com. Part I | 1169 | 244 | 1088 | 226 | 93.07 | 92.62 |
| | B.Com. Part III | 434 | 246 | 344 | 154 | 79.26 | 62.6 |
| | | | | | | | |

The result of B.Com Part 1 Examination of the year 2014-15 remains unpublished. However, the trend, as observed from the table above will suffice to indicate that over the last four years, the performance of the students of the college has remained uneven.

There are improvements in some areas and qualitative decline in others. The college takes care to detect this unevenness and spot the lacunae. It emerges that these anomalies stem from some basic facts: i) the growing emphasis on parallel courses of study (Chartered Accountancy, Cost Accountancy, Company Secretaryship, M.B.A etc.) which many students pursue for career advancement; and ii) the periodic absence of employed students . On the other side of the shield, some students have shown remarkable improvement. This can be cited not only by the marks obtained by a good many students, but also from the fact that over the three consecutive years, corporate and ICT giants like TCS and IBM have selected a healthy number of students for post-examination recruitment after random rounds of campus interview. Though this achievement falls outside the ambit of curricular improvement, it does indirectly reflect on the qualitative betterment of the students.

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

The college assiduously tries to follow the essential guidelines outlined by the IQAC. With a view to working up to its mission of academic and administrative excellence, the college has tried to bring about transparency in revamping the library, student communication and administrative efficiency.

Over the last four years, the library has been given a facelift: the SOUL 2.0 software has been installed to expedite the process of cataloguing and documentation; N-list has been subscribed to resulting in access to hundreds of journals; a library Webpage has been created; reprographic facilities have been extended to both teachers and students; feedback from students has been made a regular feature.

Steps have been taken to make the teacher-student relationship more participatory and interactive. To obviate any misgivings and doubts in the students, the classes and the examination system have been made more student-friendly. The students have open access to teachers beyond the classroom, and the process of teaching and learning becomes inhibitionless and transparent. The system of issuing report cards following each mid-term test allows the students to approach the teachers to dispel any doubt they might have in regard to the marks they have obtained. The teachers have to be painstaking in their dealing with the students whose feedback is informed greatly by the impression they form about the teachers and the education imparted. The internal assessment system is aided by the parent-teachers' meetings and the Grievance Cell which is conducted by two teachers and student representatives.

The college has introduced biometrics to record the arrival and departure of the staff to maintain punctuality and punctiliousness and thus transparency in maintaining discipline.

Corresponding to these developments, efforts are made to allot weightages to different aspects of student development. While stress has been laid on the learning and

communicative skills of the students, special weightage is given to the behavioural aspects of students, which is amply aided by participation in NSS affairs. The college encourages independent learning which accentuates self development of students outside the orbit of curricular studies, but that goes with the development of communicative skills. The college has introduced a certificate course on Spoken and Communicative English and Soft Skills to emphasise this aspect of self-development. Many students, despite faring well in the school-leaving examination, cannot express themselves or communicate properly. The trend of the ever-escalating social standards demands that education is properly linked to the corresponding development of one's social identity. Thus special weightage is given to learning how to hold oneself together in the context of the changing society. Weightages are evenly distributed to different aspects of the overall development of students, but efforts are always on to instill into the students the value system that combines with learning to make education a wholesome affair.

2.5.7 Do 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.

The college and teachers do use evaluation as an important indicator for the betterment of student performance and subsequent planning.

The evaluation process, whether formative or summative, may not be the ultimate indicator for a holistic assessment of student progress, but it points up the mindset, aptitude and qualitative changes any student undergoes as part of the evolutionary process of development. Teachers look to assess the thrust of the students by using every class as a forum for exchanges. Evaluation in this case ranges from the individual to the collective as opinions converge at a point to give shape to the plans for future developments.

In view of the above, the Mid-term tests conducted by the college play an important role in assessing student progress. The question papers are set after much deliberation among teachers of a department as is the common practice, but the paper-setters are requested to

provide a thoughtful blend of easily solvable questions with comparatively difficult ones, which often include questions set from areas students generally tend to evade. This practice is not meant to trouble the students, but to spot students who are venturesome and ready for challenges. Keeping in view such propensities, the college goes for programmes that might open a few windows on the world. A Seminar cum Workshop involving corporate houses and business institutes was recently organised by the college which witnessed unbelievable enthusiasm among students, who participated in big batches and engaged in lively interactions with the speakers/resource persons. A feedback from the students exclusively centering round this programme was taken which allowed impressive glimpses into minds eager to learn and know and go beyond the structured field of the curriculum. A seminar involving students who presented papers and had interactions among themselves was another such event recently organised and amply showcased the potential of students. Another step in this direction was taken when an Endowment lecture by the eminent professor Dr. Amitava Mukherjee was organised by the college where he selected IFRS, a topic which had a bearing on the curriculum and had a tremendous impact on the academic pursuits of the students. It was heartening to see an impressive turnout of students who participated in the interactions.

Such programmes provide a different kind of evaluation of the standard of students and their qualitative improvement can best be judged by exposure to such influences which are interactive and participatory by nature. This helps the college chalk out future course of planning.

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

At the college level, the institution uses the Cell particularly constituted for addressing the grievances and complaints of students. It comprises a couple of teachers who are helped by a student representative, who register the points before forwarding them to the Teachers' Council, and in more serious cases to the Governing Body of the college for consideration

and possible redressal of the same. Apart from that the college maintains a Suggestion/Drop Box that students can use to air their points of complaint. The college also takes written complaints and suggestions from the Students' Council for consideration of the valid and remediable points.

The grievances at the university level are taken up by the college administration and after approval of the Governing Body, are forwarded to the representative forums like the Senate and the Syndicate through the Boards of Studies.

2.6 Student Performance and Learning Outcomes

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

The college does not have any such mechanism.

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

The entire superstructure of teaching, learning and evaluation is built on goal-oriented planning and strategies. It can be compartmentalised in three segments. The first includes the Academic Calendar which features the curriculum and examination schedule mapped out by the university and the corresponding placement of college tests and examinations keeping in view the holidays that influence the schedule to a great extent. The second segment consists of a whole body of developments that include regular class schedules with the dual ulterior motive of successful interactive and participatory teaching and completion of the syllabus well within the time frame. This phase is interspersed with other curricular and extra-curricular activities that perform a supplementary function to boost the basic teaching-learning process. The third segment is one of total evaluation which consists of

examinations, student feedback as well as positive steps, if needed, taken by the college, to arrive at a holistic assessment of the learning outcomes.

The college administration chalks out its strategies for the forthcoming session well ahead of the time while a session is on. It, however, often proves difficult to meticulously work up to the strategies because of unexpectedly changed circumstances.

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?

Outside of the canvas of the curriculum set by the university, the college offers one course, one on Spoken and Communicative English coupled with Soft Skills. Given the deficiency of a number of students in communicating in English despite being at home in other subjects, the course has the potential to prepare students for interviews and viva voce when they apply for jobs later in their career. The training in soft skills goes a step further in giving students an idea about presentation and being presentable.

Though not any course of study, but as an employment drive, the campus recruitment drives done by concerns like IBM and TCS every year and the recruitments they do have social and economic relevance. The college is shortly going to embark on a new training course conducted by Tata Consultancy Services entitled TCS-AA Employability Training, a short-term job-oriented course, which promises to be a great stepping stone to have a direct feel of corporate jobs and entrepreneurship.

Such are the initiatives taken up by the college till date to link the students to areas of social and economic relevance.

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

The institution scans the outcome of the examinations both conducted by itself and by the university through report cards and on the basis of observations made by the teachers. Comparative studies with earlier results bring out the data necessary to gauge the outcome. Improvement or decline in standard is analysed on the basis of such data, which clearly bears out whether the thrust given by the teaching-learning process is in the right direction or not. The blueprint for future development is prepared on the basis of that to consider whether some more inputs are needed to remodel or spruce up the learning methods. Usually efforts are directed to addressing students on the basis of assessment made to detect the handicaps to the learning process. Steps are then taken either to remove the hurdles or introduce something innovative to overcome the difficulties. The certificate course already spoken about is a step in this direction. It has evolved as a result of prolonged scrutiny of one of the main problems students face, that of communication. Gradual introduction of ICT tools and mode of learning is another such method. The college plans the strategies according as situations appear and seeks to implement them to the utmost of its abilities.

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

The college monitors the success of the learning outcomes chiefly through two means: first, through evaluation of the consistency in the gradual improvement of student performance, and secondly, through the way students come out of the enclosure of the prescribed curriculum and make a mark in other curricular and academic activities like participation in interactive forums or in the recruitment drives conducted by corporate houses.

The first is done by a record of a student's performance graph over a span of three years where consistency plays a significant role. As regards the second point, it relates to a clutch of students who have the potential, the urge and the tenacity to score consistently. The college monitors these developments to ensure the success of all academic endeavours.

**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?**

Graduate attributes refer to those qualities related to academic, social and economic contexts which a student develops while pursuing a course, but which range beyond the defined parameters of a set curriculum. The college does not specifically state any such attributes, but seeks to instill the attributes of a value system that encompasses skills which are related to academic, extracurricular and socio-economic fields and thus linked to questions of employment and employability. In doing this the college follows the pattern adopted by the University of Calcutta in disseminating education in a way it allows proliferation of such skills in spite of disparate areas of study. It involves development of a mindset and aptitude that does not use academic studies for their own sake, but as a far greater process that encourages cohesion of motives and attributes that has a bearing on life. The setting of curriculum is done with the ulterior goal of making the students social subjects aware of their responsibilities.

The college tries to inculcate this value system into the students by means of developing a sense of cohesion and camaraderie which is immensely helped by involvement with the NSS programmes, which are directly under the supervision of the university. Apart from that participation in the course connected with soft skill development, active participation of the aspiring students in the campus interviews and the project work, whether curricular or related to industry visit, help develop and hone skills that grow out of, yet range beyond the prescribed fields of study.

Thus the college tries to ensure attainment of the graduate attributes by students.

Criterion III: Research, Consultancy and Extension**3.1 Promotion of Research****3.1.1 Does the institution have recognised research centre/s of the affiliating University or any other agency/organisation?**

No, the college does not have such research centres.

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.

Though the college allows every teacher to pursue research work and readily approves appeals for going for Fellowship schemes, it does not currently have any such research committee. However, keeping in view the Minor Research Projects teachers have been undertaking, the college is shortly going to introduce a research committee.

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

The college encourages individual teachers (Fulltime, Part-time and Guest Faculty) to go for research projects in any category (Ph.D., M.Phil, Minor/Major Research Projects). Though there is no research cell/unit to systematically monitor the projects, the college extends all possible facilities to see to it that the projects are perfectly implemented.

- The principal investigator is given perfect autonomy in any way to facilitate preparation of a thesis/project/dissertation paper.
- When a researcher applies for a project, the college helps him with all the resource materials available including library and financial resources and tries to provide those immediately unavailable so that the project is not stalled.
- The college is handicapped to a certain extent by the fact that it has to share the building with two other institutions, but it employs the infrastructural resources to the utmost to help the researchers: the computer laboratories, the library resources including a ready supply of books and journals and the staff in charge of these sections to help him with ready downloads and technical help.

- The college not only allows the researcher to a reduced teaching load and exemption from invigilation in college tests, it takes the initiative to carry on necessary correspondence with the UGC or any such agency to oversee official modalities like placement of papers and documents in proper order for possible help to the researcher. Besides, the college allows the researcher to go for any research project on a Fellowship scheme (like F.D.P.) and easily sanctions leave to this effect.
- The ICT resources are made available to the researcher in the shape of uninterrupted internet service, which includes ready access to N-list and its world of journals, provision for laptops and reprographic facilities.
- In order to facilitate a successful submission of a project or a doctoral thesis, the college engages its audit mechanism to have the audit done in time, prepares the utilisation certificate and arranges for its timely submission to the funding authorities

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

The college does not have any mechanism to generate research culture among students. Being a single discipline college, it has but limited scope to insemminate this spirit. It is, however, the look-out of the teachers to inject the discipline of organising ideas into the students in a way they develop an inquisitive mindset which goes a long way towards developing a scientific temper. The project work they have to do as part of their curriculum is the most appropriate mode of planting research culture in the students. The teachers in charge of their respective batches of students not only help them learn the methodology and perspective of the area of work they have chosen, they allow new ideas to germinate in them, a technique conducive to the development of an introspective mind. Each teacher having a different allotment of students under him takes special classes to help students prepare their projects and takes time correcting them, often several times till their work becomes other than stereotyped.

Very recently two groups of students took part in an academic seminar on Management Studies under the tutelage of Prof. Dipanjan Bagchi. It was an exploratory session which developed into interactions involving students and teachers. But more than anything else, the teacher concerned engaged the students in gleaning their materials from different sources, meticulously organising them before going for a power-point presentation. These endeavours help develop in students a research culture and a scientific and methodical approach to any subject under scrutiny.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research papers, engaged in individual/collaborative research activity etc.)

The college has no research cell or committee as mentioned before, but there is definite faculty involvement in active research. Of the nine fulltime teachers two have been awarded Ph.D. Four full-time teachers, two part-time teachers and three guest faculty are currently pursuing their Ph.D. work.

Research Work Completed:

| Teacher | Title of Work | Affiliating University | Year |
|---|--|-------------------------------|-------------|
| Dr. Sandip Paul, Principal & Associate Professor of Commerce | 'Public Sector Enterprises in India – A Study in the Context of Privatisation' | University of Kalyani | 2004 |
| Dr. Sukanti Dutta, Associate Professor of English | 'An Artist in Exile – Novels of George Gissing' | Jadavpur University | 2000 |

Research Work Underway:

| Teacher | Title of Work | Affiliating University | Year |
|---|---|---|-------------|
| Prof. Dipanjana Bagchi, Assistant Professor, Commerce | Problems and Prospects of Reverse Mortgage offerings-A Comprehensive Study in West Bengal | University of Calcutta | Underway |
| Prof. Sitaram Mandal, Associate Professor of Bengali | 'Bangla Sahitya Samalochak Subodh Chandra Segupta: Samiksha o Mulyayan' (Subdh Chandra Sengupta, Critic of Bengali Literature: Exploration and Evaluation') | Visva Bharati University | Underway |
| Prof. Monoranjan Naskar, Assistant Professor of Bengali | 'Bangla Kathasahitya: Protibhaader Bhinnomatra, Paanch Lekhoker Srishti' ('Bengali Literature: Different Dimensions of Protest, The Creation of Five Writers') | Jadavpur University, Department of Comparative Literature | Underway |
| Prof. Madhusree Kundu Banerjee, Guest Faculty, E-Commerce | Fundamental Analysis and Its Impact on Stock Prices: A Study on Selected Indian Companies" from 2014 onwards | University of Calcutta | Underway |

| | | | | |
|---|-------|--|-----------------------------|----------|
| Prof. Saheli Banerjee, Faculty, Economics | Guest | 'Mining Labour in Eastern India' | Rabindra Bharati University | Underway |
| Prof. Rajbanshi | Rina | 'Reinterpretation of Mythology in Indian Fiction In English' | Pondicherry University | Underway |

There have been five completed Minor Research Projects sponsored by the UGC and some of that work has already been published.

Dr. Sandip Kumar Paul served as a Visiting Research Guide for Ph.D. at EMPI Business School, under the auspices of Mohan Lal Sukhadia University, Udaipur, Rajasthan, during the period 2010-12.

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

Though the college has hosted both Nation Level and State Level seminars, it has not yet organised any such training or sensitization programme on capacity building.

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

The college is an exclusively commerce-discipline college. Therefore the areas which gain utmost priority are related to commerce, economics and management-related studies.

The Principal of the college, Dr. Sandip Paul has obtained his doctoral thesis on ***Public Sector Enterprises in India: A Study in the Context of Privatization*** from Kalyani University.

However, research work is also undertaken by teachers in the fields of literature. Teachers representing the departments of English and Bengali have either completed or are going to complete doctoral research.

Of the two teachers of the Department of English, Dr. Sukanti Dutta was awarded a Ph.D. from Jadavpur University, his area of research being ***An Artist in Exile: the Novels of George Gissing***.

From the table inserted in the answer to the Question No. 3.1.5, an idea can be gained about the thrust areas for research. Although it is a college dedicated to commerce-related studies, the prioritised areas betray an eclectic trend with a good many studies being done in the field of literature. This is a welcome pattern for a single-discipline college. However, given the inadequate number of fulltime teachers (nine in all), the thrust seems to be equi-balanced.

The Minor Research Projects have also been done under the purview of the departments of Economics (two projects), Accountancy (one), English (one) and Bengali (one).

Though there is no question about the academic competence of the teachers, in regard to the supervisorship of the theses, they have to look up to and be supervised by resource persons from universities. However, published papers, presented papers in seminars and chairing technical sessions in UGC- sponsored seminars, all by the teachers concerned testify to the expertise of the faculty in the research areas mentioned.

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

The college has invited scholars and researches of eminence to the college to deliver Endowment Lectures to teachers and students alike.

The Department of Economics took the initiative in organising three Endowment Lectures:

- Dr. Sankar Kumar Bhowmik, Professor of Economics, University of Calcutta: 'Inclusive Growth in India' (29th September, 2011)
- Dr. Archita Ghosh, Associate Professor of Economics, Associate Professor of Economics, Kalyani University, West Bengal: 'Foreign Direct Investment in India' (19th January, 2013)
- Prof. Siddhartha Majumdar, Ex-Chairman, West Bengal College Service Commission: 'Foreign Direct Investment: Has India lived up to its promise?'(12th April, 2014)
- Dr. Amitava Mukherjee, Ex-Professor, St. Xaviers College, 'IFRS' (Prof. Shantilal Mukherjee Memorial Lecture, 18th December, 2015)

All these visits by the scholars of excellence and academic brilliance were a rewarding experience for the students and teachers alike. Not only were there lively interactions, students wanted a recurrence of such lectures. For the teachers it was a refreshing experience, an exercise in re-orienting and recharging themselves.

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

Of the teachers who have either completed research work or are nearing completion of the same or have just started their work, only one teacher, Prof. Dipanjana Bagchi is going for such leave on the F.D.P. scheme. She has submitted her papers to the UGC following the approval of the Governing Body of the college and is currently waiting for the official sanction of the UGC. The process will doubtlessly enrich her and the impact on the students will be considerable, but it is too early to gauge the impact.

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

The college has not yet been able to initiate steps to create awareness of the research findings of the institution among students.

3.2 Resource Mobilisation 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 utilisation.

The college caters to undergraduate studies only, and in the absence of any existing research unit there are no provisions for research work. The college is therefore unable to earmark budget for research.

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

There is not yet any provision in the college to provide seed money to the faculty for research.

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

The college is meant for students studying at the undergraduate level. Therefore, there are no provisions available to support student research projects.

3.2.4 How do the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavours and challenges faced in organising inter-disciplinary research.

The college is a single-discipline institution, dedicated to commerce-oriented studies with Economics, Environmental Studies and the language-group subjects (English, Hindi and Bengali) studied as general papers. Though inter-disciplinary research can very well be a possibility to enhance the academic environment of the college, presently no such endeavour is done since only one teacher from the area of Accountancy and Management has currently started writing her doctoral thesis. Though suggestions are there about a collaborative research project involving the English and Bengali Departments, no headway has yet been made in this direction.

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

The college does not have any provisions for studies in science. Therefore there is no provision for laboratory or laboratory equipments and kindred research facilities.

The college, however, allows utmost use of its library resources, internet service, computer laboratory and allied facilities including laptop and screen to the researchers. There are currently three researchers at work. Two of them being teachers of literature, their needs are library and internet-oriented. The college sees to it that they can use these devices to the utmost. Though the college does not have students studying literature (it being devoted to commerce-related studies), provisions are made in the library to obtain collection of books on literature and history to serve the teachers going for research work in literature.

Given the fact that it is a college for under-graduate studies, the question of research equipment does not apply to the students.

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

The college has not received any such special grants or finances from the industry or any such agency.

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.

The college encourages teachers to take up projects under any scheme that will contribute to their academic enrichment. Although two teachers, Dr, Sandip Kr.Paul, the Principal of the college and Dr. Sukanti Dutta , Associate Professor of English, had long completed doctoral theses and also Minor Research Projects under the UGC, such works were completed before the stipulated period of four years. However, three more MRPs have been completed and submitted within the prescribed period which is enumerated below:

| Nature of the Project | Duration of Year From To | Title of the Project | Name of the Funding Agency | Total grant | | Total grant received till date |
|-----------------------|--------------------------|--|----------------------------|-------------|----------|--------------------------------|
| | | | | Sanctioned | Received | |
| Minor projects | 2011-14 | 'An awareness and perception study on Reverse Mortgage offerings in Eastern India', by Prof. Dipanjana Bagchi, Dept. of Commerce | UGC | 96,000 | 96,000 | 96,000 |
| Minor Project | 2. 2011-14 | 'A Look into Household Level Food Accessibility in the Rural Areas of a District of West Bengal', by Prof. Shibani Bagchi, Dept. of Economics | UGC | 86,500 | 86,500 | 86,500 |
| Minor Project | 3. 2011-14 | 'Bish Shotoker Prothomardher Bangla Shomalochona Sahitya O Subodh Chandra Sengupta' (Literary Criticism in Bengali in the first half of the 20 th Century | UGC | 61,000 | 61,000 | 61,000 |

| | | | | | | |
|----------------------------|--------------|--|-----|---------|---------|---------|
| | | and Subodh Chandra Sengupta), by Prof. Sitaram Mandal, Dept. of Bengali | | | | |
| Minor Project | 4. 2010-2012 | 'The Mask of Reticence – Novels of Kazuo Ishiguro', by Dr. Sukanti Dutta, Dept. of English | UGC | 43, 750 | 43, 750 | 43, 750 |
| Major projects | NIL | | | | | |
| Interdisciplinary projects | NIL | | | | | |

3.3 Research Facilities

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

As we have observed earlier, the institution is meant for undergraduate studies without provisions for post-graduate, M.Phil and similar courses. Therefore, there are no such research facilities available for students and research scholars.

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?

In the perspective of the limitedness in the range of subjects taught and the corresponding number of teachers, no such strategies have been envisaged or planned. Without the amenities available to make a complete infrastructural overhaul (mainly thanks to paucity of space caused by the same building hosting three institutions, as stated earlier and a very limited number of fulltime teachers), no such strategising is currently possible. But the college is planning to constitute a committee for research activities to oversee upgradation of research facilities and the library is already undergoing a revamping process with the development of an Electronic Resource Package and access to journals dealing with upcoming and current areas of academic exploration. Furthermore, expansion of the reprographic service and increase in the number of scanning devices are steps in this direction.

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

The institution has received no such grant for developing research facilities.

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

The college is a single-stream college (Commerce) and there is no scope for any science-related subject to be taught here, nor is there any provision for post-graduate studies. However, the recently framed syllabus of B.Com Honours of the University of Calcutta provides some scope of research for the students in at least two papers, viz. i) Project Work (100 Marks), and ii) Environment Studies (100 Marks). The college has tried to extend sufficient facilities in regard to equipments and facilities to the students in conducting research work in the aforesaid papers.

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

As we have stated earlier, by the word ‘researcher’, we can only mean the teachers who pursue research work in any form. In the current set-up of the college, the library is the most important space available to the researchers. The library, which is undergoing a total overhaul, is equipped with internet service round the clock allowing for work even outside the pale of working hours if there is any necessity. Complete with OPAC and the Electronic Resource Package, scanner, printer, and reprographic facilities, the library is being prepared for working as a veritable resource centre in near future.

Apart from that there is a computer laboratory, which, though made for students, can be used as a resource centre.

3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college, for example, laboratories, library, instruments, computers, new technology etc?

As mentioned earlier, the institution as a commerce-discipline college acts within its limits and limitations. Though individual researchers can gain from the facilities available, there is at present hardly the scope or the space to allow for collaborative research in any form.

3.4 Research Publications and Awards**3.4.1 Highlight the major research achievements of the staff and students in terms of**

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

The college has, as we have observed, not been able produce that many number of doctoral theses or work equivalent to that. That is why, in the context of the current situation, it is difficult to fulfill the conditions listed above.

- ❖ There are only two completed doctoral theses against which Ph.D. degrees are awarded by universities. They have not been published in book form. So, the point about obtaining patents does not rise. The other works are either near-submission or near-completion or are at their inception.
- ❖ As yet there has been no such instance.
- ❖ As yet there has been no such instance.
- ❖ As yet there has been no such instance.

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

The institution does publish an ISSN-accredited academic journal entitled **Pursuits**, but it consists of invited articles and papers by teachers and research scholars as well as articles contributed by teachers and scholars from the college.

The Editorial Board of the journal comprises the Chief Editor, Dr. Sukanti Dutta, two teachers of the college and two teachers from other institutions invited to be on the Board. The journal is published annually in the month of December, but plans and preparations start very early from around the month of April. Since it is solely the initiative of the college without any research bodies from outside to extend funds, the expenditure is incurred from the funds of the college.

A formal 'Call for Papers' (embodying the norms and guidelines) is sent around through internet at the initial stage and invitations are forwarded to research scholars and teachers from other institutions to contribute to the journal after meetings of the Board of Editors.

There is always a representation from the college: the young teachers pursuing research work are especially asked to contribute to the journal. A screening is done by the Board following which the journal is brought out. A recent feature of the journal is peer-reviewing of selected articles, something which will be done on a greater scale in future. Although the journal is published by a commerce-teaching college, it has been made eclectic featuring articles from disciplines other than commerce.

However, **Pursuits** is as yet not on any international database. Further, although it is an academic journal, it cannot be called an exclusively research journal.

3.4.3 Give details of publications by the faculty and students:

- ❖ **Publication per faculty**
- ❖ **Number of papers published by faculty and students in peer reviewed journals (national/international)**
- ❖ **Number of publications listed in International Database (for e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host etc.)**
- ❖ **Monographs**
- ❖ **Chapter in Books**
- ❖ **Books Edited**
- ❖ **Books with ISBN/ISSN numbers with details of publishers**
- ❖ **Citation Index**
- ❖ **SNIP**
- ❖ **SJR**
- ❖ **Impact factor**
- ❖ **h-index**

The details of the publications are furnished below:

- ❖ Publication per faculty:

Department of Commerce:

a) Dr. Sandip Kumar Paul (Principal & Faculty, Management)

- 'Enhancing the Quality of Learning', in *EMPI Research and Business Review*, July-December, 2011 of EMPI Business School, New Delhi
- 'Higher Education in India: Reforms and Suggestions in the Light of the Developing Dynamics', in the *College Post*, Journal of Indian Colleges Forum (I.C.F): April-June, 2011
- 'Road Safety: A Saga of Kolkata Traffic Police', in the academic journal of City College of Commerce & Business Administration, 2012
- 'Higher Education and Unemployment Scenario in Paschimbango', in *Indian Economic Development: Contemporary Issues* (ISBN- 978-81-8484-167-1) ed. Prof. D.N. Bhattacharya, 2012
- 'Revolutionary Changes in Higher Education- The Privatised Model', in the *College Post*, April-June 2013 issue (ISSN 2348-084X)
- 'Management Education in India- Attitudinal and Integral Changes', in *The Indian Messenger* (Regn. RNI 5097/57), the Annual Journal of Sadharan Brahmo Samaj

b) Prof. Dipanjana Bagchi (Faculty, Accountancy)

- 'Unique Identification Number: The New Identity Paradigm', Joint publication with Dr J.K Das and S.Maitra, *Globsyn Management Journal* Vol. V, Issue I & II, ISSN (0973_918), 01.01. 2011.)
- 'An Exploratory Study on Reverse Mortgage Offerings in Eastern India', *Pursuits* (ISSN: 2322-0643)

c) Prof. Shibani Bagchi (Faculty, Economics)

- 'Institutional Finance: A Cushion for a Small-Farm Economy in the Era of Liberalisation and Financial Sector Reforms: A Case Study', *Artha Beekshan* (ISSN 0972-1185), Vo. 14, Nos. 3 & 4, December, 2005 & March 2006, (Co-author: Dr. Jiban Kumar Ghosh, Agro Economic Research Centre, Visva Bharati)

- 'Floriculture, Liberalisation and West Bengal'. *Artha Beekshan* (ISSN 0972-1185), Vol. 17, No. 2, September, 2008)

d) Dr. Sukanti Dutta (Faculty, English)

- 'Fallen Angel or Idealised Woman: Nancy and the Existential Question', in *Pegasus* (ISSN 0975-8488), 2008
- 'Glimpse into the Unknown Space: Greene's "I Spy"', in *Pegasus* (ISSN 0975-8488), 2010
- ' "O That Old Man Covered with a Mantle": Lamb's Nostalgic Vision', in *Symposium*, (ISSN-2320-1452), 2013
- 'Beyond the Opaque Mirror: Katherine Mansfield's "The Doll's House"', Academia Edu. Web. ed. ,2014

e) Prof. Rina Rajbanshi (Faculty, English)

- 'Rewriting Mythology: An Analysis of C.S.Lakshmi's Forest', in *International Journal of English, Literature and Humanities*, Vol. II, Issue III, Dec. 2014 (ISSN 2321-7065)
- 'Ageing, Memory and Self-delusion: An Analysis of Julian Barnes's The Sense of an Ending', in *Middle Flight*, Vol.3, No. 1, Sept. 2014, ISSN 2319-7684

f) Prof. Sitaram Mandal (Faculty, Bengali)

- 'Subodh Chandrer Rabindranath' ('Rabindranath in the eyes of Subodh Chandra'), *Khoai* (ISSN 2319-8389), 2011

- ‘Ouponibeshik Bhuma and Manobik Bhuma: unish shotoker poriprekhhite’ (‘Bhuma the colonialist and Bhuma the Humanitarian : in the perspective of the 19th Century’), Journal for the Department of Bengali, Visva Bharati, 2012
- ‘Bish Shotoker Prothomardher Bangla Shomalochona Sahitya ebong Subodh Chandra Sengupta’ (‘Bengali Literary Criticism in the First Half of the 20th Century and Subodh Chandra Sengupta, *Pursuits*, Vol.II (ISSN 1322-0643), 2015

g) Prof. Monoranjan Naskar (Faculty, Bengali)

- ‘Nirman o Protyakhyan e Nirupama Devir Chotogolpo’ (‘The Treatment of Development and Rejection in the Short Stories of Nirupama Devi’, *Padokhhep*, a Literary Journal, 2012

h) Prof. Shaktipada Jana (Part time teacher , Management)

- ‘Social Networking’ , *Pursuits* (ISSN 2322-0643) , Vol. II ,2013

i) Prof. Debisree Banerjee (Part-time Teacher, Management)

- ‘Innovations in Agricultural Insurance in India- Retrospect and Prospect’, jointly with Dr. Uttam Bhattacharya, Indian Journal of Agricultural Economics (ISSN- 0019-5014),July-September, 2011, Vol.66 No. III
- ‘Our Agricultural Insurance in India’, jointly with Dr. Uttam Bhattacharya, Rabindra Bharati Economic Journal, March 2011, Vo. V, ISSN-0975-802x
- ‘Towards Risk Covering in Agriculture: Agricultural Insurance in India vis-à-vis West Bengal’, jointly with Dr. Uttam Bhattacharya,

Post Reforms Indian Economy: Essays in Honour of Prof. Amalesh Chandra Banerjee, ed.s D.N.Konar and A.K.Karmakar, Regal Publications, 2014, (ISBN- 9788184843255)

- 'Problems of Crop Diversification in West Bengal', jointly with Dr. Uttam Bhattacharya, in *Diversification of Agriculture in Eastern India*, Springer India, 2015 (ISBN- 978-81-322-1996-5)

j) Prof. Madhusree Kundu Banerjee (Guest Faculty, E-Commerce)

- 'Emerging Challenges to E-Banking in India', *Pursuits* (ISSN-2322-0643), 2012

k) Prof, Somprakash Nanda (Guest Faculty, Information Technology)

- 'Exploring the Issues Affecting Supply Chain in Indian SMEs', *Iraninan Journal of Management Studies*, 2011-12
- 'E-Commerce: Bridging MIS with TQM', *International Journal of Contemporary Business Studies*, USA, 2011

l) Prof. Paramita Barman (Guest Faculty, Economics)

- 'A Puzzling Scenario in Tuberculosis Prevalence of Two Eastern States in India', in *The International Journal of Humanities and Social Studies* (ISSN 2321-9203), Vol.III,

m) Prof. Saheli Banerjee (Guest Faculty, Economics)

- Mining and sustainability: case studies of Jharkhand and Orissa , in *Synthesis*, A Multidisciplinary Research Book (ISBN 978-93-84106-29-4),

n) Prof. Neeloy Gupta (Guest Faculty, Economics)

- 'Child Labour and its Prevalence in India', *Pursuits* (ISSN 2322-0643)

o) Prof. Supriya Bhattacharya (Guest Faculty, Business Regulatory Framework & Law)

- *Business Regulatory Framework* (ISBN- 978-93-83360-19-2) Elegant Publications, 2015

p) Prof. Bindia Gupta (Guest Faculty, Environment Studies)

- 'Conflict and Co-existence: Key Issues', *Banabithi*, Wildlife Issue, 2015, West Bengal Forest Department, Govt. of West Bengal, 2015

q) Prof. Vijaya Sharma (Guest Faculty, Hindi)

- 'Jatiya Shaitya ki Samsyane' in *Rastryata, Sahitya, Sanskriti aur Ramvilas Sharma*. Ed. Lalit Jha. (ISBN No. 978-81-924201-6-5), 2014.

r) Prof. Debalina Mitra (Guest Faculty, Commerce)

- 'Virtual Organization : A New Vision of Management in Global Marketing', *Pursuits*, Vol.III, ISSN-2322-0643

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

- ❖ Number of publications listed in International Database (for e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host etc.) : Nil
- ❖ Monographs : Nil
- ❖ Chapter in Books: Nil
- ❖ Books Edited: 02 (*Pegasus* , ISSN : 0975-8488 , co-ed., 2010) , (*Golden Leaves* , co-ed. , Macmillan & University of Calcutta , 2011)
- ❖ Books with ISBN/ISSN numbers with details of publishers: *Business Regulatory Framework* by Prof Supriya Bhattacharya (ISBN- 978-93-83360-19-2) Elegant Publications, 2015.
- ❖ Citation Index: Nil
- ❖ SNIP: Nil
- ❖ SJR: Nil
- ❖ Impact factor: Nil
- ❖ h-index: Nil

3.4.4 Provide details (if any) of

- ❖ **research awards received by the faculty**
- ❖ **recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- ❖ **incentives given to faculty for receiving state, national and international recognitions for research contribution**
- ❖ i) Dr. Sandip Kumar Paul, Associate Professor of Commerce, was awarded Ph.D. in Commerce by Kalyani University, West Bengal in 2004; the title of his thesis was 'Public Sector Enterprises in India – A Study in the Context of Privatization'

ii) Dr. Sukanti Dutta, Associate Professor of English, was awarded Ph. D, in English from Jadavpur University, West Bengal in 2000; the title of his thesis was 'An Artist in Exile-Novels of George Gissing'

- ❖ No such recognition has been received by the faculty
- ❖ Since no faculty has yet received any award or recognition from any national or international bodies, questions about incentives do not apply here.

3.5 Consultancy

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

The college has a career-counselling cum job placement cell in operation. It looks to give the students a direct link to the corporate world. To this end, the college seeks to channelise its strategies through three distinct ways: i) through industry visits by students and subsequent reports prepared by students; ii) through career-counselling workshops addressed by invited resource persons from industrial and business houses and iii) through annual recruitment drives conducted by corporate houses. Such strategising is done with a view to providing a portal for the students to have a firsthand familiarity with the corporate and business world. However, the college does not have any constituted unit to promote consultancy with any institute or group.

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

Apart from taking the student-friendly steps mentioned above, the college does not have any stated policy to promote consultancy. Houses like the Tata Consultancy Services and IBM do conduct campus drives to recruit students with potential. The TCS has been

conducting 'AA Employability Training Programme' to recruit students, which it has been carrying on over the last three years and has recruited students. However, all these are annual affairs and outside the pale of any consultancy services.

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

The institution does not have any direct link to the corporate world through a liaison officer nor does it have representation from that society. There is thus no tangible and official network to conduct consultancy.

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

As mentioned earlier, the college has no consultancy tie-up with any concern and there is no possibility of revenue generation.

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?

Vis-à-vis the fact that there is no consultancy service provided for generation of revenue, the question about sharing of the income becomes irrelevant.

3.6. Extension Activities and Institutional Social Responsibility (ISR)

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

The college tries to foster community spirit, goodwill and amity among students by involving them in philanthropic activities. The students' council organises an Annual Blood Donation Camp, which also includes health check up, but that is an exclusively student-oriented affair. What bring the community close to the students and what the college promotes through the NSS programmes are organisation of health camps including eye and cardiac detection and relief camps, social awareness campaigns, sit-and-draw competitions in slum areas and interaction with people to address the problems they encounter. The college also invites NGOs to conduct social awareness programmes on a regular basis. This process not only inculcates the seeds of fellow feeling and goodwill into the students, it contributes to the 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?

There is no such mechanism at work at the college level to track students' involvement in social activities.

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

The college uses the mode of feedback in both interactive and written forms to solicit stakeholder perception of the college. It involves students, their guardians and the Teaching and Non-teaching Staff of the college to get a firsthand perception of the state of affairs and development of the institution. Just as the final year students are given an opportunity to give a candid impression about their perception of the college, the teachers meet the guardians and parents of students to get their impression both verbally and through the written mode. The latter mode is adopted in case of the staff of the college.

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

The institution usually uses its NSS unit to organise its outreach programmes. It is arranged in two ways: in regular intervals and on an annual basis. While in the former case the students are made to involve in common activities like keeping the environment pollution-free, the latter instance relates to annual camps which last a week and which engages students in a lot of melioristic activities.

The details of the major extension activities for the last four years and their impact on students are furnished below:

| Receipts | 2011-12 | 2012-13 | 2013-14 | 2014-15 | Payments | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|---------|-----------------------------------|---------|---------|---------|---------|
| Grant received from Calcutta University for Regular Activities | 22,500 | 13,500 | 13,500 | 13,500 | Allowance to Programme Officer | 4,800 | 4,800 | 4,800 | 4,800 |
| Grant received for special camping programmes | --- | --- | --- | --- | Programme Development Expenditure | 15,450 | 7,200 | 7,200 | 7,100 |
| Red Ribbon Club of State Aids Prevention & Control Society | --- | 4,900 | 4,000 | --- | Contingency & Audit Fees | 2,250 | 1,500 | 1,500 | 1,600 |
| | | | | | Special Camping | --- | --- | --- | |

| | | | | | | | | | |
|--|--|--|--|--|--------------------------|-----|-------|-------|--|
| | | | | | Expenses | | | | |
| | | | | | AIDS Programme Expenses | --- | 4,000 | 3,200 | |
| | | | | | Contingency & Audit Fees | --- | 900 | 800 | |
| | | | | | | | | | |

A) Work Report for the Year 2011-12:

i) Regular Activities:

- ✓ Campus cleaning
- ✓ Cleaning of the College Square Park opposite the college
- ✓ Tree plantation in the Square
- ✓ Community survey: survey of slums
- ✓ Health awareness

ii) Special Camping Programme conducted in the College and Bengal Social Service League, NGO

- Inauguration Ceremony (22.03.2012): Keynote Address by Mr. Kunal Chatterjee, Senior Superintendent, N.S.S., Calcutta University & Distribution of items among volunteers
- Days 2 & 3(23.03.2012 & 24.03.2012): Social survey made by volunteers in slum areas; General Health Check-up of the poor people of the area; Cardiac check-up
- Days 4 & 5(25.03.2012 & 26.03.2012): Second phase of survey to prepare report on the socio-economic and academic status of minorities living in the slums; social service and help rendered in some pockets
- Day 6(27.03.2012): Cultural programme involving children of slums: recitation and Sit-and-Draw competition

- Day 7(28.03.2012): Closing Ceremony and Valedictory Session – NSS Programme Officer’s Speech – Review of the Special Camp Programme – Distribution of Certificates

B) Work Report for the Year 2012-13:

i) Regular Activities:

- ✓ Campus cleaning
- ✓ Cleaning of the College Square Park opposite the college
- ✓ Tree plantation
- ✓ Child Care & Awareness Programme on child health
- ✓ Health awareness

ii) (Owing to unavoidable circumstances, there was no Special Camp in the year 2012-3)

C) Work Report for the Year 2013-14:

i) Regular Activities:

- ✓ Student survey of campus activities
- ✓ Cleanliness drive
- ✓ Tree plantation
- ✓ Child Care & Awareness Programme on child health
- ✓ Health awareness

ii) Special Camping Programme conducted in the College and Bengal Social Service League, NGO

- Inauguration Ceremony (25.03.2014): Distribution of items among volunteers; introduction given by the Programme Officer
- Days 2 & 3(26.03.2014 & 27.03.2014): Social survey made by volunteers in slum areas; social awareness drive conducted by student volunteers

- Days 4 & 5 (28.03.2014 & 29.03.2014): General and cardiac health check-up
- Day 6 (30.03.2014): Cultural programme involving children of slums: recitation and Sit-and-Draw competition
- Day 7 (31.03.2014): Closing Ceremony and Valedictory Session – NSS Programme Officer's Speech – Review of the Special Camp Programme – Distribution of Certificates – cultural programme

D) Work Report for the Year 2014-15:**i) Regular Activities:**

- ✓ Campus maintenance
- ✓ Cleanliness drive in locality
- ✓ Tree plantation
- ✓ Health awareness

ii) Special Camping Programme conducted in the College and at Bengal Social Service League, NGO

- Inauguration Ceremony (23.03.2015): Distribution of items among volunteers; introduction given by the Programme Officer
- Days 2 & 3 (24.03.2015 & 25.03.2015): Social survey made by volunteers in slum areas; social awareness drive conducted by student volunteers
- Days 4 & 5 (26.03.2015 & 27.03.2015): General and cardiac health check-up
- Day 6 (28.03.2015): Cultural programme involving children of slums: recitation and Sit-and-Draw competition

- Day 7(29.03.2015): Closing Ceremony and Valedictory Session – NSS Programme Officer’s Speech – Review of the Special Camp Programme – Distribution of Certificates – cultural programme

The impact of these outreach programmes on the students has been immense. They have not only been able to have a first-hand look into the problems faced by the poor and the people living in the slum areas, they have become socially conscious, which has tremendously added to the knowledge accumulated from the subjects they get to study. Besides, they have to make surveys and prepare reports on the basis of that. Finally, they have been taught the values of working as a cohesive unit.

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?

The college encourages its students to take part in extension activities not only as something supplementary to the curricular development they undergo, but also in order to develop in them the spirit of fellow feeling and amity. Keeping this in view, the college has strengthened its NSS unit under able faculty to involve students in a big way. Camps are arranged and students are accordingly informed to enroll themselves to join the camps. The faculty gets involved not only as supervisors, but also as active participators communicating with relevant authorities and bodies to bolster the prospects of such developments. For example, Bengal Social Service League, an NGO working for minorities in the city comes to play a major role in expediting the projects in right earnest. The faculty keeps the line of communication in proper place to see to it that the premises of the building maintained by the NGO are in order to host such philanthropic activities ensuring smooth participation by the students. All the camps and programmes take place under the supervision of Prof. H.Zaman, the Programme Officer, who received the award of Best Programme Officer in 2011.

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

The students under the NSS unit of the college have made surveys in slum areas with a considerable number of people living below the poverty level the report of which they have submitted to the NSS unit of the university. It has definitely made students socially conscious, but that cannot be said to have ensured social justice or empowered students from the underprivileged sections of society.

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

Extension activities aim at bringing the students face to face with the realities of society, something they may get to read about, but not encounter them. Thus these activities perform a complementary function in making what they study worth it. Not only do they come out of the confines of curricular learning, they become enamoured of a value system that helps them grow and develop as greater human beings. They also learn a lot from ground realities, about how to communicate with people of all rungs of society, develop fellow feeling and work for others.

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

The college has been routinely conducting programmes through NSS to establish a community network. These programmes involve students in reaching out to people living in slum areas chiefly aided by an NGO. Free medical help is accompanied by clinics to contribute to the cause. The result is encouraging as people in great numbers crowd to

these camps and request for more such programmes. In 2012, the college conducted a Cataract Detection cum Operation Camp in collaboration with Sankara Netralaya , which took under its wing elderly and poor people suffering from cataract and arranged for their successful operation. It was an occasion when people of the area adjacent to the NGO (Bengal Social Service League) actively came forward to help the student-volunteers and the teachers present there to make it a worthwhile experience. Another NGO recently conducted a social awareness programme in the college premises which was attended by students as well as people of the neighbouring community.

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.

There are no such relationships with any other institutions of the locality for working on 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.

The college has received three awards for extension activities during the last four years.

- ✓ as the best NSS unit for remarkable performance in the year 2012-13
- ✓ Prof. H.Zaman awarded the best Programme Officer of NSS in the year 2011-12
- ✓ best volunteer service in NSS activities in the year 2013-14

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.

There is at present no collaboration with any laboratories, institutes and industry for research activities.

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.

Although there is currently no MOU or collaborative arrangements with any institute, three years back the college had signed a MOU with the Institute of Cost & Works Accountants of India (ICWAI), and conducted a certificate course in collaboration with the institute. It yielded good results for the college, turning out students who got placements, but the course could not continue for more than a couple of years because the fee structure for the course was high for the majority of students who with all their merit came from less than solvent families. However, such collaboration, though short, proved beneficial for students and 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/upgradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/library/new technology/placement services.

The college recently organised a seminar on Placement and Employability and invited institutes and business houses of repute to directly address the students. In that one-day affair, the representatives and resource persons occupied the same stage and were open to questions from students about courses worth-studying, career prospects and employment generation. The interactions had a direct impact on the students as they raised points that

had bearing on areas in their curriculum in their endeavour to relate the two. However, such interactions relate to students only, and cannot be said to contribute to any industry-institution-community interface nor do they help in the process of upgradation of infrastructural facilities of the college.

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

The college had organised one National Level and three State Level Seminars (all of them sponsored by the UGC) over the span of one year (2011-12) which boast resource persons of acclaim from different walks of the academic and corporate world along with research scholars and teachers from different colleges. The details of the seminars/conferences are furnished below:

a) State Level Seminar: **'ROADMAP FOR A NEW TAX REGIME'**

Collaborator: The Institute of Cost and Works Accountants of India

Date: January 11, 2011

Speakers and Participants:

- ❖ Dr. Jita Bhattacharya, Department of Commerce, Calcutta University
- ❖ A.K.L.B. Chand, Chief Commissioner of Income Tax, WB-II, Kolkata
- ❖ Arijit Chakraborty, Sr. Manager, Direct Taxes, PWC, Kolkata
- ❖ Subhayan Basu, Associate Professor, Ananda Mohan College, Kolkata and Guest Faculty, Calcutta University
- ❖ Manas Thakur, Chairman, Professional Development (EIRC), I.C.W.A.I.
- ❖ Khalil Anwar, Sr. Joint Commissioner of Commercial Tax, Govt. of West Bengal
- ❖ Mrityunjoy Acharjee, Member, Taxation Committee, BCCI, CLI & Visiting Faculty, IIM, Kolkata, XLRI

b) National Level Seminar: 'IFRS-A STEP TOWARDS GLOBALISATION OF INDIAN ACCOUNTING STANDARDS'

Collaborator: The Institute of Cost and Works Accountants of India

Date: 2nd and 3rd December, 2011

Speakers and Participants:

- ❖ Dr. Swagata Sen, Department of Commerce, Calcutta University
- ❖ Anand Jhunjhunwala, CA, Sr. Partner, BDO India, Mumbai
- ❖ Reetesh Mohanat, CA, Partner, BDO India, Kolkata
- ❖ Purusottam Nyati, CA, Partner, IFRS & Assurance-BDO India, Mumbai
- ❖ Dr. Jita Bhattacharya, Department of Commerce, Calcutta University
- ❖ Dr. Ananda Mohan Pal, Department of Business Management, Calcutta University
- ❖ Manas Kr. Thakur, Central Council Member, Central Council Member, The Institute of Cost and Works Accountants
- ❖ Kallol Kr. Rai, Director, Finance, Garden Reach Shipholders & Engineers, Kolkata
- ❖ Rajeev Mundhra, CA, Deolitte Haskins and Sells, New Delhi
- ❖ Sanjay Agarwal, CA, Associate Director, Ernst and Young Consulting (P) Ttd., Kolkata
- ❖ Sunil Gandhi, Department of Commerce, Kalyani University, West Bengal
- ❖ Mrityunjay Acharjee, Visting Faculty, IIM, XLRI

c) State Level Seminar: 'E-COMMERCE IN TODAY'S FAST CHANGING INFORMATION TECHNOLOGY ECOSYSTEM'

Collaborator: Undergraduate Board of Studies in Commerce, University of Calcutta

Date: November 27, 2012

Speakers and Participants:

- ❖ Dhruvajyoti Chattopadhyay, Pro-Vice-Chancellor, Academic, University of Calcutta
- ❖ Dhruva Ranjan Dandapat, Chairman, Undergraduate Board of Studies University of Calcutta
- ❖ Ashis Mitra, Associate Professor, Department of Commerce, St. Xavier's College, Kolkata
- ❖ Dr. Suvasis Saha, Professor, Department of Business Management, University of Calcutta

d) State Level Seminar: **'EMERGING ROLE OF SPORTS MANAGEMENT IN THE FIELD OF SPORTS AND GAMES'**

Collaborator: St. Paul's Cathedral Mission College, Kolkata

Date: November 29, 2012

Speakers and Participants:

- ❖ Dr. A.N.Dey, Principal, State Institute of Physical Education for Women
- ❖ Dr. Sudarsahan Biswas, Associate Professor in Physical Education, Viswa Bharati
- ❖ Captain Dr. Atish Prosad Mondal, Assistant Professor, Department of Commerce, Company Commander, 6coy 20, Bengal Battalion, NCC, St. Xavier's College, Kolkata

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 –

- a) Curriculum development/enrichment**
- b) Internship / On-the-job training**
- c) Summer placement**
- d) Faculty exchange and professional development**

- e) Research**
- f) Consultancy**
- g) Extension**
- h) Publication**
- i) Student placement**
- j) Twinning programmes**
- k) Introduction of new courses**
- l) Student exchange**
- m) Any other**

a) There has been no collaboration with any educational institute for curriculum development.

b) As we have mentioned earlier, the college had signed one MOU with the ICWAI for a course which lasted two years. Though it did not last beyond that period, it provided On-the-job training to students who attended classes at the Institute and got placements later on. Apart from that there are no collaborations/linkages to facilitate the facts mentioned above.

c) No collaboration has been done for summer placement of students.

d) Although there has been no faculty exchange till date, talks are on with a few Kolkata colleges for such a programme.

e) Although quite a few teachers have done their doctoral and other research work, there has been no collaborative linkage with any institute.

f) There is no linkage with any consultancy firm as yet.

g) All extension activities of the college are conducted under the banner of NSS and the college has worked with Bengal Social Service League, an NGO, which works in slum areas, to conduct medical camps and survey programmes, but no permanent official agreements have been signed between the two organisations in regard to such activities.

- h) The publications of the college as well as of the teachers are done without any permanent collaborator or publisher.
- i) Both IBM and TCS conduct campus recruitment drives on an annual basis and select students. TCS also conducts a short course to help the cause, but neither can be termed collaboration.
- j) There is no provision for a twinning programme.
- k) The college has recently started a new course on Spoken English and Soft Skills. Two young scholars, both at the threshold of their career and working in different institutions, take the English classes. Working at the behest of the Department of English, Calcutta University, they receive salaries, but since they are academically engaged in different areas, their association with the college cannot be termed linkage or collaboration.

'Disha', a professional academy, conducts the classes on soft skills and personality development, and there is an official agreement between the college and the organization. That can be termed a linkage, but no MOU has been signed.
- l) No student exchange programme has been organised yet. But the process is underway.
- m) There is no other agreement done.

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

There is only one linkage that exists between the college and Disha Academy, which conducts the course on Soft Skills. The college has planned the programme schedule as per the time schedule adjusted between the soft skills course and the English course. Accordingly, classes are scheduled in such a way that the enrolled students are not inconvenienced in any way. The classes are scheduled two hours before the college starts and cover the span of two hours. They are conducted on every alternate day; one day slotted for the soft skills course and two days for the English classes. Students are

accordingly informed and they are given the advantage of paying at a time the fees for the courses. At regular intervals, the Academy will conduct tests on the basis of which the students will get their certificates at the end of the four-month course. The college has planned it in such way that any interruption in the course due to college examinations or holidays is supplemented by classes taken in excess of the time schedule.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The college looks to keep its infrastructural facilities in proper order to contribute to the process of teaching and learning. Since the college has problems of space, infrastructural betterment consists in maximum utilisation of the remaining space available by trying to enhance the efficacy of the commodities: availability of power round the clock, generator service, computer laboratory, audio-visual facilities, internet and reprographic facilities and so forth. It is the policy of the college to keep the infrastructural framework of the college intact to create an environment of congeniality for both teachers and students.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial halls, tutorial spaces, laboratories, botanical garden, Animal house, specialised facilities and equipment for teaching, learning and research etc.**
- b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

a) The college disseminates commerce-oriented learning. Therefore, there is no provision for laboratories, but there is an adequate number of classrooms to accommodate students and conduct classes smoothly. There is a separate room equipped with ICT-facilities for teachers to avail of for better grooming of the students, and there is a separate computer room for students (commonly called the Computer Laboratory) to host the practical classes and the university conducted examinations. However, the college building is shared by three institutions (as mentioned earlier) and the rooms other than the library, the office and the computer laboratory are common to all three institutions. This amply stands in the way of any innovative measures the college might seek to adopt. This applies to the lack of a separate seminar hall or an exclusive tutorial space. The spacious common room for students doubles as the seminar hall or the auditorium which hosts all seminars and workshops. However, the space is properly maintained and utilised to make for a healthy ambience.

b) The college has adequate open space at the rear part of the building for indoor sports and the Students' Common Room has ample space and equipments for other indoor sports like table tennis and carom. Though the college does not have a separate auditorium of its own, the Common Room is spacious enough to host all indoor cultural activities. The outdoor games and sports take place at the Calcutta University grounds available for other colleges affiliated to the university as well. The college does not have a gymnasium, but a room for Ambulance services to conduct minor problems of health and hygiene. As regards health concerns, the college is linked to the Students' Health Home under the supervision of the State Government. The NSS unit of the college operates from a room of its own while the communication skills development programme is conducted from a room equipped with ICT tools and contrivances.

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

The institution operates within limitations of space because it shares the premises and a majority of the classrooms (as stated earlier) with two other institutions. Being an evening session and single stream college, it has to organise all its infrastructural resources in a way that they keep the academic process smoothly operative. Power supply without interruption is as much necessary as keeping generator service readily available. The library opens much before the college hours in the afternoon to enable students have some extra time to study or browse the internet. Keeping in view the circumscribed class hours, classes for the Remedial Course and for Spoken English and Soft Skills have been slotted well before the usual college hours, and the room allotted for the class is kept equipped with technical gadgets to help the teaching process.

It being a heritage building, there has been no expansion of the college building over the last four years though efforts have been made to enhance some infrastructural facilities of the institution. The computer laboratory, which houses a considerable number of computer machines and which hosts the Information Technology practical examination of the university, has been renovated and some new machines have been added to give the room greater wholesomeness. Secondly, the students' Common Room has been given a facelift by the erection of a podium to be used at the cultural programmes organised by the Students' Council/Union as well as at the seminars, debates and similar other programmes like the recently held seminar on career counselling, employment and employability. Thirdly, green boards are gradually supplanting black boards making the classrooms more pollution-free and student-friendly. Fourthly, gadgets like biometrics machine, fax machine and machine for counting notes have been introduced to expedite work at a faster pace. Finally, the entire wiring system of the college has gone through an overhaul, thus obviating any damage that might occur in an age-old structure.

It is, however, difficult to determine and clearly spell out the amount spent on infrastructural facilities determined by the Accommodation Committee of the building, which is constituted of members representing all the three institutions working in three different shifts - -Umes Chandra College (Morning), City Collegiate School (Day) and City College of Commerce and Business Administration (Evening). The amount spent on these developments cannot therefore be specified.

The Master Plan of the institution is appended later.

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

Though there is no record of any physically challenged students in the college, it is to be admitted that there are no provisions for physically disabled students till date.

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

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

The college does have some of these provisions, but not in the scale required.

- ❖ The recreational facilities of the college are limited to the Common Room and the canteen, where the students can engage themselves in indoor games or unwind themselves.
- ❖ The college extends computer facilities to students which they can avail of in the library, which has computers with internet facilities. There is no hostel for students though there are provisions for them to stay in the Staff quarters. There are no computer facilities available there.
- ❖ There is a unit for primary healthcare under the head 'St. John's Ambulance' which has trained staff including some ex-students who are competent enough to extend medical facilities in emergency situations. Besides, the college has an arrangement with the State Government run Students' Health Home, which provides healthcare for students in any given situation'
- ❖ As mentioned earlier, there are no provisions for hostel accommodation for students. So, library does not come in the scheme of things.
- ❖ Internet service is available in almost all the sections and departments of the college. Wi-Fi facilities are available only in the college office till date but the library is shortly going to be a Wi-Fi zone.
- ❖ The Students' Common Room is the centre of student recreation, but there are no audio-visual facilities available there.
- ❖ There are residential provisions for the staff, where some non-teaching staff stay, and there is constant supply of safe drinking water.
- ❖ The college has good security arrangements. In addition to the caretaker of the building and security at the college gate during college hours there are two night watchmen to look after the college building after the college officially closes after the class hours at 9 P.M..

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The college has a medical unit for primary health care in the college premises (as already mentioned). Under the head 'St. John's Ambulance' and with provisions for health check-up including blood pressure count and ECG, it provides all kinds of assistance to the students and staff. However, the college has made special provisions for students by making arrangements with the State Government-run Students' Health Home where they can receive medical treatment gratis on production of a health card provided by the college. However, there is no such provision for the staff off the campus.

4.1.7 Give details of the common facilities available on the campus – space for special units like IQAC, Grievance Redressal Unit, Women' Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, Recreational spaces for staff and students, safe drinking water facility, auditorium etc.

The college shares the building with two other institutions (as we have mentioned earlier) and has to utilise its resources accordingly. Thus the college has little space exclusive to it. Since the college is going for NAAC accreditation for the first time, it does not have to submit any report prepared by the IQAC unit. Nevertheless the IQAC cell plays a significant role in devising the methodology of marshalling the institutional resources. It operates from a room adjoining to the Principal's Chamber to monitor the developments after scanning different areas and the working of different committees and to communicate its stand to the administration. The meetings of IQAC remain at some distance from one another given the time space allowed to the committees to orchestrate their activities.

There is a separate room designated for both the Grievance Redressal Cell and the cell for Counselling, Career Guidance and Placement. The Grievance Redressal unit opens for the students once a week for two hours and takes submissions from students. Though it takes in suggestions and complaints verbally and through writing, it also takes into consideration the suggestions dropped by students in the Suggestion Box which is placed at a vantage position in the office.

The Counselling and Placement Cell shares the same room albeit on different days and at a different hour. Moreover, the Cell does not work on a regular basis. It operates under the supervision of a teacher who doubles as a liaison officer who acts as a link between the business houses and the IT giants who come for a campus drive. Since it becomes active at a time the final year students are on their way out, there is hardly any space problem faced by the college.

The Health Centre and the canteen are placed in the college premises, but they have different set-ups and are at a remove from the central building which hosts the college. This is a convenient arrangement that serves the teachers and students alike.

There is no specific recreational space for the staff though the Common Room remains the best recreational spot for the students.

The water drinking facilities of the college are adequate. Apart from filter machines installed in the teachers' Staff Room, the office and the canteen, water coolers are installed at vantage positions in the corridor and in the canteen. With two reservoirs and two pumps acting as connecting links with the building with two wings and the filtering system at work, safe drinking water is never in short supply.

The college does not have an auditorium of its own, but the Common Room placed in the second wing of the college doubles as the auditorium to host programmes of all sorts.

The college building stands at some distance from the main gate that opens into the street. This keeps the building away from the eye, but also at a remove from the noise and pollution of the thoroughfare. There are two wings of the college, both housing classrooms, but the distribution has been made in such a way that any event or programme can be conducted in any part of the building without in any way disturbing any tutorial class or academic committee meeting in the other wing of the college.

4.2 LIBRARY AS A LEARNING RESOURCE

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

The library has an Advisory Committee which comprises the following members:

- i) The Principal: Dr. Sandip Paul
- ii) Coordinator, NAAC: Dr. Sukanti Dutta
- iii) Librarian as Convener: Mrs. Baisakhi Majumdar
- iv) Teachers' Representative: Prof. D.Bagchi
- v) Members:

- Prof. D.Banerjee
- Prof. Supriya Bhattacharya
- Prof. Rina Rajbanshi
- Prof. Ishita De
- Prof. Bindia Gupta
- Prof. M. Kundu Banerjee
- Prof. A.Patra
- Mr. S.Roy

As per the decision taken by the Committee, the following aspects have been implemented or are in the process of being implemented to make the library user-friendly:

- Implementation of OPAC for students
- Reprographic facility provided for students and the staff
- Uninterrupted internet service available to the staff and students
- Printer and scanner facilities provided
- Newly introduced Feedback Book introduced for both students and the staff
- Preparation of the library webpage

- Increasing working hours during examinations
- User orientation: making reading and library use interesting to students
- Use of devices and gadgets to make the library attractive: periodical rack, book trolley, digital display board, LED lamps

4.2.2 Provide details of the following:

- ❖ **Total area of the library (in Sq. Mts.)**
- ❖ **Total seating capacity**
- ❖ **Working hours (on working days, on holidays, before examination days, during examination days, during vacation)**
- ❖ **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

| | |
|--|---|
| Total area of the library (in Sq. Mts) | 139.2 (Upper Enclosure) 125.1 (Lower Enclosure) |
| Total seating capacity | 40 students and 4 teaching staff |
| Working hours | Monday to Friday: 2.30 p.m. to 9.00 p.m. Saturday: 3.30 p.m. to 7.00 p.m. During Examination : usual timing |
| Layout of the library | The library is housed in the 2 nd Floor of the college. There are two units – the Central Library Hall and the Annex Library with heritage collection. At present the space in the library is inadequate for providing facilities like reading carrels. But the library has a reading area and a small lounge area for the IT zone with two computers for accessing e-resources, browsing and net surfing. There is a |

| | |
|--|-------------------------------------|
| | separate enclosure for the faculty. |
|--|-------------------------------------|

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 books, journals and e-resources during the last four years.

The different departments submit their requisition / recommendation to the Librarian and the Librarian takes the approval from the Principal before putting in the requisition for purchase of books and journals. Books are procured as per the availability of grants received from the college fund and the UGC, under the supervision of the librarian. After acquisition, accession and cataloguing of the books are done and made available to the users.

| Library holdings | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
|------------------|--------|------------|--------|------------|--------|------------|--------|------------|
| | Number | Total Cost | Number | Total Cost | Number | Total Cost | Number | Total Cost |
| Text books | 571 | 1,30,202 | 799 | 1,77,878 | | | 17 | 5925 |
| Reference books | 36 | 10,520 | 105 | 77643 | 07 | 2,728 | 20 | 5095 |
| Journals/Periodi | 17 | 15,007 | 17 | 16,76 | 17 | 1,777 | 17 | 1,902 |

| | | | | | | | | |
|---------------------|--------|-----|-----|-----|-----|-----|-----|-----|
| cals | | | | 1 | | 61 | | 6 |
| e-resources | N-List | Do | Do | Do | Do | Do | Do | Do |
| Any other (specify) | --- | --- | --- | --- | --- | --- | --- | --- |

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

- **OPAC**
- **Electronic Resource Management package for e-journals**
- **Federated searching tools to search articles in multiple databases**
- **Library Website**
- **In-house / remote access toe-publications**
- **Library automation**
- **Total number of computers for public access**
- **Total numbers of printers for public access**
- **Internet band width / speed : i) 2mbps ii) 10 mbps iii) 1 gb (GB)**
- **Institutional Repository**
- **Content Management System for e-learning**
- **Participation in Resource sharing networks / consortia (like Inflibnet)**

The library has not yet been fully automated, but it has the following tools available:

- OPAC : Completed
- Electronic Resource Management package for e-journals INFLIBNET-NLIST Programme
- Federated searching tools to search articles to search articles in multiple database : No
- In-house / remote access to e-publications : No

- Library automation : Partially done (using SOUL 2.0)
- Total number of computers available for public access : 02
- Total number of printers available for public access : 01
- Internet band width / speed : 2 mbps
- Institutional Repository : Under planning
- Content management system for e-learning : No
- Participation in Resource sharing networks / consortia (like INFLIBNET) : Yes

4.2.5 Provide details on the following items:

- **Average number of walk-ins : 25**
- **Average number of books issued / returned: 40**
- **Ratio of library books to students enrolled: 15:1**
- **Average number of books added during last three years: 1955**
- **Average number of login to OPAC: 04**
- **Average number of login to e-resources: 05**
- **Average number of e-resources downloaded / printed: 07**
- **Number of information literacy trainings organised: NIL**
- **Details of 'weeding out' of books and other materials: Maintained in the register**

4.2.6 Give details of the specialised services provided by the library

- **Manuscripts**
- **Reference**
- **Reprography**
- **ILL (Inter Library service)**
- **Information deployment and notification (Information Deployment and Notification)**
- **Download**
- **Printing**

- **Reading List / Bibliography compilation**
- **In-house / remote access to e-resources**
- **User Orientation and awareness**
- **Assistance in searching Databases**
- **INFLIBNET /IUC FACILITIES**

| | |
|---|---|
| Manuscripts | No |
| Reference | Reference service is provided on demand' |
| Reprography | Reprography service is available keeping in mind the rules in relation to IPR / Copyright Act |
| ILL | No |
| Information deployment and notification | Yes, special notifications are given in the library Notice Board. |
| Download | The user can download his required documents from the e-corner of the library. |
| Printing | Printing facility is available in special cases. |
| Reading List / Bibliography compilation | Catalogue cards are consulted for bibliographical details. |
| In-house / remote access to e-resources | The faculty and students can gain In-house access to e-resources through the N-LIST programme. |
| User Orientation and awareness | Apart from the service rendered by the library staff, the printed 'Library Rules' and 'Know Your Library' leaflets provided to students at the time of admission help create awareness about the library. |
| Assistance in searching databases | The library staff assists the users in searching databases they require. |
| INFLIBNET / IUC facilities | INFLIBNET (N-LIST) facilities are available online. |

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

The Library Staff always provides necessary support to the teachers and the students, and this is done in a perfectly academic environment. We briefly furnish below the services rendered by the staff:

- Helping students locate books and journals
- New additions to the library displayed through the Display Board
- Separate reading space for teachers and students
- Reference and reprography services, downloading and printing facilities as per requirements of students

The college is going to revamp the library in order to make it fully automated, and we hope to add to the already existing infrastructural facilities rendered.

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

The college has not yet made any provisions or special facilities for the visually/ physically challenged persons.

4.2.9 Does library get 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 the users? How is the feedback analysed and used for further improvement of the library services?)

The library uses the contrivance of the Feedback Form from the students to get a clear-cut picture of the conveniences and inconveniences of the students in using the library, the quality of the service rendered and the pitfalls and drawbacks that require rectification. The feedback is analysed by the Advisory Committee on the basis of which the shortcomings are

detected and scanned for rectification. Such analysis consists in deliberations over the feasibility of introducing something new or innovative or changing some mode which might be considered outmoded and not in line with the continuously evolving processes. That is the method adopted by the college to make the best of student feedback.

4.3 IT Infrastructure

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

- ❖ **Number of computers with Configuration (provide actual number with exact configuration of each available system)**
- ❖ **Computer-student ratio**
- ❖ **Stand alone facility**
- ❖ **LAN facility**
- ❖ **Licensed software**
- ❖ **Number of nodes/computers with Internet facility**
- ❖ **Any other**

The following are the details of the computing facilities available at the institution:

- ❖ **Number of computers with Configuration (actual number with exact configuration of each available system):** There are in all 33 computers working in different departments. Out of them 25 computers have configurations: i) Intel-core i3 processor; speed 2.80 GHz with RAM 2 GB, 32 bit and Hard Disk -500GB(4 computers); ii) Intel-core i3 processor at 3.40 GHz, with RAM 4GB AND 32 Bit and Hard Disk 500 GB (3 computers); iii) Intel-core i3 processor at 3,30 GHz, with RAM 2 GB, 32 Bit and Hard Disk 500GB (4 computers); iv) Intel-core 2 Duo (Processor) at 2.93 GHz with RAM 2 GB and 32 Bit and Hard Disk 320 GB (6 computers); v) Intel-xeon (R) , CPU E3-1220V2 at 3.10 Ghz with RAM 4 GB, 64 Bit(DDR3) with Hard Disk 500 GB (1 computer); vi) Intel-core 2 with HDD 160 GB, RAM 512 MB at 2GHz (5

computers); vii) Intel Dual Core with HDD 160 GB, RAM 1 GB AT 2GHz (2 computers); Computer-student ratio:

- ❖ Stand alone facility: It is not available.
- ❖ LAN facility : In the Library, there are 5 computers exclusively fitted with LAN facilities ; in other sections (Computer, Establishment., General, Accounts) there are 12 machines in all (including server) with exclusive LAN facilities
- ❖ Licensed software: Generally Windows 7 is the software used though Windows 8 is also installed in one machine in the computer section and one in the library
- ❖ Number of nodes/computers with Internet facility: 17 machines in sections with Wi-Fi facilities (only staff & faculty)
- ❖ Any other: projectors, scanners, printer cum scanner

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

The college has installed an impressive number of computer machines in different sections of the college to serve the purpose of the staff and students alike. The computer laboratory made especially for Information Technology classes and practical examinations has a collection of 14 computers, most of them with internet linkage. The library has provisions for 06 computers, all of them having internet linkage. The college office has 14 computers in all, and internet linkage is extended to most of them. Apart from that there are 03 laptops, which serve immensely in the counselling and employment drives. While the library has a separate enclosure for the teachers and the staff can avail of the computers in the office, students have access to the rest of the machines in the library and in the computer laboratory.

The college does not have any mechanism or establishment outside the college for extending computer facilities to students.

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

Although information technology has made positive inroads into all the layers of the academic and infrastructural set-up of the college, there are areas where the college wants to be full proof in the use and utilisation of the subject. Presently the college has deployed its IT resources in the office, library and admission procedure. The office uses the Livesoft software and the same software is used in the admission procedure, which is developed with the help of the Corporate Banking System of the State Bank of India. The library is currently using SOUL 2.0 in the library to do all kinds of computation. However, the college plans to fully automate all the sections of the institution. In view of that the college plans to employ KOHA Integrated Library System in the library to achieve greater automated service. Though in the context of the present set-up (where most of the rooms are shared), it is currently difficult to develop a fully automated audio-visual room, the college is working on a blueprint to prepare such a room in future to make the teaching and learning process more techno-savvy.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution.

The college utilises the funds granted by the UGC on procurement, upgradation, deployment and maintenance of computers and their accessories. The expenditure on purchasing computers and other machines is done from the amount allotted to equipments in the UGC funds. Expenditure on all kinds of repair work done to machines is done from the amount allocated for maintenance in the UGC funds.

Apart from that provisions are kept in the budget for maintenance of computer and other equipments.

Detailed budgetary allocations for procurement, upgradation, deployment and maintenance of the computers and their accessories are furnished in a separate sheet attached.

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 college does not possess the wherewithal to employ its ICT resources to an extent at which the entire machinery can be ICT-controlled. Nevertheless it has organised gadgets and contrivances that go with ICT-oriented education: audio visual modes, sound system, projector and laptop machines equipped with internet and all implements necessary for power-point presentation. The college encourages its teachers and students to utilise the ITC resources available to make the teaching and learning process a rewarding experience. In order to enable them to do that the college asks teachers of all disciplines to take classes that can be better helped by audio-visual and similar methods. Though teachers teaching Information Technology take all practical classes with the help of these gadgets and the university practical tests take place in the computer laboratory, students preparing their projects as part of their curriculum are particularly helped by this system.

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.

As we have tried to explain earlier, though the college has all the gadgets required to make education more ICT-oriented, it still lacks the infrastructural convenience to organise and utilise the ICT resources to an extent required in the current educational scenario. Therefore, students cannot be provided online teaching. The teachers taking classes on

Information Technology do resort to the power-point mode, but the college has not been able to adopt the virtual classroom mode.

However, independent learning forms part of much of the teaching-learning process. There are teachers who allow students to engage in debates or mutual interactions or to suggest new ways of thinking. This process takes after the pattern of independent learning. The library plays a positive role in this regard. Students utilise the library resources especially the internet and Electronic Resource Management package to formulate their own methods and approaches and strive to achieve a fine balance between classroom methods and the individual approaches adopted by the students. Any discrepancy in the process of comprehension and judgement is supposed to be taken care of and brought to the attention of the teacher concerned for a re-evaluation of the same. In all these instances the students are at the centre of all these enterprises. However, the teacher is not a passive presence, but acts as a motivator or facilitator.

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

The institution has not availed of the National Knowledge Network connectivity.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilisation 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)?

| | |
|---|-----------|
| a | Building |
| b | Furniture |
| c | Equipment |
| d | Computers |
| e | Vehicles |
| f | Any other |

Since the college building houses three instructions (as mentioned earlier), it is very difficult to segregate allocations for building, furniture and other maintenance and upkeep expenses. Detailed budgetary allocations during the last four years for the maintenance of the said items are furnished in a separate sheet containing the Annual Budgets.

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

The college takes care to employ proper mechanism for the maintenance of its infrastructural and other facilities. The Accommodation Committee comprising representatives of all three institutions housed in the building is responsible for the upkeep of these essentialities. It holds meetings from time to time to take stock of the situation and recommend measures on the basis of observations made by the members. Such measures include periodical maintenance of the building and its different sections and equipments. Arrangements are made and terms and conditions are settled on the basis of the exigencies of the situation. The gadgets, generator, Xerox machines, water purifiers and water-coolers are all kept under Annual Maintenance Cost. Need-based service providers are engaged in the maintenance of computers. The college has a full-time electrician to conduct day-to-day maintenance of the infrastructure and equipments.

Thus the institution deploys all its available resources for proper maintenance and upkeep of all infrastructural facilities.

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

The college does not have any subject belonging to the discipline of science for study and therefore does not have any laboratory as such. Hence, no calibration has to be taken up by the institution. The computer laboratories and the ICT –related gadgets like computers, laptops, sound system and projector machines are taken care of by the staff in charge of the computer room, and in case of development of any snags, are either repaired by mechanics rendering the college service or sent to the manufacturer for repair or replacement.

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

The college is housed in an age-old building, considered a ‘heritage building’, which is in constant need of proper maintenance. Hence, sensitive equipments are kept in places where the risk factor is little and they can be safely maintained. Keeping in view this factor, the two reservoirs, two water pumps and the generator are posited in vantage places. Fire extinguishers are placed at every floor, and so are the MCB Distributor Boards. As a result, voltage fluctuations can be easily tackled without any risk of any major damage. The reservoirs and pumps work round the clock and there is never any dearth of water. Any impurity of water is easily obviated by means of the water filters which are positioned in places like the Teachers’ Staff Room and the students’ canteen. Thus the college under the constant surveillance and supervision of the Accommodation Committee takes care to look after the preservation and maintenance of the equipments.

CRITERION V: STUDENT SUPPORT AND PROGRESSION**5.1 Student Mentoring and Support****5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?**

The college publishes its prospectus on an annual basis. It is updated to apprise the students of the developments and changes the college might have undergone over the span of a year. The prospectus is brought out at the very beginning of each academic session to communicate to the students all the facts and features of the college and help them form initial impressions about their college.

The prospectus provides all necessary details about the institution – its history, topographical position, the constituent bodies, courses of study, examination schedule, admission procedure, norms and regulations, academic pursuits, teaching methods, cultural and outreach programmes, students' activities and entertainment zones etc.

The institution makes honest attempts to remain true to the documents and remain accountable to the students. To do so, the college acts to a plan from the very outset of academic session by channelising and orchestrating its resources in a way education is imparted within a fixed time schedule without ignoring other complementary areas of significance. Classes are arranged and organised with an eye on the university examination schedule; library services are made available at all hours; extension programmes are accommodated into mainstream study and space is left for student feedback. Thus the college seeks to ensure its commitment to what it professes to do for the students and the staff.

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.

Usually needy students of the college receive funds in two ways. Such funds are disbursed under two heads. The amount received in the last four years was given in the following ways:

i) Minority Scholarship

| Session | Number of Students |
|---------|--------------------|
| 2011-12 | 32 |
| 2012-13 | 14 |
| 2013-14 | 19 |
| 2014-15 | 36 |

ii) Free-ship and Aid Fund

| Session | Number of Students | | | | | | | | | | | |
|---------|----------------------|----------|------|-------------------|----------------------|----------|------|-------------------|----------------------|----------|------|-------------------|
| | 1 st year | | | | 2 nd Year | | | | 3 rd Year | | | |
| | Free ship | Aid Fund | Both | Total Beneficiary | Free ship | Aid Fund | Both | Total Beneficiary | Free ship | Aid Fund | Both | Total Beneficiary |
| 2011-12 | 43 | - | - | 43 | 19 | 25 | 16 | 28 | 53 | 31 | 23 | 61 |
| 2012-13 | 82 | - | - | 82 | 70 | 40 | 35 | 75 | 28 | 18 | 18 | 28 |
| 2013-14 | 57 | - | - | 57 | 56 | 146 | 50 | 152 | 81 | 28 | 28 | 81 |
| 2014-15 | 44 | 58 | - | 102 | 47 | 41 | 33 | 55 | 28 | 43 | 26 | 45 |

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

The percentage of students receiving financial assistance from different sources is tabled below:

| Year | Percentage of Students Receiving Financial Assistance | State Government/ College Funds |
|-----------|---|---------------------------------|
| 2011-2012 | 7.14 | Both Sources |
| 2012-2013 | 9.12 | Both Sources |
| 2013-2014 | 13.29 | Both Sources |
| 2014-2015 | 10.86 | Both Sources |

The financial assistance is provided by the State Government, and the college funds also extend help to the needy students. This percentage of students does not include the Scheduled Caste /Tribe students.

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

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

✓ Publication of student magazines

The college has some of these provisions and facilities available for students which are mentioned below:

- ✓ Students from the SC / ST, OBC and economically weaker sections are allowed the following benefits : Scholarships, Remedial Coaching, Concession in registration fees at the time of admission, relaxation in marks at the time of admission
- ✓ There are no specific facilities for the students with physical disabilities. No such case has been reported has been reported till date.
- ✓ No provisions are there in place for the overseas students.
- ✓ No clearly defined facilities are available for the students participating in national and international competitions.
- ✓ The college has made provisions at the State-government run Students' Health Home' where students receive healthcare gratis. Besides, the college houses a primary healthcare unit in its premises for students. The college has also recently made provisions for a health insurance scheme with United India Insurance which involves a Students' Safety Cum Medical Assistance Policy
- ✓ There are no facilities available for coaching classes for competitive examinations.
- ✓ The college has recently opened a certificate course on Spoken English and Communication and Soft Skills which is a four-month long course aimed at grooming students for future.
- ✓ The slow learners are taken care of by means of tutorial classes as well as through the Remedial Course classes.
- ✓ Selected batches of students are sent on industry visit to business houses to have first-hand information and knowledge about the workings of the corporate world.
- ✓ The Students' Union of the college brings out two magazines on a regular basis: the annual magazine contributed to by students and teachers alike, and the students' wall magazine featuring contributions from students only.

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

The institution does not have the mechanism to adopt separate measures to groom students in a way they develop entrepreneurial skills, but it tries to instill the entrepreneurial spirit into them, the desire to venture into unforeseen areas by taking risks and be competitive. To this end, the college has sought to engage the students in having interactive sessions with invited resource persons representing business houses and IT industrial sectors (as mentioned earlier). The recently conducted seminar was testimony to this endeavour because it was attended by a large section of students and there were positive interactions between the resource persons and the students. The impact can be gained from the fact that many students have asked the college to organise more such seminars/workshops.

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

- ❖ **additional academic support, flexibility in examinations**
- ❖ **special dietary requirements, sports uniform and materials**
- ❖ **any other**

The college prefers to supplement what is imparted in the classroom with what builds the mind and character of these students and helps augment fellow-feeling and positive ways of thinking. Thus the college encourages the students to come forward and engage in co-curricular activities which involve a whole body of sporting and cultural activities.

Apart from arranging the NSS –oriented activities and the usual Annual Sports of the college, the college allows the Students' Union/Council to organise indoor sports tournaments like cricket, football and table tennis and prizes are awarded for good performance. The college has on its students' list some who play for clubs and the college

not only allows them to take part in the important matches of their respective clubs, it inducts them into its own team to represent the institution in inter-college tournaments. Games and sports weigh heavily in the scheme of things for the college.

Similar attention is paid to cultural activities and the college has given students a free reign to arrange cultural programmes which they do with fervour. Apart from celebrating the Teachers' Day and the Martyr's Day through some cultural activities, they also organise debate and quiz competitions and accord the outgoing students farewell through a cultural programme. On may add the customary programmes of welcoming the freshly arriving students and the annual fest which closes the year.

- ❖ The college does provide additional academic support to students who are engaged in sporting activities outside the campus like participation in state-level events or club-level tournaments. The college allows them to take part in events played on behalf of the college as well as in support of their club and exempts them from sitting for college examination on production of valid documents authenticating their participation in those events. Often players with quality but without much financial support are allowed a reduction of the monthly college fees.
- ❖ There are no such provisions for special dietary arrangements provided by the college if the event is played outside the campus except for the Annual Sports of the college that is held in the university grounds. The Annual Sports makes all possible arrangements for the participants including medical attention provided by the primary health unit (St. John's Ambulance) of the college. There are, however, no provisions for any sports uniform or anything of that kind.

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

The teachers welcome students aspiring for higher studies for any kind of guidance needed and offer them as many inputs as possible about career guidance and prospects, but the college does not have the network or the infrastructural facilities to prepare the students for the competitive examinations. For the same reason and also because it is yet to introduce its Alumni Association, it has not been possible for the college to keep track of students who have fared well in the examinations mentioned here after they leave the college.

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

The college chiefly provides academic and career counselling for the students. The Counselling Cell does it in two different ways: a) by directly addressing students about choice of subjects and career prospects, and b) by organising workshops/seminars and giving the students scope to directly interact with the resource persons. A venture is underway in collaboration with Tata Consultancy Services to introduce an innovative method of sending select teachers to the concern to be trained in the methods of career counselling which they are in turn supposed to impart to the students in the college. Apart from that the college is looking to bring personal/psychological counselling under the purview of the Cell to address the numerous problems that come in the way of smooth and unhindered study and building career. The college has not yet taken the help of any professional person/ group to provide psychological counselling.

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

The institution has a mechanism in place for career guidance and placement. There is a Placement Cell under the supervision of a teacher, who acts as a liaison officer who liaises between the college/students and the concerns that visit the college on campus drives to recruit students. This enterprise has resulted in a considerable number of students being selected by both the TCS and the IBM for recruitment and a sizeable number of them getting appointment over the last three years. The entire procedure is based on meticulous screening done by the officers sent by the concerns, which involves an elaborate process of quick-fire interviews the students have to face and come through. This process allows the students to have a fresh, but first-hand idea about facing interviews. Apart from this there is no set mechanism for career guidance and placement for students.

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

The institution has a student grievance cell which comprises two teachers and student representative. It takes direct calls from students who have some complaints, difficulties and queries which they seek to redress or get answers to. The cell works for an hour on a particular day in a week. It records the complaints when there are any, and fathoms the feasibility of the demands before taking a decision over working out a method of redressal. To maintain transparency and total lack of bias, the cell brings in a student representative to check the authenticity of the grievances. There is a Suggestion/Complaint/Drop Box at work in the college office to supplement the workings of the grievance cell, and such a contrivance goes a long way towards turning the administrative process full-proof.

Although the number of grievances reported over the last four years is not high, some of these have been addressed and remedies found.

Some of these grievances were:

- Non-availability of reprographic services for students in the library
- Inadequate number of computers in the computer laboratory and the library

- Use of blackboards in the class emitting chalk-dust
- Renovation of canteen for students
- Demand for Spoken English classes

The Grievance Redressal Cell took note of these grievances and put them forward to the administration for thoughtful consideration of the same which had aspects of genuine concern. After deliberations and resolutions passed in the meetings of the Governing Body, these problems were seriously addressed.

- ✓ Reprographic facilities have been extended to students visiting the library
- ✓ Though it has not been possible to increase the number of computers considerably because of lack of space, five machines have been added to the list in the last three years. However, a few more machines are presently being purchased especially for the library and the computer laboratory for the use of students.
- ✓ Taking into consideration the inconvenience caused to the students and teachers by the use of blackboards in classes, the college has taken the initiative to introduce green boards in some classes. Though there are some rooms yet to get green boards, the process is on and plans are there to introduce white boards on a greater scale (white boards are used in classes on Information Technology).
- ✓ Some renovation work has been done in the canteen like repair work on the roof, fixing new air coolers and refrigerator.
- ✓ A certificate course on Spoken and Communicative English has lately been introduced in the college with the help from the language section of the Department of English of Calcutta University and Disha Academy, an institute for soft skills and counselling.

Students do not always record their grievances, but verbally air them. Still, the complaints are taken care of and seriously considered for redressal.

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

The institution is meant exclusively for male students. So, the question of keeping provisions for sexual harassment does not arise.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

There is no anti-ragging committee in the college nor has there been any complaint lodged about any instances of ragging.

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

The college has introduced some welfare schemes for the students keeping in view those students who need financial help to continue studies as well as those who might get impetus from such schemes in a big way.

First, the college has introduced a Safety cum Medical Assistance Policy with United India Insurance Co. Ltd. for 1050 students with coverage of Rs. 1, 00000/- per student.

Secondly, the college provides concessions on monthly fees and also grants free studentship to needy students on production of adequate evidence

Thirdly, there are provisions for free medical service for students at the health unit in the college premises (as mentioned before).

Fourthly, needy students are given text and reference books free at special programmes to give them academic and moral support.

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

No, the college does not have a registered Alumni Association, but the process is underway to get an officially registered Association.

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.

| Student progression | % |
|---|----------|
| UG to PG | |
| PG to M.Phil | |
| PG to Ph.D. | |
| Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment | |

The college does not offer Post Graduate studies. Also it does not have any registered Alumni Association to record the academic progress of students. Moreover, the college being an institution devoted to commerce-related studies, a large section of students goes for specialised courses rather than singularly academic courses. Hence, it does not have the mechanism to trace or determine the academic progress of the students. However, we have a record of the students who have been selected after a campus drive by institutes (as mentioned before) which we are furnishing below.

| Student progression | % |
|----------------------------|----------|
| UG to PG | --- |

| | |
|---|---|
| PG to M.Phil | --- |
| PG to Ph.D. | --- |
| Employed <ul style="list-style-type: none"> • Campus selection • Other than campus recruitment | <ul style="list-style-type: none"> • 18%(Apprx.) --- |

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.

The following is the programme-wise pass percentage and completion rate of students for the past four years.

| Year | Examination | Total No. of Students Honours | Total No. of Students General | Promoted to Honours | Promoted To General | Honours Percentage of Marks | General Percentage of Marks |
|------|---------------|-------------------------------|-------------------------------|---------------------|---------------------|-----------------------------|-----------------------------|
| | | | | | | | |
| | B.Com. Part I | 655 | 200 | 629 | 90 | 96.03 | 45 |

| | | | | | | | |
|-----------|-----------------|------|-----|------|-----|-------|-------|
| 2011-2012 | B.Com.Part II | 599 | 69 | 576 | 65 | 96.16 | 94.2 |
| | B.Com.Part III | 475 | 274 | 434 | 239 | 91.36 | 87.22 |
| | | | | | | | |
| 2012-2013 | B.Com. Part I | 801 | 227 | 709 | 50 | 88.51 | 22.02 |
| | B.Com. Part II | 920 | 101 | 879 | 74 | 95.54 | 73.26 |
| | B.Com. Part III | 410 | 215 | 278 | 120 | 67.8 | 55.81 |
| | | | | | | | |
| 2013-2014 | B.Com. Part I | 1092 | 292 | 1028 | 227 | 88.51 | 77.73 |
| | B.Com. Part II | 1134 | 84 | 1019 | 81 | 89.85 | 96.42 |
| | B.Com. Part III | 537 | 242 | 439 | 154 | 81.7 | 63.63 |
| | | | | | | | |
| 2014-2015 | B.Com. Part I | | | | | | |
| | B.Com. Part I | 1169 | 244 | 1088 | 226 | 93.07 | 92.62 |
| | B.Com. Part III | 434 | 246 | 344 | 154 | 79.26 | 62.6 |
| | | | | | | | |

The graph shows inconsistent performance on the part of students especially in the Part I Examinations. The result of the two following years, however, reflects on the qualitative academic betterment achieved by the students. Since the result of B.Com Part I Examination has not yet been published, we are not able to furnish the result.

The college has made a comparative study of the performance mentioned above with that of Surendranath College, Kolkata for a proper assessment of the performance of our college.

| Examination | 2010 - 2011 | | 2011- 2012 | | 2012 - 2013 | | 2013 - 2014 | |
|-------------------------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| | Appeared in 2011 | Pass Percentage | Appeared in 2012 | Pass Percentage | Appeared in 2013 | Pass Percentage | Appeared in 2014 | Pass Percentage |
| B.Com Hons. In Accounting & Finance | 116 | 93.1 | 124 | 88.71 | 121 | 99.17 | 151 | 46.35 |
| B.Com General | 199 | 41.7 | 81 | 34.57 | 92 | 22.83 | 149 | 12.08 |

[The table is formed exactly the way Surendranath College (Day) has fashioned it.]

The comparison does not make true assessment of the situation because we have only the account of the result of the final year examination of the other college against what our college has furnished. Hence, it is difficult to get a sequential graph of the progress made by the institution.

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

The college does not offer any Post-Graduate course for study (as mentioned earlier). It is also a single-discipline college. Therefore, when it comes to the matter of going for higher levels of education, it has limited resources to effect significant student progression. However, the college adopts the following modes to develop a tilt for higher studies in the students:

- Making classes more interactive to foster individual thinking in the students
- Allowing the students to develop an inclination for independent learning by making the library the centre of individual study
- Inviting scholars and resource persons to address the students and interact with them

- Organising career-counselling workshops to make students aware about job prospects and employment

The college thus seeks to orient its students in a way they become keen to go for higher studies after completing college.

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

The college does not have any well-defined policy to support students who are at risk of failure or drop-out. What it does is arrange special classes, if needed, for those who cut a sorry figure in the college examination. Apart from this, the college allows such students to sit for supplementary examinations after the pattern introduced by the University of Calcutta. This acts as fillip to the students who might otherwise have dropped out.

5.3 Student Participation and Activities

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

The college encourages sports and games and tries to involve students in sporting events of different types.

- The college has a representation in inter-college cricket and football matches and tournaments.

The programme calendar of inter-collegiate tournament / championship for the year 2015-16

| Sl. No. | Events | Last Date of Entry | Last Date of Detailed Entry | Date of Commencement |
|---------|----------|--------------------|-----------------------------|----------------------|
| 1. | Football | 31.07. 2015 | ---- | 31.08.2015 |
| 2. | Aquatic | 31.07. 2015 | 17.08. 2015 | 27.08.2015 |

| | | | | |
|-----|--------------|-------------|------------|-------------|
| 3. | Table Tennis | 31.07. 2015 | ---- | 26.08.2015 |
| 4. | Badminton | 31.07. 2015 | ---- | 02.09. 2015 |
| 5. | Volleyball | 31.07. 2015 | ---- | 03.11.2015 |
| 6. | Kho-kho | 31.07. 2015 | ---- | 18.11.2015 |
| 7. | Kabaddi | 31.07. 2015 | ---- | 24.11.2015 |
| 8. | Rowing | 31.07. 2015 | ---- | 18.12.2015 |
| 9. | Athletics | 31.07. 2015 | 13.10.2015 | 05.11.2015 |
| 10. | Cricket | 31.07. 2015 | ---- | 07.01.2016 |

- Students are there who excel in athletic meets, and the Annual Sports of the college is the occasion where their potential is showcased and considered for selection to represent the college in any sporting event outside the campus. The college has participated in both National-level and State-level sports Meets both in individual and group events.

In the last four years a student, Avideb Kundu, studying in the Second Year, has participated in All India Inter University Gymnastics Tournament (2014-15), 54th Senior Artistic Gymnastics National Championship (June, 2014) and 53rd Junior National Gymnastics Championship (March, 2013).

Arijit Das, another second year student, represented the 2Bengal Air Squadron, NCC to receive the National Cadet Corps Certificate in 2014. He also represented the 19 Bengal Battalion NCC to receive a certificate. He also attended the Combined Annual Training Camp-IX, 2014 representing National Cadet Corps and received a camp certificate at the Advance Leadership Camp from the NCC Group, Ahmedabad in 2015.

In Group Level, the college participated in the State Level Football Tournaments under Calcutta University in the years 2012-13, 2013-14 and 2015-16, in the Cricket

Championships also under Calcutta University in the year 2014-15 and in the Table Tennis Tournament in the year 2012-13.

- The college encourages indoor sports. Not only are there arrangements for indoor sports like Table Tennis, the Students' Union plays a major role here in organising indoor competitions which work as an impetus for those students who want to make a mark in the sporting arena. Such tournaments are usually arranged in December every year.

Side by side with the sporting events, the college is a big patron of cultural events.

- The Committee for Extracurricular and Cultural Activities allows the Students' Union, the representative student body, to organise programmes and events of cultural import. Apart from the customary Fresher's Welcome and the Annual College Festival, such events include commemorative programmes such as Tagore's birthday celebrations, the Language Day celebrations on 21st February every year remembering the death of revolutionaries in Bangladesh and a special event to accord farewell to the final year students. The college tries to keep its students culturally active.
- The extra-curricular activities of the college include organising Blood Donation Camps, Health Check-up camps and similar activities under the NSS scheme both inside and outside the college campus. The time period stretches from December to February. Participation in debate and quiz competitions is a common activity with the students. Usually these events take place in the mid-session to ensure participation of all students.

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 years.

There is admittedly no remarkable record of any major student achievements in co-curricular and cultural activities. Two students have, however, participated in some programmes outside the college campus, a fact which requires mention.

- ✓ Soumik Sen, participated in i) Electoral Awareness Programme organised by Zee News and University of Calcutta, ii) 'VoxPop', Debate Competition organized by Jadavpur University, apart from participating in various events organised by NSS and attending a 5 Day Workshop held in WBTDC in 2011.
- ✓ Kriyanta Halder, participated in i) Election Awareness Campaign conducted by the Election Commission of India in association with the Calcutta University unit of NSS in March, 2011, ii) VOX POP 2011 - a debate competition organised by JU Debating Society and iii) participated and presented paper in a In House Business seminar of the college.

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?

As we have mentioned earlier, the college does not have an Alumni Association which can trace the details of its students who have passed out and are employed. Therefore, as of now it is not possible for the institution to collect feedback and data from the graduates and their employers. As the college is on the way towards getting registered, it will be possible to gather such documents in near future.

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

The college engages its students in the publication of the annual wall and college magazines. The college magazines consist of write-ups from students as well as teachers.

Publication of the compositions of students is subject to scrutiny by teachers in charge of the magazines. However, the wall magazines are exclusively a student affair. The college has been bringing out these publications on a regular basis for the last four years. Apart from that there have been no publications from the students. Efforts are underway though to bring out an academic journal exclusively contributed to by students.

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

The college has a Student Council or Student Union, which is a student body constituted of students on the basis of results of an officially conducted election procedure. There is a fixed allotment of seats for election of class representatives based on the total student strength of the college. Portfolios are allotted after the completion of the election process and the Student Council is officially constituted for the next academic session. The following are in short the details of the process of constitution of the council

- Appointment of Election Commissioner to conduct student elections
- Issue of nomination papers within a fixed and limited period of time
- A time frame fixed for submission of nomination papers
- A fixed time set for withdrawal of nomination papers
- Submission of nomination papers to be kept in a sealed box
- Opening of the box on the date of scrutiny by the Election Commissioner
- Scrutiny done by two teachers
- List of candidates prepared
- Usual voting practice followed on the day of elections
- On completion of the voting process, the names of the victorious candidates announced
- The student body constituted within a month from the day of election under the supervision of the Principal

Over the last few years all the paraphernalia leading up to the final selection of candidates were maintained, but candidates were selected without the usual practice of casting votes by students on the day of election mainly thanks to unanimous selection of representatives by the student body.

The Students' Council or Union has a number of responsibilities and functions to perform a catalogue of which is given below:

- Keeping the interest of students in general, working in an apolitical way
- Working as a bridge between students and administration/teachers communicating to the latter the needs, requirements and suggestions to enhance the academic and infrastructural facilities of the institution
- Playing a constructive role in the admission process, helping the administration and new entrants to ensure a smooth procedure
- Representing the Grievance Cell to help teachers expedite a case without any hint of bias
- Helping the administration by forming interim bodies to look after different facets of the academic, extracurricular and infrastructural framework of the college.
- Helping the administration with student representatives to conduct NSS programmes and activities
- Helping to bring out the wall and annual college magazines with the help of teachers
- Organising blood donation and health camps to spread the message of fellow-feeling and community relationship

In other words, the Student Union acts responsibly to cooperate with the teachers and the administration in running the college smoothly.

The college allocates a fund for the Student Union which it uses for multiple areas of work, which include purchasing books for the financially indigent students, organising health camps as well as sporting and cultural events and programmes, purchasing devices and necessary implements to add to the facilities of the Common Room.

The detailed funding of the Student Union is furnished below, which includes the funds required for student development:

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------|---------|---------|---------|---------|
| Student Union | 405.00 | 505.00 | 620.00 | 620.00 |
| Sports& Games | 51.50 | 52.00 | 90.00 | 90.00 |
| College Annual Social | 12.00 | 12.00 | 20.00 | 20.00 |
| Students' Mutual Fund | 10.00 | 12.00 | 50.00 | 50.00 |
| Students' Development | 32.50 | 32.00 | 32.00 | 32.00 |

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

The college has student representatives only in the Grievance Redressal Cell to help the teachers to conduct it.

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

The college does not have any registered Alumni Association. Thus though no official network is yet available, the college is going to organise its registered Alumni Association in a few months. The college has two pages on the Facebook: one lately opened and organised by the college administration, and the other, controlled by a student group. That is the way the college is trying to establish connection with its Alumni and former faculty.

The college is shortly going to introduce a teacher exchange programme with another institution under which teachers from our college will take classes in the other college and the act will be reciprocated by the other institution.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

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

City College of Commerce and Business Administration is an institution of rich cultural heritage, established way back in 1939, and ranking among the premier commerce-teaching institutions of the state. It has turned out numberless students many of whom have made a mark in life and spread worldwide. All along the institution has tried to keep its vision clear: attain a state of eminence not by setting new landmarks, but by trying to raise the standard to achieve a successful amalgamation of academic excellence and improvement in other sectors. Thus the vision involves a holistic development of the academic, mental, moral and physical faculties rather than a stereotypical improvement of academic standards only. Thus it ranges beyond the stratified terrain of curricular education to development of a better value system and refined sensibility. The college does not envisage a future when it will only be academically rich; but it does look forward towards a time when it might be able to cater to the society in a big way by trying to act as a launching pad for the all-round development for its students.

In view of the above, it is the mission of the college to build the foundation for such development. Currently the college is handicapped on a few counts, the infrastructural problems being the foremost among them. Also the number of fulltime teachers is not commensurate with the demand for seats the college faces every year at the time of admission. It is nonetheless the mission of the college to stick to the vision it has and work towards the fulfillment of the same in the best way possible. To this purpose, it tries to instill discipline and confidence into the students by giving them the resources available: interactive sessions in the class, enhancing the capacity of the library resources to make room for independent learning, career counselling and interaction with resource persons from outside, educational visit to industrial houses, course on soft skills, NSS programmes to foster the spirit of fellow feeling and community bonding and so forth. A majority of the students of the college do not come from financially solvent families nor do all of them have great results from previous examinations to flaunt. The college seeks to give them ample scope for academic and career development and the opportunity to inculcate the value system and develop the sensibility that go with true education. The mission statement of the college lies in a fine blend of academic excellence, mental development and career advancement. The future vision of the institution consists in a holistic development of the students as well as of the college, which should also be the mission of the college to achieve.

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

The term 'Top management' implies the highest policy-making body of the institution – the Governing Body, which is constituted of the Chairperson, the Principal and member-representatives comprising the Bursar, two teachers, two non-teaching staff members and two invited members. Apart from the Governing Body, the Central Accommodation Committee of the college, a body which comprises representatives of all three institutions running in three different shifts, is responsible for determining usage of infrastructural facilities by the institutions in the perspective of availability of space in a given time space.

The Principal of the college represents the college in a larger way as he communicates the decisions taken by the faculty and the non-teaching staff to the Governing Body. He being a member of both committees has to accommodate his ideas to the interests and needs of the other institutions, yet look to serve his own college. The decisions he takes are greatly determined by the feedback he receives from the Teachers' Council, Non-teaching Staff and the Student Union. He does not take unilateral decisions on important matters, but takes care to communicate to the Governing Body or the Central Accommodation Committee depending on the nature of the matter or situation. Thus the Principal always works in consonance with the Faculty not only because he is part and parcel of the latter, but also because he is the representative of the entire college, one empowered to marshal all resources with a clear view of the situation/s and awareness of the ground realities, which include financial constraints, suggestions and grievances of students and the staff.

Thus the roles of the top management, the Principal and Faculty in policy making and its implementation are intertwined. It is a cohesive network that makes the college function at all levels of activity.

6.1.3 What is the involvement of the leadership in ensuring?

- **The policy statements and action plans for fulfillment of the stated mission**
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plans**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

Before it undertakes some scheme or constructive work, the college administration seeks to ensure there is discipline in the methodology and practice of the steps adopted.

- The Principal frames the policy statements of the college in consultation with the Vice Principal and the Bursar in the perspective of the academic and infrastructural framework of the institution. Framing of the action plans depends to a great extent on the Faculty and the Non-teaching Staff, who remain responsible for the implementation of plans and materialisation of the schemes devised. It is the responsibility of the administration to take stock of the situation from time to time, and if needs be, apprise the Governing Body of the decisions taken or are to be taken and convince the Body about any modifications needed.
- Different areas of activities are designated for different sections of the Faculty and Staff, which require different approaches and methods. A compact and disciplined routine with equi-distribution of classes to benefit both students and teachers, different methods to cover the curriculum, conducting the examination schedule within the parameters outlined by the university, keeping the infrastructural framework up to date to meet all challenges, looking after the financial dealings, recruitment of staff and paying attention to the welfare schemes concerning both the staff and students: all this requires different ways of handling. The leadership effects a ramification of work areas among teachers and staff, but look to bring all under one head to chalk out a central strategic plan. The Internal Quality Assurance Cell (IQAC) is instrumental in devising methods and chalking out guidelines to integrate the different plans into one composite unit. The Co-coordinator of IQAC provides the Principal with the summative analysis of all the internal workings of the departments on the basis of which he mobilises all his resources and seeks to bring them on one level plain to contribute to the mission of development.
- The college administration lays great stress on the feedback and inputs provided by the stakeholders of the college. The students being the greatest stakeholders of the institution, their feedback is given the utmost importance, which comes in the shape of the annual feedback received from them as also through the Grievance Redressal Cell. The Principal of the college deposes the coordinator of the Committee for Students' Progress constituted to help NAAC affairs to arrange for such feedback just as the Principal takes upon himself the responsibility of convening parent-teachers'

meetings to receive suggestions and inputs from them. The Principal is also instrumental in engaging a liaison officer, usually the teacher in charge of the Career Counselling Unit, to directly communicate with institutes or corporate houses to enter into career building and recruitment and other developmental programmes running over a period of time. This applies to two events in particular: i) a career-counselling cum employability seminar and ii) the campus drives annually conducted by TCS and IBM to recruit students.

- The policy statements done by the administration depend on a combination of some basic factors: the fulfillment of the needs of main stakeholders, the students, survey of the requirement analysis by the faculty and the staff and interaction and consultations with other stakeholders. In the first place, the college looks into the areas students are found wanting and need a helping hand or they think the institution has not yet addressed. The need analysis is a cumulative process based on the formative methods adopted in the class and the feedback teachers get while addressing the tutorial classes. This analytical method entails inputs received from the developments in the institution which concern a whole body of work in many sectors of the institution – matters ranging from giving the library an overhaul to automating the office to improving teaching techniques. The Principal remains the highest decision-making authority here, but he ascertains the success of his decisions by gauging the kind of response his decisions might elicit from all concerned, which he obtains by the over-all feedback from the staff, students and stakeholders.
- The administration takes the most important responsibility of constantly striving for excellence at all levels of academic, curricular and extra-curricular activities. It is qualitative excellence rather than a sum of numbers that is at the centre of such an endeavour. To achieve this, the college tries its best to assemble its resources and integrate them into the system in order to homogenise them so that no disparity exists in its bid to achieve excellence. The administration looks to monitor the workings of the different sections and departments of the institution and looks into the basic factors essential for running the institution: transparent and student-

friendly atmosphere, a perfect academic-cultural symbiosis, balance between the traditional and the innovative and above all, maintenance of discipline in all the sectors. These factors, which apply as much to the students as to the staff, are what the administration lays utmost stress on to champion the culture of excellence. Regularity in taking classes, keeping the library updated and ready to help students, availability of infrastructural facilities and leaving enough space for feedback from students and other stakeholders are features the college administration tries to maintain to uphold the value of excellence.

- While sticking to traditional practices which have stood the test of time, the college supports changes in the organisational set up from time to time. Such changes result as much from the exigencies of situations as from demands for the all-round development of the college. These changes pertain to deployment of responsibilities, formation and structure of committees, modifications and replacements of existing patterns, reshuffling of staff in the office to make them familiar with and excel in all kinds of office work, additional time-based constitution of units and so on. These changes extend to the constitution and set up of the Governing Body which involve shuffling the members representing the college to allow others to have a look-in just as the Teachers' Council changes its secretary as a routine reshuffle to make a fresh change-over. The administration decides on these changes not because they form part of a conventional practice, but because such changes are essential for constantly revamping the machinery. This is done with a view to reinforcing the values of accountability, removing complacency and enhancing expertise. The college administration champions such organisational changes from time to time to keep in line with the changes and developments taking place in the institution.

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

The college has to keep its procedures in place to effect implementation of the policies evolved from time to time.

- i) The Internal Quality Assurance Cell works as the central monitoring mechanism to plan out and oversee the functioning of different sections of the college. The Cell helps the administration chalk out its policies and streamline the imperatives. The IQAC unit holds under its wing the whole body of academic, administrative, financial and infrastructural facts to find out and establish parity among them. The IQAC plays a significant role in the process of internal assessment and evaluation that allows the college to frame or change its policies to correspond them to the changes in the modes of functioning. The policy-making is done on the basis of the reports tabled at the IQAC meetings where qualitative developments are taken note of, pitfalls are detected and procedures are chalked out to address the areas which require improvement.
- ii) The blueprint of the actions to be taken as decided on at the IQAC meetings is deliberated on at the Teacher Council and Staff Council meetings which record the opinions of the faculty and give the most prominent picture of the workings of the different sections of the college. The ideas are thus able to percolate to the different committees which share the responsibilities, but follow different methods to implement the plans devised. Thus the administration decentralises the activities and scans the cumulative effect of these methods followed to evaluate the situation.
- iii) Another procedure adopted by the institution is the assessment of the response elicited from the teaching and non-teaching staff, students and stakeholders of the college. The feedback system is highly effective to shore up the evaluative methods adopted by the administration. Feedback from different sources allows the leadership to fathom the situation from different, and often conflicting, perspectives and necessitates changes and modifications in the process of making plans. This procedure makes for constant evolution of methods emerging from apparently centripetal sources, but the outcome is largely decentralised because

the success of the evolving methods largely devolves on the dissemination of workforces ultimately responsible for materialisation of the plans.

Such procedures form part of the administrative design to bring about better policy-making which in turn contributes to improvements in the all the sectors of the college.

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

The college is one of the eight colleges of the City Group of colleges under the Brahmo Samaj Education Society, which remains the ultimate body that determines broad-based policy matters which apply to all the constituent colleges. However, each college looks after its own areas which need to be addressed and thus makes its own policies. The Governing Body, which comprises faculty along with invited members and non-teaching staff of the institution, is kept abreast of the academic activities of the college. Thus it remains in a position to extend all possible academic leadership to the faculty. It seeks to address the areas where the faculty needs guidance without in any way dictating terms. It works up to a plan to achieve its purpose:

- i) Keeping in view the span of the curriculum and the number of teachers insufficient enough to cope with it, the administration makes utmost efforts to fill up the vacant places by submitting requisitions to the College Service Commission for recruiting teachers from its panel of selected candidates. Again, in the event of lack of teaching posts for any particular subject that requires greater attention, the leadership submits petitions with the higher education sectors for creation of posts in that particular subject.
- ii) The administration looks to appoint guest teachers and increase the number of the guest faculty with a view to extending help to the fulltime teachers (currently only eight in all) so that they can share the workload with them to lessen the burden of responsibilities as also to supplement the process of imparting education by the fulltime teachers. The administration goes by the usual process of payment per class to provide proper incentive

to the guest faculty, who are selected strictly on the basis of the requisite educational qualifications they possess as stipulated by the UGC.

iii) Though the college is to a great extent handicapped by the dearth of fulltime teachers, the administration encourages teachers to participate in Orientation Programmes and Refreshers Courses, which keep them academically re-oriented. Teachers are also encouraged to participate in seminars and workshops both as participants and as resource persons and leave is sanctioned to them against such participation.

iv) The college administration extends all possible help to the faculty to go for research projects. There is an enclosure for the teachers in the library equipped with computer and internet facilities and the provision of Electronic Resource Package (N-list) is made available for this purpose. In spite of dearth of fulltime teachers (as mentioned above), the college has kept provisions for going for research work on the F.I.P. or F.D.P. scheme because it looks to prioritise quality academic resources.

6.1.6 How does the college groom leadership at various levels?

Any kind of grooming implies proper selection of people, deep involvement in the mission to accomplish, instilling team spirit, proper guidance and counselling, flexibility of mind and attitude and the ability to share things with others.

Grooming of leadership in an educational institution requires initiating the process at the basic and formative level. Our college seeks to do it by distributing work and power at the very formative or ground level. It starts from making anybody, preferably at the start of his/her career, an understudy of a senior, usually a departmental head. Running a department in absentia enhances the sense of responsibility as it makes the faith reposed in the person apparent. In case of a faculty, it ranges from organising events and academic

programmes to encouraging students to be enterprising. It is all about developing team spirit and the urge to work as a unit, to make everything unrelated to the focal point take a back seat and integrate everything into the scheme under focus. The administration gives the faculty free reign to adopt and follow this practice.

At the secondary level, responsibilities and thoughts are shared as the value of co-ordination and the freedom to make a point place the understudy on a par with the senior faculty. The responsibility of organising a seminar or chalking out the blueprint of a programme or giving equal weightage to the opinions of others before going to take a decision automatically helps develop qualities befitting a leader.

The third level makes for representation in policy-making bodies or academic or administrative machinery that make the institution run smoothly.

In the perspective of our college grooming of leadership signifies a coalescence of all these features mentioned above. Leadership does not translate into the actual connotation of the word. It rather suggests the growth and development of a set of principles which makes the institution carry out its mission successfully. Within its limited human resources, the college tries to achieve it by a process of proper allocation of responsibilities and decentralization of powers.

6.1.7 How does the college delegate authority and provide operational autonomy to the developments / units of the institution and work towards a decentralised governance system?

The college largely follows the system of decentralisation which works as a potent influence in the educational set-up in India. The process involves the delegation of power and authority to the different units of the institution, a process started and marshalled chiefly by the administration at the behest of the Governing Body. Thus distribution of power follows a downward spiral till it reaches the units (administrative, academic, financial or otherwise). As authority is delegated to these units, the process of decentralisation is afoot,

allowing the departments autonomy to marshall their own resources. Teaching-learning, financial management, student affairs – all the different units of the institution work within their respective zones with autonomy in spite of the inevitable merging of borders unless and until any problem crops up and they have to look up to the administration for guidance. Delegation of authority works towards a process of deconcentration, which in turn leads to operational autonomy of the units. The college works as one composite whole, a superstructure, not as a tool of arbitrary decisions taken by the power-delegating authority. Thus all the departments of the institution operate autonomously, yet as a cohesive unit contribute to the development of the college.

The college is one of eight colleges under the Brahmo Samaj Education Society, but the administration of each college, like that of ours, works as a self-sufficient unit, and is therefore empowered to delegate authority and gradually work towards a decentralised governance system.

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

As we have already observed, the college is one of the eight colleges under the Brahmo Samaj Education Society. Therefore, the larger policy-making covering all the colleges is done by the Samaj itself. But within the ambit of its own academic and other activities, our college, like every other college comprising the group, runs its management on the basis of deliberations, discussions and mutual cooperation among its units at different levels of activity. Thus the college does promote participative management.

The management works at different levels and tiers, but they are interlinked and converge at many points.

- The Governing Body of the college works within a policy-structure carved out by the Brahmo Samaj Education Society(BSES), a fact we have stated earlier. However, the deliberations taking place at the Governing Body meetings are an outcome of the workings of different departments, units and sectors of the college and the points emerging from them.
- The Governing Body or Council embodies representations from both the faculty and the non-teaching staff apart from invited members. In that sense, a meeting of this Council is the converging point of points made and discussed in the meetings of the faculty and the non-teaching staff.
- The Teachers' Council is a body representing all categories of teachers: fulltime, part-time and guests. Therefore, the most significant of the facts and ideas emerging from the meetings of the council are conveyed to and deliberated at the Governing Body meetings by the teacher representatives.
- The same process is followed by the non-teaching staff who have categories and grades, but come upon thoughts and opinions uniformly accepted and forwarded to the Governing Body.
- The Principal acts as the coordinator who represents the college and thus remains the best judge to assess the importance of suggestions, questions and problems raised by both associations. He also remains privy to the voice of the students expressed through both the associations in their separate, and in some cases common, dealings with the representative of the Students' Council.

Thus the college promotes participative management in a major way.

6.2 Strategy Development and Deployment

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

Like every academic institution, our college has a policy which it develops and follows to inject quality into the workings and activities of the institution. Being an undergraduate

college sharing the premises with two other institutions, it works within constraints (as mentioned earlier). Hence, it is difficult to really devise a quality policy and implement it without technical snags. However, every collective effort is made to enhance the stature of the institution by make the best use of the resources available. Thus the institutional strategy is to make a policy statement through the procedures it adopts at various levels of activities.

- The fulltime faculty is recruited on the basis of the recommendations made by West Bengal College Service Commission, but against every recommendation, the college conducts a second interview to select the most eligible teachers from a batch of three candidates sent by the Commission. This measure that applies to all the colleges under the B.S.E.S., makes for better assessment and selection which is definitely a positive move towards quality enhancement. Appointment of the Principal follows the same procedure, which implies permeation of quality into the academic structure of the college. Selection of the guest faculty is entirely the prerogative of the institution, and there also selection is done on the basis of screening done by the selection panel after scrutiny of the documents and papers of the applicants whose academic qualifications must live up to the norms set by the UGC. Selection of the non-teaching staff is done absolutely as per Government rules and consequent upon interviews.
- The admission process is kept transparent within the set of norms prescribed by the university. The completely online method of admission is linked to selection as per merit. List of eligible candidates published in a sequential manner is followed by transactions done in the bank and submission of credentials in the college to make the process complete and full proof. Thus the college looks to maintain balance and quality in the admission process to admit good students, a process which is likely to yield good results in the end. Although one cannot always expect the desired results, the procedure reflects the worth of the policy the college follows.
- The policy statement of the college extends to all spheres of the educational and infrastructural set-up of the college. Strict maintenance of the time schedule, assignment of classes to other teachers in the absence of teachers to save study

hours, use of biometrics and reprographic facilities extended to all – all this reflects proper deployment of the policy of excellence.

The review of the policies put to effect is done both periodically and at the start of each session through feedback from the students and the staff. Proper assessment of the policy or qualitative improvement of any particular section is therefore necessary and is done to ensure success of strategy-making.

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

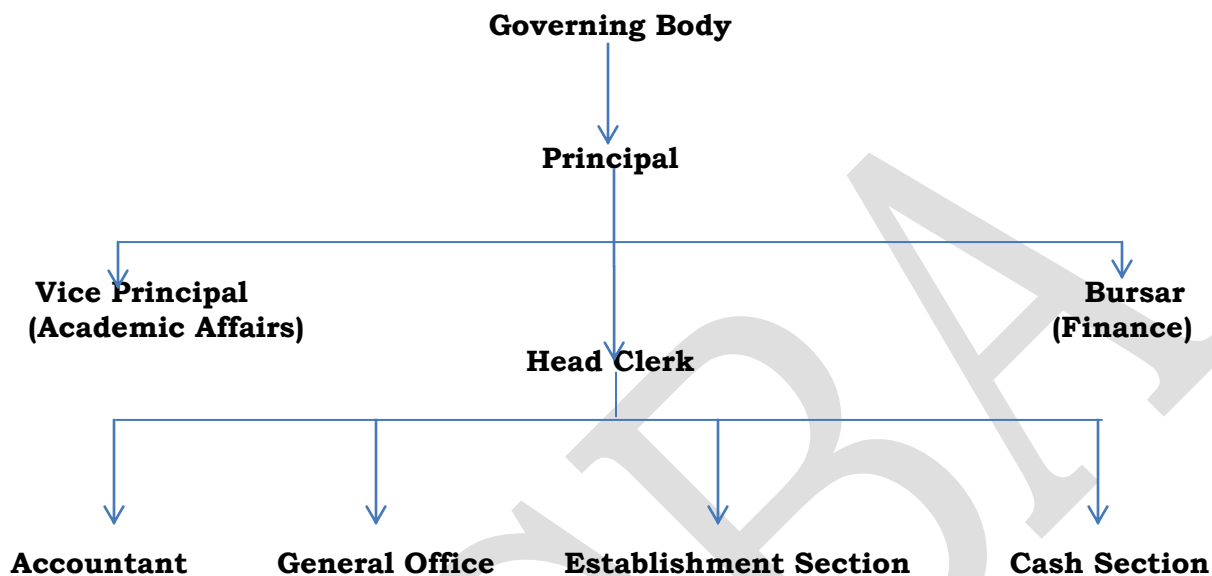
The college does not have any long term perspective plan. Though perspective planning is a sum total of short-term plans, the college in spite of a holistic vision of all-round development, goes by short time plans worked out at the horizontal level.

6.2.3 Describe the internal organisational structure and decision making processes.

The college has a three-tier organisational structure starting from the Principal and following a downward spiral spreading out into two heads representing the faculty and the non-teaching staff. The line goes vertically down to concentrate on the Head Clerk, who heads the section of the non-teaching staff of the college. The Head Clerk heads the section comprising the Section of the Accountant, the Establishment Section, the Cash Section and the General Office as a whole. The entire framework is underpinned by a horizontal space implying students and student development.

Structure of Governance

Brahmo Samaj Education Society
(Governed by Sadharan Brahmo Samaj)



The Principal is the coordinator of all activities, the principal decision-making authority, the representative of all who make the college run. But he cannot perform arbitrarily because his function is to take into consideration a whole body of opinions, thoughts, principles and circumstances and think decisively before arriving at any conclusion. The Principal works in a democratic set-up, where he never clamps his own thoughts on others, but lends equal importance to the opinions of others, who include the Vice Principal, the Bursar, the Secretary of the Teachers' Council, the Head Clerk and all those who represent different departments and sections of the institution and who are perfectly aware of the working of the larger machinery. He takes the ultimate decision, but not before he is able to reconcile the facts emerging from discussions with others. In case of affairs which need further deliberation, the Principal calls a meeting of the Governing Body at the behest of the faculty and the non-teaching staff. Thus decision making never remains an arbitrary affair.

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

- **Teaching and Learning**
- **Research and Development**
- **Community Engagement**
- **Human resource management**
- **Industry interaction**
- In order to enhance the quality of the performance of the college in different areas, the college tries its best to keep some plans or strategies in place. The institution sets its teaching-learning and evaluation schedule well before the admission procedure gets underway. An academic calendar, prepared in keeping with the format of and modifications done in the curriculum made by the university, is distributed among students at the time of admission so that they are made conversant with the curricula they are going to pursue as well as with the norms, principles and time schedule of examinations. The teaching schedule is accordingly chalked out at the very outset. Teachers hold separate discourses department-wise to sketch out their allocations and the number of lectures required to cover the curriculum within the specified academic timeframe. The routine is accordingly made to accommodate subjects in a proportionate manner. Care is taken to devise a proper evaluation method. Student evaluation of teachers and the teaching methods is made on the basis of the feedback the college routinely receives from the students. Again, to expand the scope of learning, the college tries to set before the students the values of total learning, which includes interactive, collaborative and independent learning. The college seeks to maintain harmony between the classroom and the library by keeping the latter equipped to cater to the students' needs. Finally, the college tries to make the teaching-learning process participatory by engaging students in seminars, symposia and projects as well as industry visits. Thus the college prepares its blueprint in a way it encompasses a whole gamut of processes and developments to make teaching-learning a wholesome experience.
- The college does not have a separate research centre or cell or unit of its own to develop research activities among the teachers. But teachers are encouraged and given complete autonomy to go for research projects in any category (Ph.D., M.Phil,

Minor/Major Research Projects) and extends all possible facilities to see to it that the projects are perfectly implemented. Research work in any area enhances the scope and intellectual range of the researcher and immensely contributes to the development of the institution and quality of students. In view of this, when a researcher applies for a project, the college helps him with all the resource materials available including library and financial resources and tries to provide those immediately unavailable so that the project is not stalled. Though the college currently lacks the infrastructural wherewithal to turn into a veritable hub of research activities, it plans to enhance the range and quality of the resources by making the library fully automated and creating a fully equipped Audio-Visual room complete with ICT resources. The college allows the researcher a reduced teaching load and exemption from invigilation in college tests, and it takes the initiative to correspond with the UGC or any such agency to oversee official modalities like placement of papers and documents in proper order for possible help to the researcher. Besides, the college also allows a researcher to go for a research project on an F.D.P. scheme. Thus the college keeps its strategies in place to help research activities as essential to individual and institutional progress.

- The college tries to foster community spirit, goodwill and amity among students by involving them in philanthropic activities. The students' council organises an Annual Blood Donation Camp, which also includes health check up, but that is an exclusively student-oriented affair. What brings the community close to the students and what the college promotes through the NSS programmes are organisation of health camps including eye and cardiac detection and relief camps, social awareness campaigns, sit-and-draw competitions in slum areas and interaction with people to address the problems they face. This process not only inculcates the seeds of fellow feeling and goodwill into the students, it contributes to the holistic development of students. Keeping this in view, the college is looking to strengthen its NSS unit by trying to increase the range of activities that might involve community on a larger scale. So far the college has engaged its students in slum survey and that has definitely opened many a door to them. But any outreach programme remains

incomplete without those the college seeks to reach out to. The college has been getting active cooperation from an NGO, which works in slum and underprivileged pockets, but it is shortly going to host community development programmes involving the immediately available community which will foster goodwill and better neighbourly relationship. Such interactions help improve community involvement, and it is the policy of the college that it encourage such involvement.

- The college is a stickler for development and improvement in all the sectors, and it lays great stress on the utilisation of man power to the optimum level. In order to do that, it seeks to develop and nurture the potential inherent in the teaching and non-teaching staff of the college. Proper selection and recruitment of candidates is thus extremely crucial to the building of an efficient work force instrumental in contributing to the development of the institution. Recruitment of the faculty is done on the basis of the selected panel of candidates sent by the College Service Commission, who are re-interviewed by the college before one of them being selected out of three candidates sent by the Commission. The guest teachers are recruited strictly following the norms prescribed by the UGC and the non-teaching staff is selected on the basis of worth. Development and improvement of any institution largely depends on collective identity, the ability to contribute in an equal way to the common cause and the ability to produce results. The human resources of the college are considerable to take fresh ventures. The college does not exploit its employees, but sets store by the best work force available. Again, in keeping with the spirit of human resource management, the salary is kept commensurate with the responsibilities they have to shoulder. Differences in category, station or position become inconsequential when all join hands in effectively implementing the plans and programmes like conducting the examinations, looking after the admission procedure, organising seminars, sporting activities and so forth. Strategically the college seeks to improve its human resource management system by filling up all the vacant slots, mobilising man power by giving all employees incentive to bring out the best out of them and adopting a methodology for all to follow in order to keep all the employees as a cohesive unit.

- The college looks to make its students aware of and prepared for the employment market and the huge number of resources available. In order to do that it assays to help the students get oriented to the potential of the corporate world. The college devises a two-way strategy to achieve this end. First, it selects groups of students and sends them on educational visits/tours to industrial concerns under the supervision of a teacher. The mission for the visit is to give students a chance to interact with people from the industrial sector. Secondly, the corporate houses and business houses are invited to meet the students and conduct career-counselling workshops, the intent being free-wheeling interactive sessions conducted for the purpose of enlightenment and clarifications. A recently conducted workshop with representations from big houses testifies to this fact. Thirdly, apart from campus recruitment drives (mentioned earlier), TCS conducts a three-week course with selected final year students to shortlist them for recruitment after they pass out. The college prepares the blueprint for some such programmes at the beginning of every session and liaisons with concerns through Prof. Dipanjana Bagchi, a teacher specially appointed for this purpose. Industry interaction is an absolute necessity in an educational institution devoted to the discipline of commerce. In order to give students a perfect roadmap for future and give them a career-graph, the college incorporates industry interactions into the extended curriculum it has made for its students.
- A large section of the students of the college, despite their otherwise good school-leaving record, fare poorly in English, especially in the conversational and communicative parts of the language. Keeping in view this fact and their little experience in handling interviews, the college has recently introduced such a course (as mentioned earlier), which has incorporated soft skills development of which is concomitant with skills in conversational English as well as with the development of personality. This course is a certificate course which is likely to draw more students for two facts: its potential for building the self-confidence of the students and the issuing of a certificate working as a boost.

6.2.5 How does the head of the institution ensure that adequate information (from feedback and personal contacts) is available for the top management and the stakeholders, to review the activities of the institution?

The top management of the college, i.e. the Governing Body or Council is constituted of the Chairperson, the Principal of the college, a limited number of teachers and non-teaching staff and invited members, who are important stakeholders of the college. The Principal has the ultimate responsibility of communicating the sundry affairs of the college to the Council, and is the chief interlocutor responsible for the working of all the sections of the college. Therefore, he is invested with the power of receiving feedback from all sources, either through the feedback machinery of the college or through personal communications with the faculty and other staff. Thus he uses the Governing Body as the perfect forum to impart information to the Chairperson and the members. The presence of the teachers and the non-teaching staff members helps corroborate his statements. This process helps the top management review the situation, obtain a clear picture of the strong points and loopholes of the system, mull over the necessities and offer suggestions for any modifications possible and leave it to the Principal and the administration to implement them to bring about improvement in college affairs. After some decisions have been taken and considered fit for implementation, the responsibility devolves on the Principal to convey the same to other shareholders like the guardians of students through meetings and the students at large through notifications. In case of any difference of opinions with the student representatives, the Principal have discussions with them in order to arrive at a consensual decision. In short, it is the Principal who takes the lead in ensuring the availability of information for the management as well as the stakeholders.

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

The college management lays great stress on the participation, expertise and opinions of the staff of the college because more than anybody else they are conversant with the

ground realities, i.e. the office procedures, infrastructural facilities and lacunae and the problems and difficulties of students. The college management is made aware of all the developments through discussions with the members of the Governing Body representing the staff. Not only are all essential information gathered, the staff members are given scope to manifest their grievances relating to the problems affecting them and the institution in general. Suggestions are sought for possible rectifications and improvements and considered with seriousness. Such sharing of thoughts and ideas ensures the involvement of the staff in all affairs of the college.

Outside the periphery of the Governing Council, the college administration ensures active sharing of responsibilities between the faculty and the staff in the admission procedure, organisation of programmes, all important affairs regarding finance, accounting and expenditure, all sporting events and academic affairs. The college engages efficient staff in all the departments and sections so that coordination among them remains uniform and well-balanced because without that the institution can hardly operate smoothly. The administration takes care to organise the constituent parts of the college in such a way that all the sections of the college – Library, Accounts, Cash, Computer, Establishment, Examination and Records and Despatch – are interlinked and complement each other. The administration has recently introduced the mode of feedback from the staff to receive valuable inputs from them to assess the performance of the institution and go for further improvement. Thus the college administration tries its utmost to involve the staff in all the affairs of the college and utilise their expertise for more efficient administration.

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

The Governing Body of the college is the Management Council of the institution. In the last Financial Year spanning 31.03.2014 to 01.04.2015, the council held a series of meetings the resolutions of which are furnished below:

A) The meeting held on Thursday, 29th May, 2014 had the following resolutions:

- The Internal Quality Assurance Cell (IQAC) was formed comprising the following members:
 - i) Dr. Sukanti Dutta, Coordinator
 - ii) Prof. Indra Nath Sengupta
 - iii) Prof. Tarasankar Maiti
 - iv) Prof. Shibani Bagchi
 - v) Sri Abhijit Gupta
 - vi) Sri Subrata Kumar Dutta
 - vii) Sri Biswajit Roy
- Online admission would be effective fully from the next year because centralised online admission under the supervision of the University of Calcutta was withdrawn as per Government order.
- It was decided that papers and documents of Smt. Baisakhi Majumdar, Librarian, and Prof. Dipanjana Bagchi, Assistant Professor (Senior Scale) would be sent to the Education Directorate (for D.P.I. Nominee), Government of West Bengal and to the University of Calcutta seeking their approval for promotion following which steps would be taken for their promotion to Stage III Selection Grade Librarian and Selection Grade Professor respectively.
- The Drafts Accounts for the year 2012-13 was approved and forwarded to the Auditor for scrutiny.
- Resolution was made that the college could submit requisitions seeking approval for engagement of new teachers against leave vacancy.
- It was resolved that an application in accordance with G.O. No. 1488-F(P) dt. 20.02. 2012. and Staff Pattern G.O. No. 831-EDN (Cs) dt. 31.10.1995. with papers and documents be sent to the Education Directorate, Govt. of West Bengal, seeking approval for appointment against the vacancies created by the retirement or death of non-teaching employees:
 - i) Accountant: 01
 - ii) Clerk : 03
 - iii) Peon : 01

- iv) Guard : 02
- v) Sweeper : 02
- vi) Library Clerk : 01
- vii) Library Peon : 02

D) The next meeting was held on Tuesday, 9th September, 2014, and the following decisions were arrived at:

- The audit Report and accounts for the year 2012-13 was passed and adopted. It was decided that a Finance Committee Meeting would be held to analyse all amounts paid as advance and that the unadjusted advance would be written off.
- Cosa software was to be purchased and installed as per Government order.
- Fees for submission of L.O.I. to the tune of Rs. 28,090/- and for approval of funds for NAAC to the tune of Rs. 1, 00,000/- were sanctioned.

C) The meeting held on Monday, 24th November, 2014, had 10 points (excluding the item Miscellaneous) to deliberate on. The resolutions taken at the meeting are briefly narrated below:

- Two personnel would be recruited as private security guards the payment of whom would be decided on the basis of the terms and conditions laid down by the security agency.
- On the basis of a letter sent by the Assistant Director of Employees' State Insurance Corporation (ESI), the Teacher-in Charge (at that time no one was appointed Principal by the College Service Corporation) was authorised to use his discretion and arrange for payment of premium to the eligible employees w.e.f. 01.03.2014.
- Steps were to be taken to expedite all matters relating to the speedy despatch of all papers relating to the retirement of Mr. Abhijit Gupta, the Head Clerk, to enable him to receive all post-retirement monetary benefits including Provident Fund, Gratuity,

Leave Encashment, Pension etc. and the DPI, Education Directorate was to be approached to seek his approval for appointment against the vacancy.

- Against acceptance of the Letter of Intent by NAAC on 12.11.2014, the Institutional Eligibility for Quality Assessment (IEQA) was to be sent within six months from the date of acceptance of the LOI, and it was resolved that the IEQA was to be completed by 31.03.2015.
- Though the college was in its first cycle in the process of implementation of NAAC procedure, the Council approved the decision taken by its IQAC to prepare the Standard Operating Procedure as early as possible.
- At the request of the outgoing Head Clerk, it was resolved that new staff would be recruited after proper workload was sketched out.

B) The next meeting was held on Saturday, 20th December, 2014. The resolutions taken at the meeting are stated below:

- At the report made by the Teacher-in-Charge about the registration of 27 staff members with the ESI authorities, it was resolved that the names of the Guest faculties would be registered after discussions at the Finance Committee Meeting.
- Sub-committees comprising some members of each committee would be formed to expedite business quickly.
- All advance payments amounting to specific sums were to be adjusted against the Funds (Student Union Fund, Building Committee Fund etc.) maintained for particular purposes, and the old balances amounting to a particular sum in the Calcutta University Registration, Sports Fund, Diploma Charges and Migration Fees would be transferred to the Calcutta University Fund under the head Reserve Fund. All old balances in the non-operative accounts would be transferred to a Special Development Fund under the Reserve Fund.
- 1/3rd of the accrued interest on Fixed / Term Deposit was to be treated as revenue income and transferred to the Income & Expenditure Account.

- A proposal regarding recruitment of some non-teaching staff to important sections for better functioning of the college was considered for discussion in the next meeting of the Governing Body.
- The Teacher-in-Charge was entrusted with the responsibility of dealing with the selection of an UGC fulltime teacher of Bengali against a panel of three candidates from the Scheduled Caste category sent by the College Service Commission

C) The next meeting of the Governing Body was held on Friday, 16th January, 2015. The important resolutions are listed below:

- The recommendations of the Selection Committee Meeting held on 08.01.2015. to select a fulltime teacher of Bengali from the Panel of three candidates in order of preference were approved and adopted in terms of the letter sent by Secretary, West Bengal College Service Commission vide Memo No. 920/CU/CSC/14
- It was resolved against the question raised in an earlier meeting that the ESI scheme was to be implemented and the Guest faculty members would be brought under the purview of the scheme.
- Regarding a question about proper electrical maintenance the electrician was given the responsibility to make a survey and report accordingly.

D) The resolutions emerging from the meeting on Friday, 27th March, 2015 are stated below:

- A selection committee was constituted for selection of a fulltime teacher of English from the panel of candidates sent by the College Service Commission on 13.02.2015. The committee comprised the Principal, the Vice Principal, the Bursar, an Associate Professor of English representing the department, invited members from the Governing Body, two subject experts from the Department of English, University of Calcutta and Ananda Mohan College, Kolkata, respectively.

- As per the recommendations of the Selection Committee and approval of the Governing Body, Mr. Monoranjan Naskar was selected as fulltime teacher in the department of Bengali and his joining the institution was approved. It was also decided that he was to be paid Rs.30,000/- per month w.e.f. 05.02.2015 until his pay fixation was granted by the D.P.I.
- Service of Part-time and Guest teachers was renewed from 01.01.2015 to 30.06.2015 on existing terms and conditions.

E) The next meeting was held on 3rd July, 2015. The following resolutions were taken:

- A proposal extended earlier about opening of a Current Account of the college with Net banking facilities in the State Bank of India was resolved with the rider that henceforth no financial matter would be resolved through circulation.
- As per the recommendations of the Selection Committee meeting on 10.03.2015, Smt. Rina Rajbanshi was selected as fulltime teacher of English and her recruitment to the post was approved.
- It was decided that the Auditors' Report was to be forwarded to the Governing Body instead of it being passed through the Finance Sub Committee.
- A resolution passed by the Council of the Brahmo Samaj Education Society in its meeting on 29th June, 2015 regarding recruitment to the post of the Principal was accepted. Further, recommendations made by the Principal Selection Committee on the basis of interviews conducted on 19.06.2015 for selection of the Principal of the college, were approved and Dr. Sandip Kr. Paul was selected as the eligible person from a panel of two candidates. It was decided that he would be asked to confirm his acceptance of the post by the seventh day of the month of August and join the college by 08.08.2015. Until the pay fixation was made in favour of Dr. Paul, Prpf. I.N.Sengupta, the Teacher-in-Charge would discharge the duties of the D.D.O. under the pay packet scheme.
- Prof. Dipanjana Bagchi had applied for permission to grant her leave under the FDP scheme of the UGC as she wanted to pursue Ph. D. work. The Governing Body

approved her prayer and authorised the Teacher-in-Charge to complete the process. It was decided that a selection committee would be formed comprising the Teacher-in-Charge, the Development and Planning Officer of Calcutta University, Dr. Atish Mandal and Dr. Sukanti Dutta, Coordinator, NAAC affairs.

- Vis-à-vis the Auditor's Report, it was decided that the Accounts of the college had to be approved in the Governing Body along with the Draft Auditor's Report.
- Preparations for NAAC Self Study Report had been suffering in the absence of a Principal. In view of the appointment of the Principal, it was decided that efforts would be made to prepare for the SSR in right earnest.

F) The following decisions were taken in the meeting on Wednesday, 19th August, 2015:

- The Online account of ESI was implemented for the eligible members of teaching and non-teaching staff as per the prescribed guidelines.
- The appeal of Prof. Dipanjana Bagchi for Teacher Fellowship under the Faculty Development Programme of the UGC (XII PLAN) for doctoral project at Calcutta University was granted and her application was reported to be forwarded and submitted at the Eastern Regional Council of UGC, Kolkata.
- Pay protection would be given to all those teachers who had shifted from other colleges in terms of the Government Order No. 640-Edn (CS)/ / Sp-31/97 (dt. 1st July, 1997).
- A separate fund would be created by the college to purchase land for extension of space of the college.
- A Biometric Attendance Machine would be purchased for greater discipline.
- All tuition fees, examination fees and admission fees were to be submitted by the students directly to the bank account of the college. After that they had to submit the 'College Copy' of the Fees Book at the college office after which the payment would be complete.

- Cash balance at the end of every day was to be counted (both manually and by machine) by the cashier and countersigned by the Accountant and the Bursar. Month-end cash balance must also be signed by the Principal and the Chairperson.
- Any cheque issued, but not collected by the payee was to be brought to the attention of the Bursar after 10 working days from the date of issue.
- The Governing Body endorsed the formation of a Selection Committee for recruitment of Non-teaching Staff as required by the Education Directorate, Government of West Bengal.
- Mr. Arun Kr. Maity was to be appointed as Guest Lecturer of Mathematics as per the order of the Teacher-in-Charge (Memo No. 15/CS/SE/2015-16, DT. 03/08/2015).

The decisions and resolutions taken in the meetings and stated above are selected on the basis of the efficacy of their implementation by the college. A majority of them have been implemented since the time they were adopted. Some of them are yet to be implemented, but will be taken care of at the earliest. The resolutions implemented are as follows:

- ✓ Security guards have been posted at the college gate throughout the duration of the college hours. Arrangements have been made with a security agency to this effect.
- ✓ A majority of the guest faculties have been registered with the Employees State Insurance Corporation, and the rest of the teachers will soon be brought under the purview of the ESI.
- ✓ In order to obtain better results in running the administrative machinery, some reshuffling has been done in the deployment of the non-teaching staff. Some of them have been recruited to sections with greater responsibilities and some of them have been given a fresh set of allocations.
- ✓ Net-banking facilities with State Bank of India have been introduced and are currently at work.
- ✓ The appeal of Prof. Dipanjana Bagchi for Teacher Fellowship under the Faculty Development Programme of the UGC (XII PLAN) for doctoral project at Calcutta University was approved and forwarded with necessary documents to the Eastern Regional Council of University Grants Commission where the papers are presently under scrutiny.

- ✓ The college has introduced the Biometric Machine for recording daily attendance of the faculty and the staff.
- ✓ The process of paying fees through the college account of State Bank of India at the time of admission has now been extended to the payment of all examination fees and tuition fees. The direct dealing with the bank has minimised the risk of mistakes.
- ✓ To obviate any errors in counting, the cash balance is done by the cashier at the end of the day, which he does in the company of the Bursar and the Accountant. The Principal and the Chairperson have to sign the month-end cash balance to authenticate the financial transactions done over the month.
- ✓ A Selection Committee has been formed in conformity with the order extended by the Education Directorate.
- ✓ Both Prof. Monoranjan Naskar and Prof. Rina Rajbanshi have joined the college as Assistant Professors of Bengali and English respectively.
- ✓ As per the request made by Prof. I. N. Sengupta, Mr. Abhijit Gupta, the outgoing Head Clerk has been given an extended service to utilise his expertise for a successful completion of all the official processes. This step has been taken with a view to utilising the best possible human resources for the betterment of the activities of the college.

These are some of the resolutions carried into effect which have a direct bearing on the academic and administrative process of the college, but there are some which are either underway or being scrutinised intently. The resolutions taken by the Governing Body are, in many cases, a direct reflection of the think-tank of the college. The seal of approval amply proves the justifiability of the ideas and suggestions made in the meeting.

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

The University of Calcutta has no provision as yet to accord the college the status of autonomy.

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

The institution has a student grievance cell comprising a teacher and a student representative. It is in place to address the complaints, difficulties and queries of students (already mentioned). It records the complaints when there are any, and fathoms the feasibility of the demands before taking a decision over working out a method of redressal. The student representative forms part of the unit especially to maintain transparency and total lack of bias in sorting out and sifting the complaints. There is a Suggestion/Complaint/Drop Box at work in the college office to supplement the workings of the grievance cell, and such a contrivance goes a long way towards turning the administrative process full-proof.

The college takes note of those problems which are feasible and can be properly addressed. The first step to remedy them is to place them before the respective committees relating to the nature of the problems. Solutions ensuing from the discussions among the members of the committees are juxtaposed with inputs and information provided by the non-teaching staff is put in perspective and the administration takes steps to resolve the grievances. However, in case of grievances requiring greater deliberations, they are placed before the Governing Body or Council for consideration. Solutions, if any, take time to come in such cases given the sensitive nature of the same and because of the fact that meetings of the Governing Body are not frequent and a notice has to be served in advance to announce such meetings.

The grievance redressal is the primary mechanism to take note of the nature of grievances before recording them for the consideration for the other administrative and academic bodies (as mentioned before), which analyse them for better consideration and redressal. In doing so, the college administration keeps in mind the question of better stakeholder

relationship, but that is not aimed at or achieved at the expense of any reconciliation with any unjust demand.

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

There have been no instances of any court cases for and against the institute.

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

The institution takes feedback from the final year students on a regular basis. The response is usually positive, but the college does take into consideration the issues raised by some students and scans them to bring about development at different levels of activities. The mechanism of analysing student feedback rests with the administration headed by the Principal, who, aided by the faculty and the staff seeks to get into a perspectival view of the issue/s concerned, before adopting any measures pertaining to the same. The views of the final year students are focused on because they are in a position to provide a complete and holistic perception of the performance of the institution. Given this fact the college administration positively tries to address their contentions and work up to a plan for the benefit of the posterity. The latest developments including the student-industry interactions are a direct upshot of such analysis.

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 institution makes all possible efforts to help the teaching staff develop their professional skills. It tries to achieve it in a number of ways:

- Teachers are encouraged to go for research work in any form: doctoral thesis, Minor Research Projects, M.Phil dissertations and the like. Two teachers, viz. the Principal and the Coordinator of NAAC affairs have both been awarded PH.D. from Kalyani University and Jadavpur University respectively, their areas of work being Commerce and English literature. Currently, an Associate Professor from the Department of Bengali is nearing completion of his doctoral thesis from Visva Bharati University; an Assistant Professor of English is pursuing research at Pondicherry University; an Assistant Professor of Bengali has started his research work from Jadavpur University; an Assistant Professor of Commerce has also registered herself as a researcher at the University of Calcutta; and one part-time teacher of Hindi is also pursuing Ph.D. work.

Seven teachers (both fulltime and part-time) have obtained M.Phil. earlier, and five Minor Research Projects (representing departments of Commerce, English, Bengali and Economics) have been completed till date.

- Teachers are encouraged to participate in seminars, symposia, workshops, both as Resource Persons and as participants. There have been twenty-two representations as Resource Persons/paper-presenters in seminars (national, international and state-level) over the last four years.
- There have been twenty-five publications in national and international journals and some other articles and write-ups are underway.
- The college publishes an academic journal titled, *Pursuits* (ISSN: 2322-0643), which, along with invited articles and dissertation papers, encourages teachers of the college to publish their work, which gives impetus to them, especially the junior teachers to go for academic pursuits.
- Teachers attend Orientation Programmes and Refresher Courses to keep themselves up-to-date and re-orient their academic acumen. Although only two teachers have

attended Refresher Courses in the last four years, the majority (all senior Associate Professors) have attended such courses many times in the past.

- Although the college has not yet been able to organise any professional development programmes for the non-teaching staff, the librarian of the college has completed a UGC –sponsored short-term course on Research Methodology and Knowledge Management at Calcutta University.

The college has gained two new teachers at the threshold of their career, both of them pursuing research work. Hence, the college is set to encourage both of them to be more involved in academic practice to blossom into efficient professionals.

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 emphasises faculty empowerment as a core area for the over-all development of the institution. This work can be achieved by training the faculty in sundry ways and motivating them to go for further developments on all fronts, and it seeks to achieve this at different operational levels.

First, at the academic level, the college encourages the faculty to get enriched by attending seminars and workshops, whether as resource persons or as participants, contributing articles to journals and books and participating in academic programmes and courses. Such involvements are absolutely necessary for both intellectual enrichment and career advancement.

Secondly, the faculty is asked to take charge of or conduct programmes first as an understudy and then as somebody empowered to do the work. Recently, some of the young teachers were given the responsibility of taking different groups of students on a two-day visit to Lintus Packaging Private Limited, a industrial unit and were in charge of grooming them in the act of preparing survey reports. They were accompanied by the Principal, who acted guardian to them, helping them understand the nuances of trade and industry. Such

activities make for a re-training of the teachers, a method of re-orientation that allows the potential reach new heights.

Thirdly, the college gives ample scope to teachers to go for career-building, not only to add to personal glory, but also to contribute to the process of all round development of self and the institution they serve. Attending Refresher courses, participation in seminars, pursuing research work and taking part in special programmes or courses for enhancement of technical knowledge are some of the ploys to motivate teachers. The same can be said about allowing teachers to go for research work under the F.D.P. Scheme. An Assistant Professor of the Department of Commerce has recently applied for the same and is awaiting approval from the UGC. The college sees to it that the teaching-learning process does not remain limited within predictable limits. The development of the faculty goes a long way towards achieving that goal.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The college has admittedly no such institutionalised performance appraisal system of the staff. The act of evaluation or appraisal of the staff solely depends on the heads of respective sections or departments. It is possible that some staff appointed at a particular section may lack the expertise or natural ability to come to terms with what they are meant to do or there is dearth of adequate manpower and technical knowhow; or there is positive information about some area of activity; or some there is necessity of some official communication or dealings the lack of which is affecting the machinery. In such cases, it is the prerogative of the section-heads to report the same to the Principal either to take steps on his own or on the basis of his consultations with the faculty and staff or leave the matter for greater deliberations at the Governing Body meetings. It requires perfect coordination among the staff and departments to bring about improvement in the affairs of the institution. To maintain that coordination and perfect work culture, the management takes

care to gather information on a regular basis to make room for a better appraisal in future.

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

As stated earlier, there is no such official machinery as tabling of appraisal reports on a regular basis though verbal reports and statements do make room for discussions following which important points are recorded for better appraisal. The upshot of this process is multi-pronged. The onus being on the administration and the top management to take appropriate decisions, discussions are usually held as emergency measures corresponding to the seriousness of the circumstances concerned. Whatever be the forum for such discussions, the outcome is usually forthcoming. The performance of the staff is scanned on the basis of the information obtained and, if necessary, prompt action is taken. There may be a reshuffle in some department/s and re-allocations may be made there. If difficulties arise in any section because of incompatibility of the concerned staff in coping with the nature of work there, he is either given further training by the senior staff or transferred to another section that might suit his methods and ways. Though the entire procedure is followed outside the pale of any officially constituted machinery, the Principal decides upon the course of action without hampering the activities of any department or taking any punitive measure against any staff. Meetings with the representatives of the departments allow the Principal obtain reliable information about the activities of the different sections of the college and try to improve better work culture. Thus despite the absence of any palpable appraisal system, the college tries its best to achieve coordination of departments and elicit the best results possible.

The outcome of these reports is communicated to the stakeholders through meetings between the Principal and the departments concerned. If any matter concerns students, the Principal summons the student representatives to communicate the decisions taken.

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

There are four welfare schemes in available in the college:

- Employees' State Insurance Scheme (E.S.I) for medical assistance (including hospital expenses) for the employee and his/her family
- Group Savings Link Insurance (G.S.L.I) Scheme effective in cases of death
- Staff Welfare Scheme operative in giving loan to employees at a low rate of interest: allowing for short term medical loan (interest-free)
- Special medical grants sanctioned by the Governing Body in case of serious ailments

Under the Staff Welfare Scheme the following percentage of staff was benefitted for the last four years:

| | |
|---------|--------|
| 2011-12 | 32% |
| 2012-13 | 30.55% |
| 2013-14 | 25.35% |
| 2014-15 | 40% |

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

The institution always sets store by excellence and seeks to have teachers of eminence on its panel. However, it cannot select its faculty on its own because the faculty is selected as per the panel sent by West Bengal College Service Commission. However, the Commission sends a panel of three candidates, all selected on the basis of their worth as scholars and

the college re-interviews them and selects the most eligible one for appointment. This is the only way the college can have faculty of eminence.

6.4 Financial Management and Resource Mobilisation

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

i) In order to monitor the available financial resources, a budget is prepared at the beginning of the financial year which is reviewed by the Finance Committee comprising the Principal, the Bursar, senior faculties, the Accountant and some members of the Governing Body. The budget is finally held passed after the Governing Body gives the final stamp of approval.

ii) The Bursar authorises all types of income and expenses.

iii) The Principal as the Drawing and Disbursing Officer (DDO) acts as the ultimate power to monitor, supervise over and authorise the same.

The entire procedure follows a sequence of activities to expedite the process:

An order is given by the Principal for purchasing something or making any kind of payment. After the college receives the products purchased and takes into account the expenses incurred, the supplier is asked to submit a bill. After it is submitted and scrutinised by the college, an order of payment is issued by the Principal following which the Accountant re-scrutinises the order placed before preparing the voucher. The voucher is duly passed by the Bursar and authenticated by the Principal and payment made from the Cash Section.

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

The term 'internal audit' is not used in the parlance of our institution; what exists is the 'internal check system', which 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.

The last Audit work started on 03.12.2015.

Objections: i) fixed asset register not properly maintained; ii) printed numbers not maintained on each receipt issued by the college.

In compliance with the Auditor's Report, steps have been taken to maintain the fixed asset register in the appropriate form. Also instead of manually writing the receipt numbers, printed numbers are now being maintained on the receipts.

Since the audit report has been received very recently, efforts are afoot to adopt measures and take steps for complying with the objections.

On completion of the audit work, the audit report is submitted to the government.

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

The major sources of institutional receipts are fees collected from students and grants received from the State Government. Besides, the college receives its quota of funds from the UGC.

There has been no instance of any financial deficit in our college over the last four years.

The Audit Report of the college is appended later.

6.4.4 There is no scope for any additional funding from any other source.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

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

The institution has an Internal Quality Cell.

Every academic institution must have and develop its vision, which involves a continuous quest for excellence at different levels of academic, administrative and infrastructural development. The vision of City College of Commerce and Business Administration is attainment of academic excellence, but 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. Therefore the institution tries to adopt the policy of encouraging students to rise above mental inhibitions about any subject or subjects, raise questions, interact with teachers and provide necessary feedback to the institution to enable it to raise the bar higher.

This policy has helped the college to try to adopt some methods which have contributed to the qualitative improvement of the college. These methods consist in a cohesive orchestration of its academic, administrative and infrastructural resources. The college has looked to inject the process from the time of admission which it tries to keep disciplined and transparent. This quality extends to the other areas of development and qualitative improvement, areas like teaching and learning, involvement of students in academic, co-curricular and extension activities, faculty development, mobilisation of infrastructural resources and so on. The college has kept space for parallel developments like initiation of students in academic activities outside defined parameters and instilling value system in them for bringing about wholesomeness in their over-all mental growth. Thus the college takes care that its policy-making is not withdrawn from the point of focus: improvement of quality as a recurring process.

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

The IQAC, in its meetings has taken some important decisions relating to i) making the teaching-learning process more comprehensive by ranging beyond the curricular structure, ii) enriching the library more by adding to the collection and extending more facilities to students and allowing them greater scope for independent learning, iii) involving students in extension activities, iv) proper use of human resources, v) Introduction of Add-on courses, vi) More seminars and workshops and vii) Recruitment of more Guest Faculty.

The college administration has approved them and gone about implementing most of them.

- Efforts have been made over the last one year to involve students in activities outside the context of the curriculum, but within the ambit of academic activities.
- It concerns participation in seminars, visiting industries for survey and reporting and preparing short projects. A two-day industry visit was followed by a seminar solely

participated by students, making it convenient for students to prepare project reports as part of the curriculum they follow.

- The library is being given a new facelift by adding to the number of computers complete with internet facilities, by making the OPAC system operative, by extending reprographic facilities to students (previously extended to teachers only) and by starting the process of complete automation.
- The college has all along involved students in extension activities chiefly conducted under the NSS scheme. Camps and units for social survey and awareness programmes have been routinely taken care of. Very recently the Blood Donation Camp arranged by the Students' Council has been accompanied by a health check-up cum awareness camp to add to the extension activities.
- The college has all along been trying to deploy efficient staff in all sections to utilise their efficiency and ability to serve the college in the best possible way.
- The college organised UGC-Sponsored seminars last in 2012. However, proposals for both National-level (Commerce) and State-level seminars (Economics, English and Bengali) have already been submitted to the UGC.
- In the absence of any Add-On Courses, the college has taken the initiative to introduce a certificate course on Communicative English and Soft Skills attended by 40 students and conducted by teachers from outside the college.
- The college has already recruited guest lecturers in every department as per requirements.

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

The IQAC has external members on its committee. Apart from the Chairperson of the Governing Body, there are two more external members on the committee.

The external members have significantly contributed to the process of decision making. Apart from stressing the importance of proper documentation of important facts and data pertaining to all kinds of administrative and official work, the members have been

instrumental in valuing and taking the initiative to arrange student-industry interface. The recent visit by students to Lintus Packaging Private Limited for survey work is the result of the negotiations conducted by one of the members of the IQAC with the concerned industry.

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

Students perform an indirect role in the functioning of the IQAC. It consists in the cooperation they extend to the teachers and the administration in the admission process, in organising welfare events like Blood Donation Camps, in being party to academic activities, by participating in extension programmes and events and by extending their feedback. The policy making of the college depends to a large extent on the involvement of students in sundry activities of the college.

Since the college has not yet developed its Alumni Association, there is no scope for alumni participation in the activities of the college.

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

The IQAC comprises members, who include the Principal, the Vice-Principal and the Bursar, all of whom form part of the administrative set-up of the institution. Hence, they work as the medium to communicate important decisions taken at the IQAC meetings to the faculty and staff of the college. Hence, decisions pertaining to engagement of staff from different sections of the college largely emerge from the meetings of the IQAC and are discussed at various levels of the college administration. On the basis of the decisions emerging from these sectors, staff is engaged to monitor important sections for the proper materialisation of the policies taken at the IQAC level.

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

The college lays great stress on the enhancement of academic resources. The college administration seeks to achieve a perfect coordination of its teaching and learning resources to improve upon the developments already made and impart quality education to the students. To achieve this purpose, it looks to develop its faculty and add to their academic credentials. At the time of appointment of teachers, screening is made from the panel sent by the College Service Commission, and the college selects the most eligible candidate from the panel of three candidates, all chosen by the Service Commission. Thus pruning and screening process is marshalled by the college administration to prepare the ground level for further development. The guest faculty is likewise selected on the basis of their academic credentials, which must be on a par with those of the fulltime faculty. Teachers are encouraged to go for research pursuits, attend and participate in academic conferences / seminars and allowed leave on the F.D.P. scheme. The administration goes into resource mobilisation drives by revamping its library and infrastructural resources to suit the academic requirements of the institution and strives to establish industry-institution ties for student orientation and recruitment. Since all this depends on the discretionary powers of the administration, academic activities get integrated into the administrative framework.

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

The college encourages its faculty to attend programmes and courses (Orientation and Refresher Courses) for academic development and career enhancement (already mentioned), and the librarian and the recently retired Head Clerk of the college have attended short-term courses (UGC –sponsored). Apart from that the college has not as yet provided training to its staff for implementation of the Quality Assurance procedures.

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

The institution does not undertake Academic Audit or some other external review of the academic provisions.

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

Since the institution does not have provisions for any external review system, the question about alignment does not arise.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process?

Under the Standard Operating Process, the college usually depends upon two major mechanisms to review the teaching-learning process: i) feedback from students and stakeholders and ii) resolutions taken at the meetings of the Teachers' Council. The first mode functions at all levels and is instrumental in helping the administration make an assessment of the progress made. The feedback is received through framing of a questionnaire addressed to the students, and two different sets of questionnaires are used, a set of generalised questions addressed to all students of the final year, and the other set addressed to all students visiting the library. To gather impressions about students following different courses, the library maintains three different registers to record opinions of students of 1st, 2nd and 3rd Year classes. This process immensely helps the administration to juxtapose and contrast the opinions to gain an impression about uniformity (or the lack of it) of the teaching-learning process at work. The feedback received

from the parents, though different in nature, allows the administration a look into the benefits and pitfalls of the process.

The Teachers' Council is a forum for the teachers to discuss and share ideas and opinions relating to sundry matters, but the subject discourses about the curriculum and allocations of responsibilities form an integral part of the teaching-learning process and contribute substantially to the process.

Such mechanisms are in place to assess the teaching-learning process.

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

The institution communicates all facts regarding the quality assurance activities of the college to its stakeholders not through any specific forum, but through the implementation of its policies at various levels. The transparency in the Admission procedure, the systematic maintenance of the time schedule and the phased treatment of the curriculum as per the Academic Calendar are some of the ways through which policy decisions are communicated to the internal stakeholders. To make the process of communication more extensive to reach all stakeholders, the college prospectus and website are used as the most perfect mediums. Any decisive steps taken and adopted, any schemes implemented, any modifications done – each and everything is brought to the notice of the stakeholders, who comprise the student community, their guardians and all those who are directly or indirectly connected with the institution. Meeting the parents is another major way of communication, because interactions help the process of communication much better.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the college conduct a Green Audit of its campus and facilities?

The college has not conducted a Green Audit.

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

- ❖ **Energy Conservation**
- ❖ **Use of renewable energy**
- ❖ **Water harvesting**
- ❖ **Check dam construction**
- ❖ **Efforts for Carbon neutrality**
- ❖ **Plantation**
- ❖ **Hazardous waste management**
- ❖ **E-waste management**

The college is situated in a busy locality and is hemmed in by shops and residential houses. The college therefore lacks the space and infrastructural advantages to take the initiatives required to make the campus eco-friendly. However, efforts have been made to address a couple of the points raised.

- ❖ **Efforts for Carbon neutrality:** In order to reduce emission of carbon-dioxide, the college is gradually going to switch over to LED lamps. The practice has already been adopted in the library and is soon going to be adopted in other parts of the college.
- ❖ **Plantation:** The college takes care to plant saplings in the college premises to create a pollution-free and hygienic environment.

7.2. Innovations**7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.**

The college has introduced some technical and strategic innovations in the last four years, which have left a positive impression on the workings of the institution.

- ✓ The college has introduced the biometric attendance system which has been received by the faculty and staff of the college as a welcome development. Its impact on the workings of the institution has been immense. Punctuality has all along been maintained, but the introduction of the new system has enhanced the sense of commitment and discipline common to all practices of the institution.
- ✓ A network scanner has been installed in the Record Section of the college, which is a high-speed gadget, able to connect multiple computer machines and scan papers at high speed. The device has been instrumental in scanning Mark Sheets and Registration documents of the students in a much more scientific and error-free manner and has considerably diminished manual labour. The students have been immensely benefitted by this practice.
- ✓ The college has introduced a system to maintain discipline and uniformity in regard to teacher participation in classes. The system applies to the guest faculty who, as per the general norms, receive payment against the number of classes they take failing which they are not entitled to any allowance. The college has modified the system to some extent by introducing a two-way procedure:
 - i) A guest teacher not only finds his allowance increased, he is entitled to receive a minimum amount despite failing to take his allotted quota of classes, which varies from person to person.
 - ii) Even in case of fulfillment of all assignments and responsibilities, the teacher is paid in excess of the number of classes allotted and taken, a measure adopted as an incentive to enhance qualitative improvement of the teaching-learning process.

7.3 Best Practices

7.3.1 Elaborate on any two best practices which have contributed to the achievement of the Institutional Objectives and / or contributed to Quality improvement of the core objectives of the college.

The college has over the years adopted a number of practices which can be reckoned significant. But most of them may appear what is common and well within palpable parameters. In the context of the present-day situation, we are enumerating what we consider our best practices.

Best Practice - I

Title- Committed to carrying forward the heritage of blending tradition and modernity.

Goal- Keeping the heritage value in mind the college is inclined to create a cluster of students with the amalgamation of traditional ethics equipped with modern sensibilities and modern technologies.

Context- City College of Commerce came up in 1939 and became the first college of commerce in the heritage building which was established in 1884. Since then the college has been producing very efficient aspirants who are successful in various fields. For the good and consistent reputation of this college, it has been getting many students from various districts and states of India who are coming with very high expectations. And with expectations come responsibilities. The intriguing feature is the number of students taking

after their father in enrolling as students in the college. And this is what lies behind the high pedigree of the college.

So to live up to the expectations, to provide quality education and keep up the tradition that has made what the college is today, the college has decided to improve the whole system by implementing new policies and by changing the way it used to work to retain the expectation level of the new generation with the passage of time.

Practice- Based on the above context various new practices have been implemented.

- The first duty was to blend modernity with the heritage of the college by employing modern technologies in teaching and learning process as well as in the system of administration.
 1. Library- The spacious college library contains a good number of books in commerce as well as in other disciplines. An impressive range of print and e-journals, periodicals and magazines are easily accessible to students and teachers as well. Internet facility and digitalized catalogues are also available in the library.
 2. Computer Room- The college has an exclusive computer lab for practical classes with 16 computers.
 3. Audio-Visual Room- The college is on its way to come up with its Audio-Visual Room with projectors and slides to enhance the teaching and learning process.
 4. Biometrics and Inter-com facility have added a dimension to the whole mechanism.
- Our next task was to make our students professionally skilled and make them ready for the job.
 1. Job Placement Cell- The college has opened a Job Placement Cell through which our competent students are getting chance to face interviews in the college premises itself and getting jobs in various prestigious industries.

2. Seminars, Workshops- The college has been organising various subject-oriented seminars and career-counselling workshops. It has also been organising many endowment lectures by various eminent scholars.

3. Certificate courses- Recently it has introduced a certificate course on soft-skill development, personality development and the development of communication skill.

4. Industrial Visit- To get the in-hand experience students have been visiting various Industrial sites in every semester.

- To give our students moral support college has introduced various schemes-

1. To encourage the slow-learners college has been arranging remedial coaching

2. Prizes, certificates and scholarships have been introduced for the students who obtain high marks in B.Com and also for the students who participate in state-level competitions in the fields of study and sport. The J.N.Dutta Memorial fund and the R.N.Saha Endowment fund are constituted especially for this purpose.

3. The college has introduced Student's Aid Fund and many other grants to assist financially backward students.

4. It has introduced a Student's Safety Insurance for its students.

- Making students professionally self-sufficient was not enough for us. So, our next responsibility was to implant social awareness among our students and to make them good human beings. To do that our college has been conducting many humanitarian activities such as blood donation camp, slum development and other social awareness activities. The college has successfully conducted cataract detection as well as operation camp in expert collaboration with the Shankara Netralaya.
- Teacher-Exchange Programme is about to be initiated to give a different exposure to both the students and teachers.

Evidence of Success- Under the expert tutelage of learned scholars, students have always been motivated to lead a life of quality. The resounding success of our programmes is

vindicated by the torrent of youngsters who throng the corridors every year for admission. The legacy of the institution exhorts our alumni to send their own wards back to their alma mater. Thus City College of Commerce and Business Administration boasts of a unique lineage of youngsters who enroll as teenagers and graduate as men who command respect. The society has always shown faith in sending their boys to our institution and it is our endeavour to reciprocate by turning them not just into active learners but world citizens and better human beings. It is a unique hierarchy that maintains its sway down the corridor.

Problems- Apart from the issues regarding space, there is no problem as such. In spite of having good intention of starting some new departments the college is unable to do so due to the limited space college has.

Best Practice - II

Title- “KYS-KYL: Know Your Student-Know Your Leader”

Goal- Teaching and learning is a two way process involving offer and acceptance. The teacher is

at the delivery end offering an idea, a concept, a model, a theory, a proposition and so on. On the receiving end there is the student. A student enters the under graduate level with some level of maturity yet with confusions and contradictions and thereby yielding development. Accordingly there has to be a tremendous interplay of emotions and emotions between the teacher and the taught. It is therefore extremely essential that the minds must meet together a relationship of mutual trust, faith, confidence, love, affection and respect

has to be established. The task becomes far more challenging when such a leader is the Principal.

The Context- It is extremely essential therefore that the Principal must know his students and also inter alia the students must know their Principal. An easy, smooth and transparent relationship will not only help in communicating policies and programmes but will also ensure their easy and automatic implementation and participation and instant evaluation. Thus a direct connection and contact need to be established between the two. Such hot line two-way communication will surely pave the path of establishing an everlasting warm relationship which will be carried over generations.

The Practice- With an intention to develop direct communication between the Principal and the student the following steps have already been taken by the institution.

1. Direct Access: Students have a direct access to the Principal's room at any moment they require. This is not done at the expense of discipline and manners. Direct access implies obviating any amount of fear that often rests in the mind of the student/s. Students are never turned out and the Principal has time for each and everybody even when he cannot comply with their request which fall beyond his jurisdiction.
2. In the Classroom: As per routine the Principal everyday takes one class from 5.15 p.m to 6 p.m. That apart the Principal often goes to the classes for the announcement of important programmes and notices.
3. Principal's Notice Board: The Principal is maintaining on the first floor a separate notice board named "Principal Prescript" for important notices and announcements.
4. E-connection: The Principal's mobile no. and e-mail id are available with many students so that they may contact even beyond the college hours.
5. Leadership from the Front: In all programme and activities our principal provides leadership from the front. It was the Principal who himself accompanied the students during this visit to Lintas Packaging Industries Pvt. Ltd.
6. Guardians' Meeting: Guardian meetings are being held at regular intervals wherein the Principal is the main speaker patiently responds to all queries of the parents.

7. Guardians' Visit: During college hours any guardian can directly meet the Principal for discussion of his problems or suggestion. Even at times parents meet the Principal for checking the attendance of their ward.
8. Prizes and Awards: Principal's proposal for awarding prizes to the students for best performances in B.com Part1, Part-2 and Part3 examinations of the University and for library attendance has been approved by the Governing Body.

Evidence of success- After a prolonged interval of more than 35 years, City College of Commerce and Business Administration got a Principal who took his chair on 11.08.2015. Thereafter the above-mentioned practices have been adopted and applied. Accordingly it will be too early to comment as to the failure or success of these practices. However, the symptoms we are obtaining from different corners in different ways are very positive and encouraging.

Attendance in class has definitely improved. Parents are taking more interest as to their wards regarding college matters. Attendance of the parents in the Parents' Meetings and their active participation in the deliberation there is really remarkable. Also the parents are providing the required support to the college authorities in developmental matters. Students are seriously appearing in the Midterm Examination with preparations. Quite a good number of students are now participating in all the programmes of the students. In the Career Counselling seminar 291 students were present. More than 500 students donated blood in the Blood Donation Camp. In the certificate course 59 students registered their names. The Students' Seminar, Debate, Factory Visit, Book Distribution and all other programmes have been successful due to the active participation of the students. Not only are we achieving the targets, but in reality the targets in majority cases are being broken requiring the fixation of new targets.

Problems Encountered- Not many problems are being encountered in the process since it does not require money or other resources. The only thing it requires is a change in the mindset of the people involved in the process. Fortunately the support of staff members is being obtained here - mental and otherwise. They are really inspired and encouraged by the apparent success of these measures. Though the Students' Union

often tries to put their head in in order to score some points, the Principal understands the enthusiasm of young minds and everything is soon evened out without a touch of malice or rancour.

Notes- The processes have been initiated and they are gaining increasing support of the stakeholders. An environment of “feel good” has been created. It is expected that in the days to come it will yield still better results.

Evaluative Report of the Departments

1. **Name of the department : Commerce**
2. **Year of Establishment : 1939**
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : UG. - B.Com. (Hons. & General) only**
4. **Names of Interdisciplinary courses and the departments/units involved : NA**
5. **Annual/ semester/choice based credit system (programme wise) : Annual**
6. **Participation of the department in the courses offered by other Departments : NA**
7. **Courses in collaboration with other universities, industries, foreign institutions, etc. : NA**
8. **Details of courses/programmes discontinued (if any) with reasons :**
“Certified Business Accountant” Course in collaboration with the Institute of Cost and Works Accountant of India discontinued owing to financial constraints of students

9. **Number of Teaching posts :**

| | Sanctioned | Filled |
|-----------------------------|-------------------|---------------|
| Professors | | |
| Associate Professors | 6 | 6 |
| Asst. Professors | 9 | 3 |

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

| Sl. | Name | Qualification | Designation | Specialization | No.of Years of | No. of Ph.D. Students |
|-----|------|---------------|-------------|----------------|----------------|-----------------------|
| | | | | | | |

| | | | | | Experi ce | guided for the last 4 years |
|----|----------------------------------|------------------------------|------------------------|-----------|--------------|--------------------------------------|
| 01 | Prof. Sandip Kumar Paul | M.Com., M.Phil., Ph.D. | Principal | Commerce | 31 | NA |
| 02 | Prof. Indra Nath Sengupta | M.Com., M. Phil. | Associate Professor | Commerce | 34 | NA |
| 03 | Prof. Tarasankar Maiti | M.Com., M. Phil. | Associate Professor | Commerce | 24 | NA |
| 04 | Prof. Shibani Bagchi | MA | Associate Professor | Economics | 23 | NA |
| 05 | Prof. Sitaram Mondal | MA | Associate Professor | Bengali | 26 | NA |
| 06 | Prof. Sukanti Dutta | MA, Ph.D | Associate Professor | English | 26 | NA |
| 07 | Prof. Dipanjana Bagchi | M.Com. MBA, FCMA | Assistant Professor | Commerce | 14 | NA |
| 08 | Prof. Monoranjana Naskar | MA | Assistant Professor | Bengali | 8 | NA |
| 09 | Prof. Rina Rajbanshi | MA., M.Phil. | Assistant Professor | English | 9 Months | NA |

| S1 | Name | Qualification | Designation | Specialization | No. of Years of Experience | No. of Ph.D. Students guided for the last 4 years |
|-----------|-----------------------------------|-------------------------|--------------------------|-----------------------|-----------------------------------|--|
| 01 | Prof. Debasis Chakraborty | M.Com. | Part Time Teacher | Commerce | 15 | NA |
| 02 | Prof. Md. Hasanul Zaman | M.Com. | Part Time Teacher | Commerce | 22 | NA |
| 03 | Prof. Debisree Banerjee | M.Com. , M.Phil. | Part Time Teacher | Commerce | 7 | NA |
| 04 | Prof. Ishita Dey | MCA | Part Time Teacher | IT | 7 | NA |
| 05 | Prof. Somprakash Nanda | M.Tech., MBA. | Part Time Teacher | IT | 7 | NA |
| 06 | Prof. Sakti Pada Jana | M.Com. | Part Time Teacher | Commerce | 17 | NA |
| 07 | Prof. Bidyut Bhattacharyya | M.Com. | Part Time Teacher | Commerce | 27 | NA |
| 08 | Prof. Tarak Bhowmick | M.Com. | Part Time Teacher | Commerce | 20 | NA |
| | | | | | | NA |
| 09 | Prof. Saheli Banerjee | M.A., M.Phil. | Guest Lecturer | Economics | 5 | NA |
| 10 | Prof. Pranab Ghoshal | M.Com. | Guest Lecturer | Commerce | 18 | NA |
| 11 | Prof. Ashok Dutta | M.Com., MBA, | Guest | Commerce | 27 | NA |

| | | | | | | |
|-----------|--|----------------------------------|---------------------------|-------------------------|-----------|-----------|
| | | FCA, FCMA. | Lecturer | | | |
| 12 | Prof. Subroto Dey | M.Com., FCA, CMA. | Guest Lecturer | Commerce | 18 | NA |
| 13 | Prof. Sagar Chakraborty | M.Com. | Guest Lecturer | Commerce | 17 | NA |
| 14 | Prof. Subhasis Jana | Msc. | Guest Lecturer | Mathemati cs | 17 | NA |
| 15 | Prof. Kausik Banerjee | Msc.,M.Ph il. | Guest Lecturer | Mathemati cs | 20 | NA |
| 16 | Prof. Supriya Bhattacharyya | M.Com., LLB | Guest Lecturer | Commerce | 15 | NA |
| 17 | Prof. Sovan Lal Dutta Gupta | M.Com., FCA | Guest Lecturer | Commerce | 17 | NA |
| 18 | Prof. Anup Kar | M.Com. | Guest Lecturer | Commerce | 19 | NA |
| 19 | Prof. Ranjan Maity | M.Com., ACMA, MBA | Guest Lecturer | Commerce | 7 | NA |
| 20 | Prof. Deblina Mitra | M.Com. | Guest Lecturer | Commerce | 7 | NA |
| 21 | Prof. Vijaya Sharma | MA., M.Phil | Guest Lecturer | Hindi | 8 | NA |
| 22 | Prof. A.K. Pande | M.Com. | Guest Lecturer | Commerce | 14 | NA |
| 23 | Prof. Bindia Gupta | MSC | Guest Lecturer | ENVS | 4 | NA |
| 24 | Prof. Neeloy Gupta | MSC | Guest Lecturer | Mathemati cs | 3 | NA |

| | | | | | | |
|----|---|--------------------|-----------------------|--------------------|-----------------|-----------|
| 25 | Prof. Madhusree Kunda (Banerjee) | M.Com. | Guest Lecturer | Commerce | 3 | NA |
| 26 | Prof. Paramita Barman | MA., M.Phil | Guest Lecturer | Economics | 1 | NA |
| 27 | Prof. Snehasish Chatterjee | M.A., LLB | Guest Lecturer | Law | 1 | NA |
| 28 | Prof. Arun kumar Maity | MSC | Guest Lecturer | Mathematics | 6 Months | NA |

11. List of senior visiting faculty : Prof. Mritunjoy Acharjee M. Com. , FCMA, ACA, ACS, Diploma in Tax Management

MRITYUNJAY ACHARJEE

Academic & Professional Qualification

1. M.Com from University of Calcutta
2. Cost Accountant from the Institute of Cost Accountants of India in 1991 - [achieved All India Rank & Certificate of Merit](#)
3. Passed Final Examination of Institute of Chartered Accountants of India
3. Company Secretary Final Exam passed in 1995 - [Achieved Rank in Final Exam](#)
4. Executive Programme in Tax Management from IIM – Bangalore

Position Held

1. Industry experience of around 21 years including Navaratna PSU like Bharat Electronics Ltd, Bangalore, leading Private sector like Essar Steel and Delhi Stock Exchange (under the aegis of SEBI)
2. Presently holding the portfolio of "[Head of Taxation & Internal Audit](#)" in the Sr Management cadre of **ASSOCIATE VICE PRESIDENT** of Balmer Lawrie & Co Ltd, (Govt of India Enterprise, under the Ministry of Petroleum & Natural Gas) Kolkata, a company having multi national presence.

Others

1. Guest Lecturer of **IIM Calcutta**
2. Guest Faculty of **XIMB and XUB Bhubaneswar**
3. Guest faculty of **Indian Institute of Coal Management – Ranchi**

Member of Direct & Indirect Tax Committee of
(i) Bengal Chamber of Commerce & Industry
(ii) CII – Eastern Region – Kolkata

Member of the Board of Studies of “**Netaji Subhas Open National University**”

Publication

1. Authored a book titled **VALUATION MANAGEMENT** published by “Book Corporation” meant for ICWAI Final / CA Final Curriculum

2. Authored a book titled **Operations Management & Information Technology** published by “Book Corporation” meant for ICWAI Final / CA Final Curriculum

3. Regular contributor of article in different journals & newspaper including Economic Times & Times of India, etc

12. **Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : No practical class is taken by the Guest faculties .**

13. **Student -Teacher Ratio (programme wise) : 59 : 1**

14. **Number of academic support staff (technical) and administrative staff sanctioned and filled: Technical Staff - 1 and Administrative Staff- 3**

15. **Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. : Ph.D - 2**

M. Phil -7

PG. - 28

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

17. **Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received : 4**

Total Grant Received from UGC : Rs. 287250/-

18. **Research Centre /facility recognized by the University : NA**

19. **Publications:**

* a) **Publication per faculty**

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

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

* **Monographs**

* **Chapter in Books**

* **Books Edited**

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

* **Citation Index**

* **SNIP**

* **SIR**

* **Impact factor**

* **h-index**

The details of the publications are furnished below:

❖ **Publication per faculty:**

Department of Commerce:

a) Dr. Sandip Kumar Paul (Principal & Faculty, Management)

- 'Enhancing the Quality of Learning', in *EMPI Research and Business Review*, July-December, 2011 of EMPI Business School, New Delhi
- 'Higher Education in India: Reforms and Suggestions in the Light of the Developing Dynamics', in the *College Post*, Journal of Indian Colleges Forum (I.C.F): April-June, 2011
- 'Road Safety: A Saga of Kolkata Traffic Police', in the academic journal of City College of Commerce & Business Administration, 2012.
- 'Higher Education and Unemployment Scenario in Paschimbango', in *Indian Economic Development: Contemporary Issues* (ISBN- 978-81-8484-167-1) ed. Prof. D.N. Bhattacharya, 2012
- 'Revolutionary Changes in Higher Education- The Privatised Model', in the *College Post*, April-June 2013 issue (ISSN 2348-084X)
- 'Management Education in India- Attitudinal and Integral Changes', in *The Indian Messenger* (Regn. RNI 5097/57), the Annual Journal of Sadharan Brahmo Samaj

b) Prof. Dipanjana Bagchi (Faculty, Accountancy)

- 'Unique Identification Number: The New Identity Paradigm', Joint publication with Dr J.K Das and S.Maitra, *Globsyn Management Journal* Vol V, Issue I & II, ISSN (0973_918), 01.01. 2011.)
- 'An Exploratory Study on Reverse Mortgage Offerings in Eastern India', *Pursuits* (ISSN: 2322-0643)

c) Prof. Shibani Bagchi (Faculty, Economics)

- 'Institutional Finance: A Cushion for a Small-Farm Economy in the Era of Liberalisation and Financial Sector Reforms: A Case Study', *Artha Beekshan* (ISSN 0972-1185), Vo. 14, Nos. 3 & 4, December, 2005 & March 2006, (Co-author: Dr. Jiban Kumar Ghosh, Agro Economic Research Centre, Visva Bharati)
- 'Floriculture, Liberalisation and West Bengal'. *Artha Beekshan* (ISSN 0972-1185), Vol. 17, No. 2, September, 2008)

d) Dr. Sukanti Dutta (Faculty, English)

- 'Fallen Angel or Idealised Woman: Nancy and the Existential Question', in *Pegasus* (ISSN 0975-8488), 2008
- 'Glimpse into the Unknown Space: Greene's "I Spy"', in *Pegasus* (ISSN 0975-8488), 2010
- ' "O That Old Man Covered with a Mantle": Lamb's Nostalgic Vision', in *Symposium*, (ISSN-2320-1452), 2013
- 'Beyond the Opaque Mirror: Katherine Mansfield's "The Doll's House"', *Academia Edu. Web. ed.* ,2014

e) Prof. Rina Rajbanshi (Faculty, English)

- 'Rewriting Mythology: An Analysis of C.S.Lakshmi's Forest', in *International Journal of English, Literature and Humanities*, Vol. II, Issue III, Dec. 2014 (ISSN 2321-7065)

- 'Ageing, Memory and Self-delusion: An Analysis of Julian Barnes's The Sense of an Ending', in Middle Flight, Vol.3, No. 1, Sept. 2014, ISSN 2319-7684

f) Prof. Sitaram Mandal (Faculty, Bengali)

- 'Subodh Chandrer Rabindranath' ('Rabindranath in the eyes of Subodh Chandra'), *Khoai* (ISSN 2319-8389), 2011
- 'Ouponibeshik Bhuma and Manobik Bhuma: unish shotoker poriprekhhite' ('Bhuma the colonialist and Bhuma the Humanitarian : in the perspective of the 19th Century'), Journal for the Department of Bengali, Visva Bharati, 2012
- 'Bish Shotoker Prothomardher Bangla Shomalochona Sahitya ebong Subodh Chandra Sengupta' ('Bengali Literary Criticism in the First Half of the 20th Century and Subodh Chandra Sengupta, *Pursuits*, Vol.II (ISSN 1322-0643), 2015

g) Prof. Monoranjan Naskar (Faculty, Bengali)

- 'Nirman o Protyakhyan e Nirupama Devir Chotogolpo' ('The Treatment of Development and Rejection in the Short Stories of Nirupama Devi', *Padokkhhep*, a Literary Journal, 2012

h) Prof. Shaktipada Jana (Part time teacher , Management)

- 'Social Networking' , *Pursuits* (ISSN 2322-0643) , Vol. II ,2013

i) Prof. Debisree Banerjee (Part-time Teacher, Management)

- 'Innovations in Agricultural Insurance in India- Retrospect and Prospect', jointly with Dr. Uttam Bhattacharya, Indian Journal of Agricultural Economics (ISSN- 0019-5014), July-September, 2011, Vol.66 No. III
- 'Our Agricultural Insurance in India', jointly with Dr. Uttam Bhattacharya, Rabindra Bharati Economic Journal, March 2011, Vo. V, ISSN-0975-802x
- 'Towards Risk Covering in Agriculture: Agricultural Insurance in India vis-à-vis West Bengal', jointly with Dr. Uttam Bhattacharya, Post Reforms Indian Economy: Essays in Honour of Prof. Amallesh Chandra Banerjee, ed.s D.N.Konar and A.K.Karmakar, Regal Publications, 2014, (ISBN- 9788184843255)
- 'Problems of Crop Diversification in West Bengal', jointly with Dr. Uttam Bhattacharya, in *Diversification of Agriculture in Eastern India*, Springer India, 2015 (ISBN- 978-81-322-1996-5)

j) Prof. Madhusree Kundu Banerjee (Guest Faculty, E-Commerce)

- 'Emerging Challenges to E-Banking in India', *Pursuits* (ISSN-2322-0643), 2012

k) Prof. Somprakash Nanda (Guest Faculty, Information Technology)

- 'Exploring the Issues Affecting Supply Chain in Indian SMEs', Iranian Journal of Management Studies, 2011-12
- 'E-Commerce: Bridging MIS with TQM', International Journal of Contemporary Business Studies, USA, 2011

l) Prof. Paramita Barman (Guest Faculty, Economics)

- 'A Puzzling Scenario in Tuberculosis Prevalence of Two Eastern States in India', in *The International Journal of Humanities and Social Studies* (ISSN 2321-9203), Vol.III,

m) Prof. Saheli Banerjee (Guest Faculty, Economics)

- Mining and sustainability: case studies of Jharkhand and Orissa , in *Synthesis, A Multidisciplinary Research Book* (ISBN 978-93-84106-29-4),

n) Prof. Neeloy Gupta (Guest Faculty, Economics)

- 'Child Labour and its Prevalence in India', *Pursuits* (1SSN 2322-0643)

o) Prof. Supriya Bhattacharya (Guest Faculty, Business Regulatory Framework & Law)

- *Business Regulatory Framework*, (ISBN- 978-93-83360-19-2) Elegant Publications, 2015

p) Prof. Bindia Gupta (Guest Faculty, Environment Studies)

- 'Conflict and Co-existence: Key Issues', *Banabithi*, Wildlife Issue, 2015, West Bengal Forest Department, Govt. of West Bengal, 2015

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

- ❖ Number of publications listed in International Database (for e.g. Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host etc.) : Nil
- ❖ Monographs : Nil
- ❖ Chapter in Books: Nil
- ❖ Books Edited: 02 (*Pegasus* , ISSN : 0975-8488 , co-ed., 2010) , (*Golden Leaves* , co-ed. , Macmillan & University of Calcutta , 2011)
- ❖ Books with ISBN/ISSN numbers with details of publishers: *Business Regulatory Framework* by Prof Supriya Bhattacharya (ISBN- 978-93-83360-19-2) Elegant Publications, 2015.
- ❖ Citation Index: Nil
- ❖ SNIP: Nil
- ❖ SJR: Nil
- ❖ Impact factor: Nil
- ❖ h-index: Nil

20. **Areas of consultancy and income generated** : NA

21. **Faculty as members in** :

a) **National committees** b) **International Committees** c) **Editorial Boards:**

Prof. Sukanti Dutta is a member of UG Board of Studies for English, CU and also a member of editorial board of *Pegasus*, Journal of English Literature (ISSN 0975-8488).

Prof. Mrityunjay Acharjee is a Member of Direct & Indirect Tax Committee of

- (i) **Bengal Chamber of Commerce & Industry**
- (ii) **CII – Eastern Region – Kolkata**

22. **Student projects** :

- a) **Percentage of students who have done in-house projects including inter departmental/programme** : 17 % (approx)
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies** : Nil

23. Awards / Recognitions received by faculty and students :

Prof. H. Zaman – Best Programme Officer NSS 2011 -12

Misbabur Rahaman – Best Volunteer of NSS

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

Dr Sankar Kr. Bhowmick - Prof of Economics of Calcutta University

Dr Archita Ghosh - Prof of Economics of Kallani University

Prof. Siddhartha Majumdar - Ex- Chairman College Service Commission.

Dr. Amitabha Mukherjee - Ex- Prof. of St Xavier College

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

a) National Seminar: 1 Source of Funding - UGC

State Level Seminar: 3 Source of Funding - UGC

b) International

26. Student profile programme/course wise:

| Name of the Course/programme (refer question no. 4) | Applications received | Selected | Enrolled | | Pass percentage |
|--|-----------------------|----------|----------|--|-----------------------------|
| | | | *M | | |
| B. Com. (2014-15) | 1765 | 1765 | 835 | | Result not yet published |
| Spoken and Communicative English, Soft Skill and Personality Development programme | 50 | 44 | 44 | | Examination not yet started |
| | | | | | |
| | | | | | |

M = Male * F = Female

27. Diversity of Students :

| Name of the Course | % of students from the same state | % of students from other States | % of students from abroad |
|---------------------------|--|--|----------------------------------|
| B.Com. | 94.24 % | 5.75 % | > 1 % |
| | | | |
| | | | |
| | | | |
| | | | |

28. How many students have cleared national and state competitive examination such as NET, SLET, GATE, Civil services, Defense services, etc. ?

Since our institution is an Under Graduate College the question of students appearing for NET, SLET, GET does not arise. However there is no recent data to recruitment on Civil Services, Defence Services ect.

29. Student progression

| Student progression | Against % enrolled |
|------------------------------------|---------------------------|
| From UG to PG | Data not available |
| From PG to M.Phil. | |
| From P PG to Ph. D. | |
| From Ph.D. to Post - Doctoral | |
| Employed | |
| Campus selection | |
| Other than campus recruitment | |
| Entrepreneurship / Self-employment | |

30. Details of Infrastructural facilities

a) Library :

- Seating Capacity : 40 Students & 4 Teaching Staff.
- Computers : 07 (with Internet, OPAC, SOUL 2.0 Electronic Resource

Management Package for e-journal)

- Printer and Scanner : Available
- Reprography facilities : Available
- LED Lamps and Electronic Display Board

b) Internet facilities for Staff & Students : Available

c) Class rooms with ICT facility : Available

d) Laboratories : For Information Technology

31. Number of students receiving financial assistance from college, university, government or other agencies : Free-ship & minority scholarship SC/ST scholarship.

Usually needy students of the college receive funds in two ways. Such funds are disbursed under two heads. The amount received in the last four years was given in the following ways:

i) Minority Scholarship

| Session | Number of Students |
|---------|--------------------|
| 2011-12 | 32 |
| 2012-13 | 14 |
| 2013-14 | 19 |
| 2014-15 | 36 |

ii) Free-ship and Aid Fund

| Session | Number of Students | | | | | | | | | | | |
|----------------|----------------------|----------|------|-------------------|----------------------|----------|------|-------------------|----------------------|----------|------|-------------------|
| | 1 st year | | | | 2 nd Year | | | | 3 rd Year | | | |
| | Free ship | Aid Fund | Both | Total Beneficiary | Free ship | Aid Fund | Both | Total Beneficiary | Free ship | Aid Fund | Both | Total Beneficiary |
| 2011-12 | 43 | - | - | 43 | 19 | 25 | 16 | 28 | 53 | 31 | 23 | 61 |
| 2012-13 | 82 | - | - | 82 | 70 | 40 | 35 | 75 | 28 | 18 | 18 | 28 |
| 2013-14 | 57 | - | - | 57 | 56 | 146 | 50 | 152 | 81 | 28 | 28 | 81 |
| 2014-15 | 44 | 58 | - | 102 | 47 | 41 | 33 | 55 | 28 | 43 | 26 | 45 |

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :

- a) Endowment Lectures
- b) Industry Visit
- c) Seminar on Career Counselling
- d) Spoken and Communicative English , Soft Skill and Personality Development programme.
- e) Memorial lectures
- f) Teacher exchange programme

33. Teaching methods adopted to improve student learning : Tutorial Classes

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities : NSS Activities

35. SWOC analysis of the department and Future plans :

SWOC Analysis of the Department and Future Plans**Strengths-**

1. The rich tradition and heritage of the college.
2. Unique location of the college
3. Sound and cordial relationship among students, teachers and non-teaching staff members.
4. Judicious and perceptive management ensuring immediate solution of the problems.
5. Transparency and accuracy in financial transactions.
6. Adequate utilization of UGC Grants leading to modernization and up-gradation of infrastructure for learning facilities.
7. Fair and transparent online admission process.
8. Well equipped modern library.
9. Remedial coaching for slow learners and students belonging to Reserved Categories and minorities.
10. Certificate Course for Development of Personality, Soft Skill and Communication English
11. Industry Visit and Survey Work by students
12. Paper Presentation of students in Academic Seminars arranged especially for them.
13. Active participation of students and teachers in various social development activities, social awareness programmes and students survey in slum areas through the National Service Scheme (NSS).
14. Regular holding of UGC Seminars, Endowment and Memorial Lectures give new exposures to our students.
15. Recently the Governing Body of the college has sanctioned two Teacher Exchange Programme initiative of the Principal - one with Chittaranjan College and the other with Surendranath Evening College.
16. Helping the poor students with scholarship, concession, aid fund and distribution of books free of cost.
17. The students of the college are covered by Student Safety Insurance with United India Insurance Company Ltd.

18. All students of the college are enjoying medical facilities including medicines and ambulance through Students Health Home, an initiative of the Govt. of West Bengal

Weakness-

1. Severe space crunch always appears as a bottleneck in accepting any development project, scheme or programme. The same building on the nerve centre of Calcutta is being shared by two colleges and a school on time-sharing basis.
2. Insufficiency of permanent teaching and non-teaching staff.
3. The teacher student ratio is not yet satisfactory. However the recent drive of West Bengal College Service Commission to fill up the vacancies of full-time teaching posts will definitely help us to improve the position.
4. A good many of the students are first generation learners and economically backward.
5. Lack of elevator for physically-challenged students or teachers.

Opportunities-

1. A recent data reveals that quite a good number of our students are pursuing professional courses like Chartered Accountancy, Cost and Management Accountancy and Company Secretary-ship and also some of them are preparing for MAT and other management entrance examinations.
2. The interest of the students in the Career Counselling programmes and employability initiatives is constantly increasing.
3. Locational advantage of the institution.
4. Resolving doubts of the students through tutorial classes.
5. Sincere response of the students in all recent programmes of the college.
6. Of late our college is going to start Teacher Exchange Programmes with two reputed colleges.

Challenges-

1. The most crucial challenge thrown to us is by the former students of our college who are sending their own wards back to their alma mater for learning. The trust and confidence reposed in us by them has to be sincerely reciprocated.
2. As to the first generation learners of our college, our challenge is to give them a holistic education and make them employable graduates.
3. Our institution is the flagship Commerce College in the state. We are to maintain and retain the standard, culture and tradition of this great institution.
4. It is also our challenge to enhance the writing skill and innovative power of the students by regularly publishing college magazine and wall magazines particularly in

the face of gradual erosion of the scope of descriptive writing in the University curriculum.

5. We the Principal and teachers of City College of Commerce and Business Administration fervently believe that each and every student of our college is a representative of the college in the society at large. So the challenge continues...

CCCBA

CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION

[Affiliated to the University of Calcutta]
Established in 1939

13, Surya Sen Street
Kolkata - 700 012
Phone : (033) 2219-8601



श्रद्धावान् लभते ज्ञानम्

Website : cccba.ac.in
E-mail : info@cccba.ac.in
Fax : (033) 2257-0553

Ref. No.

Date.....

D) Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution

With seal:

Principal
City College of Commerce
& Business Administration
13, Surya Sen Street, Kol-12

Place: KOLKATA

Dr. Sandip Kumar Paul

Principal

Date: 19.12.2015

City College of Commerce
& Business Administration



CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION

[Affiliated to the University of Calcutta]

Established in 1939

13, Surya Sen Street
Kolkata - 700 012
Phone : (033) 2219-8601



श्रद्धावान लभते ज्ञानम्

Website : cccba.ac.in
E-mail : info@cccba.ac.in
Fax : (033) 2257-0553

Ref. No.

Date.....

CERTIFICATE OF COMPLIANCE

This is to certify that City College of Commerce & Business Administration
fulfills all norms :

stipulated by the affiliating University

and

the affiliation and recognition is valid as on date.

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

In case the undertaking submitted by our institution is found to be false then
the accreditation given by NACC is liable to be withdrawn.

The undertaking given to NACC is also displayed on our institutional
website.

Date: 19.12.2015

Place: Kolkata

Dr. Sandip Kumar Paul
Principal

City College of Commerce
& Business Administration



Principal
City College of Commerce
& Business Administration
13, Surya Sen Street, Kol-12

ANNEXURE - I

No.C/617/175(Affl.)

Senate House,
Calcutta.
The 13th September, 1961.

From The REGISTRAR, Calcutta University,

To The Principal,
City College of Commerce and Business Administration,
13, Surya Sen Street,
Calcutta.

Sir,

In forwarding herewith a copy of an inspection report, dated 29.4.61, I am desired to inform you that, the City College of Commerce and Business Administration has been affiliated in English, Bengali, Hindi (Compulsory), Malayalam, Alternative English, Commercial Geography, Commercial Arithmetic and Book-keeping, Logic, Elements of Economics and Civics, History and Mathematics to the Pre-University standard and in English, Bengali, Hindi, French, Malayalam, Economic Theory, Economic Problems of India, Economic Geography, Secretarial practice, Commercial Mathematics, Commercial and Industrial Law, Accountancy, Business Organisation, Advanced Accountancy, Auditing, Advanced Banking, Currency and Foreign Exchange, Secretarial Practice, Company Management, Statistics and Insurance to the B.Com. Pass standard of the Three year Degree course and in Commercial and Industrial Law, Accountancy, Statistics, Business Organisation, Advanced Accountancy, Auditing, Income Tax and Costing, Banking, Currency and Foreign Exchange, Law and Practice of Banking, Company Law and Practice, Secretarial Practice, Office Management and Procedure, Statistical Theory, Statistical Methods and Insurance to the B.Com. Honours standard from the session 1961-62 with permission to present its first batch of students with these subjects at the Pre-University Examination in 1962, at the B.Com.(Pass & Honours) Part I examination in 1963 and at the B.Com. Pass and Honours) Part II examination in 1964 and not earlier, subject to the conditions laid down in the enclosed inspection report and on further condition that the number of holidays is curtailed in such a manner that the summer vacation does not exceed 6 weeks and the Puja vacation does not exceed 4 weeks and provided further that there are no Christmas holidays.

I am to request you to be so good as to implement the conditions mentioned above and furnish this office with a report of such implementation

Yours faithfully,
Sd/ A. K. Mitra
For Registrar.

Encl: Copy of Report.

Memo.No.C/618-22/175(Affl.) dated 13.9.61.
Copy forwarded, for information, to

- 1) The Controller of Examinations, Calcutta University
- 2) The University Inspector of Colleges
- 3) The C.S.R. Section
- 4) Statistics Section
- 5) Statistics Sec. (U.G.C.)

Attested

Sd/ 15/7/66

Sd/ 15/7/66
For Registrar.

NS.

CITY COLLEGE OF COMMERCE
& BUSINESS ADMINISTRATION
13, Surya Sen Street, Calcutta



UNIVERSITY OF CALCUTTA
SENATE HOUSE

87/1, College Street, Kolkata - 700 073

Prof. (Dr.) Basab Chaudhuri

Registrar

Phone : 2241-0071/4984

Fax : 91-033-2241-3222

E-mail : basabc@vsnl.net

অধ্যাপক (ডঃ) বাসব চৌধুরী
নিবন্ধক

To whom it may concern

This is to certify that City College of Commerce & Business Administration, 13, Surya Sen Street, Kolkata- 700012, West Bengal was granted affiliation by the University of Calcutta in the year 1961 for imparting B.Com (Honours) and B.Com (General) courses and the affiliation stands valid till date.

Date: 10.10.2014
Place : Kolkata

(Prof. B.Chaudhuri)
Registrar

Registrar
University of Calcutta

Principal's File, UGC File, A/c Sec, Extra-2

G. N. Sanyal
09.02.15

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



Speed post

C.C.C & B.A.

Receiving Date... 9/2/15

Entry No. 67/1

विश्वविद्यालय अनुदान आयोग

बहादुरशाह जफर मार्ग

नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F. No. 8-226/2014 (CPP-I/C)

February, 2015

The Principal,
City College of Commerce & Business Administration,
13, Surya Sen Street, Kolkata- 700 012
West Bengal

4 FEB 2015

Sub: - Recognition of City College of Commerce & Business Administration, 13, Surya Sen Street, Calcutta - 12, District Calcutta, West Bengal under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to the letter no.78/SS/SE/14-15 dated 14.01.2015 on the above subject, I am directed to say that the name of **City College of Commerce & Business Administration, 13, Surya Sen Street, Calcutta - 12, District Calcutta, West Bengal** established in the year of **1961**, affiliated to **Calcutta University, Kolkata** is included in the list of Colleges maintained under Section **2(f) & 12(B)** of the UGC Act, 1956 under the head **Non-Government College teaching upto Bachelor's Degree.**

Yours faithfully,

Charan Dass
(Charan Dass)
Under Secretary



UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB 8 Sector III Salt Lake, Kolkata 700 098

GRANT-IN-AID BILL

Name of the Section: **Accounts Department.**

Name of the beneficiary Institution: **City College of Commerce and Business Administration**

ID No. **WC2-035**

13 Surya Sen Street, Kolkata

S. No. **222540**

West Bengal 700012

Calcutta

(Under University)

2. Sanction number and date: F. **AGW-385/11-12** Date: **05-Aug-14**

3. Amount sanctioned : Rs. **240000**

4. Purpose of the grant-in-aid : Additional Grant (Equipment) ☐
2nd instalment

5. Head of Account : **1.B-(i)(L)(**

6. Designation and address of Authorized Officer: **Principal**

7. Payment Details:

(a) Name of the Bank : **State Bank of India, Surya Sen Street**

(b) Account No.: **10252387836**

(c) Type of Account: **(SB/Current/Cash Credit)**

(d) IFSC Code: **SBIN0003496**

(e) MICR Code Branch: **700002099**

(f) Whether bank branch is RTGS or NEFT enable : **RTGS/NEFT/Both**

(g) Name & address of Account Holder:

City College of Commerce and Business Administration

13 Surya Sen Street, Kolkata

West Bengal

700012

Received a sum of Rs. **240000**

in words **Two lakh forty thousand only**

being the amount sanctioned vide sanction No. F. **AGW-385/11-12**

Dated **05-Aug-14**

(Copy enclosed) for disbursement to the Principal,

City College of Commerce and Business Administration

Certified that the conditions of the grant have been accepted by the grantee.

Necessary entries in GIA/Budget Control Register have been made.

Signature with stamp of the Officer

Accounts Officer
University Grants Commission
Eastern Regional Office
Kolkata

ANNEXURE - II

CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION.
13, SURYA SEN STREET, KOLKATA - 700 012

BUDGET FOR THE F.Y. 2011-2012

| <u>EXPENDITURE</u> | <u>AMOUNT</u> | <u>INCOME</u> | <u>AMOUNT</u> |
|-----------------------------------|---------------|------------------------------|---------------|
| PRINTING & STATIONERY | 35000.00 | ADMISSION FEES | 260000.00 |
| ADVERTISEMENT | 20000.00 | CASUAL ADMISSION | 50000.00 |
| B.S.E.S. PARISAD GRANT | 200.00 | COLLEGE COST OF FORM | 90000.00 |
| C.U. DRAFT CHARGES | 6000.00 | CANTEEN FEES | 6000.00 |
| C.U. EXAM. EXAM. CENTRE (COLLEGE) | 100000.00 | ELETRICITY CHARGES | 100000.00 |
| CANTEEN FEES | 7000.00 | FEES & FINE | 20000.00 |
| CASH- INSURANCE | 5000.00 | GENERAL INCOME FROM STUDENTS | 2200000.00 |
| BUILDING MAINTENANCE, | | BUILDING MAINTENANCE | |
| INCLUDING FURNITURE | 600000.00 | INCLUDING FURNITURE | 700000.00 |
| COLLEGE EXAMINATION | 50000.00 | I.T. FEES COLLECTION | 250000.00 |
| COLLEGE PUJA INTERIM RELIEF | 500000.00 | INTEREST ON S.B. A/C | 300000.00 |
| COLLEGE SPECIAL ALLOWANCE | 20000.00 | PERCENTAGE FEES COLLECTION | 7000.00 |
| COMPUTER EXPENSES | 70000.00 | T.C. FEES | 5000.00 |
| CONTINGENCY EXPENSES | 300000.00 | TUTION FEES COLLECTION | 2300000.00 |
| CONTINGENCY SALARY | 3500000.00 | | |
| CONVEYANCE ALLOWANCE | 150000.00 | | |
| BOOK GRANT | 50000.00 | | |
| ELECTRICITY CHARGES | 5000.00 | | |
| LEGAL CHARGES | 15000.00 | | |
| B.S.E.S. CONTRIBUTION | 18000.00 | | |
| CO-OP. MAINTANANCE GRANT | 200.00 | | |
| NAAC SEMINAR | 5000.00 | | |
| AUDIT FEES | 4000.00 | | |
| P.F. MAINTAINANCE GRANT | 20000.00 | | |
| PETTY EXPENSES | 2000.00 | | |
| POSTAGE | 2000.00 | | |
| COLLEGE ADHOC ALLOWANCE | 130000.00 | | |
| TELEPHONE MAINTANANCE | 15000.00 | | |
| XEROX MAINTANANCE | 12000.00 | | |
| COLLEGE SEMINAR | 5000.00 | | |
| REPAIRS & RENEWAL | 10000.00 | | |
| SURPLUS | 631600.00 | | |
| | 6288000.00 | | 6288000.00 |
| | | | |

CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION.
13, SURYA SEN STREET, KOLKATA - 700 012

BUDGET FOR THE F.Y. 2012-2013

| <u>EXPENDITURE</u> | <u>AMOUNT</u> | <u>INCOME</u> | <u>AMOUNT</u> |
|---|-------------------|------------------------------|-------------------|
| 50% TUTION FEES PAID TO GOVT. | 1300000.00 | ADMISSION FEES | 250000.00 |
| PRINTING & STATIONERY | 45000.00 | CASUAL ADMISSION | 80000.00 |
| ADVERTISEMENT | 30000.00 | COLLEGE COST OF FORM | 100000.00 |
| B.S.E.S. PARISAD GRANT | 200.00 | CANTEEN FEES | 6600.00 |
| C.U. DRAFT CHARGES | 6500.00 | ELETRICITY CHARGES | 120000.00 |
| C.U. EXAM. EXAM. CENTRE (COLLEGE) | 80000.00 | FEES & FINE | 25000.00 |
| CANTEEN FEES | 8000.00 | GENERAL INCOME FROM STUDENTS | 2800000.00 |
| BUILDING MAINTENANCE, INCLUDING FURNITURE | 700000.00 | BUILDING MAINTENANCE | |
| CASH- INSURANCE | 5000.00 | INCLUDING FURNITURE | 800000.00 |
| COLLEGE EXAMINATION | 55000.00 | I.T. FEES COLLECTION | 550000.00 |
| COLLEGE PUJA INTERIM RELIEF | 500000.00 | INTEREST ON S.B. A/C | 400000.00 |
| COLLEGE SPECIAL ALLOWANCE | 15000.00 | PERCENTAGE FEES COLLECTION | 7500.00 |
| COMPUTER EXPENSES | 80000.00 | T.C. FEES | 5000.00 |
| CONTINGENCY EXPENSES | 250000.00 | TUTION FEES COLLECTION | 2600000.00 |
| CONTINGENCY SALARY | 3600000.00 | | |
| CONVEYANCE ALLOWANCE | 150000.00 | | |
| BOOK GRANT | 60000.00 | | |
| ELECTRIC REPAIRING | 10000.00 | | |
| GENERATOR MAINTAINANCE | 15000.00 | | |
| LEGAL CHARGES | 25000.00 | | |
| B.S.E.S. CONTRIBUTION | 18000.00 | | |
| CO-OP. MAINTANANCE GRANT | 200.00 | | |
| NAAC SEMINAR | 10000.00 | | |
| AUDIT FEES | 4000.00 | | |
| P.F. MAINTAINANCE GRANT | 22000.00 | | |
| PETTY EXPENSES | 2500.00 | | |
| POSTAGE | 2500.00 | | |
| COLLEGE ADHOC ALLOWANCE | 120000.00 | | |
| TELEPHONE MAINTANANCE | 20000.00 | | |
| XEROX MAINTANANCE | 14000.00 | | |
| COLLEGE SEMINAR | 5000.00 | | |
| REPAIRS & RENEWAL | 15000.00 | | |
| SURPLUS | 576200.00 | | |
| | 7744100.00 | | 7744100.00 |
| | | | |

**CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION.
13, SURYA SEN STREET, KOLKATA - 700 012**

BUDGET FOR THE F.Y. 2013-2014

| <u>EXPENDITURE</u> | <u>AMOUNT</u> | <u>INCOME</u> | <u>AMOUNT</u> |
|--|-------------------|---|-------------------|
| 50% TUTION FEES PAID TO GOVT. | 1400000.00 | ADMISSION FEES | 260000.00 |
| PRINTING & STATIONERY | 60000.00 | CASUAL ADMISSION | 120000.00 |
| ADVERTISEMENT | 30000.00 | COLLEGE COST OF FORM | 120000.00 |
| B.S.E.S. PARISAD GRANT | 200.00 | CANTEEN FEES | 7000.00 |
| C.U. DRAFT CHARGES | 7000.00 | ELETRICITY CHARGES | 150000.00 |
| C.U. EXAM. EXAM. CENTRE (COLLEGE) | 100000.00 | FEES & FINE | 40000.00 |
| CANTEEN FEES | 9000.00 | GENERAL INCOME FROM STUDENTS | 3000000.00 |
| BUILDING MAINTENANCE, INCLUDING FURNITURE | 750000.00 | BUILDING MAINTENANCE INCLUDING FURNITURE | 900000.00 |
| CASH- INSURANCE | 5000.00 | I.T. FEES COLLECTION | 650000.00 |
| COLLEGE EXAMINATION | 55000.00 | INTEREST ON S.B. A/C | 450000.00 |
| COLLEGE PUJA INTERIM RELIEF | 550000.00 | PERCENTAGE FEES COLLECTION | 8000.00 |
| COLLEGE SPECIAL ALLOWANCE | 20000.00 | T.C. FEES | 5000.00 |
| COMPUTER EXPENSES | 80000.00 | TUTION FEES COLLECTION | 2800000.00 |
| CONTINGENCY EXPENSES | 250000.00 | | |
| CONTINGENCY SALARY | 4000000.00 | | |
| CONVEYANCE ALLOWANCE | 200000.00 | | |
| BOOK GRANT | 65000.00 | | |
| ELECTRIC REPAIRING | 10000.00 | | |
| GENERATOR MAINTAINANCE | 30000.00 | | |
| LEGAL CHARGES | 30000.00 | | |
| B.S.E.S. CONTRIBUTION | 18000.00 | | |
| CO-OP. MAINTANANCE GRANT | 200.00 | | |
| NAAC SEMINAR | 10000.00 | | |
| AUDIT FEES | 5000.00 | | |
| P.F. MAINTAINANCE GRANT | 25000.00 | | |
| PETTY EXPENSES | 3000.00 | | |
| POSTAGE | 3000.00 | | |
| COLLEGE ADHOC ALLOWANCE | 100000.00 | | |
| TELEPHONE MAINTANANCE | 30000.00 | | |
| XEROX MAINTANANCE | 14000.00 | | |
| COLLEGE SEMINAR | 5000.00 | | |
| REPAIRS & RENEWAL | 15000.00 | | |
| SURPLUS | 630600.00 | | |
| | 8510000.00 | | 8510000.00 |

CITY COLLEGE OF COMMERCE & BUSINESS ADMINISTRATION.
13, SURYA SEN STREET, KOLKATA - 700 012

BUDGET FOR THE F.Y. 2014-2015

| <u>EXPENDITURE</u> | <u>AMOUNT</u> | <u>INCOME</u> | <u>AMOUNT</u> |
|---|-------------------|------------------------------|-------------------|
| 50% TUTION FEES PAID TO GOVT. | 1300000.00 | ADMISSION FEES | 260000.00 |
| PRINTING & STATIONERY | 60000.00 | CASUAL ADMISSION | 120000.00 |
| ADVERTISEMENT | 30000.00 | COLLEGE COST OF FORM | 120000.00 |
| B.S.E.S. PARISAD GRANT | 200.00 | CANTEEN FEES | 7000.00 |
| C.U. DRAFT CHARGES | 5500.00 | ELETRICITY CHARGES | 150000.00 |
| C.U. EXAM. EXAM. CENTRE (COLLEGE) | 100000.00 | FEES & FINE | 40000.00 |
| CANTEEN FEES | 10000.00 | GENERAL INCOME FROM STUDENTS | 3000000.00 |
| BUILDING MAINTENANCE, INCLUDING FURNITURE | 800000.00 | BUILDING MAINTENANCE | |
| CASH- INSURANCE | 5000.00 | INCLUDING FURNITURE | 900000.00 |
| COLLEGE EXAMINATION | 60000.00 | I.T. FEES COLLECTION | 650000.00 |
| COLLEGE PUJA INTERIM RELIEF | 500000.00 | INTEREST ON S.B. A/C | 450000.00 |
| COLLEGE SPECIAL ALLOWANCE | 20000.00 | PERCENTAGE FEES COLLECTION | 8000.00 |
| COMPUTER EXPENSES | 65000.00 | T.C. FEES | 5000.00 |
| CONTINGENCY EXPENSES | 220000.00 | TUTION FEES COLLECTION | 2800000.00 |
| CONTINGENCY SALARY | 4200000.00 | | |
| CONVEYANCE ALLOWANCE | 150000.00 | | |
| BOOK GRANT | 70000.00 | | |
| ELECTRIC REPAIRING | 10000.00 | | |
| GENERATOR MAINTAINANCE | 30000.00 | | |
| LEGAL CHARGES | 40000.00 | | |
| B.S.E.S. CONTRIBUTION | 20000.00 | | |
| CO-OP. MAINTANANCE GRANT | 200.00 | | |
| NAAC SEMINAR | 15000.00 | | |
| AUDIT FEES | 5000.00 | | |
| P.F. MAINTAINANCE GRANT | 25000.00 | | |
| PETTY EXPENSES | 3500.00 | | |
| POSTAGE | 3500.00 | | |
| COLLEGE ADHOC ALLOWANCE | 100000.00 | | |
| TELEPHONE MAINTANANCE | 35000.00 | | |
| XEROX MAINTANANCE | 15000.00 | | |
| COLLEGE SEMINAR | 7000.00 | | |
| REPAIRS & RENEWAL | 20000.00 | | |
| SURPLUS | 585100.00 | | |
| | 8510000.00 | | 8510000.00 |
| | | | |

P-13

Section 2. Funds approved by Planning Board for Undergraduate Education

| S. No | Item | Amount |
|-------|--|----------------------------|
| | | Approved by Planning Board |
| | Basic Development Grant | |
| a | Books & Journals | 300000.00 ✓ |
| b | Equipment | 570000.00 ✗ |
| c | Instrumentation Maintenance Facility | 170000.00 |
| d | Construction / extension / renovation of building : Classrooms Laboratory Library Building Workshop shed Animal House Men's Hostel Staff Quarters / Teachers' Hostel Seminar hall Committee room Counseling Cell Auditorium Tutorial room Canteen Building Non-resident Students' Centre Others | |
| e | Improvement of existing premises | 367100.00 |
| f | Competence building initiatives in Colleges | 41775.00 |
| g | Cultural Activities | |
| h | Educational Innovation | |
| i | Field Work/ Study Tours | |
| | Extension Activities | |
| k | Improvement of facilities in existing premises - common room and toilet facilities for women | |
| l | Establishment of Day Care Centres in Colleges | |
| m | Human Rights & Duties Education | 80000.00 |
| n | Career and Counseling Cell | 80000.00 |
| o | ICT in Education | 100000.00 |
| | Total | 1708875.00 |

ANNEXURE - III

11-12

AUDITORS' REPORT

We have audited the attached Balance Sheet as at 31st March, 2012 of **CITY COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION**, 13, Surya Sen Street, Kolkata - 700 012, along with the Income & Expenditure Account for the year ended on that date. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements on our audit.

We have conducted the audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We further report that: -

- a) We have obtained all the information and explanation, which to the best of our knowledge and belief were necessary for the purposes of the audit.
- b) The Balance Sheet, the Income and Expenditure Account and the Receipts & Payment Account dealt with the report are in agreement with the books of account.
- c) In our opinion and to the best of our information and according to the explanations given to us, the statements give a true and fair view:
 - i) In the case of Balance Sheet of the state of affairs as at 31st March 2012; and
 - ii) In the case of Income and Expenditure Account of the excess of Income (after the provisions) over Expenditure for the year ended on that date.

Date: 24th June, 2013
Place: 85, Elliot Road
Kolkata- 700 016

For **T.K.DEBNATH & ASSOCIATES**
CHARTERED ACCOUNTANTS
[FRN : 316208E]



T.K.DEBNATH
M.No. 052985



12-13

S. M. BASU & CO.

CHARTERED ACCOUNTANTS

1, Lindsay Street, (1st Floor), KOLKATA - 700 087

Phone : (D) 2483-8309 / 2249-4366 • Mobile No. : 94330-10728 • E-mail : smbасuсo@yahoo.co.in

The Director of Public Instruction, West Bengal,
Education Directorate,
College Audit Cell,
Bikash Bhawan, 8th Floor,
Salt Lake City,
Kolkata- 700091.

Date: 23rd June 2014

Dear Sir,

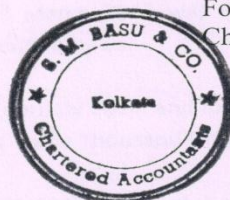
Sub: Audit Report of City College of Commerce & Business
Administration, Kolkata for the year 2012-2013.

With reference to your letter No. 35(220)/CA/2013 dated 24.07.2013 we are forwarding herewith one copy of the Audit Report (with all enclosures) of City College of Commerce & Business Administration, Kolkata for the year 2012-2013.

Kindly acknowledge the receipt.

Thanking you,

Yours faithfully,
For S. M. BASU & CO.
Chartered Accountants



(S.K. BASU)
Partner.

Encl: As above.

✓ Copy to :
The Principal, }
City College of Commerce & BA }
13, Surya Sen Street, }
Kolkata: 700012. }

Two copies of Audit Reports of your
College for the year 2012-2013 and
our Bill are enclosed.



S. M. BASU & CO.

CHARTERED ACCOUNTANTS

1, Lindsay Street, (1st Floor), KOLKATA - 700 087

Phone : (D) 2483-8309 • Mobile No. : 94330-10728 • E-mail : smbасuсo@yahoo.co.in

AUDITORS' REPORT

We have audited the attached Balance Sheet as at 31st March, 2013 of CITY COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION, 13, Surya Sen Street, Kolkata – 700012, along with the Income & Expenditure Account and Receipt & Payments Account for the year ended on that date. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.

We report that:

- (1) Fixed Asset Register is not properly maintained by the College. ✓
- (2) No physical verification of Fixed Assets was conducted by the Management during the year of our Audit.
- (3) Building: Rs.32,637/- is appearing in the Balance Sheet as on 31/03/2012 being the cost of renovation of Building as stated by the Management (Amount as on 31/03/2013 is Rs.29,373.30 after depreciation). Since the College is not the Owner of the Building no Valuation Certificate could be produced to us for our Verification.
- (4) Cash-in-hand : Cash in hand as on 31st March 2013 was Rs.3,02,375.10 as certified by the management which was not physically verified by us.
- (5) We had physically verified Cash on 21st February 2014, and found Rs.3,01,316.70 including the soiled notes amounting to Rs.3,000.00/- (Three Thousand Only.)
- (6) Advances & Receivables : Total is Rs.2,672,494.94 , Out of the said amount Rs.1,404,238.16/- is for work composed of the following amounts:

| Part | Period of Advance | Amount (Rs.) | Remarks |
|------|--|---------------------|---|
| (a) | Very Old Advances (No details were furnished to us for our verification) | 4,16,214.00 | Necessary provision should have been made in the accounts since the amounts are very old. |
| (b) | From Year 2000 to 31 st March 2009 | 3,44,414.00 | --Do-- |
| (c) | From 01 st April 2009 to 31 st March 2013 | 6,43,610.00 | Steps are to be taken to adjust /recover amounts. |
| | TOTAL as per Schedule – 6 (as Advances for Work) | <u>14,04,238.00</u> | |

(Cont. on P.No 2)



(2)

- ✓ (7) Bank Reconciliation Statement : From the Bank Reconciliation Statement as on 31st March 2014, it is noticed that an amount of Rs.3,98,443.00 has been shown as cheques deposited into bank but not debited in the Cash book within 31-03-2013 (Detailed list could not be furnished to us for our Verification). However, necessary entries are to be passed in the cash book after obtaining details from the Bank.
- (8) Pay Packet Grants : Grant received from The Director of Public Instruction of W.B. for Rs.1,75,13,391.00 (including Rs.10,47,220.00 of previous year) during the year out of that Rs.1,64,66,171.00 was disbursed or utilized . The details are given in Annexure – A.
- (9) Provident Fund Account : Since the Provident Fund A/c is maintained by Trustees of the Brahmo Samaj Education Society, City College of Commerce Department and audited separately so we have no comments on that.
- (10) Library Grants : (UGC 11th Plan) : Library Grant for the year is Rs. 4,06,026.50 which is audited separately.

We further report that: -

- a) We have obtained all the information and explanation, which to the best of our knowledge and belief were necessary for the purposes of the audit.
- b) The Balance Sheet, the Income and Expenditure Account and the Receipts & Payments Account dealt with the report are in agreement with the books of account.
- c) In our opinion and to the best of our information and according to the explanations given to us, the statements give a true and fair view:
 - i. In the case of Balance Sheet of the state of affairs as at 31st March 2013: and
 - ii. In the case of Income and Expenditure Account of the excess of Income (after the provisions) over Expenditure for the year ended on that date.

Date : 23 June 2014.
Place : Kolkata



For S. M. Basu & Co.
CHARTERED ACCOUNTANTS
(Signature)
(S.K.Basu)
Partner
Membership No: 016225

13-14 S. M. BASU & CO.

CHARTERED ACCOUNTANTS

1, Lindsay Street, (1st Floor), KOLKATA - 700 087

Phone : (D) 2483-8309 • Mobile No. : 94330-10728 • E-mail : smbasuco@yahoo.co.in

AUDITORS' REPORT

We have audited the attached Balance Sheet as at 31st March, 2014 of CITY COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION, 13, Surya Sen Street, Kolkata – 700012, along with the Income & Expenditure Account and Receipts & Payments Account for the year ended on that date. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.

We report that:

- (1) Fixed Asset Register is not properly maintained by the College.
- (2) Building: The balance as on 31/03/2014 is Rs.26,435.97/- after depreciation. Since the College is not the Owner of the Building no Valuation Certificate could be produced to us for our Verification.
- (3) Cash-in-hand: Cash in hand as on 31st March 2014 was Rs.3,31,321.70 as certified by the management which was not physically verified by us.
- (4) Closing Cash balance as on 19th February 2015 Rs.1,86,473.20 was physically verified (including the soiled notes amounting to Rs.3,000.00/-) by us on 20th February 2015 before starting of any cash transaction.
- (5) Advances & Receivables: Total is Rs.13,88,055.94 as per Schedule – B. Out of the said amount Rs.4,33,075.16/- is against Advance for work. Previously as on 31st March 2013 balance in Advance for work was 14,04,238.16/- out of that very old advances of Rs.6,94,209/- (relating to office bearers of Student union for different functions) adjusted against the Student's Fund and Rs.1,03,529/- (made for renovation of Building and other purposes) adjusted against the Building maintenance fund as per resolution passed in Governing Body meeting dated 20.12.2014. The said amount of Rs. 4,33,075.16/- is composed of the following:

| Part | Period of Advance | Amount (Rs.) | Remarks |
|------|---|------------------|--|
| (a) | Old Advances prior to 01 st April | 1,31,060/- | Necessary steps to be taken to recover/adjusted since amounts are more than 3 years old. |
| (b) | From 01 st April 2011 to 31 st March 2014 (Advances within 3 years) | 3,02,015/- | Steps are to be taken to adjust /recover the amounts. |
| | TOTAL as per Schedule – B (as Advances for Work) | 4,33,075. | |

(Cont. on P.No 2)



(2)

- (6) Bank Balance: Balance as on 31st March, 2014 is Rs.1,34,53,461.70/- as per Schedule A .
- (7) Reserve Fund: Balance as on 31st March 2014, is 1,72,81,470.79/- as per schedule D. Out of that Rs.3,43,735.00/- was credited through C.U. Fund A/c from old balances of C.U. Registration Fees , C.U. Sports Fund , C.U. Diploma Charges C.U. Migration Fees and Rs.30,88,739.37/- was credited through Special Development Fund from old balances of N.C.C & Ambulance , N.C.C Admission Fees, N.C.C. Kits deposit , Private Handicapped Stipend , National Loan Scholarship, Printing & Stationery , Processing charges for Re-Exam, Caution Money Deposit A/c's as per resolution passed in Governing Body meeting dated 20.12.2014.
- (8) Pay Packet Grants : Grant received from The Director of Public Instruction of W.B. for Rs.15,185,304.00 (including Rs.2,99,700.00 of previous year) during the year. The details are given in Annexure – A.
- (9) Provident Fund Account : Since the Provident Fund A/c is maintained by Trustees of the Brahmo Samaj Education Society, City College of Commerce Department and audited separately so we have no comments on that.
- (10) Library Grants: (UGC 11th Plan): Library Grant balance as on 31st March 2014 is Rs.3,53,411.50/- which is audited separately as stated by the College Authority.
- (11) Rs. 59,557.00 is appearing in Income & Expenditure Account as an expenditure under head Interest on savings Interest Account due to rectification entry which should have been adjusted against credit balance of Rs. 12,83,169.40 of the same head of account.

Subject to the above we report that :-

- a) We have obtained all the information and explanation, which to the best of our knowledge and belief were necessary for the purposes of the audit.
- b) The Balance Sheet, the Income and Expenditure Account and the Receipts & Payments Account dealt with the report are in agreement with the books of account.
- c) In our opinion and to the best of our information and according to the explanations given to us, the statements give a true and fair view:

- i. In the case of Balance Sheet of the state of affairs as at 31st March 2014: and
- ii. In the case of Income and Expenditure Account of the excess of Income (after the provisions) over Expenditure for the year ended on that date.

Date : 27th March 2015.
Place : Kolkata



For S. M. Basu & Co.
CHARTERED ACCOUNTANTS
S.K. Basu
(S.K. Basu)
Partner
Membership No: 016225

14-15
S. M. BASU & CO.

CHARTERED ACCOUNTANTS

1, Lindsay Street, (1st Floor), KOLKATA - 700 087

Phone : (D) 2483-8309 • Mobile No. : 94330-10728 • E-mail : smbасuсo@yahoo.co.in

AUDITORS' REPORT

We have audited the attached Balance Sheet as at 31st March, 2015 of CITY COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION, 13, Surya Sen Street, Kolkata - 700012, along with the Income & Expenditure Account and Receipts & Payments Account for the year ended on that date. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.

We report that :

- (1) **Building** : The balance as on 31st March, 2015 was Rs; 23791.97 after depreciation. The College is occupying this Building. The Valuation Certificate dated 19.02.2015 of P.K.Nag Engineers & Valuers was obtained but no separate value for this college was given.
- (2) **Cash -in-Hand** : Cash-in-Hand as on 31st March, 2015 was 2,51,711.70 as certified by the management which was not physically verified by us.
- (3) Closing Cash balance as on 02.12.2015 Rs; 23,683.20 was physically verified by us on 03.12.2015 before starting of any cash transaction.
- (4) **Advances & Receivables** : Total is Rs; 16,55,813.44 as per Schedule - 'B'. Out of the said amount Rs; 5,97,565.16 is against Advance for Work. Previously balance in Advance for Work was Rs; 4,33,075.16 as on 31st March, 2014.
- (5) **Bank Balance** : Balance as on 31st March, 2015 was RS; 140,90,925.00 as per schedule - 'A'
- (6) **Reserve Fund** : Balance as on 31st March was Rs; 1,92,28,479.09 as per schedule - 'D' Accrued interest on Fixed Deposit A/C had been credited to this Fund account.
- (7) **Pay Packet Grants** : Grant received from the Director of Public Instruction of W.B. during the year for Rs; 1,49,68,458.00 (Annexure - A)
- (8) **Provident Fund Account** : Since the Provident A/c is maintained by Trustees of the Brahmo Samaj Education Society, City College of Commerce Department and audited separately so we have no comments on that.



Contd. Page....2

(2)

- (9) Library Grants (UGC 12th Grant) : Library Grant balance as on 31st March'2015 was Rs; 8,57,349.50 which is being audited separately as stated by the college Authority.
- (10) Interest on SB A/C are accounted for on Cash basis and Interest on Investments (F.D& STDR) are accounted for on accrual basis and credited to Reserve Fund A/C.
- (11) It is advised that the Fixed assets Register should be maintained by the College in proper form.
- (12) The Numbers are being maintained manually on each Receipt (for the Fees collected) issued by the college. It is advised to maintain printed number on each Receipt

Subject to the above report that :

- (a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit.
- (b) The Balance Sheet, the Income & Expenditure Account and the Receipts & Payments Account dealt with the report are in agreement with the books and account.
- (c) In our opinion and to the best of our information and according to the explanations given to us, the statements give a true and fair view :
 - i. In the case of Balance Sheet of the state of affairs as at 31st March,2015 and
 - ii. In the case of Income and Expenditure Account of the excess of Income (after the provisions) over Expenditure for the year ended on that date.

Date : 8th December,2015

Place : Kolkata



For, S.M.Basu & Co.

CHARTERED ACCOUNTANTS

(Signature)
(S.K.BASU)

Partner
Membership No : 016225

BUILDING PLAN

