



Budge Budge College Re-accreditation Report

(Affiliated to the
University of Calcutta)

**To be submitted to
NAAC, Bangalore**

Budge Budge College Re-accreditation Report | 2015

Reference No.: BBC/NAAC/SSR/1-15

Dated: 29/12/2015

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

Sub: Uploading SSR to the college website

Sir,

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

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

With regards,

Debjani Datta
29/12/2015
DR. DEBJANI DATTA
Principal
Budge Budge College

CONTENTS

Preface

Executive Summary

Profile of the College

Criterion wise Analytical Report

Criterion I: Curricular Aspects

Criterion II: Teaching, Learning and Evaluation

Criterion III: Research, Consultancy and Extension

Criterion IV: Infrastructure and Learning Resources

Criterion V: Student Support and Progression

Criterion VI: Governance, Leadership and Management

Criterion VII: Innovations and Best Practices

SWOC Analysis

Post NAAC Analysis

Evaluative Report of the Departments

Declaration by the Head of the Institution

Certificate of Compliance

Annexures

PREFACE

Preface NAAC

Budge Budge College is situated in a semi-urban industrial area of South 24 Parganas in West Bengal, about 17 kms away from Kolkata. It has its own rich historical significance too. Swami Vivekananda, on his way back from Chicago Parliament of Religion had landed at Budge Budge ferry ghat in 1897. The anniversary of this proud historic moment is still celebrated on 19th February each year.

Jute industry, CESC thermal power generation plant, petrol and diesel storehouses of Indian Oil Corporation and Hindustan Petroleum comprise the main industries of this area. Jute is the dominant industry of this area and it is passing through a critical state. Most of the jute factories are sick. This has largely affected the economic standard of the locality.

This area is also surrounded by a large rural area where agriculture is the main livelihood of the people. Children of the workers of these industries and the farmers/peasants of the surrounding villages constitute the chunk of the student population of this college. Most of them come from very poor families and are either first or second generation learners. When the college was established the main aim was to cater education to these students who are unable to pay even the transport cost to Kolkata over and above other ancillary expenses of education in a metropolitan city. They even fear to get lost in the dazzle of the metropolitan city. By imparting higher education to these students, we hope to make them not only bread earners for their families but also dignified human beings, who can hold their head high.

Nestled in the heart of this multicultural and historically rich belt, with a view to transmitting, generating and interpreting knowledge and spreading it among the people of the area based on agro-industrial economy **Budge Budge College** was established on the **10th of December, 1971** at Achipur, Budge-Budge, with the noble objective of catering quality and meaningful education to the students of this backward area who had to face serious problems in respect of their admission in different colleges in Kolkata. Like all other nascent organizations, it had also a very humble beginning.

The college, being founded entirely on donations, began functioning from the residential premises donated by **Late Rani Bala Dhar** at **Pujali, Achipur**, with a very meagre number of students, teaching and non-teaching staff. Subsequently, it was shifted to **Senpukur** (Budge Budge) and then, again, it was shifted to the **present building** at Budge-Budge in the year **1981**, which is well communicated by rail, road, and ferry services. For this facility, the flow of student

has increased in recent years. In addition to 24 parganas (S), students from other adjoining districts like, Kolkata, and Howrah are also being admitted here.

When the college was established in the year 1971, it had only 500 students and was affiliated to the **University of Calcutta** for pass course only. Now it has almost 2600 students on its roll. Apart from the pass courses in science, humanities, and commerce subjects the college now offers honours courses in Zoology, Botany, Food & Nutrition, English, Bengali, History, Political Science, Education, Philosophy, Geography, and Accounting & Finance. In this way, the infant institution of 1971 has now grown into a full-fledged degree College.

An extension of its existing premises has been planned at the southern fringe of the college. The extension programme includes the construction of a PG building for holding classes of various proposed PG courses, advanced laboratories for modern science subjects and an IT complex. We expect that the work will start very soon.

In spite of the initial insufficient infrastructure, the effort of all concerned has successfully resulted in rapid expansion - both academic and spatial, which is also a solid step to set the students in mainstream education today.

Moreover, it must be noted that the girl students of this area have to overcome various obstacles for getting admission to higher education and have to fight out different types of barriers and taboos to continue their studies. Apart from financial weakness, there is this backward socio-cultural pattern that gives rise to a great number of drop-outs.

To keep pace with the rapidly changing educational scenario we are planning to take up modern, applied subjects at UG and PG level e. g., BCA, BBA, Microbiology, Biotechnology, Molecular Biology & Genetics, Animal Husbandry, Pisciculture, Poultry Farming, Mass-Communication & Journalism, Videography. To attend to the characteristic feature of the area we wish to build up a Jute Technology Centre, a centre for Distance Learning (like, Netaji Subhas Open University).

Budge Budge College has been accredited by NAAC in the first cycle with a “B” in the year 2005. Later, for various reasons, accreditation for the second cycle could not be renewed and it remained pending mainly due to severely depleted workforce, since almost all of the senior teachers of this college were retired by the year 2009 and the vacancy could not be filled up immediately due to some unavoidable reasons. But, the college has taken into cognizance all the suggestions from the first cycle review and the infrastructural amendments and innovations have been meticulously implemented in the interim period despite the above constraints.

Now, we wish to have our strength be noted and weaknesses be assessed so that we can take into account our position in the academic arena. For the purpose of preparing AQARs and SSR an IQAC and a Pre - NAAC steering committee have been framed following the guidelines of UGC and NAAC.

The committee took the help of all stakeholders of the college viz., the teachers, the librarian, members of non-teaching staff, students (both present and former) to prepare the report. All of them have extended their whole-hearted support to the committee. The committee offers thanks to all of them. Initially, the task of collection of data for AQARs and self-study report (SSR) and preparation of various formats were assigned to different members of the steering committee. The committee used to meet fortnightly to discuss about the problems faced by the members in performing the assigned task and also the progress of the work. After all data were collected and the formats are filled up, the steering committee in its meeting compiled them. In spite of its best efforts, the committee took almost six months to finish the report.

EXECUTIVE SUMMARY

Criteria I

The college is affiliated as an institution under the University of Calcutta since its inception in 1971. The mission of the college is to enlighten the students who mostly are first generation learners and hail usually from under privileged section of the society. Our institution consciously takes care of this vulnerable affair so that the marginalised section of the society can be brought into the mainstream in the true sense of the term. The college offers undergraduate courses as per the guidelines envisaged by the University of Calcutta though the college does not enjoy the liberty to formulate the syllabus. Presently, it has 15 teaching department out of which nine are in Arts stream, five in Science and one in Commerce stream. Out of these, ten departments offer honours courses. The college under the stewardship of the Principal is contemplating to introduce several courses which will address the diverse need of the present day learners. The College is diligently engaging in to initiate certain self-financing courses offered by the Open Universities such as IGNOU and NSOU in both at UG and PG level thereby giving access to vast number of students to the ambit of higher education. Besides introducing self finance courses the college also intends to help students by setting up Career Oriented Courses like Journalism and Mass Communication, Psychology and Photography. The college has already initiated the process of introducing NSS and NCC as a part of the initiatives towards community development, self reliance, confidence and vigour which eventually would turn the aspirants to ideal, responsible citizens.

The college in recent past has organised several community development programme such as eye camp, health check up camp and several awareness programme in collaboration with various NGOs.

	1 st cycle	2 nd cycle
Core curriculum	14	15
Curriculum development		Introduction of Food & Nutrition (Hons) from the academic year 2010-11
Certificate courses	1	1 (Computer training)
Career oriented courses	There were no such initiations	Elaborate engagement with the various stakeholders, the college is contemplating to introduce certain career oriented courses.
Self-financial courses	There were no such initiations	After elaborate engagement with the various stakeholders the college is contemplating to

Budge Budge College Re-accreditation Report | 2015

		introduce self financial courses in various disciplines.
Curriculum flexibility	The college does not enjoy that privilege	The college does not enjoy that privilege as of now.
Feedback on curriculum		We informally collect feedback on curriculum
Board of studies		Active participation rendered in the various work shops organised by the Board of studies of the respective subjects, providing valuable feedback.

CRITERION II: TEACHING, LEARNING AND EVALUATION

With the motive to impart quality education, the college strictly follows the norms of admission as decided by the respective department, keeping in mind the university guideline. Students were given ample guidance to select courses at the time of their admission. The courses are well-organised to provide a wide spectrum of choices to the students. The optional courses allow them to choose a particular field according to their area of interest. The entire admission process is online and is totally merit based. All departments publish merit list of eligible candidates especially for candidates opting for Honours courses. The college prospectus gives detailed guidelines about the subjects and different combinations available.

The college monitor the progress of the students through class tests, periodic tests, and students' seminar. However, the Mid-term and Annual tests of the different departments are conducted centrally. The college publish the results of the aforesaid exams and even show the answer scripts to the concerned students so that they can learn their mistake.

The academic calendar and modular syllabus are distributed at the beginning of the session so that they can prepare themselves. Development is a continuous process and institution prospers through the performance of its students and faculty. Hence, the college encourages its students to participate in various Seminars, Workshops, and Symposiums so that they can enlighten themselves.

The college has been of immense help to the students of the neighbouring places, who on previous occasion had to attend colleges at Kolkata under various compulsions. Now they get the facilities of higher education in their locality. The college is also encouraging the faculty members to use ICT for delivering lectures in the classroom instead of the usual chalk and talk method. Feedbacks from students are also taken and monitored.

	1 st cycle	2 nd cycle
Admission process	Manual	Introduction of online admission process
Admission advertisement	College notice board	College notice board and college website
Women empowerment	No Special empowerment programme.	Kanyashree Prakalpa of W.B. Govt. has been introduced. Initiatives have been taken to open NCC Women's wing.
Catering diverse needs	The college catered to the diverse needs of students, teaching as well as non-teaching staff.	Same as 1st Cycle
Academic planning	Before commencement of each session, Academic	Same as 1st Cycle in addition to that every departmental

Budge Budge College Re-accreditation Report | 2015

	Calendar was prepared centrally based on University Calendar.	Head prepares an Annual Academic Plan based on the Academic Calendar.
Teacher's quality	As laid down by the UGC	Same as 1st Cycle Encouraging the faculty to take up research project of UGC. The UGC have sanctioned six Minor Research Projects(MRP)
Seminars	The college organised seminars on certain emerging areas	Two UGC sponsored National Seminars were organised along with Departmental seminars, with distinguished personalities in the respective fields as speakers.
Academic audit	No such special programme.	The college is in the process of making a formal arrangement in this regard.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

The college has a research committee in place. This committee works towards encouraging the faculty members to take up research work. As many as five Minor Research Projects were sanctioned to various faculty staff of the college during the XIth and XIIth plan period by the UGC. The college has organized two National Seminars also funded by the UGC during the 2nd cycle. Besides, the college has conducted various seminars and workshops on emerging topics like Awareness Programme on AIDS, People's Biodiversity Register (PBR), Stroke awareness etc.

Most of the faculties are actively engaged in research work as evidenced from the published work in several national and international journals and books. The college has an excellent track record of having 60 percent full time faculty who have been awarded with their Ph.D degrees in the recent past and many are joining the fray soon.

Besides having noted academicians and specialized practitioners for deliberations, one of the striking features of these seminars are the involvement and cooperation of the students in various activities. The college has tried to create necessary infrastructure like providing laptops in departments having ICT facility, along with free internet access to help the faculty members in research work. The faculty members also provide informal consultancy to other entities.

	1 st cycle	2 nd cycle
Research committee	No such committees were in operation.	There is a formal committee
Research qualification	Only six teachers including Principal were PhD. Degree holders	Most of the teachers (13 out of 21 Full-timers and one PTT) were awarded PhD degree. There are eight M.Phil (8) along with five ongoing Ph.D programs (both Full time and PTT).
Research output		Completed two UGC sponsored MRPs, Books with ISBN number
Research pursuit		Four UGC sponsored MRP are in progress.
Research seminars		
Research publications		Most of the teachers are having quality research

Budge Budge College Re-accreditation Report | 2015

Papers presented		output at their disposal.
Seminars attended	Most of the Teachers attended Seminars, workshop, Orientation Programme, Refresher Courses etc.	Same as 1 st Cycle. Even the Part-time teachers are encouraged to participate in various seminars.
Resource persons		Some of the distinguish personalities that visited our college in the recent past is the former VC of Calcutta University Prof. Dr. Suranjan Das, Pro. VC (Academic) Prof. Dr. D. Chattopadhyay, Prof. Madhav Gadgil (CES, IISc), Dr Ashish Ghosh (Former Director ZSI), Dr Sudip Banerjee (Chairperson WBBB), Prof. Dr. Malayendu Saha (Vice Chairman, WBSCHE), Dr. Kumar Kanti Ghosh, Eminent Psychiatrist, Dr. Dixit Gupta, Dr. Madhu Kapoor, Dr. A Chatterjee (IIM-C) to name a few.
Consultancy		Some of the departments like Food and Nutrition render consultancy services.
Extension activities	The college conducts departmental seminar, at regular intervals	Same as 1 st Cycle. The students and teachers are encouraged to contribute to Annual Magazine of the college.
Collaboration		

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The college has some serious limitations when it comes to infrastructural facilities. The college was initially started in the domestic house donated by Late Rani Bala Dhar and then by Late Charu Bala Das. The college has some space crunch when it comes to upgradation of infrastructure. Since the locale municipality has objected to any kind of vertical expansion beyond G + 4, we could not expand beyond the stipulated height. However, within the existing premises there has been development like introduction of facilities like ICT, Wi-Fi in segmented areas of the college and free access to internet to the students of the college, subscription to INFLIBNET to give the students and faculty member's access to e-journals etc. The college has LCD projectors, smart board and other facilities so that the teaching learning interface can be improved. The college is equipped with a modern library with most of the amenities like e-library, internet facilities and is under CCTV surveillance. The library staff play a supportive role in terms of circulation of books and journals and guidance is given in browsing and reading.

The college in the 2nd cycle has been able to create a long standing demand of the students and faculty by setting up a state of the art auditorium, which can house seminars and workshops within the college premises.

	1 st cycle	2 nd cycle
Physical facilities	14558.2sq.mt	Same as 1 st cycle. Physical facilities have augmented during the second cycle; the college maintains a state of the art auditorium at the campus. The campus has been brought under CCTV surveillance. A four storied new block has been erected to address the growing needs of the students.
Extracurricular activities	NIL	Planning to introduce NCC and NSS
Infrastructure planning		Due to the paucity of the land and the fund, the college is not able to make massive infrastructural planning, but recently the college is contemplating to upgrade the infrastructural facilities and is

Budge Budge College Re-accreditation Report | 2015

		consulting various stakeholders in this regard.
ICT	ICT was prevalent but was limited in applications.	The college always felt the relevance for implementing ICT. The college has created specific WIFI zone. The college has LCD projectors, smart boards in all lab- based subjects along with other facilities in order to improve teaching learning interface.
Library	Partly Computerised	Fully Computerised. 7042-Text Book 10562-Reference Book 20- Journal We have created a state of the art modern library which maintains large repository of text and reference books. The library is web-enabled with facilities for internet for the students and the staffs. The library is also equipped with CCTV. On line catalogue is maintained through e-library.
MIS/ERP		
Internet facilities	No such facilities were present	College provide internet facilities to its staffs and students. At present 19 computers are used exclusively for internet purposes.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The college does focus on providing support to students in terms of scholarships, health care facilities, student fee concession etc. The student union does play a commendable role in this regard by mobilising students who desperately require financial support by way of waiving the fees who are BPL cardholders. Besides imparting conventional education, the attention of the college has also been focused on other multifarious activities of social sphere. The college in collaboration with various computer training centres provides effective and modern computer education to the needy students of the locality. As a welfare measure for the students the college in partnership with LICI has launched the Students Safety Scheme under which students are covered against accidental death, total or partial loss of limbs or eyes and disablement. The college is fervently probing the options to help the students to find their career opportunities in different field of further studies by setting up PG courses in some subjects.

	1 st cycle	2 nd cycle
Student support	Student strength-1935	Student strength-2802
Scholarships		Various scholarship schemes of State Govt. And Central Govt. are in operation.
Healthcare facilities	Member of Students' Health Home	Concessional health services are provided to our students by the student health home through Budge Budge Municipal Hospital.
Welfare schemes	Free ship for financially compromised students	Same as 1 st cycle The College in collaboration with the Life Insurance Corporation (LIC), launched Students Safety Scheme.
Remedial coaching	Nil	The college is mulling options to initiate such process.
Entry to services	Nil	

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

The college is affiliated with university of Calcutta for its academic affairs and every academic decision is taken as per the guidelines mandated by the syndicate of the university. However, for running the day to day administration governing body is the highest decision making forum which is entrusted with the smooth functioning of the academic as well as administrative module of the college. There are number of committees, comprising of representatives of various stakeholders, assist the principal. Several sub-committees are also formed to ensure the smooth running of the organisation by delegating the job with a motive of team work and representation of all the stakeholders. The college has its focus on upholding the principle of quality improvement and assurance by taking inputs from all its stakeholders from time to time. The formation of IQAC ensures smooth and seamless process of expediting the career advancement of the faculty from filling the API to the latest guidelines of UGC. The college undertakes financial audit periodically and the audit report is given its proprietary dues.

	1st cycle	2nd cycle
Quality improvement strategy	No such measures were taken	IQAC has put in place an active quality monitoring and quality enhancement strategy
Faculty empowerment	As per UGC norms	As per UGC norms
IQAC	NA	Yes
Financial management	Audits conducted	Audits conducted

Criteria 7:

	1 st cycle	2 nd cycle
Green audit	No	Recently the college with the active motivation of the Principal has initiated to make a green zone within the campus
Faculty empowerment	As per UGC norms	As per UGC norms
IQAC	No	Yes
Administrative Audit	NO	NO
Innovation & Best Practices		Departmental Library, Organise Guardian meeting for the poor performer

Being environmentally conscious, we have always bolstered the spread of greenery in and around our campus. This urge has led us to develop a green zone in our college by planting new saplings and shrubs where ever possible. Our principal is extremely enthusiastic in these matters, thus inspiring us more in such activities. The college has set up IQAC as mandated by the UGC to monitor the internal quality assurance of the college.

For ensuring comprehensive educational qualities of the students, the college maintains the respective departmental libraries thus facilitating student's usage for their educational reference. This is in addition to the facilities provided by the central library of the college. We also hold parent teacher's meetings of some of the students who do not perform satisfactorily. Occasionally we also take stern actions against unruly students.

PROFILE OF THE INSTITUTION:

1. Name and Address of the College:

Name: Budge Budge College		
Address: 7, Deshbandhu Chittaranjan Road, Budge Budge		
City: Kolkata	Pin: 700137	State: West Bengal
Website: www.wbbudgebudgecollege.org		

2. For Communication:

Designation	Name	Telephone With STD code	Mobile & Fax	Email
Principal	Dr. Debjani Datta	033-2480-5168 033-2470-1454	9874224929	ddatta63@yahoo.co.in
Vice Principal	NA	NA	NA	NA
Steering Committee Coordinator	Prof. Madan Mohan Jana	033-2480-5168	9433916530	iqacbbcollege@gmail.com

3. Status of the Institution:

i) Affiliated College	✓
ii) Constituent College	
iii) Any other (specify)	

4. Type of Institution:

a. By Gender

i) For Men	
ii) For Women	
iii) For Co-Education	✓

b. By Shift

Budge Budge College Re-accreditation Report | 2015

i) Regular	
ii) Day	✓
iii) Evening	

5. It is a recognized minority institution?

Yes	
No	✓

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

6. Source of Funding:

Government	
Grant-in-aid	✓
Self-financing	
Any other	

7. a. Date of establishment of the college:

10.12.1971

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

University of
Calcutta

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i.2(f)	16.12.1983	
ii.12(B)		

Budge Budge College Re-accreditation Report | 2015

(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.)**

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

(Enclose the recognition/approval letter)

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

Yes

No

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

Yes

No: N/A ✓

9. Is the college recognized

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

Yes

No ✓

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

b) for its performance by any other governmental agency?

Yes No ✓

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

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

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

Location	Semi-urban
Campus area in sq.mts.	14558.2sq.mt
Built up area in sq.mts.	30,247.68 sq.mt

(*This includes the ground floor, residential area including hostel)

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

- Auditorium/seminar complex with infrastructural facilities: ✓
- Sports facilities
 - * Playground: X
 - * swimming pool : X
 - * gymnasium : ✓
- Hostel: X

*Boys 'hostel : X

- Number of hostels:
- Number of inmates:

- Facilities (mention available facilities)

*Girls' hostel : X

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

*Working women's hostel : X

- i. Number of inmates
- ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff : X

(give numbers available—cadrewise)

- Cafeteria ✓
- Health centre ✓

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....Health centre staff– There is provision for first aid, bed and emergency care in the Medical room of the college. If required the ambulance is made available by the college but college does not have own this facility.

Qualified Doctor	-	Part-time
Qualified Nurse	Fulltime	-

- Facilities like banking, post office, book shops: bookshop.

- Transport facilities to cater to the needs of students and staff : No

- Animal house: No

- Biological waste disposal : ✓

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

•Solid waste management facility: NO

•Waste water management: NO

•Water harvesting NO

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

Sl.no	Programme	Duration (years)	Entry Qualification	Medium of Instruction	Sanctioned/ Approved Student strength	No.of students admitted
1	BA (Hons)	3 years	WBHSC, ISC,CBSE	Bengali, English	452	363
2	BA (Gen)	3 years	WBHSC, ISC,CBSE	Bengali, English	Nil	616
3	BSc (Hons.)	3 years	WBHSC, ISC,CBSE	Bengali, English	75	74
4	BSc(Gen)	3 years	WBHSC, ISC,CBSE	Bengali, English	Nil	64
5	BCom (Hons)	3 years	WBHSC, ISC,CBSE	Bengali, English	142	122
	BCom (Gen)	3 years	WBHSC, ISC,CBSE	Bengali, English	Nil	118

* based on 1st year admission -2014-15

13. Does the college offer self-financed Programmes?

Yes

No ✓

If yes, how many? :

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

Yes	✓	No		Number	One
-----	---	----	--	--------	-----

15. List the departments (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes Like English, regional languages etc.)

Particulars	UG	PG
Science	✓	
Arts	✓	
Commerce	✓	

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

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).....(dd/mm/yyyy) and number of batches that completed the programme £

- b. NCTE recognition details (if applicable)

Notification No.: Date:
.....(dd/mm/yyyy) Validity:.....

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

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

Yes No ✓

If yes,

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

- b. NCTE recognition details (if applicable)

Notification No.: Date:
.....(dd/mm/yyyy) Validity:.....

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

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

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor	Associate Professor	Assistant Professor	M	F	M	F	M	F	M
	M	F	M	F	M	F	M	F	M	F

Budge Budge College Re-accreditation Report | 2015

Sanctioned by the UGC/ University/ State Government				28+1 (Principal)	28	00	
Recruited				20+1	19	00	
Yet to recruit	-	-	-	08	09		
Sanctioned by the Management/ Society or other authorized bodies	-	-	-	00	-	03	-
Recruited	-	-	-	00	-	03	-
Yet to recruit	-	-	-	00	-	00	-

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
PhD.		1	1	1	2	7	
MPhil			1		1	2	
MA/MSc./MCom				2	2		

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

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

Categories	2012-13		2013-14		2014-15		2015-16	
	M	F	M	F	M	F	M	F
General	1017	900	1112	1000	1205	989	1300	1102
SC	297	124	200	198	307	205	333	230
ST	02	01	00	00	00	00	60	54
OBC	42	28	50	41	59	45	59	41
Others	02	00	01	00	01	01	02	01

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

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

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

26. Unit Cost of Education -Rs. 2399

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

- including the salary component :
 - excluding the salary component :

27. Does the college offer any programme/ in distance education mode (DEP)? Right now the college does not provide any such programme, however, the college intends to open up such programme shortly.

Yes No ✓

If yes,

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

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

c) Number of programmes offered NA

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

Yes No ✓

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

Name of the Department	Student-Teacher Ratio
Bengali	276:1 [For general] 31:1
B.Com	70:1 65:1[For general]
English	15:1 1000:1[For general]
Food & Nutrition	4:1
Geography	38:1 22:1[For general]
Botany	9:1 33:1[For general]
History	25:1 250:1[For general]
Education	35:1 130:1[For general]
Philosophy	17:1 130:1[For general]
Political Science	38:1 215:1[For general]
Zoology	19:1 51:1[For general]
Mathematics	8:1[For general]
Physics	5:1[For general]
Chemistry	18:1[For general]
Economics	5:1[For general]

29. Is the college applying for

Accreditation: Cycle1 Cycle2 ✓ Cycle3

Cycle4

Re-Assessment:

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

30. Date of accreditation*(applicable for Cycle2, Cycle3, Cycle 4 and re-assessment only) 20/05/2005.

31. Number of working days during the last academic year: 220 days.

32. Number of teaching days during the last academic year: 165 days.

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

33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC: 05.04.2013

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. Separate reports for AQAR submitted.

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

Nil

CRITERION WISE ANALYSIS REPORT

CRITERION – I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementations:

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

Vision: The vision of the college is to make the students self-reliant and to inculcate love of knowledge and provide holistic inclusive education to the student coming from every stratum of the society so that they can establish themselves as ideal responsible citizens and ensure the development of the society they live in.

Mission: In order to achieve this the college coordinates the activities of the teachers, students and other staff members to ensure smooth functioning and all round development of academic as well as other curricular activities. The college ensures better dissemination of pedagogical issues and building up of progressive, dynamic, rational and analytic outlook among students who eventually become a responsible citizen. The mission of the college is also to ensure gender development by emphasizing on women education and thereby empowering them.

Objectives:

Nurture the potentials of the students in each dimension. Provide adequate access to apposite resource materials for students and enhance access to modern means of ICT for the students. To serve the rural student community of south 24 (PGS), West Bengal in a bigger prospective and upliftment of the female students so that they can play their part in the society in a better way.

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).

Budge Budge College is an affiliated college under the University of Calcutta and hence curriculum is developed as per the Parent University.

The college receives an academic calendar deployed by the University. It delivers significant information like dates of examination, holidays and so on. The college creates its own calendar as per the main academic calendar. It contains all the dates of the major events and activities taking place in the college.

This calendar is circulated among all the faculty members through the departmental heads.

Time table for each class is decided and accordingly, the faculty members develop their lesson for their individual disciplines. Syllabus is maintained in the lesson plan.

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 dispatches annual academic calendar and circulars to all its affiliated colleges which forms the basis for curriculum planning at institutional level. The university conducts subject-wise workshops to help the teachers to deal with the new syllabus. Academic Staff College of the University also organizes regular Orientation and Refresher Courses which help teachers to update their knowledge and improve their teaching skills. To improve teaching practices, college has integrated curriculum delivery with ICT, made the library more resourceful and has equipped the labs with quality infrastructure.

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.

Following are the initiatives taken by the college in order to ensure an effective curriculum delivery:

- Charts, graphical and pictorial representations, PPTs are used on a high note to ensure that students experience an interesting learning session.
- Students are insisted to present seminars in classroom hours.
- Some departments conduct MCQ tests.
- College maintains a bond with the University and keeps themselves updated. Records are maintained in regards of the session plans which should be in accordance with the University.

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?

There is no formal practice to interact with industry and network beneficiaries. In spite of that, the teachers attend seminars and workshop through which they get updated about latest technological developments and teaching methodology.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

The college being an affiliated college doesn't have the freedom to contribute in development of curriculum by university.

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

The college does not have the provision to develop curriculum on its own for any of the courses offered.

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

As a measure to achieve the stated objectives of curriculum, the college gives the students assignments and they are also asked to take tests and quiz. This helps in the evaluation of the students and to know where they stand. Remedial classes are conducted for those who are weak in academics. Also, extra classes are conducted to compensate any loss of class.

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.

PROFESSIONAL COURSES OFFERED BY THE COLLEGE:

Computer Courses in Association with Regional Computer Centre

Long-Term Courses

- Mastering Office XP with Internet
- Fundamentals, Windows, Word, Excel, Power Point and Internet
- Desktop Publishing
- Windows, Fundamentals, Corel Draw, Page Maker, Photoshop, Gist, Flash, Audacity, Director, and Dreamweaver
- Web Publishing with HTML
- HTML, 2D & 3D Animation, Domain Registration & Web Hosting
- Developer PRO
- Fundamentals, Windows, Linux, C, C++, MS-Access, Visual Basic
- Computerized Financial Accounting
- Windows, Fundamentals, EX-NGN, Tally, Fact, Accord, Investment and Portfolio, Payroll

Short-Term Courses

- Linux, C, C++, MS-Access
- Visual Basic
- Photoshop, PageMaker, Corel Draw
- Payroll Management Software
- Tally, EX_NGN, Fact, Accord

Conversational English

The importance of English as a national and international link language is undeniable today. Although, vernacular languages hold their significance at our college as the preferred medium of imparting lectures, the college has provided a rare opportunity to its first year honors students to learn Communicative English free of cost. Considering the challenged socio-economic background of this student population, such classes go a long way in their personality development and honing of their interpersonal communication skills. Such training programs also help brace students with the confidence and optimism necessary to secure success at job interviews at the end of graduation. Systematic training is imparted through experienced Resource Person. More students will ideally come under its aegis in future

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

No, as per the guidelines of the University, the college does not offer programmes that facilitate twinning/dual degree.

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

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

BA GENERAL COURSE

PART - I (At the end of 1st Year)

Subjects

Compulsory English

MIL : Bengali

3 Elective Subjects -

PART - II (At the end of 2nd Year)

Elective Subjects

Subject 1 x 2 Papers

Subject 2 x 2 Papers

Subject 3 x 2 Papers

PART - III (At the end of 3rd Year)

Elective Subjects

Subject 1 x 1 Paper

Subject 2 x 1 Paper

Subject 3 x 1 Paper

Environmental Studies

Elective Subject Combinations

Combinations

Political Science, History, Geography

Political Science, History, Philosophy

Political Science, History, Education

Political Science, History, Bengali

Political Science, History, Economics

Political Science, History, English (from 2nd year)

BA HONOURS COURSE

PART - I (At the end of 1st Year)

Subjects

2 Honours Subjects

2 Elective Subjects

Compulsory English

MIL : Bengali

PART - II (At the end of 2nd Year)

Subjects

2 Honours Subjects

Elective Subject 1 x 2 Papers

Elective Subject 2 x 2 Papers

Total

PART - III (At the end of 3rd Year)

Subjects

4 Honours Subjects

Environmental Studies

Total

Elective Subject Combinations

Combinations

English Honours - Political Science & History

Political Science Honours - History &

Education

History Honours - Political Science & Education

Education Honours - Political Science & History

Geography Honours - Political Science & History

Bengali Honours - Education & Philosophy

Philosophy Honours - Political Science & History

B. Sc. GENERAL COURSE

PART - I (At the end of 1st Year)

Subjects

Compulsory English

MIL : Bengali

3 Elective Subjects

PART - II (At the end of 2nd Year)

Elective Subjects

Subject 1 x 2 Papers

Subject 2 x 2 Papers

Subject 3 x 2 Papers

PART - III (At the end of 3rd Year)

Elective Subjects

Subject 1 x 1 Paper

Subject 2 x 1 Paper

Subject 3 x 1 Paper

Environmental Studies

Elective Subject Combinations

Combinations

Zoology, Botany, Chemistry

Chemistry, Physics, Mathematics

Political Science, Economics, Mathematics

Economics, Mathematics, Geography

Food & Nutrition, Education, Zoology

Food & Nutrition, Chemistry, Zoology

Food & Nutrition, Chemistry, Physics

B. Sc. HONOURS COURSE

PART - I (At the end of 1st Year)

Subjects

2 Honours Subjects

2 Elective Subjects

Compulsory English

MIL : Bengali

PART - II (At the end of 2nd Year)

Subjects

2 Honours Subjects

Elective Subject 1 x 2 Papers

Elective Subject 2 x 2 Papers

PART - III (At the end of 3rd Year)

Subjects

4 Honours Subjects

Environmental Studies

Elective Subject Combinations

Combinations

Zoology Honours - Botany, Chemistry

Zoology Honours - Chemistry, Food &

Nutrition

Botany Honours - Chemistry, Zoology

Food & Nutrition Honours - Chemistry,

Zoology

B. Com. GENERAL COURSE

PART - I (At the end of 1st Year)

Subjects

Compulsory English

MIL : Bengali

Business Management

Entrepreneurship Development & Biz

Communication

Principles and Practice of Accountancy

PART - II (At the end of 2nd Year)

Commerce Subjects

Business Regulatory Framework

Business Economics & Business Environment
Elements of Taxation
Information Technology & Its Application in Business
Business Mathematics & Statistics
Money & Financial System

PART - III (At the end of 3rd Year)
Commerce Subjects
Advance Accounting
Elements of Cost and Management Accounting
Fundamentals of Auditing
Environmental Studies

B. Com. HONOURS COURSE

PART - I (At the end of 1st Year)
Subjects
2 Honours Subjects
2 Compulsory Subjects
Compulsory English
MIL : Bengali

PART - II (At the end of 2nd Year)
Subjects
2 Honours Subjects - 100 marks each
Compulsory Subject 1 x 2 Papers
Compulsory Subject 2 x 2 Papers

PART - III (At the end of 3rd Year)
Subjects
4 Honours Subjects
Environmental Studies

Stream Code
Stream
B. Com General Course
B. Com Honours Course

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.

No, the college does not offer any self-financed courses at present.

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 used to run a Communicative English course earlier. However, it had to be terminated after 2013 due of non-availability of sufficient fund.

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

As such there is no option for distance mode of education at present.

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?

Eminent academicians and professors are invited to the college to deliver lectures. It creates learning opportunities for the students in a new horizon. A series of seminars and workshops are organised by the college and also it encourages its students to take part in them. Students also receive motivation to take part in several events like quiz, content, lecture, debates, group discussion and so on at various levels.

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

- Educational excursions are conducted every year by the Botany, Zoology and the Geography departments of the College. Students usually bear a part of their expences for such excursions and the rest is borne by the college. Educational excursions of the above referred subjects are part of University curriculum. No excursion without permission of the appropriate authority will be entertained.
- Seminars and workshops are conducted in the college.
- Class room sessions are made interesting through quiz, debates and other interactive sessions.
- Career counselling is given on Aviation, tourism and management, biotechnology, computer and so on.

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?

Keeping in mind the need to sensitize the staff and students regarding cross cutting issues like Gender, climate change, environmental education, human right, ICT and so on, the college encourages them to take part in various workshops in regards of the same. Various extension activities are conducted by the NSS unit to create awareness about the environmental issues. Many departments conduct lectures on environmental education. The importance of ICT is spread

among everyone. All the laboratories in the college as well as the Convention Centre have overhead projectors and are smart classrooms which are e-enabled. Not only do each of the laboratories house separate LCD projectors coupled with laptop with internet access and are connected to the servers; in addition, each of these laboratories are equipped with ‘Interactive Smart Board’ which makes teaching and learning in the college a superior experience.

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

§ moral and ethical values: NSS and NCC wing of the college conducts various programmes to instil moral values in the students. Blood donation camp, old cloth donation camp, providing education to the needy and so on are some of the activities which make the students ethically enhanced. The students transform into socially responsible citizens.

§ employable and life skills: The library allows the students to get acquainted with knowledge through the massive collection of books and journals.

§ better career options: Career counselling is given to the students. Following are some of counselling sessions that took place in the college:

- Careers in Computer Hardware and Networking training have been organized by Jetking, Careers in Aviation, Hospitality and Travel Management have been organized by Frankfinn Institute of Airhostess Training, Career in Biotechnology Management has been organized by Nicco Institute of Biotechnology.
- Women’s Montessori Teachers’ Training College had organized “Prospects in Montessori Teachers’ Training”. It was followed by “Fair and Lovely Scholarship Programme for Girls” organized by Fair and Lovely Foundation. Careers in Aviation, Hospitality and Travel Management were organized by Frankfinn Institute of Airhostess Training, Lifetime Placement Service and Career Development Program for students was planned by timesjob.com. ICICI- Prudential Life Insurance arranged a career counseling program on Career in Insurance Sector. Seminar on Emerging Career Opportunities in the Accounting and Financial Sector was arranged by Tally. Bhavishya Jyoti Scholarship (NIIT) Exam. 2007 was also organized in Budge Budge College.
- There has been career presentation cum campus interview and selection by Aspire

§ community orientation: The NSS unit helps in inculcating the sense of community orientation in the students.

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

Feedback obtained from students and stakeholders is put into use. It is communicated to the management through the IQAC for corrective measures and improvement.

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

Committees are constituted in the college such as IQAC which conducts meetings on a regular basis to review the quality of the college and to monitor the procedures.

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, being an affiliated institution, is bound by the limitations of the affiliating University with regards to curriculum. Hence there is no contribution in the development of the curriculum.

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

The college collects feedback from students through classroom interactions. Parents are also called up to attend meetings where they can put forward their perception. Feedback is taken and analysed and then it is reviewed by the IQAC. It is communicated to the Principal and management for further actions so as to ensure betterment in the quality of the college.

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

The college has initiated the course of Food and Nutrition (Hons) under University of Calcutta.



CRITERION II: TEACHING LEARNING AND EVALUATION**2.1 Student Enrollment and Profile****2.1.1 How does the college ensure publicity and transparency in the admission process?**

The college is a very reputed institution and it attracts students from all over the state. The total admission process, dates of submission of the admission forms, displaying of the final merit list, fee and its details etc. are put up in the college website and the college notice boards.

There is also announcement of admission dates and details in the local T.V channels and the local paper.

The college also has its annual college prospectus that contains information about the admission cut-off, courses offered in the college, information on scholarships available for the students, facilities in the college like hostel, playgrounds, support for students etc.

The college also has an online admission process where it allows the students to apply for any courses offered in the college online. This procedure is also convenient and the reach out to the students is greater. Thus there is transparency in this entire process.

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

The college is affiliated to Calcutta University and thus follows the eligibility criteria given by it. The norms on reservation policy laid down by the Government are strictly adhered to.

The college has an admission committee that takes responsibility of looking after the complete admission process, scrutiny of all the applications for admission received, inspecting the supporting documents, checking if the student's eligibility criteria, collection of the demand drafts/fees, preparation of the merit list etc.

Any queries pertaining to admission is addressed by this admission committee. Admission forms are also available for students applying in sports quota, physically challenged section and seats are allotted to them according to the Government rules and regulation.

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.

The college does have a minimum percentage of marks for admission at entry levels for each of the programmes offered by the college and this cut-off is in line with the criteria given by the Calcutta University.

Details to be added as annexure

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?

All the necessary details regarding the courses offered by the college, eligibility criteria etc. are displayed in the college website. There is a detailed annual prospectus published by the college which also has all the above information. The college adheres to the policy that the students will be admitted based on merit, it also follows the seat allotments for the SC/ST/OBC, physically disabled provided by the affiliating University. The students are selected after scrutiny by the admission committee with the Principal. The final merit list of selected students is put up in the college notice board and the website. There is a help desk made available at the time of admission to attend to the queries of the applicants.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion * SC/ST * OBC * Women * Differently abled * Economically weaker sections * Minority community * Any other

Reservation policies of the West Bengal Government are strictly adhered to for seats made available for SC/ST and OBC applicants. The economically backward students are informed about the provision of scholarships from the State and the Central Govt and the college which they can be made use of by them. The visually challenged students are provided the provision of scribes for their examinations.

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

Demand ratio

Programmes		Number of applications					Number of students admitted					Demand Ratio				
UG		2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15
B.A. (Honours)																
1	Bengali	14 6	16 3	154	19 6	20 7	80	73	77	91	93	73: 40: 00	16: 3: 7 3	02: 01	28:13: 00	69: 31: 00
2	Education	80	12 9	126	15 0	22 2	40	43	38	60	56	02: 01	03: 01	63: 19: 00	05:02	11 1:2 8:0 0
3	English	10	10	136	12	63	30	30	28	32	29	10:	10:	34:	61:16:	63:

Budge Budge College Re-accreditation Report | 2015

	sh	0	0		2						03	03	07:	00	00	29:	00
4	Geography	19 6	21 2	244	18 2	25 7	52	53	61	61	61	49: 13: 00	04: 01	04: 01	182: 61	25 7: 61	
5	History	86	24 0	198	11 0	13 1	54	66	81	45	47	43: 27: 00	40: 11: 00	22: 09	22:09	03: 01	
6	Philosophy	38	57	33	26	35	19	19	11	12	15	02: 01	03: 01	03: 01	13:06	07: 03	
7	Political Science	12 0	12 4	246	14 4	11 6	54	56	72	60	62	20: 09	31: 14: 00	41: 12: 00	12:05	58: 31: 00	
B.Sc.																	
Honours																	
1	Botany	3 3	30	62	50	68	11	6	12	16	17	03:01	05: 01	31: 06: 00	25:08: 00	04: 01	
2	Food & Nutrition	2 2	21	38	28	48	19	17	18	18	21	22:19	21: 17	19: 09	14:09	16: 07	
3	Zoology	5 6	66	78	10 5	12 0	34	33	31	25	36	27:17 :00	02: 01	78: 31: 00	21:05	10: 03	
B.Com																	
Honours																	
1	Accountancy	10 6	11 2	1 7	12	130	15 6	10 0	87	11 6	11 0	12 2	53: 50: 00	34: 29: 00	43: 29: 00	13:11	78: 61
General Course																	
1	B.A.	4 1 0	728	816	88 8	10 96	235	32 8	38 2	48 8	61 6	82: 47: 00	91: 41: 00	444:00 :00	13 7:0 0:0 0	13 7:0 0:0 0	
2	B.C om	7 0	90	90	10 6	15 2	54	78	75	76	11 8	35: 27: 00	15: 13	06:05	53: 00: 00	76: 59: 00	
3	B.Sc .	9 6	100	100	10 4	10 6	63	60	62	40	64	32: 21: 00	05: 03	50:31: 00	13: 05	53: 32: 00	

2.2. Catering to Student Diversity

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

The college follows the norms laid down by the Govt in allotting seats for the differently abled students. These students are given priority services during admission etc. They are also given the first priority in the library and other places in the college, there is also sitting facility in the library for these students. There are also wheel-chair facilities made available in the college. The institution gives importance to all these practices to help blend in the differently abled students into the college mainstream. The college has decided to celebrate Louis Braille Day on January 4th from the next academic year.

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

The past academic credentials of the students are inspected. The needs of the students are regulated during the admission procedure. This is taken care of by the admission committee of the college. The students are also provided ample information on the courses, skillsets needed, background of the subjects they have chosen etc.

The students are also provided advice about the selection of certificate courses. And thus the student's needs in terms of knowledge and skills before the commencement of the program is carried out.

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

The college conducts bridge courses for the students to bridge the knowledge gap of the students. The faculties also interact with the students during class and this also helps them to understand knowledge skills of the students and thus paves a way for identifying the academically weaker students.

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

The college has a women's cell that is setup that takes care of issues if any related to sexual harassment, redressal of grievances among the student community etc.

To fortify the safety of the students in the college CCTV cameras are instituted at different locations in the campus and these are also regularly monitored. The college also has a Students Association that organises activities like plantation of saplings, keeping the campus tidy etc. Other practices like observing Plastic free zone, green and clean campus are being followed. The students are encouraged to make use of public transport or vehicle pooling to diminish pollution as much as possible.

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

The college has setup a process where the advanced learners in the classes are identified based on the marks scored by them in the tests/examinations, continuous internal assessment, assignments submitted, interactions in the class etc. These students are given extra academic support to help them score even better in the University examinations. These students are also encouraged to take up research work or also to pursue higher studies, summer internships at reputed institutions, participate in seminars/conferences, student forums etc.

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

The various departments in the college monitor and store data about the academic performance of the students. This data includes marks scored in internal assignments, examinations, practical's, etc. These data's are helpful while identifying the academically weaker students. These students are provided extra support in academics. There are students from poor socio economic background and are at the higher risk of drop-out, these students are given counselling to encourage them to continue their studies.

The student's attendance is taken daily, this record is analysed to identify students who have shortage of attendance. The admission committee also tracks the students who are at the risk of drop out while collecting the exam fees for that session. The student's thus identified rare asked to bring their parents and the cause of drop out is discussed and corrective actions are taken accordingly. There are also financial provisions provided for the economically weaker students to help them continue their education.

2.3 Teaching – Learning Process**2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)**

The college has put in place several strategies for teaching-learning and evaluation. All these strategies are focused on the “learner” who is the student.

The college at the start of the academic session convenes a meeting with the Principal, HOD's, and other committee members to draft the academic calendar. This tentative calendar has details about the dates of the internal assessments, tests, examinations, practical's, University examination dates, other co-curricular activities etc. The calendar is then circulated to all the departments and the faculty members are expected to follow this schedule for delivery of curriculum.

There is also a time-table that is created for all the courses offered. The faculties are also asked to submit their lesson plan for their respective subjects, this lesson plan is in line with the time table created. Evaluation blue print is also created where the plans for conducting tests/MCQ tests are also available.

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

IQAC is an important contributing factor for all the academic and administrative activities in the college.

The IQAC is involved in organising seminars/conferences, workshops etc. It encourages to make use of the different technological pedagogies to supplement their traditional chalk and talk method of teaching. Encouragement is also given to faculty members to take part in seminars and conferences.

Feedback is also taken from the students and other stakeholders for improving the institutional processes. The cell also makes sure there is a perfect balance between academic activities and other co-curricular activities.

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

The college is focussed on student-centric learning where importance is given to the needs and interest of the students and the faculty members just facilitate this. Though the classroom teaching is interactions between many students to one faculty, measures are taken to make the processes more student centric in nature.

The students are given assignments, tests etc. group discussions, quiz, brain storming sessions are conducted in the classrooms. The college has provided the faculties with internet facility that can be used by them to collect e-courses, information on new technology in teaching learning processes. The college has a well-equipped library with subscription to INFLIBNET-N-LIST. It has access to a vast collection of e-journals. There are also projectors, printers, photocopy machines available in the college.

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

The college realises the importance of nurturing critical thinking, creativity and scientific temper among students. There are events conducted in the college like annual day, sports day etc. The students are allowed to take part in the organising of these events which will help to bring out their creativity and managerial skills. There is also the NSS wing that is involved in organising extension activities in which the students participate.

The college also has a research committee that encourages students to take up research work, participate in seminars, conferences etc. These activities help them to develop their research aptitude.

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

The college encourages the faculties to make use of more and more ICT in teaching and learning. For this purpose, there are facilities available like LCD projectors, internet access, computer labs, library subscription to INFLIBNET to access e-journals, educational CD's etc.

Resources are available through Wikipedia, open access journals, educational and technological sites etc.

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 faculties are encouraged to use ICT in their teaching learning methods which will result in a blended learning. Computer assisted learning acts as a good supplement to the conventional chalk and talk method of teaching.

Faculties encourage the students to take part in seminars and conferences. Field trips are also organised for students when necessary

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

Academic advice is given to the students at various levels like choosing of subjects at the time of admission, pursuing higher education, taking up projects etc. There is also induction programme organised for the new batch of students.

There is a process of mentoring that is followed in the college. Every student is assigned to a mentor with whom he/she can discuss academic, personal, psychological problems etc.

Career counselling cell is also formed in the college that helps the students to know more about the careers options available for them etc.

There is also a grievance redressal cell that takes care of any issues/grievances among the student's community.

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

The college is focussing on making use of ICT to augment the conventional teaching-learning methods. PPT's, videos, documentaries, charts are used by faculties whenever possible. The faculties also have access to a large collection of e-resources to develop course materials. These methods have been found to be more effective than the traditional method of black board teaching.

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

The college has a well-equipped library with good collection of books, magazines, journals etc. There is also subscription to INFLIBNET-N-LIST that gives students and faculties to e-journals and e-resources. There is also internet facility in the college library that can be used by the faculties.

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 faculties are asked to follow the academic calendar for completion of the syllabus. If there are any instances where the syllabus is not completed, then corrective measures are taken to rectify them. Extra classes are arranged for the students to complete the syllabus if necessary. Because of these following reasons there is no difficulty in completing the syllabus.

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

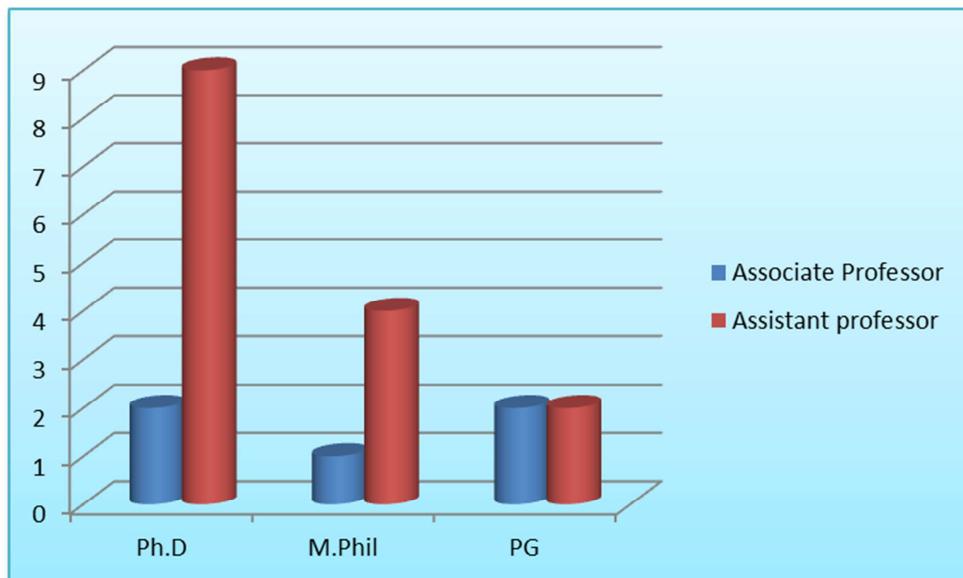
The college monitors the marks scored by the students in tests, internals, examinations, practical's etc., These are indicators of the quality of teaching-learning. These results are analysed and the students who need a extending hand in academics are identified and provided support.

There is also feedback taken from the students and other stakeholders to keep a check on the quality of teaching learning. Based on the inputs provided actions are taken to improve the teaching-learning quality. Academic audit is also conducted to monitor the quality of teaching-learning.

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	Associate Professor	Assistant Professor	Total
Ph.D	2	9	11+1(Principal)
M.Phil	1	4	5
P.G	2	2	4
C.W.T.T(Contractual whole time teacher)			
Ph.D	NA	NA	NA
M.Phil	NA	NA	NA
P.G	NA	NA	NA
P.T.T (Part-Time Teachers)			
Ph.D	1	NA	01
M.Phil	3	NA	03
P.G	4	NA	04



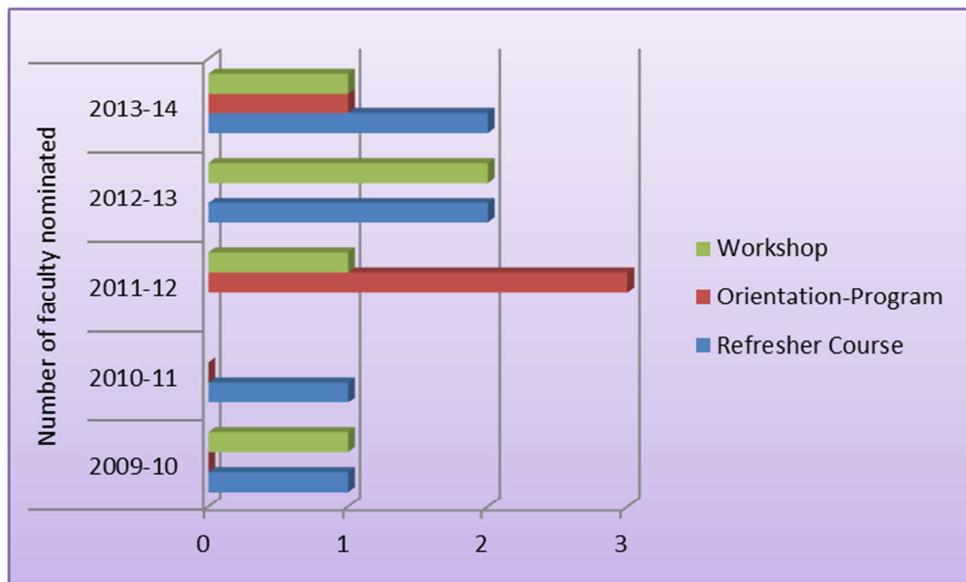
2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the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

As such, there is no such process.

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.

Sl No.	Academic staff Development Program	Number of faculty nominated				
		2009-10	2010-11	2011-12	2012-13	2013-14
1	Refresher Course	1	1		2	2
2	Orientation-Program	0	0	3		1
3	NSS , NCC					
4	Workshop	1		1	2	1
5	Seminar International	4	3	3+1 (Paper Presented)	5	5
	National	6	7	7	8	7

	State	3	3	5	4	3
	District					



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

The college has provision for study/sabbatical leave for faculties pursuing research. The faculties can also avail leave under the UGC faculty development programme. The research committee motivates the faculties to take pursue Ph.D, take up major/minor research projects etc.

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

At present there is no such record of faculty receiving award at the state, national and international level.

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 does have evaluation of teachers by students and peers. Feedback is taken from students and analysed. Based on this, evaluation of teachers is done.

The feedback provided is analysed and a report is prepared. The outcome of this report is used for deciding the corrective actions if needed. The faculties are also informed about the outcome of the feedback which gives them an opportunity to correct themselves for their further development and also to enhance the quality of teaching-learning.

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 college has the academic calendar that has the schedule for evaluation. This calendar is displayed in the college notice board and also in the college website. Students who form the larger part of the stake holders are told about the evaluation system during the induction and orientation programs. The detailed exam timetables of the University examinations are displayed in the college noticeboard and website.

The evaluation process of the internal assignments, practical's etc. are all based on the guidelines provided by the affiliating University. The entire process is transparent and the students can approach the faculties or the department HOD's to resolve any issues related to evaluation.

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

Conducting internal assessments, continuous internal evaluation, summative assessment etc. are being followed by the college using the guidelines of the Affiliating University. There are also MCQ tests conducted for students for some subjects.

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

The circulars about the exams are put in the departmental notice boards and website. HOD's monitor the implementation of the evaluation process.

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

The faculties give assignments, conduct quiz, group discussions, open book test in class. These practices are a part of formative assessment.

For summative assessment the faculties conduct MCQ tests for students on different academic topics. This helps the faculties to understand the level of understanding of the students. This practice is a part of summative assessment.

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

The internal assessments conducted is very transparent. The students are allowed to see their answer scripts to understand the areas where they have made mistakes. They can also approach the respective subject faculties for any issues on totalling of the marks or corrections. The HOD's are also available to resolve any issues.

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

The college is affiliated to Calcutta University and thus follows the graduate attributes provided by it. These attributes require that the student has a sound knowledge of the subject chosen, good communication skills, life skills, responsible individual, social responsibility etc. The enhancement of higher education also is an important aspect that is upheld by the college.

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

The college has a grievance redressal cell that takes care of any issues/grievances of the students, teaching and non-teaching staff. The issues are redressed as soon as possible after discussion with the departments and the Principal. Any issues with respect to evaluation of the tests and internals are catered to by the faculties when the answer sheets are distributed to the students in the classrooms. The students can also approach the HOD if the issue is not resolved with the faculties. The students can request for re-evaluation of the answer scripts.

As for the University examination answer scripts, the students can request a copy of it by paying a fee as suggested by the University.

The office of the Registrar (Evaluation) in the university deals with any grievance related to declaration of results, issue of marks cards, announcement of ranks, etc.

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?

Yes, the college does have a very clearly stated learning outcome which is reflected in the vision and mission of the college. The learning outcomes are achieved by delivering quality teaching and effective curriculum. The students are groomed with the available learning aids and resources in the college. The college fosters innovation, creative thinking, research aptitude among the students. The students are taught to be socially responsible, environmental conscious individual with ethics and morale.

These learning outcomes are communicated to the students through the college annual prospectus, website, notice boards etc.

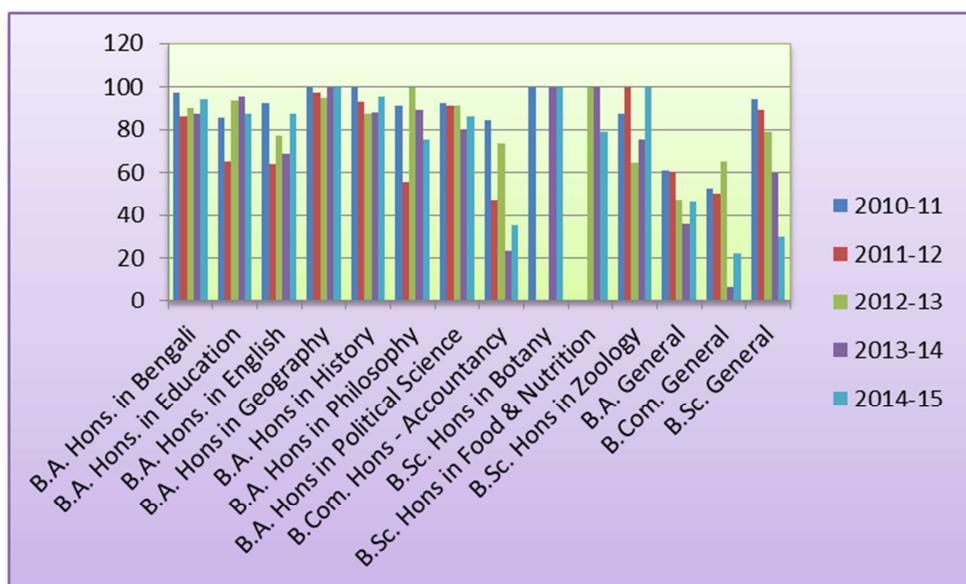
2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns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

The performance of the students is tracked and monitored during the daily interactions in the classrooms. Parent-teacher meetings are conducted to inform the parents about their wards' performance in the tests.

Budge Budge College Re-accreditation Report | 2015

Name of the Programmes	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		
	Appeared	Pass %									
B.A. Hons. in Bengali	39	97.43	65	86.15	63	90.47	48	87.5	55	94.54	
B.A. Hons. in Education	28	85.71	23	65.21	31	93.54	24	95.83	27	87.5	
B.A. Hons. in English	13	92.3	11	63.63	13	76.92	19	68.42	8	87.5	
B.A. Hons in Geography	34	100	39	97.43	41	95.12	45	100	43	100	
B.A. Hons in History	22	100	43	93.02	40	87.5	49	87.75	69	95.65	
B.A. Hons in Philosophy	12	91.66	9	55.55	2	100	9	88.88	4	75	
B.A. Hons in Political Science	40	92.5	36	91.66	24	91.66	30	80	43	86.04	
B.Com. Hons - Accountancy	19	84.2	74	47.29	76	73.68	64	23.43	97	35.05	
B.Sc. Hons in Botany	2	100	NA	-	NA	-	4	100	3	100	
B.Sc. Hons in Food & Nutrition	NA			8	75%	15	100	11	100	14	78.57
B.Sc. Hons in Zoology	16	87.5	8	100	14	64.28	12	75	14	100	
B.A. General	204	60.78	269	60.59	276	47.1	333	36.03	394	46.7	
B.Com. General	77	52.5	52	50	20	65	78	6.69	73	21.91	
B.Sc. General	17	94.11	9	88.88	28	78.57	25	60	20	30	

GRAPHICAL REPRESENTATION FOR PASS PERCENTAGE



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

The faculties are exploring ICT to supplement the conventional blackboard teaching. LCD Projectors, videos, documentaries are being used. There are also other e-resources available in the college like INFLIBNET, which has a large collection of e-resources and e-journals. Students and teachers have access to this.

These practices are implemented to achieve the learning outcomes as stated in the question 2.6.1

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

The college has a placement cell that takes care of the placement of its students. The research committee encourage the students to take up research work. There are well equipped labs and library in the college that are accessible to the students.

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

The college has a process where subject wise analysis of the student results is done, this helps the faculties to understand the knowledge level of the students and the way in which they would perform in the examinations. Students counselling is also done to make way for improvement. Remedial/tutorial classes are conducted as and when necessary.

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

The college has a process of student monitoring the performance of students, this is implemented to identify the academically weaker and advanced learners. These 2 grade of students are helped separately. Remedial/tutorial classes are conducted for the academically weaker students. The advanced learners are given course materials by the faculties whenever necessary. The student's attendance is monitored and measures are taken to minimize the absentees. There are other processes like student mentoring, grievance redressal cell, scholarship facilities for students, career counselling etc. that are carried out for achieving the intended learning outcomes.

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

Based on the results of the students obtained in the subjects, they are assessed about their knowledge level, and actions are taken to make the learning process more effective and also student centric.

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

Nil

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

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

The college doesn't have any recognised research centre as of now.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, there is an active Research Committee in the college. It comprises of the Principal, the convenor and faculty who have utmost experience in the field of research. It takes care of smooth functioning of any type of research activity taking place in the college. The Committee enhances Research works by helping the Teacher's to attain seminars and workshops, both National and International. The committee helps the faculty in seeking grant from funding agencies. It also encourages the teachers to present their papers.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects? § autonomy to the principal investigator § timely availability or release of resources § adequate infrastructure and human resources

Autonomy:

The Principal investigator is allowed the full autonomy and follows the guidelines of the funding agency.

Timely availability or release of resources:

The Research Committee ensures that the grant is released from funding agency on time.

Time-off, reduced teaching load, special leave etc. to teachers:

Special leave can be availed by the teachers under FDP of UGC.

Adequate Infrastructure:

Infrastructural support is provided in terms of well-equipped laboratories for the Departments of Zoology, Botany, Physics, Chemistry and Food and Nutrition. There is also a GIS Lab with all the necessary equipment for the Geography Department. There is departmental library where the teachers can get access to a series of reference books in their individual discipline. Subscription to INFLIBNET is also in place through which e-journals can be accessible.

Technological support:

Computers along with the facility of internet and printers are available. Reprography facility is also there.

Facilitation of timely auditing and submission of utilization certificate to the funding authorities:

Auditing and submission of utilization certificates to the funding authorities are facilitated on a timely basis.

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

The College Departments conduct Education tours and Industrial visits not only as a part of their curriculum design but also outside the Curriculum to create awareness among the students regarding different social issues. The students receive immense encouragement to get indulged in research work, write research articles and take up survey on many issues of social relevance. Workshops and seminars are promoted on a big note so that students can participate and develop research culture in them. Many courses have initiated mandatory project submission which help in development of scientific temper and aptitude among the students.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc

Nil

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

Sl.No	Department	Workshop
1	Zoology	The Zoology Department of this college has organized a national-level workshop on “Documentation of bio-diversity related knowledge” on 18th and 19th September 2006. The workshop was sponsored by WB Biodiversity Board. Eminent Ecologist Prof. Madhav Gadgil, CES, IISc, Dr. Ashis Ghosh, and Prof. Sudip Banerjee were a few among the distinguished dignitaries present on the occasion.

2	Commerce	The Commerce Department of the college has conducted a state-level seminar on “Capital Market: Opportunities and Challenges with Special Emphasis on Small Investors”, sponsored by University Grants Commission on 4th and 5th April 2008. Among distinguished dignitaries present on the occasion were Pro Vice-Chancellor of Calcutta University, Prof. (Dr.) Suranjan Das, Prof. (Dr.) Raghabendu Chattopadhyay of IIM, Joka, Prof. (Dr.) Sutanu Bhattacharyya, Dept. of Economics, University of Kalyani, Dr. Dhruba Ranjan Dandapate, Professor & Head, Dept. of Commerce, University of Calcutta, Prof. (Dr.) Sudipti Banerjee, Dept. of Commerce, University of Calcutta.
3	English	The English Department of the college has planned and executed a seminar on “The Role of Language Laboratory for the Development of Communicative English” under Community Development Program on 19th April, 2008.
4	Philosophy	The Department of Philosophy, Budge Budge College has recently organized in collaboration with Vidyanagar College and Vivekananda College, a National level workshop on “Emerging Perspectives in Philosophy”, on the 12th and 13th of March 2010. Prof. Karunasindhu Das, Vice Chancellor, Rabindrabharati University, Prof. Dhrubajyoti Chattopadhyay, Pro-Vice Chancellor, University of Calcutta, Dr. D. Guha, Reader, Ranchi University, Dr. Gangadhar Kar, Jadavpur

		University and Dr. Sisir Roy, Indian Statistical Institute, Kolkata were among the distinguished dignitaries present to grace this occasion with their august presence.
--	--	---



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

Though there is no prioritized area of research. However, the teachers take up major and minor research project on their respective areas of interest.

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

UGC sponsored Seminars (both State-level and International) are held in the College. The college takes initiative to invite speakers of eminent expertise to deliver lectures to both students and faculties.

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

There has been no utilization of sabbatical leave till date. However, teacher can avail special leave under FDP of UGC. The college encourages its faculties to take up more and more minor and major research projects.

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)

There has been no initiative for lab to land yet.

3.2 Resource Mobilization for Research

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

There is no such budget earmarked for research. However the college actively makes financial allocations for the development of infrastructure which can aid in research facility.

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

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

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

The college makes sure that an adequate financial allocation is made to develop research facilities. Laboratories are equipped with required instruments and facilities. Purchases are made to enhance the library with more reference books and journals. The college also has subscribed to INFLIBNET. This is an effort towards supporting student research projects under the guidance of experienced faculty.

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

Inter-disciplinary seminars are held in the college. The departments share collaborative bond which results in inter-disciplinary research projects.

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 Library hosts immense collection of books and journals. The students receive good orientation by the librarian on how to use the facilities in library. It ensured that all the facilities are used optimally. The college has well-equipped laboratories for Botany, Zoology, Physics, Chemistry and Food and Nutrition where experiments are conducted individually. It helps the students to learn the operation of instruments. There is also a GIS Lab where the students are well-trained to use the available facility. Computers are shared by the departments. Book pooling is also practised so that several departments can share the books that are of high cost. It results in a cost effective process and optimal utilization of facilities.

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

There has been no grant received from industry for developing research facility.

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

The college provides enormous support to the faculties. The Research Committee plays a supportive role for securing research grants from various agencies, in ensuring basic infrastructure like space, furniture, computer with free internet access and support from office staff and so on.

Completed Projects

University Grants Commission funded Minor Research Project on “Taxonomic Survey of Mushroom flora in West Bengal, emphasizing the scope of cultivation of some wild species” approved and completed during IXth Plan Period by Dr. Animesh Roy.

University Grants Commission funded Minor Research Project on “Biodiversity of microbial fauna with special reference to human parasitic protozoan present in surface and ground water of Calcutta and adjoining region” approved during IXth Plan period and completed during Xth Plan Period by Dr. Partha Pratim Chaudhuri, Associate Professor of the Department of Zoology of this college. Dr. Kakali Ghosal has completed two minor research project entitled “Body: the miracle underneath” and “redefining the universe-some philosophical implications” in the Dept. of Philosophy Books published with ISBN- Emerging perspectives in philosophy, Error in epistemic & pragmatic sphere, Dimensions of truth.

On-going Projects

“Documentation of biodiversity and biodiversity related knowledge in the South Bawali Gram Panchayet, South 24 Parganas, West Bengal involving local students and teachers” sponsored by the West Bengal Biodiversity Board, coordinated by Dr. Partha Pratim Chaudhuri, Associate Professor of the Department of Zoology.

University Grants Commission has awarded and financed the Minor Research Project of this college in various plan period, currently four MRP funded by UGC are under progress.

3.3 Research Facilities

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

Following are the research facilities available to the students and research scholars within the campus:

- There is a well-equipped laboratory for the following department of Botany, Zoology, Physics, chemistry and Food and Nutrition.

Botany:

The laboratory has varied specimen of different plant species to inculcate the habit of observation among students. It uses live and museum plant specimens regularly for class room instruction. It has upto date modern research instruments like laminar flow, microscope with CCD camera, UV-vis spectrophotometer, incubator-cum-shaker, electronic balance. It also has vast research potential due to presence of research project.

Zoology:

The oldest and the best laboratory in the college, the Zoology laboratory has several sets of the most modern, state-of-the-art instruments and equipments like, microscope with CCD camera, digital balance, digital pH meter, digital colorimeter, quartz water distillation plant, micro pipettes, gel electrophoresis water bath shaker, vacuum pump etc. The greatest advantage to the students of this department is that they can visualise the various dissections that are demonstrated to them on the TV and thus can have a better understanding of the processes being instructed. The latest models and advanced instrumentation not only encourage the students to take a keener interest in the subject but also braces them to meet the challenges of the international market with knowledge of using the most advanced instruments.

Food & Nutrition:

One of the latest laboratories in the college premises, it has more than one set of all the cooking appliances and can event boast to have an hygienic environment for students in spite of the cooking on account of the chimneys that have been installed to funnel out the gases. It also has several instrumentation facilities to conduct bio-chemical and micro-biological experiments

Physics:

In the context of the ever reducing importance of pure sciences, this laboratory is an exception having the most recent instruments, besides possessing a significant number of computers running on Linux based platform to run various C and Fortran programming. It has a separate electronics laboratory segment in addition.

Chemistry:

One of the oldest pure science laboratories in the college, it has a host of experimental set-ups to conduct a wide variety of tests from a basic chemical analysis upto the advanced and dynamic organic and inorganic reactions.

Geography:

The only interdisciplinary subject laboratory in the college merging the pure sciences with the social sciences, the laboratory has the latest and best instruments to analyse physical geographical data like pH meter, barometer, GPS, auto level, digitape to mention a few as well as a several maps, satellite imageries and a special GIS laboratory to enable students to analyse social demographic data through spatial statistics. In addition it has a separate segment of rocks and minerals display set to exposes students to

the world of geology and also has the latest Census data to enable them to understand the Indian demography. This multi-facet development helps students pursue varies career options after they complete their graduation.

- There is an advanced GIS Lab for Geography Department with all the necessary requirements.
The Geographic Information System Laboratory is one the State of the Art GIS laboratories with a significant number of workstations linked to the college LAN and equipped with the latest and exploratory GIS software. It is geared towards training the students in analysing spatial data in a more effective way using GIS tools and instils the spirit of research in students by exposing them to the arena of exploratory spatial statistics, while at the same time opening up vistas of another career opportunity for them in GIS.
- The Library has a vast repository of 20,000 plus texts and reference books in both English and Bengali, spanning an amalgam of faculties and encompassing varied streams - Commerce and Accountancy; Bengali and English language and literature; Arts subjects like History, Philosophy, Political Science; interdisciplinary disciplines like Education, Geography; to Science streams like Botany, Biochemistry, Chemistry, Food & Nutrition, Microbiology, Physics and Zoology.
- The College has a computerized open access Central library using Linux based software. This enables both students and faculty members to access resources in the library with ease. The Library also has 4 computers for the students with free internet access (for reference work only). Besides, it has 3 additional computers to maintain the computerised catalogue, for issuing and returning books and for the use of faculty. The college Central Library has reprographic facilities and a laser printer too.
- In addition to the Central Library, there are departmental seminar libraries. Students of honours subjects can borrow books from respective seminar libraries and return the same within the stipulated time, failing which a fine of Re. 1 is imposed per day.
- The Biosciences Instrumentation Research facility is a specialized scientific laboratory which houses sophisticated modern equipment and instruments like micro-centrifuge, UV trans-illuminator, cold centrifuge, minus 200C freezer, laminar flow, autoclave, gel documentation system, protein and DNA gel electrophoresis, uv-vis spectrophotometer to mention a few; all geared towards research in applied biological sciences, microbiology and biochemistry.
- Regular seminars and workshops are held in the eighty-seated auditorium. It is an air-conditioned e-enabled ‘smart centre’ and has its own LCD projector cum interactive smart board which make seminars held here exquisite experiences.

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?

The college actively allocates budget to develop infrastructure in order to meet the needs of the researchers. Laboratories are upgraded in order to suit the requirements in regards to the latest developments. Some of the faculty have already submitted proposals for Major and minor

research projects under UGC. The faculty members are always in interaction with academicians to keep themselves updated about the latest trends in various fields of research.

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

No the institution did not receive any such special grants or finances

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

As of now, the college doesn't share any collaboration in terms of research facility with any institute outside the college.

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

Following are the notable points in regards of the college library:

Repository of Reference Resources:

The Library has a vast repository of 20,000 plus texts and reference books in both English and Bengali, spanning an amalgam of faculties and encompassing varied streams - Commerce and Accountancy; Bengali and English language and literature; Arts subjects like History, Philosophy, Political Science; interdisciplinary disciplines like Education, Geography; to Science streams like Botany, Biochemistry, Chemistry, Food & Nutrition, Microbiology, Physics and Zoology. In addition, the Library subscribes to a repertoire of journals, magazines and newspapers in English and Bengali for reference purposes. A CD-ROM collection comprising educational CDs is also being built up for referencing.

Research Environment

The college is also a registered member of University Grants Commission's national online project “Information Library Network” or “inflibnet”. The objective of this subscription is to enhance the scope for research and the advancement of knowledge. Hence all the faculty members have separate access to umpteen reputed national and international journals of Cambridge University Press, Oxford University Press, EPW to mention a few, besides having access to several e-books.

The E-Edge

The College has a computerized open access Central library using Linux based software. This enables both students and faculty members to access resources in the library with ease. The Library also has 4 computers for the students with free internet access (for reference work only). Besides, it has 3 additional computers to maintain the computerised catalogue, for issuing and returning books and for the use of faculty. The college Central Library has reprographic facilities and a laser printer too.

Seminar Library for Each Department

In addition to the Central Library, there are departmental seminar libraries. Students of honours subjects can borrow books from respective seminar libraries and return the same within the stipulated time, failing which a fine of Re. 1 is imposed per day.

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

The college is a registered member of University Grants Commission's national online project "Information Library Network" or "inflibnet". The objective of this subscription is to enhance the scope for research and the advancement of knowledge. Hence all the faculty members have separate access to umpteen reputed national and international journals of Cambridge University Press, Oxford University Press, EPW to mention a few, besides having access to several e-books.

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 benefiting the community or improving the services * Research inputs contributing to new initiatives and social development

Nil

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

No, the college does not publish or partner in publication of research journal(s)

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 Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) * Monographs * Chapter in Books * Books Edited * Books with ISBN/ISSN numbers with details of publishers * Citation Index * SNIP * SJR * Impact factor * h-index

- a) Publication per faculty
- b) Number of papers published by faculty and students in peer reviewed journals (national / international) 3[LIN + ENG]
- c) Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) NA
- d) Monographs: NA

- e) Chapter in Books: SKD, og
- f) Books Edited
- g) Books with ISBN/ISSN numbers with details of publishers:
- h) Citation Index: NA
- i) SNIP: NA
- j) SJR: NA
- k) Impact factor: NA
- l) h-index: NA

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 contributions.

Nil

3.5 Consultancy

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

The college doesn't follow as such any strategy to establish institute-industry interface formally. However the college always put efforts to build the interface. Teachers are encouraged to share their areas of expertise as much as possible.

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

The Institute does not have any such policy to promote consultancy.

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

The college staff are granted on-duty leave so that they can carry out administrative duties. They are given facilities like library (automated), internet, reprography etc. as an effort to encourage them to share their expertise for 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 such, there are no services provided by the institution.

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

The college at present doesn't have any policy to share the income generated through consultancy as there is no consultancy involved.

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 is planning to start NSS in order to conduct various programmes to instil moral values in the students. Blood donation camp, old cloth donation camp, providing education to the needy and so on are some of the activities which make the students ethically enhanced. The objective is to transform students into socially responsible citizens.

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

The IQAC reviews the involvement of the students in the extension activities through records maintained by the NSS officer. Students are motivated about the benefits of the social movements and are always advised to take part in these activities organised by the NSS unit of the college.

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

Feedback and suggestions are taken from the students about the organisation and quality of the college. Valuable recommendations are considered and reviewed by the IQAC. Parent teacher meetings are also conducted to get their opinion on the quality of the college. The same is reviewed and forwarded to the management for corrective decisions to be taken.

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

There is no budget earmarked for extension activities.

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?

- Posters are circulated throughout the campus publicizing the extension activities.
- Regular announcements are made to create awareness.
- Departmental notice boards are also used to promote these activities.

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?

No social survey.

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

Refer to 3.6.1

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

There is no initiative as of now.

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.

No relationship with other institutions of locality.

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.

No awards as such.

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.

The principal plays a supportive role to grant permission from external research organisations and institutes which would help the staff and students to carry out their work. However there is no formal strategy established for collaboration.

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.

The institute has signed a MoU with Rational Computer Centre. The institution is also looking forward to sign more MoU with other institutions of national repute in the near future.

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

Students are encouraged to take part in workshops conducted by the industries so that they can equip themselves with better skills and hence making them more employable. They also get a picture about several career options.

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

Some of the distinguish personalities that visited our college in the recent past is the former VC of Calcutta University Prof. Dr. Suranjan Das, Pro. VC (Academic) Prof. Dr. D. Chattopadhyay, Prof. Madhav Gadgil (CES, IISc), Dr Ashish Ghosh (Former Director ZSI), Dr Sudip Banerjee (Chairperson WBBB), Prof. Dr. Malayendu Saha (Vice Chairman, WBSCHE), Dr. Kumar Kanti Ghosh, Eminent Psychiatrist, Dr. Dixit Gupta, Dr. Madhu Kapoor, Dr. A Chatterjee (IIM-C) to name a few.

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

There is no formal MoU as of now.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

Though the college doesn't have any formal MoU with external institutions or agencies, it always looks forward for the possibility to tie up with organisations. The IQAC reviews the process.

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 aims to provide education to the students which not only enhances academic development but would also result in all round growth of the students. The college infrastructure is equipped with ICT enabled laboratories, smart classrooms, seminar hall with all the required facilities. Both curricular and co-curricular activities are kept in mind and accordingly, the infrastructural facilities are structured.

4.1.2 Detail the facilities available for a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc. 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) Physical Facilities**

i)	Class Room	:	YES
ii)	Seminar halls	:	YES
iii)	Tutorial spaces	:	YES
iv)	Laboratories	:	YES
v)	Garden	:	NO
vi)	Library	:	YES

a) Extra Curricular Facilities

i)	Sports	:	✓
ii)	NSS	:	NO
iii)	NCC	:	NO
iv)	Cultural activities	:	✓
v)	Public speaking:	:	
vi)	Communication skills development	:	NO
vii)	Gym	:	Yes

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

Every year, the institution collects data on utilization of all resources and percentage of utilization. IQAC also collects information about the session plans. Based on the data, IQAC reviews whether all resources are optimally utilized.

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

As of now, the institution does not have any such infrastructural facility.

4.1.5 Give details on the residential facility and various provisions available within them: • Hostel Facility – Accommodation available • Recreational facilities, gymnasium, yoga center, etc. • Computer facility including access to internet in hostel • Facilities for medical emergencies • Library facility in the hostels • Internet and Wi-Fi facility • Recreational facility-common room with audio-visual equipments • Available residential facility for the staff and occupancy Constant supply of safe drinking water • Security

As of now, there is no residential or hostel facility in the college.

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

Following provisions are made in terms of health care in the campus:

- First aid facility is available.
- The college runs a cheap store within its campus. A shade has been erected to serve students and staff members with hygienic food and refreshments at a subsidized cost. This facility has been developed in co-operation with the local self-help group. The canteen also serves full-course meals (on prior order basis) for students and staff who come from far.
- The college has a tie-up with the local medical centre.
- Safe drinking water is available and safe sanitation system is in place.
- In case of severe issues, transportation is arranged to the nearest hospital.

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

S. No.	Unit	Place of location	Teacher-in Charge
1	IQAC	COLLEGE	Madan Mohan Jana
2	Grievance Redressal Cell	COLLEGE	Dr. Partha P Chaudhuri
3	Women's Cell	COLLEGE	Dr. Susmita Bhowmick
4	Career Counseling Cell	COLLEGE	-
6	Student Health Home	COLLEGE	Dr. Kakoli Ghosal
7	Canteen	COLLEGE	PRINCIPAL
9	Safe drinking water facility	COLLEGE	PRINCIPAL
10	Seminar Hall Conference room	COLLEGE	PRINCIPAL

4.2 Library as a Learning Resource

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

Yes, there is a library advisory committee. It takes responsibility of most of the issues related to the library. It acts as a decision-making body for most of the points like purchase of books, budget and so on. Following are few implementations:

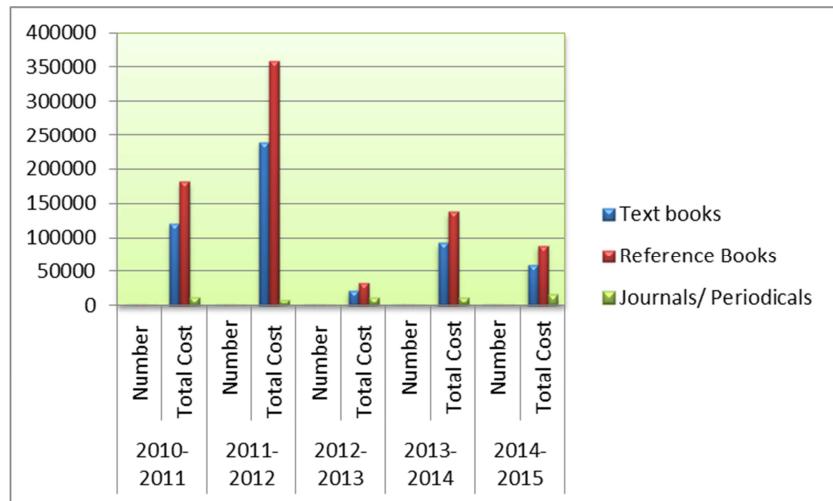
- Books and journals are openly accessible to teachers.
- Library is computerized.
- Internet connectivity is available.
- The entire college, each of the floors, every nook and corner, the library are covered by about 24 CCTVs.

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	290 Sq. Mt.
Total seating capacity	Students : 30 teachers: 7-8
working hours	11am-5pm

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

Library holdings	Year -1		Year – 2		Year - 3		Year – 4		Year – 5	
	April 2010 to March 2011		April 2011 to March 2012		12 April 2012 to March 2013		April 2013 to March 2014		April 2014 to March 2015	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	327	120845. 60	603	238976.4 0	126	2151 9.20	347	91808.	236	58646.
Reference Books	491	181268. 40	905	358464.6 0	189	3227 8.80	521	137712 .60	355	87969. 60
Journal s/ Periodicals	20	12146.0 0	20	7452.00	20	1109	18	10746.	16	15803.
e- resources	UG C Inflibnet	5000/-	UG C Inflibnet	5000/-	UGC Inflibnet	5000/-	UGC Inflibnet	5000/-	UGC Inflibnet	5000/-
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 to e-publications * Library automation * Total number of computers for public access * Total numbers of printers for public access * Internet band width/ speed 2mbps 10 mbps 1 gb(GB) * Institutional Repository * Content management system for e-learning * Participation in Resource sharing networks/consortia (like Inflibnet)

- * OPAC : NO, In process
- * Electronic Resource Management package for e-journals: **YES, WE ARE SUBSCRIBER OF N-LIST**
- * Federated searching tools to search articles in multiple databases- **NO**
- * Library Website-**NO**
- * In-house/remote access to e-publications: **NO**
- * Library automation – **YES**
- * Total number of computers for public access : **5** computers
- * Total numbers of printers for public access- **1**
- * Internet band width/ speed: **10 MBPS**
- * Institutional Repository: **NO**
- * Content management system for e-learning-**NO**
- * Participation in Resource sharing networks/consortia (like Inflibnet): members of N-List: **YES**

4.2.5 Provide details on the following items: * Average number of walk-ins * Average number of books issued/returned * Ratio of library books to students enrolled * Average number of books added during last three years * Average number of login to opac (OPAC) * Average number of login to e-resources * Average number of e-resources downloaded/printed * Number of information literacy trainings organized * Details of “weeding out” of books and other materials

- * Average number of walk-ins: NA
- * Average number of books issued/returned : NA
- * Ratio of library books to students enrolled: Books: students = NA
- * Average number of books added during last three years: NA
- * Average number of login to opac (OPAC) : NA
- * Average number of login to e-resources: NA
- * Average number of e-resources downloaded/printed: NA
- * Number of information literacy trainings organized:
- * Details of “weeding out” of books and other materials:
* books/year which are back edition and fragile books.

4.2.6 Give details of the specialized services provided by the library * Manuscripts * Reference * Reprography * ILL (Inter Library Loan 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 Library presides reference service of different types
- * Reprography -Yes
- * ILL (Inter Library Loan Service) -No
- * Information deployment and notification - Yes
- * Download - Yes
- * Printing - Yes
- * Reading list/ Bibliography compilation - Yes
- * In-house/remote access to e-resources - Yes
- * User Orientation and awareness - Yes
- * Assistance in searching Databases - Yes
- * INFLIBNET/IUC facilities –Yes

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

The library staff plays a supportive role in terms of the following:

- Circulation of books and journals.
- Guidance is given in terms of text books.

- Assistance is offered while Browsing and reading
- Guide of reference books.
- Assistance in OPAC.
- Assistance in catalogue search.
- Assistance for Internet resources and search of databases.

College organises library orientation program for the freshers in the beginning of every academic session. While Honours students are permitted to issue two books at a time, students of General course can issue only one book at a time. Books borrowed by the students must be returned to the library within the stipulated date, failing which a fine is imposed at the rate of Re.1 per day. Disfiguring, damaging or tearing pages of books is a serious offence and is severely dealt with using extreme measures, including expulsion from the college. Books must be returned to the library by the students, before depositing fees and forms for the final university examination. Students must pay five times the purchase value of the book for loss or damage of any book.

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

There is no visually-challenged student in the college at present.

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

Feedback is taken in regards of the library and its facilities through a suggestion box placed in the library. Students are free to make any type of recommendation. The same is reviewed by the IQAC and further decisions are made for corrective action.

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 • Wifi facility • Licensed software • Number of nodes/ computers with Internet facility • Any other

	Name of Lab	No of Computers	Ram	HDD	Processor
1	Principal's Office	1	4 GB	500 GB SATA	i-core
2	Account Office	3	2 GB	100 GB SATA	i-core
3	Central Library	3	2GB		i-core
4	Office	2	4GB	500 GB SATA	i-core
5	Teachers	1		80 GB	i-core

7	Geography Lab	7	2 GB	80 GB	i-core
8	Commerce Lab	2	4 GB	500 GB SATA	i-core
9	Zoology Lab	2	4 GB	500 GB SATA	i-core
10	Botany	1	2 GB	100 GB SATA	i-core
11	Food Nutrition	1	2 GB	100 GB SATA	i-core

- Computer-student ratio for Computer Science Dept.- 1:3, Geography Dept- 1:4
- Stand alone facility
- LAN facility: In the Library and some departments.
- Wifi facility Yes
- Licensed software
- Number of nodes/ computers with Internet facility 10

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

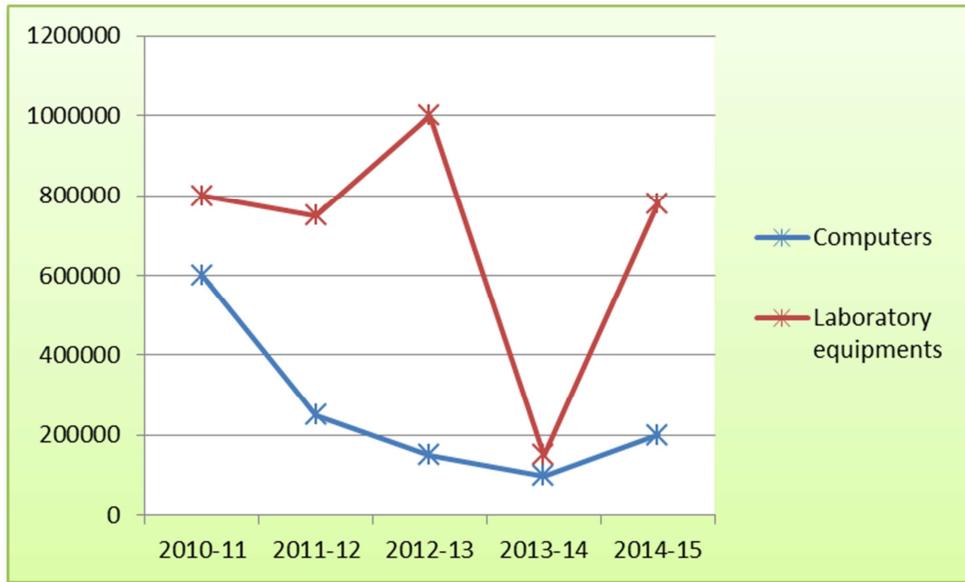
The students and faculties enjoy the opportunity of free access to the internet facility in the college. Outside the college, cyber café is available.

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

All the laboratories in the college as well as the Convention Centre have overhead projectors and are smart classrooms which are e-enabled. Not only do each of the laboratories house separate LCD projectors coupled with laptop with internet access and are connected to the servers; in addition, each of these laboratories are equipped with ‘Interactive Smart Board’ which makes teaching and learning in the college a superior experience. Regular seminars and workshops are held in the eighty-seated auditorium. It is an air-conditioned e-enabled ‘smart centre’ and has its own LCD projector cum interactive smart board which make seminars held here exquisite experiences. All the workstations in the college in different laboratories, teachers’ room, library, office are managed and connected through multi- points LAN connectivity.

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Computers	600000.00	250000.00	150000.00	100000.00	200000.00
Laboratory equipments	800000.00	750000.00	1000000.00	150000.00	780000.00



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?

All the laboratories in the college as well as the Convention Centre have overhead projectors and are smart classrooms which are e-enabled. Not only do each of the laboratories house separate LCD projectors coupled with laptop with internet access and are connected to the servers; in addition, each of these laboratories are equipped with ‘Interactive Smart Board’ which makes teaching and learning in the college a superior experience.

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.

To make the learning process more effective, the use of projectors is in place. Internet facility is provided in the college. This enables students to get access to large amount of learning material available on the web. Smart classrooms, laboratories and seminar hall are available. Refer to 4.3.3 for more details.

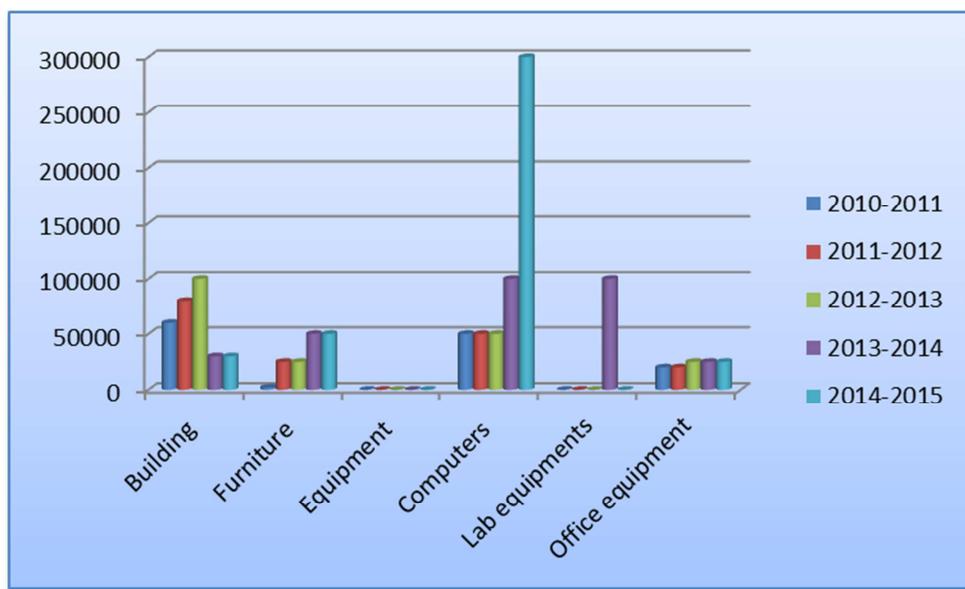
4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The Institution is connected to the National Knowledge Network. There is individual faculty membership of Inflibnet.

4.4 Maintenance of Campus Facilities

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

S. No.	Infrastructure	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
a.	Building	60000.00	80000.00	100000.00	30000.00	30000.00
b.	Furniture	2000.00	25000.00	25000.00	50000.00	50000.00
c.	Equipment	-	-	-	-	-
d.	Computers	50000.00	50000.00	50000.00	100000.00	300000.00
e.	Lab equipments	-	-	-	100000.00	-
f.	Office equipment	20000.00	20000.00	25000.00	25000.00	25000.00



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

The IQAC calls up meetings to keep a track of the infrastructure of the college. Suggestions are taken into considerations and accordingly decisions are made. The college always looks forward to upgrade its infrastructure. It makes sure that infrastructural facilities and equipment are maintained from time to time.

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

Precision measures are taken to protect the instruments in Botany, Zoology, Physic and Chemistry Department laboratories. It is made sure that time-to-time calibration is done. The GIS Lab has also the required software and hardware and hence timely maintenance is ensured as and when required.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)? Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

- Voltage stabilizers and transformers are in place to control voltage fluctuations.
- There is provision of uninterrupted supply of electricity and generator facilities.
- The college has complete power backup through Kirlosker Green Island Generator of 32 KVA. This air-cooled generator provides backup in case of power interruption to each of the classroom and laboratories. Furthermore, the college has also 3 centralised UPS – one having capacity of 6 KVA and 2 having capacity of 2 KVA. These have been linked to all the laboratory equipment, GIS laboratory, the college server and the about 40 workstations spread through the entire college. This ensures that all practical and laboratory equipments e.g. centrifuges, the server and computers can run uninterruptedly.
- In the laboratories for Science departments, sensitive instruments are well taken care of and periodically maintenance is checked.

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?

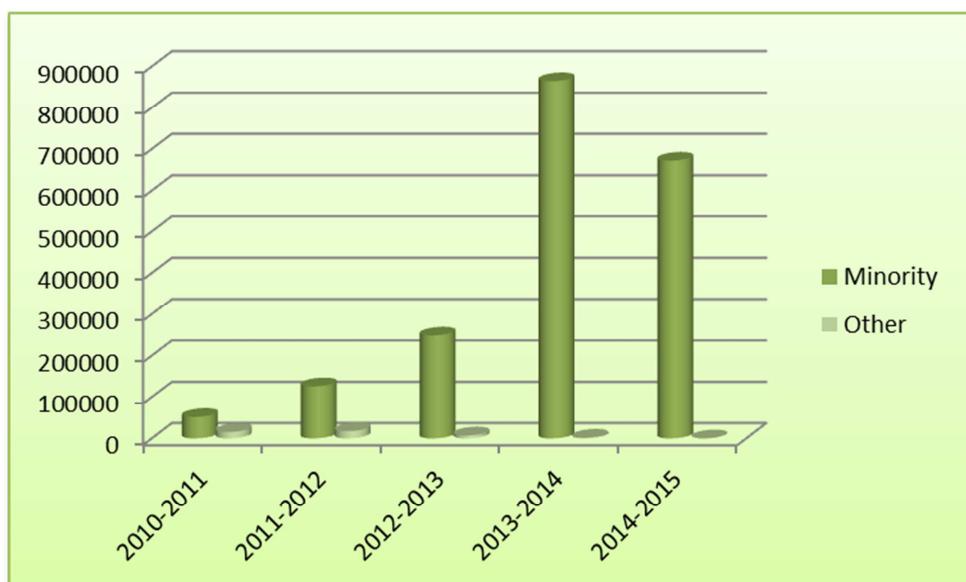
The college has its annual prospectus published. This prospectus has all the detailed information about the dates of admission and its process, the various courses offered by the college, available seats for these courses, scholarships-free ships for students, facilities in the college, library information, sports facilities etc.

The history of the college is also mentioned here. This understands the students to know about the college better. All the information mentioned in the college is true and all the processes mentioned are executed without fail and the facilities assured are made available to the students. This prospectus is available to the students and other stakeholders as well.

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

The college has scholarships and freeships for students from a poor economic background.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Minority	513000.00	126100.00	248400.00	864800.00	672100.00
Other	15300.00	17400.00	7100.00	1800.00	0.00
TOTAL	66600.00	143500.00	255500.00	866600.00	672100.00



Financial support for students for the last five years

FREESHIPS / SCHOLARSHIPS

	Government Scholarships									
	No.	Amount (Rs.)	No.		Amount		No.			
			SC		ST		OBC			
			F	M	F	M	F	M	NA	
2010-2011	301	1459991.00	121	141	2	1	11	25		
2011-2012	362	1755870.00	152	160	2	0	18	30	NA	
2012-2013	464	2168290.00	203	194	3	0	34	30	NA	
2013-2014	433	2100253.00	193	161	0	0	43	36	NA	
2014-2015	586	Amount transferred to individual student's A/C	287	206	0	0	54	39	NA	

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

Refer to 5.1.2

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

The students from a economically weaker background are provided with scholarships and freeships from the West Bengal Government.

Differently abled students are given highest priority in all the services of the college. There is wheelchair facility available in the college for students. There is also sitting facility in the library available

Remedial classes are conducted for students who are academically weaker. Mentoring is also done for students on academic, physiological and other aspects.

The college has a tie-up with students' health home to ensure a healthy life of the students.

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

Students are taken for field trips to impart entrepreneurial skills. They are also encouraged to take part in seminars and workshops to keep themselves knowledgeable about the recent developments.

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 gives importance to the holistic development of the students. Orientation/induction programs are conducted at the beginning of the session. Encouragement is given to the students for participating in extra-curricular activities. There are also different committees formed that helps in the personality development of the students. There is a sports club that is active in the college, students participate in many inter college sports competitions.

Students who excel in sports and other extra curricular activities are felicitated in the annual day function.

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

The students are encouraged by the faculty members to take up competitive examinations. Study materials and course materials are provided to these students.

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

The college has a career counselling cell that helps the students by providing guidance in choosing the right kind of career. There is a grievance redressal cell that takes of psycho-social issues of the students. The students can approach these cells whenever necessary.

There is also a student mentoring system followed where every student is assigned a mentor, the students can also approach his/her mentor for personal/career/psycho-social guidance.

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

The college does have a Career Guidance cell. The students can approach this cell for any kind of guidance and support needed for choosing and weighing his/her career options. This cell also encourages its students to take up competitive examinations.

The college also has a placement cell that takes care of campus placements of its students.

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

The college does have a grievance redressal cell. The students can approach this cell to have any issues resolved.

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

The college is committed to providing a gender sensitive environment for the students. With this objective in view, the college has its own 'Gender Sensitization Cell'. This cell comprises of representatives from both faculty and students. It aims at building up confidence among women students by teaching them the art of self-defence. It focuses on the safety and security of women within and outside the campus by instilling a spirit of self-reliance in them. It also acts as a podium for women students to voice their concerns and endeavours to act as support mechanism upon which they can rely in case any exigency arises.

With this end in view, the college had tied up with 'Keertika', an NGO and organised a 3-day workshop, in which students from all backgrounds actively participated irrespective of gender.

The college has an anti-sexual harassment cell that takes care of any issues related to sexual harassment if any. The women's cell in the college also works closely with this cell.

However there were no cases of sexual harassment reported in the college till now.

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

The college does have an anti-ragging committee. This committee also has a student representative. The students can approach this cell to report any incident related to ragging.

However there were no cases of ragging reported in the college till date.

.

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

Following are the welfare schemes:

- Member of Students' Health Home
- Concessional health services are provided to our students by the student health home through Budge Budge Municipal Hospital.
- Free ship for financially compromised students
- The College in collaboration with the Life Insurance Corporation (LIC), launched Students Safety Scheme.

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

The college has a registered alumni association. They form a very important part of the college. Feedback is taken from the alumni association on the institutional process and ways to improve it.

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.

Evaluative reports of the departments can be referred to.

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.

Refer to 2.6.2

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

The faculties take it on themselves to encourage and motivate students to pursue higher education. During the orientation program the students are told in detail about the career options of the particular chosen course and advantages if they continue in the same field further.

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

The faculties monitor the academic progression of the students by tracking the marks scored by them in internal exams, tests, mid-term tests etc. This helps them to identify the students who are academically weaker. These identified students are given extra help with their academics. This helps them to get in par with other students.

The profile of the students are also monitored to identify students from a poor socio economic background. These students who are at a higher risk of drop out are given counselling by the faculties to encourage them to continue their studies. Scholarships are also available for such students to help them financially.

5.3 Student Participation and Activities

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

There is no playground in the college. However Annual Sports is conducted in the nearby playground.

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

College football team has brought glory to the college by winning in University level and District level. Many athletes have also won in State level and district level.

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

The college has adopted a process of feedback from students' community who form the larger part of the stakeholder. Registered alumni association also provides feedback. The input from all these sources are analysed and corrective actions are planned and implemented post discussion with the principal, management and other committee members.

Feedbacks for an important part of development of the institutional process.

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

The various committees encourages the students to involve themselves in publishing magazines, catalogues etc. This helps them to bring out their creative side.

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

Yes, the college does have a Student Council.

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

There is student representative in the G.B.

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

The college organises alumni meets. This is a platform where the ex-students can come together and provide their feedback on institutional processes.

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

Nil

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

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

Refer to 1.1.1

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

The principal and the senior faculty are engaged in the formulation of and implementation of various quality from time to time.

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 plan • 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

Every forth-night Governing Body meetings concerning the management, and academic and administrative staff are steered to review the implementation of the goals for the present academic year.

At the beginning of every academic year a meeting is held with Principal and faculty members to confer the academic strategies, financial needs and infrastructural hassles. The determinations are accelerated to the management for endorsement and support.

Feedback is taken by the stakeholders on quality education, suggestions are implemented and adopted based on the decision taken by the principal who examines the feedback report. Feedback link is also provided in college website.

Students who accomplish estimable points are formally renowned and students are made to network with them to setback perceptions that shall help them in future.

Since the institution is affiliated to the university, we have slight leverage in implementing organizational revolutions.

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?

Annually Governing Body meetings concerning the management, and academic and administrative staff are steered to review the implementation of the goals for the present academic year. Downside are identified and corrective measures are carried out.

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

Management provides financial support and moral inspiration which are enthusiastically rendered by the management for augmenting the academic standards of the campus.

6.1.6 How does the college groom leadership at various levels?

Early faculty who step on to the academic wagon are conferred with a diversity of tasks, both curricular and co-curricular, under the guidance of the senior faculties, they are able to reinforce themselves with the proficiency and self-assurance to take the mantle forward.

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

The management has provided freedom to individual departments to organize the academic, extension and cultural activities in orientation with mission of the college.

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

Yes. The management embracing the Principal, the Heads of all Departments, teaching staff and a representative of the non-teaching staff, converse and decide on all the applicable issues and plans associated with welfare of the campus.

6.2 Strategy Development and Deployment

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

The college does not have a formally stated quality policy as it functions under the broad framework of the University. These standard quality plans are followed while formulating strategies for implementing various academic and administrative activities. The performance of faculties is monitored by taking regular feedback from various departments. Quality policies are planned and established for all the academic affairs, administrative deeds & data usage etc.

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

Yes, the College has a perspective plan for development of infrastructure and academic activities.

6.2.3 Describe the internal organizational structure and decision making processes.

Being the uppermost in the hierarchy, all finance and administrative decisions are taken by the Governing Body. Next comes the Principal, who is the Head of the college. All the teaching, academic and administrative tasks are carried out under the supervision of the Principal. Implementation and monitoring of quality is done by the IQAC. Generally, development plans for the college are discussed during the GB meetings or Teacher Council meetings. Majority of the problems are addressed during these meetings and then forwarded to the Governing Body for final decision. The Principal takes the decisions on day to day matters with the help of administrative body.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following • Teaching & Learning • Research & Development • Community engagement • Human resource management • Industry interaction

Advanced teaching tools like LCD projectors, WiFi zone etc. along with well-furnished library and laboratories are also available on the campus. Faculties are often advised to undertake research projects and also encouraged to make use of these equipments to deliver class room lectures.

Informal training on the use of ICT tools is also provided to the college. The Principal interacts with the local stakeholders by holding regular gatherings to improvise the teaching-learning process in the best interest of the community.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The college follows a mechanism of collecting informal feedback by collecting feedback from the primary stakeholders and discussing them during GB and Staff Council meetings. All the relevant points are then shared with the Principal. Infrastructure facilities, such as internet enabled Computer labs can be used by the faculties whenever required.

Efficiency and effectiveness of various institutional processes is focused upon. Faculties are also encouraged to contribute in these processes. Their ideas are considered by the management as well. These suggestions and ideas are presented to the GB by the Principal for getting the approval.

The GB also shares feedback collected from various committees and communicates it back them back to the Principal to incorporate the necessary actions. The Principal ensures that the college website is regularly updated along with sufficient information in the prospectus as well.

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

One of the primary responsibilities of the various operational committees include effective implementation of the action plans. Feedback collected from the faculties and the office staff is furthered to the management as required.

Faculty members are supported by the Governing Body for enhancing the efficiency and effectiveness of institutional mechanisms. Resolutions passed by the Governing Body are implemented by different operational committees. Office staff also participates actively in this. This motivates office staff to be a part of the institutional processes by suggesting necessary changes.

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

Guidelines of the parent University are followed to pass the resolutions made by the management Council.

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?

No such provision of autonomy is provided by the parent University.

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

The college has a grievance redressal committee to solve the grievances. This committee tries to solve the grievances at their very origin itself. All the grievances reported are reviewed, discussed upon, necessary actions is in place to address any grievances. The college strategy taken and finally disposed off.

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?

No, the college did not witness any court case in the last four years.

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

Yes, the college has a mechanism for analysing student feedback on institutional performance. Students are free to give their suggestions through the Suggestion cum Complaint Box placed in the college campus. However, many teachers also take feedback from their students on their teaching methods, by taking regular and informal feedback in class rooms, tutorials and home assignments etc.

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?

Need based ICT workshops are arranged for the office staff. Faculties can make use of the advanced ICT tools available in-house. The faculties are also motivated to take active participation in seminars and conferences. The evaluation model of faculties is similar to UGC

CAS, according to which API scores of the faculties are affected if they don't engage in Faculty Development Programs. This model is pertinent for all the faculties.

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?

Autonomy of research projects rests in the hands of the Principal. Several seminars, expert talks and conferences are organized to keep the faculties in par with the prevailing trends in their subjects. Various workshops are organized to improve the efficiency of staff. The college reimburses the registration fees and other expenses bared by the faculties. These expenses are reimbursed as per the UGC norms.

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 maintains service books for keeping the record of faculties. Important contributions made by faculties in the academic and administrative fields are recorded in these service books. The college also follows all the performance appraisal mechanisms at the time of annual promotion and also to improve the standard of working.

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?

Our college has a dedicated committee to review the performance appraisal reports at the time of promotion. Faculties meeting/exceeding the set criteria get the benefit of promotion, at the same time motivating other faculty members to achieve the criteria next time. Results of the individual faculties are shared with them as per the necessity.

All the eligible candidates are promoted while others get motivated to make for it the next time. The management reviews the results and shares it with the faculties as per the necessity.

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

Faculties are given free access to make use of the in-house e-resources available in the college library, computer lab etc. Adequate and self-sufficient refreshment facilities are available for faculties near the staff room.

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

Though the college does not have any autonomy to retain and recruit faculties but its selection procedure of College Service Commission is followed. Autonomy of operation is given to the individual departments. Research projects are approved by the Principal. A motivating work culture and comfortable learning environment attracts young talent and helps in retaining the existing workforce as well.

6.4. Financial Management and Resource Mobilization

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

Optimum utilization of the available financial resources is ensured by the Accounts and Administration Section of the college. Verification of stocks and audits are done annually every year. Utilization of financial resources is monitored by Bursar appointed by the college for keeping a check on the optimum use of financial resources.

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.

A financial auditor has been appointed by the college for conducting financial audits. External auditor audits the accounts section according to the Government norms.

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

The college ensures correct utilization of funds by planning the expenses in a well-planned manner. Students fees and grants from UGC/Government are the major sources of institutional receipts.

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

The college tries to contact various agencies like MP and MLA LADs, LIC, Zilla Parisad etc. In addition, some of the events are also sponsored by private companies. We have received funds from various sources in the previous years.

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)? .6 If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes? b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented? c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them. d. How do students and alumni contribute to the effective functioning of the IQAC? e. How does the IQAC communicate and engage staff from different constituents of the institution?

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, the college has established an Internal Quality Assurance Cell. Regular feedback on quality initiatives is taken from various committees by the IQAC.

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

Most of the decisions of the IQAC have been approved by the management / authorities for implementation.

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

No

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

Yes, there is student as a member of IQAC. Feedback is taken by the alumni where their suggestions are taken into consideration and implemented for effective learning. Some alumni are also part of IQAC who contributes his/her views to students based on their familiarity.

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

IQAC engages staff in the organisation of several events. Also feedback is taken from them.

The IQAC attempts to build self-assurance in teaching, non-teaching as well as students on important transformations. Suggestions are always welcomed from staffs.

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.

Yes, the college has an integrated framework for quality assurance.

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

We regularly invite researchers of eminence and academicians to deliver special lectures, presentations and workshops etc. Internal quality requirements are taught to the office staff and faculty members by holding the required workshops at the college level.

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?

Yes, the college regularly assesses the academic provisions. Standard and quality of education are improved based on the jotted recommendations.

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

The college has aligned its internal quality assurance mechanism with the education policy and guiding principles of UGC. Guidelines of the parent University and Government authorities are followed to prepare exam schedules and for conducting co-curricular activities and extension activities.

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

The college shares the academic Calendar and exam schedule with the students in the starting of every new session. Achievement of learning outcome is monitored by analysing the exam results. Admission data is also reviewed by the admission committee to smoothen the admission process in the coming year. The college takes corrective measures to incorporate changes in various processes by taking feedback from the concerned stakeholders. The college regularly reviews the teaching learning process by following a decent mechanism but the evaluation of teachers by students is done annually.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders? Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Regular meetings with all the stakeholders are held by the IQAC. Though the college does not follow any formal practice for updating the stakeholders about the various policies and outcomes but internal stakeholders are informed by publishing circulars, notices and also following other measures for the same. Publishing of annual magazines, distributing circulars and displaying notice on the notice boards help in ease of communication with the internal stakeholders. While for communicating with external stakeholders, the official website of the college is updated regularly, displaying quality policies as well. Significant policy decisions are made by various committees of which both the students as well as teachers are a part.

CRITERION VII INNOVATION AND BEST PRACTICES

7.1 Environment consciousness

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

The Institute does not conduct green audit. However, recently, the college has introduced the plantation to create green zone and students are encouraged to reduce the use of plastics. Their curriculum has environmental science which creates awareness to conserve the nature.

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

* **Energy conservation:** No

* **Use of renewable energy:** No

* **Water harvesting:** No

* **Check dam construction:** No

* **Efforts for Carbon neutrality:** No

* **Plantation:** Tree plantation is practised.

* **Hazardous waste management:** There are dustbins for waste management.

* **e-waste management:** Old equipment is disposed in a proper manner.

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.

Following are some of the innovations practised in the college:

- Budge Budge College is equipped with a state-of-the-art gymnasium. Here students can work out under the expert guidance of an experienced trainer. The college organizes Annual Sports and comes up with highly commendable performances in every field. It has a good tradition of performance in inter-college tournaments of football and cricket arranged by Calcutta University and District Sports arranged by D.P.I. The shot- put, javelin and discus throwers usually come up with good performances at the University and District level and even go to the State Meet.
- Educational excursions are conducted every year by the Botany, Zoology and the Geography departments of the College. Students usually bear a part of their expences for such excursions and the rest is borne by the college. Educational excursions of the above referred subjects are part of University curriculum. No excursion without permission of the appropriate authority will be entertained.
- Careers in Computer Hardware and Networking training have been organized by Jetking, Careers in Aviation, Hospitality and Travel Management have been organized by

Frankfinn Institute of Airhostess Training, Career in Biotechnology Management has been organized by Nicco Institute of Biotechnology.

- Women's Montessori Teachers' Training College had organized "Prospects in Montessori Teachers' Training". It was followed by "Fair and Lovely Scholarship Programme for Girls" organized by Fair and Lovely Foundation. Careers in Aviation, Hospitality and Travel Management were organized by Frankfinn Institute of Airhostess Training, Lifetime Placement Service and Career Development Program for students was planned by timesjob.com. ICICI- Prudential Life Insurance arranged a career counseling program on Career in Insurance Sector. Seminar on Emerging Career Opportunities in the Accounting and Financial Sector was arranged by Tally. Bhavishya Jyoti Scholarship (NIIT) Exam. 2007 was also organized in Budge Budge College.
- There has been career presentation cum campus interview and selection by Aspire.
- Extensive use of ICT is encouraged. The laboratories are well-equipped for all the Science subjects. The college also possesses a fully automated library with all the required facilities.

7.3 BEST PRACTICES

Practice 1 Green and clean environment.

Title

To arrange special interactive classes for slow-learning students

To initiate ICT based teaching-learning process

Objective The College also focuses on bringing about an awareness among the fellow staff and students about keeping the environment green and clean.

The Context The actual socio economic situation of the people and less exposure to modern ways to keep the eco system clean is a reason for the lack of environmental awareness

The Practice The College has decided to create awareness on the pros of environmental safe keeping. For this reason the college has a plastic free zone policy in and around the campus. The college also promotes the Plantation of trees.

Evidence of Success The College is now greener compared to earlier days. The concept of plastic free zone has also been implemented successfully

Problems encountered and Resources Required

As of now there is no funding to invite external experts and peers to talk on the environment and the benefits of keeping it clean.

Notes (optional)

Contact Details

Budge Budge College

7 DBC Road, Budge Budge, Kolkata-700137, West Bengal

Website: wbbudgebudgecollege.org

Phone no

033-2480-5168

033-2470-1454

Practice 2

Title Usage of ICT in teaching and learning and maintaining of departmental library and most importantly call for guardian for the poor performer in exams conducted by the various departments of the college.

Objective

To ensure smooth dessiminetation of the class notes and extensive use of on -line study materials to the students.

The Context to apprise the students about the modern day teaching especially in lab based subjects

The Practice

All the department maintains departmental library which provides the students necessary help regarding text book and reference books directly from the faculty.

Evidence of Success

Parent meetings and the extensive use of ICT has made an impact in the class roomn performance of the students

Problems encountered and Resources Required

Due to the paucity of the funds the college is unable to provide ICT facilities to all the department and the number of books available with departmental library is unable to cater to the needs of the students optimally.

Notes (optional)

Contact Details

Budge Budge College

7 DBC Road, Budge Budge, Kolkata-700137, West Bengal

Website: wbbudgebudgecollege.org

Phone no

033-2480-5168

033-2470-1454

SWOC ANALYSIS

Criterion I

<p>Strengths</p> <p>1.Good number of honors curriculum in B.A and B.Sc</p> <p>2.Healthy student strength with increasing trend</p> <ul style="list-style-type: none"> • Qualified faculty with good subject knowledge. • Polite student community • Very supportive staff members. • Cooperative GB and Principal • Well-equipped library 	<p>Weaknesses</p> <p>. 1 Lack of curricular autonomy</p> <p>2. No faculty exchange program due to lack of provision in Govt. policy</p> <ul style="list-style-type: none"> • Insufficient number of teaching and non-teaching staff. • Lack of individual computer laboratory • Student drop-out rate in a few departments.
<p>Opportunities</p> <ul style="list-style-type: none"> • The curriculum has been framed in congruence with the vocational needs of the time. • The college has good road and metro connectivity. • The own playground for sports and cultural activities. • Plans for introducing more job-oriented as well as soft-skill courses in future. <p>Study centre for Open University may be initiated</p>	<p>Challenges</p> <ul style="list-style-type: none"> • Introduction of newer curriculum according to the demand of present time • Most of the students are first generation learners so the faculty array of problems to communicate with them and make them aware the needs of the present era. • To minimize drop- out rate • Developing communicative English skills among students who are conversant only in vernacular languages. • Insufficient funds to cater to infrastructure development and other facilities

Criterion II

<p>Strengths</p> <p>Strength:</p> <p>Healthy student strength with increasing trend 2. Motivated and learned teaching staff 3. Sufficient college –appointed guest faculties to cope up with increasing student strength 4. Computerization of all the Departments of the college</p> <ul style="list-style-type: none"> • Learned and motivated teaching faculty • Effective evaluative annual system of evaluation • Constant dialogues with the parents of the students through guardian calls. • Good coordination between the faculty themselves. Easy access to teachers by students. High quality of faculty and thus teaching standard increased. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Poor student: teacher ratio • Most of the students are from under privileged section of the society so there is a tendency of high drop out as they are in search of parallel income.
<p>Opportunities</p> <ul style="list-style-type: none"> • Modernization of classrooms through introduction of ICTenabled techniques <p>The college is located in the suburban area and most of the students are first generation learners and this college tries to ensure their holistic development.</p>	<p>Challenges</p> <ul style="list-style-type: none"> • The challenge is to prepare the first generation learners to improve their success rate at each educational level so that they can improve their employability.

Criterion III

<p>Strengths</p> <ul style="list-style-type: none"> • College authority encourages for research. • Space and clerical support is provided to all UGC minor research projects. • Several UGC projects are ongoing and several successfully completed during the last few years • Many of the members of the faculty present international paper at regular intervals. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Lack of specific research policies. • Create research atmosphere in the college
<p>Opportunities</p> <ul style="list-style-type: none"> • Creation of core facilities especially for science faculties 	<p>Challenges</p> <ul style="list-style-type: none"> • Insufficient faculty strength consequentially added workload

Criterion IV

<p>Strengths</p> <ul style="list-style-type: none"> • amicable working atmosphere • Large auditorium for holding college functions and seminars • Motivated and learned teaching staff • Efficient and dedicated support staff • Sufficient college –appointed guest faculties to cope up with increasing student strength 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Constrain of space • No playground for sports activities • No hostel facilities for boys and girls • Most of the humanities Depts. do not have separate space
<p>Opportunities</p> <p>Introduction of ICT enabled teaching learning interface</p>	<p>Challenges</p> <p>Due to the paucity of the land and the fund, the college is not able to make massive infrastructural planning, but recently the college is contemplating to upgrade the infrastructural facilities and is consulting various stakeholders in this regard.</p>

Criterion V

Strengths <ul style="list-style-type: none"> • . Total online admission: students can apply from all over the state • Free ship for financially compromised students • Compassionate yet strict Students' Union • Impressive result: 	Weaknesses <ul style="list-style-type: none"> • No playground for sports activities • No hostel facilities for boys and girls • Insufficient reading space in the library
Opportunities Several students aid are available like accident insurance, minority etc.	Challenges <ul style="list-style-type: none"> • . Creating provision for hostels • Procurement of funds Opportunities 1. Pursue for second campus on urgent basis

Criterion VI

Strengths Strength 1. Motivation and encouragement for extracurricular activities 2. The college caters to all sections of the society 3. Effective extension activities like NCC, NSS, organization of blood donation camp and providing relief at the time of natural calamities.	Weaknesses Lack of cohesion among the stakeholders 2. Loss of teaching hours due to sharing of space with other on campus college Challenges 1. Creating democratic and supportive working atmosphere
Opportunities Introduction of PG courses through distant mode is being considered.	Challenges We are in process to introduce NSS NCC and NSS

Criterion VII

Strengths <ul style="list-style-type: none"> Departmental library is maintained to enhance the knowledge of the students We have effective annual based evaluative systems. We constantly conduct guardian call to make them aware of the development. To enhance the overall personality development of the students, workshop and seminars (both National and College level) are held. A book has been published (with ISBN number) by the dept. of philosophy Field trips and commemoration of important days. 	Weaknesses <ul style="list-style-type: none"> Lack of curricular and administrative autonomy Space constraints
Opportunities <p>Unconventional field trips where the field trips are related to the course and theoretical curriculum and the applied aspects.</p>	Challenge <p>To inspire the women students population to cross the barriers of taboos and prejudices in order to join mainstream learning.</p>

POST NAAC ANALYSIS

RECOMMENDATIONS:of the Peer team visited in the 1st cycle of NAAC Budge Budge College

a) The college does not have adequate number of teachers in several departments offering Hons level courses. The non-availability of full-time teachers in sufficient numbers in many departments is a major concern. The concerned authorities may consider the seriousness of the matter and initiate steps to remedy the situation.

Part time and guest lecturers are appointed.

b)The college is yet to create a research atmosphere.

Due to lack of space there is no research atmosphere.

c)The student's assessment of teacher performance and assessment of the courses etc. are in the infant stage and may be developed at the earliest.

Yes, it is developed.

d)The teachers may be encouraged to participate in national and international seminars.

Yes, the teachers are encouraged to participate in national and international seminars.

e)The college may also organize more national or state level seminars to provide an exposure to students and faculty. In Hons subjects, student involvement in project work involving local problems may be encouraged.

yes, the college organises national and state level seminars.

f)The college may consider introducing programs like 'Earn while you learn' for students to help them financially.

Yes

g)Canteen and hostel facilities are to be provided.

yes, there is a canteen but due to lack of space there is no hostel facility.

h)Xerox facility may be provided in the library.

yes it is there.

i)Students may be provided more options for spatial movement with more group options namely quantitative papers for biology students.

Yes

j)Since, as of now, the college is not offering job-oriented subjects and subjects in front-line areas in science and technology and other fields, many good students may not feel attracted for

enrolment in the college. The college authorities may consider introducing such subjects at the earliest providing opportunities for such students for higher studies.

yes there are job-oriented courses.

k) Improvement in laboratory facilities in Physics department needs immediate attention.

yes, it is being taken care of.

l) The possibility of starting self-financing, job-oriented, short term courses, along with the regular degree courses may be explored.

no

m) Central computer facility needs to be strengthened including broadband internet connectivity using ISDN or leased-line mode.

Yes, there is well connectivity of internet.

n) UGC scheme of Network Resource Centre may be availed.

yes

o) A centre for consultancy services needs to be set up keeping needs of the area in mind.

No

p) More motivation to the faculty members to carry out research is required. Teachers need to be sensitized to pursue research projects, at least minor research projects, which are supported quite liberally by UGC.

Teachers are highly encouraged to carry out research.

q) NCC and NSS units may be established.

No, but we are planning to establish.

r) The college needs a modern auditorium and a gymnasium.

Yes, there is an auditorium and a gymnasium.

s) Language lab may be set up in the department of English.

No

t) Departmental seminars may be encouraged and departments provided with departmental seminar library.

Yes, departmental seminars are organised by departments.

Evaluative Report of the Department of Bengali

1. Name of the department: Bengali
2. Year of Establishment: 1971
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG -- B.A. (Hons.) & B.A. (Gen.)
4. Names of Interdisciplinary courses and the departments/units involved: None
5. Annual/semester/choice based credit system (programme wise): Annual
6. Participation of the department in the courses offered by other departments: None
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None
8. Details of courses/programmes discontinued (if any) with reasons: None
9. Number of Teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	2	1

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Pritha Barua	M.A.	Associate Professor	Linguistic	28 yrs.	-

Budge Budge College Re-accreditation Report | 2015

Sanchari Amboli	M.A.	Part-time Lecturer	Madhya Juger bangle Sahitya	9 yrs.	-
Monami Basu	M.A.	Guest Lecturer	Loka Sahitya	3yrs	-

11. List of senior visiting faculty: None
12. Percentage of lectures delivered and practical classes handled (programme wise) by Temporary faculty: 45%
13. Student-Teacher Ratio (programme wise): For Honours Students

2010-2011	2011-12	2012-13	2013-14	2014-2015
523:2	550:2	484:2	502:2	557:2

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None
15. Qualifications of teaching faculty with D.Sc. / D.Litt./ Ph.D./ M.Phil. / PG.: PG
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None
18. Research Centre /facility recognized by the University: None
19. Publications: Nil
 - * 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 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

20. Areas of consultancy and income generated: None

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....: annexure

22. Student projects: None

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students: None

24. List of eminent academicians and scientists / visitors to the department: None

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National b) International: Nil

26. Student profile programme /course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
UG(Hons)-2011	163	83	22	47	97.43
UG(Hons)-2012	212	92	28	49	86.15
UG(Hons)-2013	235	110	35	51	90.47

Budge Budge College Re-accreditation Report | 2015

UG(Hons)-2014	260	117	29	58	87.50
UG(Hons)-2015	273	115	33	55	94.54

*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.A.(Honours)	100%		
B.A.(General)	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? 25

29. Student progression:

Student progression	Against % enrolled
UG to PG	39%
PG to M.Phil.	31%
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	
• Campus selection • Other than campus recruitment	25%
Entrepreneurship/Self-employment	1%

30. Details of Infrastructural facilities:

a) Library: Departmental Library- Books

b) Internet facilities for Staff & Students - Internet facility in Central Library

c) Class rooms with ICT facility: None

d) Laboratories: N/A

31. Number of students receiving financial assistance from college, university, government or other agencies: n.a

32. Details on student enrichment programmes (special lectures/ workshops / seminar) with external experts: Workshops and seminars organised for students' enrichment and their active participation.

33. Teaching methods adopted to improve student learning: Chalk and board, group discussion, encouraging participation in various workshops seminars and debates.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: Students voluntarily involve themselves in various social works.

35. SWOC analysis of the department and Future plans: Good Teacher Student relation; besides central library we have Departmental Library; Enthusiastic participation in interdisciplinary workshops exploring applied dimensions of philosophy; But we cannot provide Sanskrit Course necessary for Indian Philosophy. We plan to launch P.G. course.

Evaluative Report of the Department of Botany

1. Name of the department: Botany
2. Year of Establishment: 1991
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG -- B.Sc (Hons.) & B.Sc (Gen.)
4. Names of Interdisciplinary courses and the departments/units involved: None
5. Annual/semester/choice based credit system (programme wise): Annual
6. Participation of the department in the courses offered by other departments: None
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None
8. Details of courses/programmes discontinued (if any) with reasons: None
9. Number of teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	2	1

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Debasish Upadhyay	M.Sc.	Asst. Professor	Mycology & Plant Pathology	15 yrs. 6 months	Doing Ph. D work

Budge Budge College Re-accreditation Report | 2015

Piyali Das	M.Sc	Guest Lecturer	Cytology Genetics	&	3yrs	-
------------	------	----------------	----------------------	---	------	---

11. List of senior visiting faculty: None
12. Percentage of lectures delivered and practical classes handled (programme wise) by Temporary faculty: 35%
14. Student-Teacher Ratio (programme wise):

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
Year	Honours									
1 st	16:2		14:2		15:2		20:2		25:2	
2 nd	11:2		9:2		4:2		3:2		7:2	
3 rd	3:2		4:2		0:2		4:2		3:2	

16. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Two
17. Qualifications of teaching faculty with D.Sc. / D.Litt./ Ph.D./ M.Phil. / PG.: PG
18. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:
For the Grant-in-aid for the Research Project (National) entitled – ‘Pollen Analysis and Antibacterial Activity of Natural Unifloral Honeys from Coastal Districts of Orissa, India’ (UGC sanction letter no. PSW-050/13-14 dated 18.03.14).
19. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None
20. Research Centre /facility recognized by the University: None

21. Publications:

- * a) Publication per faculty 05
- * Number of papers published in peer reviewed journals (national/international) by faculty and students: 03
- * 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

20. Areas of consultancy and income generated: None

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards...: annexure

22. Student projects: n.a

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students: None

24. List of eminent academicians and scientists / visitors to the department: None

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National b) International:

	Description	Seminar	Date attended	Remarks
1	Advances in Plant Sciences	The University of Burdwan	2008	National Seminar
2	International Conference on Advances in Plant Sciences, Chiang Mai,	ICAPS and	November 14-18,	International

Budge Budge College Re-accreditation Report | 2015

	Thailand, Upadhyay D: The antibacterial activity of natural unifloral honeys from flora of an east coastal district of India.	VSRF	2012.	Seminar
3	Third All-Russia Scientific-Practical Conference 'Prospects of Development and Problems of Contemporary Botany', Novosibirsk, November 10-14, 2014.	Pollen Component Contributes to the Variation in Antibacterial Activity of Natural Unifloral Honeys. Debasis Upadhyay, Subir Bera , Swapan Bhattacharya:	10-14 Nov, 2014.	International Seminar
4	Plant Sciences	By CU and National Botanical Society	Dec 4-6, 2014	National Seminar

26. Student profile programme /course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
1 st B.Sc Botany(Hons) 2010-11	37	16	6	10	100
1 st B.Sc Botany(Hons) 2011-12	33	14	5	9	N/A
1 st B.Sc Botany(Hons) 2012-13	36	15	6	9	N/A
1 st B.Sc Botany(Hons) 2013-14	46	20	8	12	100

Budge Budge College Re-accreditation Report | 2015

1 st B.Sc Botany(Hons) 2014-15	52	25	13	12	100
1 st B.Sc Botany(Hons) 2015-16	56	13	5	8	N/A

*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.A.(Honours)	100%		
B.A.(General)	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? 04

29. Student progression :

Student progression	Against % enrolled
UG to PG	55%
PG to M.Phil.	27%
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	
– Campus selection	
– Other than campus recruitment	45%
Entrepreneurship/Self-employment	1%

30. Details of Infrastructural facilities:

- a) Library: Departmental Library- Books

Budge Budge College Re-accreditation Report | 2015

b) Internet facilities for Staff & Students - Internet facility in Central Library and also in Department

c) Class rooms with ICT facility: Yes

d) Laboratories: Yes

31. Number of students receiving financial assistance from college, university, government or other agencies: n.a

32. Details on student enrichment programmes (special lectures/ workshops / seminar) with external experts: Workshops and seminars organised for students' enrichment and their active participation.

33. Teaching methods adopted to improve student learning: Chalk and board, group discussion, encouraging participation in various workshops seminars and debates.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: Students voluntarily involve themselves in various social works.

35. SWOC analysis of the department and Future plans: Good Teacher Student relation; besides central library we have Departmental Library; Enthusiastic participation in interdisciplinary workshops exploring applied dimensions of philosophy; But we cannot provide Sanskrit Course necessary for Indian Philosophy. We plan to launch P.G. course.

ANNEXURE I

Sl. No	Description	ISBN/ISSN	Date	Remarks
1.	Upadhyay D. and Bera Subir (2008). Pollen analysis of natural honey from Puri district, Orissa, India. J. Botan Soc., Beng, 61 (2): 13-17.	ISSN-0971-2976	Dec, 2008	NAAS impact 3.9
2.	Upadhyay D. and Bera Subir (2012). Pollen spectra of natural honey samples from a coastal district of Orissa, India. Journal of Apicultural Research, 51 (1): 10-22; DOI 10.3896/IBRA.1.51.1.03.	ISSN-0021-8839	Feb. 2012	ISI Impact Factor 1.8
3.	Upadhyay D. Bera S, Bhattacharya S, (2013). Antibacterial Activity of Unifloral Natural Honey Samples from Jagatsinghpur District of Orissa, India. Mac. Journal of Basic and applied sciences 1	ISSN - 2347-5366	Nov. 2013	

	(1): 3 -9			
4.	Upadhyay D, Bera S' Bhattacharya S: Pollen Component Contributes to the Variation in Antibacterial Activity of Natural Unifloral Honeys. 2014. Full paper in the Third All-Russia Scientific-Practical Conference ‘Prospects of Development and Problems of Contemporary Botany’, Novosibirsk, pp. 346-348	e94572 doi:10.1371	April, 2014	ISI Impact Factor 3.2
5.	Upadhyay D, Bera S' Bhattacharya S: Pollen Component Contributes to the Variation in Antibacterial Activity of Natural Unifloral Honeys. 2014. Full paper in the Third All-Russia Scientific-Practical Conference ‘Prospects of Development and Problems of Contemporary Botany’, Novosibirsk, pp. 346-348	581.6:615.281.9	Nov, 2014	Published by The Siberian Botanical Garden, Russia

Evaluative Report of the Department of Commerce

1. Name of the department Commerce
2. Year of Establishment 1971
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) UG
4. Names of Interdisciplinary courses and the departments/units involved Economics, Mathematics
5. Annual/ semester/choice based credit system (programme wise) Mid -Term
6. Participation of the department in the courses offered by other Departments Nill
7. Courses in collaboration with other universities, industries, foreign institutions, etc. NA
8. Details of courses/programmes discontinued (if any) with reasons NA
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	3	2

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Prof. Madan Mohan.Jana	M.Com, M.Phil.	Associate Professor	Accounting, Taxation, Costing	33	NA

Budge Budge College Re-accreditation Report | 2015

Dr. Gautam Das	M.Com., M.Phil, Phd. SLET	Assistant Professor	Accounting, Finance, Costing, Management	9	NA
Mriganka Mullick	M.Com.	Govt. Approved PTT	Accounting, BRF, Costing	10	NA
Aditya Das	M.Com. NET	Guest Lecturer	Finance, Management, Tax	1	NA

11. List of senior visiting faculty NA
 12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty 5%

13. Student -Teacher Ratio (programme wise)

Year	Section	B.Com.(Hons)	B.Com(Gen)
2011-12	1 st year	32.8:1	32:1
2012-13	1 st year	46.4:1	29:1
2013-14	1 st year	44.8:1	30:1
2014-15	1 st year	49:1	48.4:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled None
 15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. M.Phil (02); Ph.D. (01)
 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received One (National)
 17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received UGC
 18. Research Centre /facility recognized by the University NA
 19. Publications:
 * a) Publication per faculty 1
 * 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
 - * SJR
 - * Impact factor
 - * h-index
20. Areas of consultancy and income generated: n.a
21. Faculty as members in a) National committees b) International Committees c) Editorial Boards.... n.a
22. Student projects: n.a
- Percentage of students who have done in-house projects including inter departmental/programme
 - Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students: n.a
24. List of eminent academicians and scientists / visitors to the department: n.a
25. Seminars/ Conferences/Workshops organized & the source of funding a) National b)International UGC Sponsored two-day National Seminar organized by the Dept. of Commerce in the year 2008, Grant received Rs.50,000.
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

Budge Budge College Re-accreditation Report | 2015

B.Com(Honours) 1 st Year 2014-15	124	124	92	32	35.05
B.Com(General) 1 st Year 2014-15	121	121	103	18	21.91
B.Com(Honours) 1 st Year 2013-14	112	112	100	12	23.43
B.Com(General) 1 st Year 2013-14	77	77	73	4	6.69
B.Com(Honours) 1 st Year 2012-13	116	116	93	23	47.29
B.Com(General) 1 st Year 2012-13	75	75	69	6	65
B.Com(Honours) 1 st Year 2011-12	112	87	60	27	47.29
B.Com(General) 1 st Year 2011-12	90	78	57	19	50
B.Com(Honours) 1 st Year 2010-11	106	100	71	29	84.20
B.Com(General) 1 st Year 2010-11	70	54	32	22	52.50

*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. (Hons.)	100	NIL	NIL
B.Com.(General)	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? One

29. Student progression

Student progression	Against % enrolled
UG to PG	10
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
– Campus selection	
– Other than campus recruitment	35
Entrepreneurship/Self-employment	40

30. Details of Infrastructural facilities

- a) Library: We also maintained departmental Library in addition to the Central Library.
- b) Internet facilities for Staff & Students we maintain state of the art computer lab for our student since the Information Technology and its Applications are part of their curriculum.
- c) Class rooms with ICT facility
- d) Laboratories Computer Lab

31. Number of students receiving financial assistance from college, University,government or other agencies: n.a

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

We frequently undertake such programmes especially to encourage the student so that they can enhance their job related skill such as IT or career counselling by different agencies

33. Teaching methods adopted to improve student learning

In addition to the conventional Chalk and Board the department is also in the process of embracing the new technology based educational tools such as smartboard and power point presentation.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: social work

35. SWOC analysis of the department and Future plans

Strength of the Department is the large enrollment of the students from various strata of the locality despite the facts that our neighborhood college can hardly fill their allotted student's strength as envisaged by the University of Calcutta.

Weakness: Student –teacher ratio is abysmally low, the faculty strength needs to be enhanced for the benefit of students.

Opportunity: since the college located in semi urban area with a strategic location and there are many students who opt for PG courses in different universities. If the college itself offers the respective PG course there is every possibility the department and the college will benefit from this arrangement.

Challenge- Since most of the students are from rural and semi-urban area and most of them are first generation learner, the faculty has to put tremendous effort to make them understand various concepts of the subjects.

Profile of the Faculty:

Prof. Madan Mohan Jana is the Associate Professor in Commerce at Budge Budge College near Kolkata, West Bengal affiliated to University of Calcutta. He has done his M.Phil. and M.Com. from University of Calcutta. He has served the college for the last 32 years and has performed many roles as and when required in various capacities. Being the senior-most teacher of the college, he has become the Teacher-in-charge (TIC) of the college for a brief tenure. His area of interest includes Financial Accounting, Taxation, and Cost and Management Accounting.

Dr. Gautam Das is the Assistant Professor in Commerce at Budge Budge College near Kolkata, West Bengal affiliated to University of Calcutta. Recently he has completed Ph.D. in Commerce (Area: Financial Market) from University of Calcutta under the guidance of Prof. Dr. Malayendu Saha (Vice-Chairman WBSCHE). He has earlier done his M.Phil. and M.Com. from University of Calcutta and worked as Part-time lecturer at reputed colleges such as Goenka College, Maulana Azad College and Jaipuria College. Currently he is concentrating on MRP (Minor Research Project) awarded to him from UGC. His area of interest includes Financial Services, New issue market especially the equity issue and Cost and Management Accounting. Recently a paper has been accepted in a peer-reviewed journal of sage publication house, New Delhi.

Prof. Mriganka Mallick is the Govt. approved part-time lecturer. He has done his M.Com from University of Calcutta. He has been serving the college for the last 10 years. His area of interest includes Financial Accounting, Taxations, Cost and Management Accounting.

Prof. Aditya Das is the Guest Faculty in the department of Commerce. He has done his M.Com from the University of Calcutta and is currently pursuing M.Phil. from the same university. He is also associated with Heramba Chandra College (South City Campus) and Bangabasi Morning College. He has publications in ICAI news and Journals. His area of interest includes Financial Management, Financial Policy and Financial systems etc.

Evaluative Report of the Department of Economics

1. Name of the department: Economics
2. Year of Establishment : 2000-01
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG (B. A. Pass)
4. Names of Interdisciplinary courses and the departments/units involved:
Commerce
5. Annual/ semester/choice based credit system (programme wise): Annual
6. Participation of the department in the courses offered by other Departments: Commerce
7. Courses in collaboration with other universities, industries, foreign institutions, etc. : None
8. Details of courses/programmes discontinued (if any) with reasons : None
9. Number of Teaching posts:

	Sanctioned	Filled
Professors	None	None
Associate Professors	None	None
Asst. Professors	Two	One

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Kishor Naskar	M. Sc.	Assistant Professor	Labour Economics	One	None

--	--	--	--	--	--

11. List of senior visiting faculty: None
12. Percentage of lectures delivered and practical classes
Handled (programme wise) by temporary faculty: None
13. Student -Teacher Ratio (programme wise):

B. A. Gen	2010-11	2011-12	2012-13	2013-14	2014-15
Student Teacher Ratio	5:1	6:1	4:1	5:1	11:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None
15. Qualifications of teaching faculty with DSc/ D.Litt/Ph.D/MPhil/PG.: M. Sc.(one)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None
18. Research Centre /facility recognized by the University: None
19. Publications: One
 - * a) Publication per faculty: One
 - * 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
 - * SJR
 - * Impact factor
 - * h-index
20. Areas of consultancy and income generated: None
21. Faculty as members in:
- a) National committees b) International Committees c) Editorial Boards.... : Bengal Economic Association & Indian Economic Association
22. Student project : None
- a) Percentage of students who have done in-house projects including inter departmental/programme :
 - b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:
23. Awards / Recognitions received by faculty and students: None
24. List of eminent academicians and scientists / visitors to the department : None
25. Seminars/ Conferences/Workshops organized & the source of funding a)
National b)International : None
26. Student profile programme/course wise:

Name of the	Applications		Enrolled	
-------------	--------------	--	----------	--

Budge Budge College Re-accreditation Report | 2015

Course/programme (refer question no. 4)	received	Selected	*M	*F	Pass percentage
B.A. (General) 1 st Year 2015-16	13	08	02	04	46.70
B.A. (General) 1 st Year 2014-15	12	07	04	02	36.03
B.A. (General) 1 st Year 2013-14	05	04	04	00	47.10
B.A. (General) 1 st Year 2012-13	04	03	02	00	60.59
B.A. (General) 1 st Year 2011-12	05	03	02	01	60.78

*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.A. (General)	Hundred	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? None

29. Student progression

Student progression	Against % enrolled
UG to PG	none
PG to M.Phil.	none
PG to Ph.D.	none
Ph.D. to Post-Doctoral	none
Employed - Campus selection - Other than campus recruitment	None
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities a)
Library : Central Library
b) Internet facilities for Staff & Students: Yes
c) Class rooms with ICT facility: None
d) Laboratories: None
31. Number of students receiving financial assistance from college, university,government or other agencies: n.a
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts : None
33. Teaching methods adopted to improve student learning: Group Discussion & Power Point Presentation
34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: None
35. SWOC analysis of the department and Future plans

Strength of the Department is the large enrollment of the students from various strata of the locality despite the facts that our neighborhood college can hardly fill their allotted student's strength as envisaged by the University of Calcutta.

Weakness: The faculty strength needs to be enhanced for the benefit of students.

Opportunity: To provide Honours in Economics

Challenge- Since most of the students are from rural and semi-urban area and most of them are first generation learner, the faculty has to put tremendous effort to make them understand various concepts of the subjects.

Evaluative Report of the Department of Education

1. Name of the department: Department of Education
2. Year of Establishment: 1972-73
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Education (Hons)
Education (General)
4. Names of Interdisciplinary courses and the departments/units involved:
Psychology, Philosophy, History, Political Science
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: NA
9. Number of Teaching posts

	Sanctioned	Filled
Professors	NIL	
Associate Professors	NIL	
Asst. Professors	2	2

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

Name	Qualification	Designa- Tion	Specialization	No. of Years of Experienc	No. of Ph.D. Students guided for the last 4 years	
					UG	PG

Budge Budge College Re-accreditation Report | 2015

Mitra Roy	M.A. in Education	Associate Professor	Mental Hygiene	29 years	NA	NA
Dr. Priyanka Bose (Das)	M.A., SLET, B.Ed, Ph.D in Education	Assistant Professor	Nonformal and Adult Education, Educational Technology	6 years	5 years	NA
Pradiptamoy mondal	M.A, B.Ed	Guest Lecturer	History of Education	2 years	NA	NA
Jyotirmoy Chowdhury	M.A, B.Ed	Guest Lecturer	Mental Health and Hygiene	1 year	NA	NA

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty:

2011	2012	2013	2014	2015
50%	60%	50%	50%	40%

13. Student -Teacher Ratio (programme wise)

	2011	2012	2013	2014	2015
Education (Hons)	1:47	1:34	1:50	1:50	1:35
Education (Gen.)	1:200	1:150	1:180	1:200	1:130

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NA
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

DSc	D.Lit	Ph.D	M.Phil	PG
NIL	NIL	1	NIL	4

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NA
19. Publications:
 - * a) Publication per faculty: 18
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students:

National: 04; International: 01

- * 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.): One
- * Monographs: None
- * Chapter in Books: 03
- * Books Edited: None
- * Books with ISBN/ISSN numbers with details of publishers: 07
- * Citation Index: None
- * SNIP: None
- * SJR: None
- * Impact factor: 02 online (3.6241; 3.24)
- * h-index: None

20. Areas of consultancy and income generated: NIL
21. Faculty as members
in
- a) National committees b) International Committees c) Editorial Boards: NIL
22. Student projects: nil
- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
23. Awards / Recognitions received by faculty and students: NIL
24. List of eminent academicians and scientists / visitors to the department: nil
25. Seminars/ Conferences/Workshops organized & the source of funding a)
National: Application has been sent to ICSSR for two days
National Seminar in the department of Education
b) International: NIL
26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011 Education Hons	92	63	13	30	60%
2012 Education Hons	75	70	21	40	70%
2013 Education Hons	85	72	15	46	75%
2014 Education Hons	78	75	18	43	72%
2015 Education Hons	75	70	19	42	N/A

*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
Education (Hons)	100	NIL	NIL
Education (Gen)	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? N/A
29. Student progression

Student progression	Against % enrolled
UG to PG	10 % of Education (Hons)
PG to M.Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed	
– Campus selection	-
– Other than campus recruitment	40%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities
- Library: Departmental Library (64 books) and Central Library
 - Internet facilities for Staff & Students: Available
 - Class rooms with ICT facility : NIL
 - Laboratories: NA
31. Number of students receiving financial assistance from college, university, government or other agencies: nil
32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: nil
33. Teaching methods adopted to improve student learning
- Lecture method
 - Discussion

- c. Debate
- d. Self study and Brain storming
- e. Charts
- f. Chalk board

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: nil

35. SWOC analysis of the department and Future plans

Strength of the Department:

- Good coordination among the teachers of the department
- Inculcation of values like discipline, honesty, strength of character and hard work among students
- Teaching method aims to induce creative and critical thinking
- Group activities help in developing we-feeling among students

Weakness of the Department:

- Insufficient Space for the Department

Opportunities of the Department:

- Location of the college
- Regular interaction among teachers and Students

Future plan of the Department:

- Organise a seminar sponsored by ICSSR
- Invite resource person for special lecture
- Organise Field trip for students
- Participate in Faculty enrichment programme
- Introduction of PG courses in the department.

Evaluative Report of the Department of English

1. Name of the department: **ENGLISH**
2. Year of Establishment : **1971**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : **UG**
4. Names of Interdisciplinary courses and the departments/units involved: **NONE**
5. Annual/ semester/choice based credit system (programme wise): **ANNUAL**
6. Participation of the department in the courses offered by other Departments:
NONE
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
NONE
8. Details of courses/programmes discontinued (if any) with reasons: **NONE**
9. Number of Teaching posts:

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

SHREYA CHAKRAVORTY	M.Phil. (English)	Assistant Professor	Gender Studies, Postcolonial, Victorian	05 years	NONE
ABIDITA GOSWAMI (2015-16)	M.A. English	Guest Lecturer	Modern Age, Phonetics	06 months	NONE
SUCHISMITA NEOGI (2015-16)	M.A. English	Guest Lecturer	Modern Age, Phonetics	06 months	NONE

11. List of senior visiting faculty: **NONE**

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

LECTURES DELIVERED BY/IN	Part-Time Faculty	Guest Lecturer(s)
2010-2011	50%	
2011-2012		
2012-2013		
2013-2014		25%
2014-2015		25%
2015-2016		50%

13. Student -Teacher Ratio (programme wise):

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
Year	Honours	ENG C								
1 st	10: 1	300:1	15:1	500:1	15:1	500:1	10: 1	330:1	10: 1	1000: 1
2 nd	5:1		10:1		10:1		5:1		5:1	
3 rd	3:1		4:1		4:1		3:1		3:1	

	2015-2016	
Year	Honours	ENGC
1 st	10: 1	1000:1
2 nd	5:1	
3 rd	3:1	

14. Number of academic support staff (technical) and administrative staff; sanctioned and

- filled: **NONE**
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:
In the Present Academic Session : M.Phil (01), PG (02)
16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: **NONE**
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: **NONE**
18. Research Centre /facility recognized by the University: **NONE**
19. Publications:
- * a) Publication per faculty: 09 papers combining all faculty
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students:
 National: 06 published International: 03 published.
 - * 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.): 03
 - * Monographs: One
 - * Chapter in Books: 08
 - * Books Edited: None
 - * Books with ISBN/ISSN numbers with details of publishers: 08
 - * Citation Index: None
 - * SNIP: None
 - * SJR: None
 - * Impact factor: None
 - * h-index: None
20. Areas of consultancy and income generated: **NONE**
21. Faculty as members in
 a)National committees b) International Committees c) Editorial Boards....:
NONE
22. Student projects:
- a) Percentage of students who have done in-house projects including inter departmental/programme:
ONE-FOURTH STUDENTS IN EVERY ACADEMIC SESSION ARE INVOLVED

IN ENVS PROJECT

- b) Percentage of students placed for projects in organizations outside the institution
i.e. in Research laboratories/Industry/ other agencies: **NONE**
23. Awards / Recognitions received by faculty and students : **NONE**
24. List of eminent academicians and scientists / visitors to the department:
NONE
25. Seminars/ Conferences/Workshops organized & the source of funding a)
National b)International: **NONE**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA (HONS)					
2010-11	100	30	17	13	92.30
2011-12	100	30	16	14	63.63
2012-13	136	28	18	10	76.92
2013-14	122	32	12	20	68.42
2014-15	63	29	19	09	87.50

*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
UG	100	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? **NONE**
29. Student progression:

Student progression	Against % enrolled
----------------------------	---------------------------

UG to PG	40% (2010-2011), 40% (2011-12), 60% (2012-13), 40% (2013-14), 33% (2014-15)
PG to M.Phil.	NONE
PG to Ph.D.	NONE
Ph.D. to Post-Doctoral	NONE
Employed – Campus selection – Other than campus recruitment	10% NONE (campus selection) 10% (other than campus recruitment)
Entrepreneurship/Self-employment	NONE

30. Details of Infrastructural Facilities:

- a) Library : **136 books**
- b) Internet facilities for Staff & Students: **Staff (yes)**
- c) Class rooms with ICT facility: **NONE**
- d) Laboratories: **NOT APPLICABLE**

31. Number of students receiving financial assistance from college, university, government or other agencies: nil

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: **NONE**

33. Teaching methods adopted to improve student learning:

Chalk and Board, Audio-Visual, Brain-Storming, Group Discussion, Debate, Wall Placards

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: **NONE**

35. SWOC analysis of the department and Future plans:

STRENGTH	WEAKNESS	OPPORTUNITY	CHALLENGE
Dedicated Faculty, Disciplined and Hardworking Students, Communicative English Classes	Space, Student-Faculty Ratio	Learning the International Link Language, All-Round Development of Personality with an Eye towards Future Career Goals and Heightening of Aesthetic Awareness	100% success rate of students from first through third year

FUTURE PLANS:

To open a Post-Graduate Section under the affiliation of C.U. subject to increase in the number of permanent faculty.

Evaluative Report of the Department of Food and Nutrition

1. Name of the department: Food & Nutrition
2. Year of Establishment: 2009
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG (Hons) only
4. Names of Interdisciplinary courses and the departments/units involved
Microbiology, Physiology, Zoology & Chemistry
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 NA
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	02	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience Previous /Present	No. of Ph.D. Students guided for the last 4 years

Dr. Shruti Agrawal	M.Sc,Ph.D NET (UGC)	Assistant Professor	Clinical Nutrition	10/1.8 yrs	NIL
Parama Bhattacharya	B.Ed, M.Sc,NET(JRF)	Govt Approved Part time Lecturer	Nutrition	6yrs	NIL
Rima Tarafdar	M.Sc NET(SRF)	Guest Faculty	Microbiology	3 yrs	NIL
Priyanka Chakraborty	M.Sc	Guest Faculty	Physiology	2 yrs	NIL

11. List of senior visiting faculty NIL

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

2011	2012	2013	2014	2015
70%	70%	75%	40%	40%

13. Student -Teacher Ratio (programme wise)

Class (HONS)	2015	2014	2013	2012	2011
B.Sc	8:1	9:1	10:1	8:1	11:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Name	Designation	Qualification
Dr.Shruti Agrawal	Asst.Prof	Ph.D
Parama Bhattacharya	Govt Approved Part Time Lecturer	PG
Rima Tarafdar	Guest Faculty	PG
Priyanka Chakraborty	Guest Faculty	PG

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

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

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

19. Publications:

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

Faculty	a	b1	B 2	c	d	e	f	g	h	i	j	K	I
Dr.Shruti Agrawal	20	2	2	1		7	1					-	
Parama Bhattacharya	1												
Rima Tarafdar	3		3									8.93	
Priyanka Chakraborty	1	1										4.55	

20. Areas of consultancy and income generated **NIL**

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards.... **NIL**

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme

	2011	2012	2013	2014	2015
B.Sc (1st Yr)	-	-	-	-	-
B.Sc (2nd Yr)			100%		
B.Sc (3rd Yr)			100%		

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

	2011	2012	2013	2014	2015
B.Sc (1st Yr)	-	-	-	-	-
B.Sc (2nd Yr)			100%		
B.Sc (3rd Yr)			100%		

23.Awards / Recognitions received by faculty and students

3rd Prize at State level in Model Competition by Anupam Naskar and Madhusree Dutta

(2014)

3rd Prize at District level in Model Competition by Anupam Naskar and Madhusree Dutta

(2014)

JRF &SRF and MRP

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

25. Seminars/ Conferences/Workshops organized & the source of funding a)

National

b)

International

NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA (HONS)					
2010-11	22	19	4	15	N/A
2011-12	21	17	7	10	75
2012-13	38	18	6	12	100
2013-14	28	18	7	11	100
2014-15	48	21	08	13	78.57

*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.Sc (H)	100%	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Information -1 student qualified UGC-NET

29. Student progression

Student progression	Against % enrolled				
	2011	2012	2013	2014	2015
UG to PG	-	12	46	33	43
PG to M.Phil.					
PG to Ph.D.					
Ph.D. to Post-Doctoral					
Employed					
• Campus selection					
• Other than campus recruitment				15	
Entrepreneurship/Self-employment		24			

30. Details of Infrastructural facilities

- a) Library 34
- b) Internet facilities for Staff & Students yes (one desktop and one laptop)
- c) Class rooms with ICT facility: one
- d) Laboratories: 1 Departmental (Cookery Lab, Physiology & Microbiology and 2 intra-departmental (zoology and chemistry) and 1 common instrument laboratory.

31. Number of students receiving financial assistance from college, university, government or other agencies : nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

- Nutrition Week Celebration 2011 ,2012 ,2013 & 2014
- Visit to Diary Industry –Mother Diary and Thacker Diary
- Visit to Canning Industry at Kakurgachi
- Visit to Institute of Child Health (ICH) Park Circus
- Internship at various hospitals
- Market Survey on consumer food habits
- Nutritional Status and Diet Survey

- Participation of students in seminar and lecture sessions organized by the hospitals like Kothari Hospital, B.P.Poddar Hospital, Ruby Hospital, Desun Etc.

33. Teaching methods adopted to improve student learning

*Learner centered IT oriented teaching methodology with stress on assignments
*Self learning and appropriate testing systems
*Presentation by faculty & students using audio –visual aids, charts and posters,
*Outreach programme,
* Departmental seminars,
*Assignments & Projects
* Practical sessions,
* Workshops, debates & walk-in-quiz,
* Wall magazine

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Participation in the field work in a village of 24 Pgns S for diet survey and nutritional awareness among the children in Budge Budge

35. SWOC analysis of the department and Future plans

Strength: To inculcate good team spirit among faculty members, Project and Lab oriented curriculum

Weakness: Lack of space (classroom and laboratory) and shortage of sanctioned faculty post and laboratory technicians from State Govt.

Opportunities: Utilization of Central Instrument Facilities by the students and to have a practical approach and hands on on various aspects of the course.

Challenges & Future Plans: To introduce PG courses especially vocational courses to create job opportunities for the students .

Evaluative Report of the Department of Geography

1. Name of the department: Department of Geography
2. Year of Establishment: 1991
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
UG – B.A. (Honours & General); B.Sc. (Honours) introduced in 2015-2016
4. Names of Interdisciplinary courses and the departments/units involved: None
5. Annual/ semester/choice based credit system (programme wise): Annual
6. Participation of the department in the courses offered by other Departments: None
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None
8. Details of courses/programmes discontinued (if any) with reasons: None
9. Number of Teaching posts –

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	02	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

Swati Sachdev	UGC-NET, M. Phil., M.A., B.Sc.	Assistant Professor	Regional Planning and Regional Development	5 years 9 months	N. A.
Dr. Asmita Mukherjee	UGC-NET, P.hD., M.Sc., B.Sc.	Government Approved Part time Lecturer	Advanced Industrial Geography	7 years 4 months	N.A.
Avijit Mondal	UGC-NET, M.Phil., M.A., B.A.	Government Approved Part time Lecturer	Advanced Industrial Geography	6 Years 3 months	N. A.
Pallabi Sen	CBSE-UGC NET, B.Ed., M.Sc., B.Sc.	GB Approved Guest Lecturer	Geomorphology of Humid Tropics		N.A.
Sudipto Chakraborty	UGC-NET, B.Ed., M.Sc., B.Sc.	GB Approved Guest Lecturer	Agricultural and Urban Geography		N.A.
Santanu Samanta	CBSE-UGC NET, M.A., B.A.	Guest Lecturer	Advanced Geomorphology		N.A.

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes Handled (programme wise) by temporary faculty:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Temporary Faculty	3 (part)	0	1	0	1	3
Honours Theory	50%	0%	25%	0%	25%	30%
Honours Practical	30%	0%	0%	0%	0%	5%
General Theory	50%	0%	35%	0%	35%	55%
General Practical	50%	0%	35%	0%	35%	40%

13. Student -Teacher Ratio (programme wise):

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
B.A. (Honours)	32:1	44:1	36:1	53:1	38:1
B.A. (General)	14:1	14:1	11:1	15:1	22:1
B.Sc. (Honours)	Introduced in 2015-2016				

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: 02

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.:
Ph.D. (1); M.Phil (2); PG (3)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: None
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None
18. Research Centre /facility recognized by the University: None
19. Publications:
 - * a) Publication per faculty: 14 papers combining all faculty; 2 accepted.
 - * Number of papers published in peer reviewed journals (national /international) by faculty and students:
National: 05 published; 01 accepted; International: 04 published.
 - * 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.): 03
 - * Monographs: None
 - * Chapter in Books: 1 accepted.
 - * Books Edited: None
 - * Books with ISBN/ISSN numbers with details of publishers: None
 - * Citation Index: None
 - * SNIP: None
 - * SJR: None
 - * Impact factor: None
 - * h-index: None
20. Areas of consultancy and income generated: None
21. Faculty as members
in
 - a) National committees b) International Committees c) Editorial Boards....: None
22. Student projects
 - a) Percentage of students who have done in-house projects including inter departmental/programme: One third involved in ENVS project
 - b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/

other agencies: None

23. Awards / Recognitions received by faculty and students:
- Students participated in Inter - Collegiate Debate Competition in 2010 (Vivekananda College for Women, Barisha, Kolkata)
 - Student won 3rd prize in Science Exhibition-Poster Presentation, 2014
 - Student won 2nd prize and special award in in-house Painting Competition, 2015

24. List of eminent academicians and scientists / visitors to the department: None

25. Seminars/ Conferences/Workshops organized & the source of funding a)

National b) International: None

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA (HONS)					
2010-11	196	52	20	32	100
2011-12	212	53	26	27	97.43
2012-13	244	61	20	41	95.12
2013-14	182	61	23	38	100
2014-15	257	61	25	36	100

*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.A. Honours in Geography	100 %	-	-
B.A. General in Geography	100 %	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Two (NET)

29. Student progression:

Student progression	Against % enrolled
UG to PG	40 %
Employed – Other than campus recruitment	35 %
Entrepreneurship/Self-employment	1 %

30. Details of Infrastructural facilities

- a) Library: 256 books; Census of India dataset & maps, West Bengal 2001, 2011.
- b) Internet facilities for Staff & Students: Staff (Yes)
- c) Class rooms with ICT facility: Yes (One)
- d) Laboratories: Yes (Two)

31. Number of students receiving financial assistance from college, university, government or other agencies: nil

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:

- Lecture on Rocks and Minerals at the Geological Survey of India
- Brief introduction of climatic instruments and data at the Regional Meteorological Office, Kolkata
- Encouraging students participation/ attendance in Seminars
- Field surveys / excursions on physiography, socio-economic conditions, quality of life and conditions of work
- Students' exposure to regional, industrial and socio-spatial processes through lecture visits to Tea Industry, Tribal Museum, Nursery, Silk Farm, Brick Kiln and Jute Industry.

33. Teaching methods adopted to improve student learning:

- a) Audio-visual (OHP, LCD); b) Brainstorming session; c) Chalk & Talk; d) Interactive Smart Board; e) Student Presentations; f) Use of Teaching Aids; g) Debate

34. Participation in Institutional Social Responsibility (ISR) and Extension

Activities: None

35. SWOC analysis of the department and Future plans:

Strength

- Commendable results - from one 1st class in graduation in 2010 to 7 1st class graduates in 2015
- Higher standards than that of other colleges of the area
- Dedicated faculty with diverse specialisations enabling higher quality of conceptual geographical knowledge enhancement
- Good coordination between teachers in department
- Expansion of learning aptitude of the students (most students are first generation learners)
- Separate GIS laboratory

Weakness

- Poor students: teacher ratio
- Lack of adequate space for conducting field based practical exercises
- Lack of space and for expansion of laboratories

Opportunity:

- Encourage and tap the potential of first generation leaners – development of socially backward sections of population in the region
- Free student-teacher interaction
- Use the multidisciplinary nature of the subject to broaden the horizons of the students
- Equipping them with applied knowledge – more than simple traditional Geography like GIS, GPS, development themes
- Use varied modes of learning (field work) to instilling values like team work
- Be at par with the dynamic contemporary world, post their graduation
- Ensuring a comprehensive development of the students as individuals first such that there are ready to shine out in all circumstances

Challenge:

- Increase the progression and success rate of students from first through to third year and ensuring 100% success rate at final graduation
- Increasing the employability of the students by training them in applied fields and make each of them successful even in the job market.

Future Plans:

- Improve the level of teaching imparted to the students by enhancing the knowledge base and development of our own selves – the faculty.
- Enhance student enrichment opportunities by organizing special invited lectures by eminent Geographers
- Utilise the potential so generated by expanding the department (subject to removal of weakness) to the post-graduate level so that the students may have more easy access to higher education and be trained more aptly for success in the world.

Evaluative Report of the Department of History

1. Name of the department: History
2. Year of Establishment: 1971
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : Undergraduate
4. Names of Interdisciplinary courses and the departments/units involved: nil
5. Annual/ semester/choice based credit system (programme wise) : Annual based
6. Participation of the department in the courses offered by other Departments : Dr Sweta Dutta a full time Asstt Prof of this department gives Extra Departmental lectures in the Dept of English.
7. Courses in collaboration with other universities, industries, foreign institutions, etc.
8. Details of courses/programmes discontinued (if any) with reasons: nil
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	Two	Two

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Prof Dipak Mandal	M.A, B.ed, Mphil, Phd. pursuing phd. from Jadavpur University.	Asstt Prof	History of Primary Education Bengali	7.5 yrs	
Dr Sweta Dutta	M.A., Mphil, Phd.	Asstt Prof	Environmental History	5yrs 9 months	
Chumki Sarkar	M.A.	Part time lecturer		12 .12.5 years	
Nilanjana Basu	M.A., M. Phil, pursuing Phd.,	Part time lecturer.	History of medicine and child health	8.5 yrs	

11. List of senior visiting faculty ; One – Dr Morshed , Jahangirnagar University, visiting fellow Samford, Southeast University Bangladesh.

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: none

13. Student -Teacher Ratio (programme wise)

Student teacher ratio 1St year 2Nd year 3Rd year

History honours 27:1 25:1 23:1

History General 350:1 300;1 100:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG: PG (01); M.Phil (03); Ph.D. (01) - Refet to Annexure 1 for details

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

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

18. Research Centre /facility recognized by the University: nil

19. Publications: For details refer to Annexure 2

* a) Publication per faculty: 10 published; 03 forthcoming.

- * Number of papers published in peer reviewed journals (national /international) by faculty and students: 09; 03 forthcoming
 - * 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: 01
 - * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers
 - * Citation Index
 - * SNIP
 - * SJR
 - * Impact factor
 - * h-index
- 20. Areas of consultancy and income generated: nil
- 21. Faculty as members in
 - a) National committees b) International Committees c) Editorial Boards....nil
- 22. Student projects: nil
 - a) Percentage of students who have done in-house projects including inter departmental/programme
 - b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies
- 23. Awards / Recognitions received by faculty and students: nil
- 24. List of eminent academicians and scientists / visitors to the department: One Dr Morshed, Professor Jahangirnagar University, Bangladesh, and also a visiting Fellow in Stamford, Southeast University has visited our dept.
- 25. Seminars/ Conferences/Workshops organized & the source of funding a)
National b)International
- 26. Student profile programme/course wise: Refer to 2nd criteria

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA (HONS)					
2010-11	86	54	23	31	100
2011-12	240	66	29	37	93.02
2012-13	198	81	32	49	87.50
2013-14	110	45	18	27	87.75
2014-15	131	47	21	26	95.65

*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.A. honours	100	Nil	Nil
B.A. General	100	nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? nil

29. Student progression n.A

UGtoPG	7
PGtoM.Phil.	NA
PGtoPh.D.	NA
Ph.D.toPost-Doctoral	
Employed	
–Campus selection	
–Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

- a) Library: The Dept of History has an up to date departmental library in harmony with the existing syllabus
- b) Internet facilities for Staff & Students: Our central library provides the students with the internet facilities.
- c) Class rooms with ICT facility d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies: nil

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: The students of the Dept of History have presented papers in the Student's seminar organized as a part of the Anniversary Celebration of the College Foundation Day.

33. Teaching methods adopted to improve student learning : The department conducts history tours to develop a better sense of history amongst the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: nil

35. SWOC analysis of the department and Future plans

The Strength of this Department is its huge capacity. However, we cannot deny the qualitative aspect as well. Many of our students pursue Masters in reputed universities.

The weakness of this department is its student teacher ratio.

Speaking about opportunity it must be pointed out that History is not essentially a vocational subject. Almost all our students are from rural background and the medium of expression is Bengali.

Moreover, it is quite challenging to educate the students who are first generation learners.

Annexure 1

Bio data of Dr Sweta Dutta

Degree/Certificate	Fellowship/Scholarship/award	Extracurricular activity	Teaching experience	Paper Presentations	publications
Madhyamik, West Bengal Board 1996, 1 st division 69.8% (Gokhale Memorial girls' School)	Government of India Ministry of Human Resource Development National Scholarship Scheme 2001-2002	Learned piano. Passed Grade 3 Solo Piano ,	5yrs and 9 months as a full time asstt Professo	Total Number Three. Presented a paper in the	

	<p>selected Dr Sweta Dutta for the national Scholarship Scheme for her result in Bachelor of Arts in History, stood First class 2nd in the merit list.</p>	<p>Trinity, The Internatio nal Examinati on Board.</p>	<p>r in Budge Budge College.</p>	<p>Seventh Biennial Internation al Conference , dec 2014 conducted by Tezpur University and Indian Association For Asian and Pacific Studies. The paper was titled as 'Introducti on of Meteorolog y- humanitari an zeal a façade or reality?'</p>	
<p>Higher Secondary, West Bengal Board, 1998,, 1st division 65%(Gokhale Memorial Girls' School)</p>	<p>Qualified State Level Eligibility Test in Lecturership in the year 2006. Subsequently was selected for the post of Junior Research Fellowship under State Fellowship Research Scheme in the Department of History, Jadavpur University. In the year 2007</p>	<p>2yrs and 6 months in the Dept of History, Jadavpur Universit y as a Junior and Senio Research Fellow used to take classes in both honours and extra departme ntal courses.</p>	<p>Presented a paper in the National Workshop organized by the Institute Of Developme ntal Studies Kolkata and funded by Indian Council of Historical Research. The paper was titled as 'Tempests and Colonizatio n:An Indian Perspective :';</p>		

Bachelor of Arts, History Hons, 2001,62%,(Jadavpur University)	Received the Annual Award by the Alumni Association N.C.E Bengal&Jadavpur Universityin the year 2002.		1 year and 6 months in the Bhawani pur Education Gujrati Society as a part time lecturer.	Presented a paper in Paschim Banga Itihaas Samsad 2007. The paper was titled as ‘ Paribesher Itihaser natun prekshit: Sansritik, Samajik o arthanaitik prekshyapate jhor’.	
Master of Arts in History,2003,64%(Jadavpur University)					
Mphil inHistoryin 2006(Jadavpur University)					
Phd in History 2014 (Jadavpur University). The Title of the thesis is A social History of Natural Calamities in Colonial Bengal(17770-1943).					
DOEACC, Kolkata, ministry of Communications and Technology, Govt of India, Computer Education Programme Certificate- IT For Beginners,2003. Certificate on French Language, Certificat de Francais Elementaire, Alliance Francaise					

Calcutta, 2004.					
-----------------	--	--	--	--	--

Annexure 1 (cont.)

Bio Data of Prof Dipak Mandal

Degree	Institution	year	marks	Teaching and research experience	Paper presentations and extracurricular activities
Madhyamik West Bengal Board		1991	61.67%, 1 st division.	7.5 yrs as a full time asstt pro in Budge Budge College.	11 presentations
Higher Secondary WBCHSC		1993	56.6%, 2 nd class	Prof Mandal was the supervising investigator on the project on study on Repetition rate which has been sponsored by District Primary Education programme and conducted by Netaji Institute for Asian Studies. For full time work with the project.	<p>Presented paper in the International conference conducted by Bangladesh Itihaas Samiti. The paper was titled as 'Sadhinotottor banglae chobbish pargana jeler prathamik vidyalaya siksha: ekti parjalochna 1947-2010'</p> <p>Presented paper on primary education in Chandanagar govt College.</p> <p>Presented 9 papers on primary education in Itihaas Sansad.</p>
Bachelor of Arts, History honours	Calcutta University	1996	43%, 2 nd class	Prof Mandal was also the supervisory investigator of the project named A study on drop outs rates in schools of some districts in West Bengal which was	<p>Prof Mandal was also appointed as the Calcutta University Basket ball team manager.</p> <p>Prof Mandal was also an external examiner of the M.phil viva in</p>

				conducted by the Netaji Institute for Asian Studies.	Jadavpur University 2009
B .ed	Calcutta University	1998	58.60%, 2 nd class		
Masters in History	Jadavpur University	2001	52.44%, 2 nd class		
M .phil	Jadavpur University	2006			
Phd pursuing	Jadavpur University				

Annexure 1 (cont.)

Ms Chumki Sarkar Govt approved part time lecturer

Degree	Institution	Marks	year	Teaching experience
Madhyamik West Bengal board		67%	1991	12 yrs 5 months
Higher Secondary WBCHSC		60%	1993	
Bachelor of Arts History Honours	Calcutta University	54.6%	1996	
Master of Arts in History	Jadavpur University	57%	1998	

NAME	QUALIFICATION	DESIGNATION	SPECIALISATION	NO.OF YEARS
NILANJANA BASU	Pursuing Ph.D, M.Phil, M.A,B.A (Hons)	Lecturer (Part time Govt approved)	History of Child Health and Medicine in India	8 years 4 months

- **Educational Qualification:**

- 1).Pursuing Ph.D doctoral course on Child Health and Medicine from RBU, Kolkata. Registration done in 2014.
2. Qualified M.Phil in 2006 from Jadavpur University, Kolkata.
3. Qualified M.A in Modern History (Economic specialization) in 2003 from Jadavpur University, Kolkata.
4. Graduated with Hons in History in 2001 from Jadavpur University, Kolkata.
5. Completed Higher Secondary in 1998 from South City College, Kolkata.
6. Passed Madhyamik Exam in 1996 from South Point High School, Kolkata.

- **Number of Publications:** 07.
- **Number of Papers published:** 03

1) Child Health and Mortality in Bengal in **The Quarterly Review of Historical Studies**, ISSN-0033-5800

2) Educating the Child from Pathsala to Private School in **CLIO, An Annual Interdisciplinary Journal of History**, ISSN-0976-075X

3) Nutrition and Child Mortality in India in **Samaj- Tattva, A Bi-lingual Half-Yearly Journal**, ISSN-0975-9980

4) Juvenile Delinquency in CLIO , vol 9, Jan-Dec 2009 ISSN 0976-075X

- **Number of Books Published:** 01

1) Title: **Historicising The Child in Post Colonial West Bengal**; ISBN-98-81-910900-4-8; Corpus Research Institute, Kolkata, 2013.

- **Chapter in Books:** 02

1) Contributed as an author in **Dictionary of Historical Places**, ISBN-978-93-80607-41-2; Primus Books, Kolkata, 2013

2) Ideas of Kant in History in “**Emerging Perspectives in Philosophy**”, ISBN978-81-87891-45-1; Readers Service, Kolkata, 2011.

- **Books Edited:** 01 (Remained a part of the Editing and Research Team for five years)

The Cultural Heritage of India, Vol VIII, ISBN-978-93-81325-01-8, Ramakrishna Mission Institute of Culture, Golpark, Kolkata

Annexure 2

- Prof Dipak Mandal One paper in the forthcoming in the international journal conducted by Bangladesh itihaas Samiti
- He has published eight papers in THE JOURNAL OF Paschim Banga Itihaas Sansad named Itihas ANUSANDHAN(isbn).
- Dr Sweta Has published one paper in the edited volume named Environment and History Recent Dialogues edited by Mahua Srkar , Kalpaz publications, New Delhi ISBN 81-7835-601-5.
- The title of the paper is ‘Socio-economic vulnerability and cultural perceptions of the storms’
- She has also published one paper in Paschim Banga Itihaas Samsad, Named Itihas Anusandhan (isbn,) She has one forthcoming paper in the international journal of Iaaps.
- She has also another paper in the forthcoming in Colloquium, A journal of Bhawanipur Gujarati Education Society with isbn number.

Evaluative Report of the Department of Mathematics

1. Name of the department: Mathematics
2. **Year of Establishment:** 2000-2001
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG (General)
4. Names of Interdisciplinary courses and the departments/units involved: Economics, Commerce
5. Annual/ semester/choice based credit system (programme wise): ANNUAL
6. Participation of the department in the courses offered by other departments: YES, Commerce
7. Courses in collaboration with other universities, industries, foreign institutions, etc. NA
8. Details of courses/programmes discontinued (if any) with reasons: NA
9. Number of Teaching posts

	Sanctioned	Filled
Professors	NIL	
Associate Professors	NIL	
Asst. Professors	1	1

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

Name	Qualification	Designation	Specialization	No. of Years of Experience (Total/Present)	No. of Ph.D. Students guided for the last 4 years

Dr. Srabani Debnath	M.Sc., Ph.D., NET(CSIR), GATE	Assistant Professor	Algebra, Differential Geometry	3 years 8 months/6 months	NIL
---------------------------	-------------------------------------	------------------------	--------------------------------------	------------------------------	-----

11. List of senior visiting faculty: NIL
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 0%

13. Student -Teacher Ratio (programme wise):

CLASS	2011	2012	2013	2014	2015
1 st year (G)	12:1	19:1	22:1	9:1	8:1
2 nd year(G)	18:1	12:1	19:1	22:1	9:1
3 rd year(G)	15:1	18:1	12:1	19:1	7:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NA
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

DSc	D.Lit	Ph.D.	M.Phil.	PG
NIL	NIL	1	NIL	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL
18. Research Centre /facility recognized by the University: NIL

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

Faculty	a	b1	b2	c	d	e	f	G	h	i	j	k	l
Dr.Srabani Debnath	6	1	4									-	

20. Areas of consultancy and income generated: NIL
21. Faculty as members in
- a) National committees b) International Committees c) Editorial

Boards....: Life-member of Calcutta
Mathematical Society

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme: NIL
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies: NIL

23. a. Awards / Recognitions received by faculty:

- 1. Awarded in recognition of the High position secured in the list of meritorious candidates qualifying for awards in madhyamik pariksha from West Bengal in 2001.
- 2. Awarded under the National Scholarship Scheme W.B. Government of India on the basis of result of Final Exam of the University.
- 3. Got selected as Junior Research Fellow to work in the department of Mathematics under State Government Fellowship Scheme of Jadavpur University.
- 4. Awarded Junior Research Fellowship and Senior Research Fellowship under CSIR Fellowship scheme.

b. Awards / Recognitions received by students: NIL

24. List of eminent academicians and scientists / visitors to the department: NIL

25. Seminars/ Conferences/Workshops organized & the source of funding a)

National: NIL

b) International:

NIL

26. Student profile programme/course wise: Refer to 2nd criteria

Nameofthe Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BSc (General)					
2010-11	96	63	43	20	94.11
2011-12	100	60	39	21	88.88
2012-13	100	62	33	29	78.57

2013-14	104	40	26	14	60
2014-15	106	64	39	25	30

*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.Sc.(Gen)	100%	0%	0%

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	NIL
PG to M.Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed	NIL
– Campus selection	NIL
– Other than campus recruitment	NIL
Entrepreneurship/Self-employment	NIL

30. Details of Infrastructural facilities

- a) Library: Central Library
- b) Internet facilities for Staff & Students: Available
- c) Class rooms with ICT facility: NIL
- d) Laboratories: NA

31. Number of students receiving financial assistance from college, university, government or other agencies: NIL

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: NA
33. Teaching methods adopted to improve student learning:
 - a. Lecture method
 - b. Discussion
 - c. Debate
 - d. Self-study and Brain-storming
34. Participation in Institutional Social Responsibility (ISR) and Extension activities: NIL

35. SWOC analysis of the department and Future plans:

Strength of the Department:

- Teaching method aims to induce creative and critical thinking
- Moral values like discipline, honesty, strength of character and hard work among students
- Group activities help in developing unity among students

Weakness of the Department:

- Insufficient space for the Department

Opportunities of the Department:

- Location of the college
- Regular interaction among teachers and students

Future plan of the Department:

- Invite resource person for special lecture
- Participation in faculty enrichment programme
- Introduction of honours courses in the Department

Evaluative Report of the Department of Philosophy

1. Name of the department: Philosophy
2. Year of Establishment: 1972-73
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG -- B.A. (Hons.) & B.A. (Gen.)
4. Names of Interdisciplinary courses and the departments/units involved: None
5. Annual/semester/choice based credit system (programme wise): Annual
6. Participation of the department in the courses offered by other departments : None
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: None
8. Details of courses/programmes discontinued (if any) with reasons: None
9. Number of Teaching posts:

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	2	2

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Kakali Ghoshal	M.A., M.Phil, Ph.D.	Asst. Professor	Logic	13 yrs. 6 months	-
Sushmita Bhowmik	M.A., Ph.D.	Asst. Professor	Social and Political Philosophy	9 yrs. 5 months	-

11. List of senior visiting faculty : None
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty : Nil
13. Student-Teacher Ratio (programme wise):

Session	B.A. (Honours) Student-Teacher Ratio	B.A. (General) Student-Teacher Ratio
2010-2011	20:1	90:1
2011-2012	18:1	90:1
2012-2013	19:1	110:1
2013-2014	17:1	125:1
2014-2015	17:1	130:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None
 15. Qualifications of teaching faculty with D.Sc. / D.Litt./ Ph.D./ M.Phil. / PG.:
Ph.D. (02); M.Phil (01)
 16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:
- | Name of Teacher | Ongoing project |
|------------------|--|
| Kakali Ghoshal | UGC MRP (2009-2011, Tenure 18 months, completed)
UGC MRP (2012-2014, Tenure 18 months, completed) |
| Sushmita Bhowmik | UGC MRP (2014-2016, Tenure 24 months ongoing) |
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: None
 18. Research Centre /facility recognized by the University: None

19. Publications:
 - * a) Publication per faculty: 25 including all faculty
 - * Number of papers published in peer reviewed journals (national/international) by faculty and students: 07
 - * 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: None
 - * Chapter in Books: 14

* Books Edited: 04

* Books with ISBN/ISSN numbers with details of publishers: 04

* Citation Index: None

* SNIP: None

* SJR: None

* Impact factor: None

* h-index: None

20. Areas of consultancy and income generated: None

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards...:

Name of Teacher	Membership
Kakali Ghoshal	Darsan O Samaj (Govt. Registered)
Sushmita Bhowmik	Darsan O Samaj (Govt. Registered)

22. Student projects: None

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students: None

24. List of eminent academicians and scientists / visitors to the department: None

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National b) International:

Name of Seminars/Conferences/Workshops	Funding Organization	Date	Venue
Emerging Perspectives in Philosophy (National)	UGC	March 12 th & 13 th , 2010	Department of Philosophy, Budge Budge College (In collaboration with Vivekananda College, Thakurpukur, & Vidyanagar College)
A Symposium on “Body: The Miracle Underneath”	Under MRP	June 11, 2011	Department of Philosophy, Budge Budge College
Error in Epistemic & Pragmatic Sphere (National)	UGC	August 3 rd & 4 th , 2012	Department of Philosophy, Vivekananda College, Thakurpukur (In collaboration with Budge Budge College)

Dimensions of Truth (National)	UGC	17 th & 18 th and 24 th & 25 th August, 2013	Department of Philosophy & Sanskrit, Vivekananda College, Thakurpukur (In collaboration with Budge Budge College)
-----------------------------------	-----	---	---

26. Student profile programme /course wise: Refer to 2nd criteria

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
BA (Hons)					
2010-11	38	19	9	10	91.66
2011-12	57	19	8	11	55.55
2012-13	33	11	4	7	100
2013-14	26	12	5	7	88.88
2014-15	35	15	7	8	75

*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.A.(Honours)	100%		
B.A.(General)	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? 2

29. Student progression :

Student progression	Against % enrolled
UG to PG	45%
PG to M.Phil.	30%
Employed - Other than campus recruitment	45%

Entrepreneurship/Self-employment	1%
----------------------------------	----

30. Details of Infrastructural facilities:
- a) Library: Departmental Library- Books 265
 - b) Internet facilities for Staff & Students - Internet facility in Central Library
 - c) Class rooms with ICT facility: None
 - d) Laboratories: N/A
31. Number of students receiving financial assistance from college, university, government or other agencies: nil
32. Details on student enrichment programmes (special lectures/ workshops / seminar) with external experts: Workshops and seminars organised for students' enrichment and their active participation.
33. Teaching methods adopted to improve student learning: Chalk and board, group discussion, encouraging participation in various workshops seminars and debates.
34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: Students voluntarily involve themselves in various social works.
35. SWOC analysis of the department and Future plans:
Strength: Good Teacher Student relation; Besides central library we have Departmental Library;
Weakness: We cannot provide Sanskrit Course necessary for Indian Philosophy.
Opportunity: Enthusiastic participation in interdisciplinary workshops exploring applied dimensions of philosophy;
Challenge: Improve the transition rate of students at UG level and higher studies; Make the subject more interesting and acceptable to the students; Ensure that students are trained in the practical applicability of the philosophical themes and ideals to expand their job scenario
Future Plans: We plan to launch P.G. course

Evaluative Report of the Department of Political Science

1. Name of the department: Political Science
2. Year of Establishment: 1971
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG
4. Names of Interdisciplinary courses and the departments/units involved: History, Education, Philosophy, ENVS
5. Annual/ semester/choice based credit system (programme wise): Mid-Term Tests and Annual Evaluation System
6. Participation of the department in the courses offered by other Departments: History and Education
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NIL
8. Details of courses/programmes discontinued (if any) with reasons: NIL
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	2	1

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

Name	Qualifications	Designation	Specialization	Number of Years of Exp.	No. of Ph.D. Students Guided for the last 4 years
Debamita Nath Guha	M.A., M.Phil.	Assistant Prof.	International Relations, Southeast Asia	U.G.-3.5 years, P. G.-7 Months	

Moumita Chattakhandi	M.A., M.Phil.	PTT (Govt. approv.)	Comparative Politics, Gender Studies	8 years	
Rajesh Patra	M.A.	Guest Lecturer	Research Methodology	3.6 Years	
Anup Mondol	M.A.	Guest Lecturer	International Relations	3 Months	
Sucharita Mukherjee	M.A.	Guest Lecturer	International Relations	2 Years	

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 30%

13. Student -Teacher Ratio (programme wise):

	2010-11	2011-12	2012-13	2013-14	2014-15
B. A. Hons.	37:1	36:1	34:1	39:1	39:1
B. A. Gen	167:1	196:1	161:1	233:1	280:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: PG and MPhil

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

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

18. Research Centre /facility recognized by the University: NIL

19. Publications: (Refer to the Annexure)

* 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: 13
 - * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers
 - * Citation Index
 - * SNIP
 - * SJR
 - * Impact factor
 - * h-index
20. Areas of consultancy and income generated: NIL
21. Faculty as members
in
- a) National committees b) International Committees c) Editorial Boards....: NIL
22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/programme
 - 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:
- 1) Recognition received by students in an Art Competition organized by the college in 2015.
 - 2) Recognition received by students in a Seminer organized by the college in 2015.
24. List of eminent academicians and scientists / visitors to the department: NIL
25. Seminars/ Conferences/Workshops organized & the source of funding a)
National b)International: NIL
26. Student profile programme/course wise: refer to 2nd criteria
- | Nameofthe
Course/programme (refer
question no. 4) | Applications
received | Selected | Enrolled | | Pass
percentage |
|---|--------------------------|----------|----------|----|--------------------|
| | | | *M | *F | |
| B.A(Hons) | | | | | |

2010-11	120	54	20	34	92.50
2011-12	124	56	20	36	91.66
2012-13	246	72	23	49	91.66
2013-14	144	60	18	42	80
2014-15	116	62	30	32	86.04

*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
UG	All the students are from the same State (West Bengal).	NIL	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed - Campus selection - Other than campus recruitment	
Entrepreneurship/Self-employment	NIL

30. Details of Infrastructural facilities

a) Library: Departmental

Library and Central Library

b) Internet facilities for Staff & Students: Yes

- c) Class rooms with ICT facility d) Laboratories: NIL
31. Number of students receiving financial assistance from college, university,government or other agencies: nil
32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: Special Lectures and Seminar to be organized in collaboration with other departments in 2016.
33. Teaching methods adopted to improve student learning:
➤Chalk and board
➤Audio-visual
➤Projector
➤Brain-storming
➤Group-discussion
➤Debates
➤Wall posters
34. Participation in Institutional Social Responsibility (ISR) and Extension Activities: NIL
35. SWOC analysis of the department and Future plans:
Strength: student-teacher interaction and students' participation in various duties assigned to them
Weakness: Number of Classrooms
Opportunities: Location of the college
Challenge: Space
- Annexure: Publications by Debamita Nath Guha
- “India-China Relations in the New Global Order: The Need for Radical Strategic Realignment” by Debamita Nath (Guha) in the book entitled, “Terrorism and Counter-Terrorism and India’s Changing Role in Global Affairs” published by the Department of International Relations, Jadavpur University, 2007.
- “India and BIMSTEC:Emerging Economic Partners” by Debamita Nath (Guha) in the IUP series book entitled “India’s Look East Policy:The Emerging Trends” coedited by Debamitra Mitra and Madhuchanda Ghosh
- “India and BIMSTEC:Prospects and Opportunities” by Debamita Nath (Guha) in the IUP series book entitled “India’s Foreign Policy:The Chnaging Dynamics” coedited by Debamitra Mitra and Madhuchanda Ghosh
- “India and United Nations” coauthored by Debamita Nath (Guha) and Debashree Mukherjee in the IUP series book entitled “India’s Foreign Policy:The Chnaging Dynamics” coedited by Debamitra Mitra and Madhuchanda Ghosh

“Education, Media, NGOs and IDPs: A South Asian Perspective” by Debamita Nath (Guha) in the IUP series book entitled “Internally Displaced Persons in South Asia: An Overview” coedited by Debamitra Mitra and Shahiuz Zaman Ahmed

_ “Impact of Feminism in Today’s World: A Critical Evaluation” by Debamita Nath (Guha) in the book entitled “Feminism: Theories and Impact” edited by Debasree Mukherjee.

“Domestic Inequity: A Split Faced by the Girl Child” by Debamita Nath (Guha) in the book entitled, “Girl Child: Issues, Perspectives and Initiatives”, edited by Debasree Mukherjee.

“Role of HR in the Airline Industry” ” by Debamita Nath (Guha) in the IUP series book entitled “HR Issues in Hospitality Industry,” edited by Ishita Mukherjee

“Delegation and Empowerment in the Hospitality Industry” ” by Debamita Nath (Guha) in the IUP series book entitled “HR Issues in Hospitality Industry,” edited by Ishita Mukherjee

“Men in Advertisements: Raymond, The Complete Man” ” by Debamita Nath (Guha) in the IUP series book entitled “Brand Gendering: Concepts and Experiences,” edited by Arindam Mukherjee

“Training of Employees in the Hotel Industry” coauthored by Debamita Nath (Guha) and Arindam Mukherjee in the IUP series book entitled “HR Issues in Hospitality Industry,” edited by Ishita Mukherjee

_ “Role of Employees in Providing Service in Airline Industry” by Debamita Nath (Guha) in the IUP series book entitled “Customer Service in Airline Industry,” co-edited by Ishita Mukherjee and Amitabha Ghose.

_ “Training of Employees for Customer Service in the Hotel Industry” by Debamita Nath (Guha) in the book entitled “Customer Service in Hotel Industry”, co-edited by Ishita Mukherjee and Amitabha Ghose .

Evaluative Report of the Department of Zoology

1. Name of the department: **Department of Zoology**
2. Year of Establishment: **1991**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): **UG - B.Sc. (Honours & General);**
4. Names of Interdisciplinary courses and the departments/units involved: **Chemistry, Botany, Mathematics, English, Bengali, ENVS**
5. Annual/ semester/choice based credit system (programme wise): **Annual**
6. Participation of the department in the courses offered by other Departments: **Food & Nutrition**
7. Courses in collaboration with other universities, industries, foreign institutions, etc.: **None**
8. Details of courses/ programmes discontinued (if any) with reasons: **None**
9. Number of Teaching posts –

	Sanctioned	Filled
Professors	-	-
Associate Professors	01	01
Asst. Professors	01	01

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

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

Dr. Partha Pratim Chaudhuri	M.Sc., Ph.D.	Associate Prof.	Parasitology, Immunology & Molecular Biology	UG: 25 Yrs. Research: 5 years	N. A.
Dr. Papia Das	M.Sc., Ph.D.	Asst. Prof.	Parasitology& Immunology	7+	N.A.
Arjita Dasgupta	M.Sc.	Guest Lecturer	Endocrinology	3 Yrs.	N. A.
Paromita Jana	M.Sc.	Guest Lecturer	Endocrinology	3 Yrs.	N.A.

11. List of senior visiting faculty:

Dr. Silanjan Bhattacharyya, Prof. of Zoology, W.B. State Univ.

12. Percentage of lectures delivered and practical classes

Handled (programme wise) by temporary faculty:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Honours Theory	45	45	45	45	40
Honours Practical	40	40	40	40	40
General Theory	60	60	60	60	50
General Practical	60	60	60	60	50

13. Student -Teacher Ratio (programme wise):

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
B.Sc. (Honours)	14:1	12:1	15:1	11:1	19:1
B. Sc. (General)	30:1	33:1	44:1	31:1	51:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: **Attendant - 01**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.: **Ph.D. (2); PG (2)**

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:

West Bengal Biodiversity Board Funded Project (Vide Memo no. 41/5K (Bio) - 2/2007 dt. 9.04.2008. Amt. - Rs. 70,000.00

18. Research Centre /facility recognized by the University: None

19. Publications: **Please see Annexure 1 for details**

- * a) Publication per faculty: papers combining all faculty. - **12+8+1**
- * Number of papers published in peer reviewed journals (national /international) by faculty and students:
National: published; - **8** International: published. - **12**
- * 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.): **15**
- * Monographs:
- * Chapter in Books:
- * Books Edited:
- * Books with ISBN/ISSN numbers with details of publishers: **1 (ISBN-978-3-659-30601-3)**
- * Citation Index: **125**
- * SNIP:
- * SJR:
- * Impact factor: **19.78**
- * h-index:

20. Areas of consultancy and income generated: **Nil**
21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards....:

One faculty is member of two national committees.

22. Student projects
- a) Percentage of students who have done in-house projects including inter departmental/ programme:
- i. **33% of students are involved in ENVS project**
 - ii. **60% of students are involved in Biodiversity projects**
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: **None**

23. Awards / Recognitions received by faculty and students:

- Recipient of D. N. Ganguly Medal - from Zoological Society, Kolkata
- Best Poster presentation in the National Symposium on "Recent trends in Parasitological Researches, Dept. of Zoology Univ. of Calcutta.

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

None

25. Seminars/ Conferences/Workshops organized & the source of funding a) National b) International: nil

26. Student profile programme/course wise: Refer to 2nd criteria

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.SC(Hons)					
2010-11	56	34	14	20	87.50
2011-12	66	33	15	18	100
2012-13	78	31	13	18	64.28
2013-14	105	25	10	15	75
2014-15	120	36	14	22	100

*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.Sc. Honours in Zoology	100 %	-	-
B.Sc. General in Zoology	100 %	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NET - 7;
GATE - 1

29. Student progression:

Student progression	Against % enrolled
UG to PG	20
PG to M.Phil.	
PG to Ph.D.	1
Ph.D. to Post-Doctoral	1
Employed - Campus selection - Other than campus recruitment	63
Entrepreneurship/Self-employment	1

30. Details of Infrastructural facilities

- a) Library: **220 books in the Departmental Library;**
761 books in the Central Library
- b) Internet facilities for Staff & Students: **Yes; 3 pcs with internet facilities**
- c) Class rooms with ICT facility: **Yes**
- d) Laboratories: **Yes (Two)**

31. Number of students receiving financial assistance from college, university, government or other agencies: nil

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:

- Field trips are arranged to various National Park, Sanctuaries and Reserve Forests.
- Students attend various lectures organized by the Zoological Survey of India.
- Students actively participated in the preparation of Peoples Biodiversity Register (PBR) of South Bawali Village.

33. Teaching methods adopted to improve student learning:

- a) Audio-visual (OHP, LCD); b) Animations; c) Chalk & Talk; d) Interactive Smart Board; e) Student Presentations; f) Use of Teaching Aids;

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities:

- The department has also initiated studies on local biodiversity with a view to preparing a people biodiversity register which is one of the major thrust areas of

the government

- Taken initiatives to generate awareness about the environment, public health and conservation of nature among the students of this College and also among the students of adjoining areas.
- Organized several bird watching camps in and around Budge Budge to motivate the common people in the conservation of wild life.

35. SWOC analysis of the department and Future plans:

Strength

- Commendable results - 1st class in graduation in 2015
- Higher standards than that of other Zoology departments
- Committed faculty ensuring higher quality of knowledge augmentation
- Expansion of learning aptitude of the students (most students are first generation learners)
- Department has several sets of state-of-the-art instruments like, microscope with CCD camera, digital balance, digital pH meter, digital colorimeter, quartz water distillation plant, micro pipettes, gel electrophoresis water bath shaker, vacuum pump etc
- Department has facility to enable students to visualise the various dissections demonstrated to them on the TV

Weakness

- Acute shortage of faculty
- Lack of space

Opportunity:

- The subject being interdisciplinary, students are enriched and exposed to varied aspects of biosciences.
- Knowledge of the environment and different facets of the animal kingdom is useful for the students as most of them are first generation learners.

Challenge:

- Initiate remedial classes to improve the average results of the department.
- To increase the employment potential of the students.

Future Plans:

- Organise an International Seminar for the benefit of all.
- Open a PG section of Zoology subject to removal of weakness and once a new science block is established.

Annexure 1

Published Papers of Dr. Partha Pratim Chaudhuri

1. **P.P. Chaudhuri**, S. Pal, S.C. Pal and P. Das. Studies on *Giardia lamblia* trophozoite antigens using sephacryl S-300 column chromatography, polyacrylamide gel electrophoresis and enzyme-linked immunosorbent Assay. In *Advances in Giardia Research*, Calgary University Press, Calgary, Canada pp. 191-194, 1988.
2. S. Pal, S.K. Bhattacharya, P. Das, **P.P. Chaudhuri**, P. Dutta, S.P. De, D. Sen, M. R. Saha, G.B. Nair and S.C. Pal. Occurrence and significance of Cryptosporidiosis in Calcutta, Trans. Roy. Soc. Trop. Med. and Hyg. Vol. 83 Part 5, pp. 520 - 521, October, 1989.
3. G.B. Nair, A. Pal, R.K. Bhadra, S. Mitra, P. Das, **P.P. Chaudhuri** and S.C. Pal. Production, subunit specificity neutralizing activity of murine monoclonal antibodies to cholera toxin. In Proceedings of INDO-UK Workshop on Diarrhoeal Diseases held at NICED, Calcutta, January, 1989.
4. **P.P. Chaudhuri**, A. De, A. Bhattacharya, S.C. Pal and Das. Identification of heterogeneity in human strains of *Giardia lamblia* by isoenzyme studies. Int. J. Med. Microbial. Vol. 274, No. 4, pp. 490 - 495, 1991.
5. **P.P. Chaudhuri**, P. Das, S.K. Bhattacharya, M.K. Bhattacharya and S.C. Pal. Enzyme immunoassay for detection of immunoglobulin M antibodies to *Giardia lamblia*. Eur. J. Clin. Microbiol. Infect. Dis. Vol. 10, pp. 534 - 536. 1991.
6. P. Banerjee, D.K. Ghosh, A. De, K. Ghose, **P.P. Chaudhuri**, P. Das and A. Bhattacharya. Metacyclogenesis of *Leishmania* spp.: species specific in vitro transformation, complement resistance cell surface carbohydrate and protein profiles. J. Parasitol. Vol. 77, No. 3, pp. 411-417, 1991.
7. **P.P. Chaudhuri**. Biochemical and immunological studies on *Giardia lamblia* antigens with special reference to its plasmamembrane. Ph. D. Thesis, University of Calcutta, 1991.
8. **P.P. Chaudhuri**, K. Sengupta, B. Manna, M.K. Saha, S.C. Pal and P. Das. Detection of specific anti *Giardia* antibody in serodiagnosis of symptomatic giardiasis. J. Diarr. Dis. Res. Vol. 19, No. 2, pp. 151 - 155, 1992.
9. K. Sengupta, P. Das, T.M. Johnson, **P. P. Chaudhuri**, D. Das and G. B. Nair. Production and characterization of monoclonal antibodies against a highly immunogenic fraction of *E. histolytica* (NIH 200) and their application in the detection of current amoebic infection. J. Euk. Microbiol. Vol.40, No. 6, pp. 722 - 726, 1993.
10. **P.P. Chaudhuri**, A.K. Sil, D. Das, K. Sengupta, S. Bhattacharya, D.J. Chattopadhyay and P. Das. Comparative biochemical and restriction endonuclease digestion pattern analysis of Indian and Portland-1 strains of *Giardia lamblia*. J. Protozool. Res. Vol. 4, No. 1, pp. 29 - 39, 1994.

11. Juan B. Kouri, Jose L. Rosales-Encina, **Partha P. Chaudhuri**, Jose Luna and Raul Mena. Apoptosis in Human Osteoarthritic Cartilage: a microscopy report. Med. sci. Res. Vol. 25, pp. 245 - 248, 1997.
12. **P.P. Chaudhuri**, D. Das, S. Sarkar, M.L. Munoz and P. Das. Biochemical and Immunological Characterization of soluble antigens of *Giardia Lamblia*. Parasitol. Res. Vol. 83, No. 6, pp. 204 - 210, 1997.
13. Bertha Jiménez-Delgadillo, **Partha P. Chaudhuri**, Lidia Baylón-Pacheco, Aracely López-Monteon, Patricia Talamás-Rohana and José Luis Rosales-Encina. *Entamoeba histolytica*: cDNAs cloned as 30 kDa collagen-binding proteins (CBP) belong to an antioxidant molecule family. Protection of hamsters from amoebic liver abscess by immunization with recombinant CBP. J. Expt. Parasitol. Vol. 108, No. 1 – 2, pp. 7 – 17, 2004.

Published Papers of Dr. Papia Das

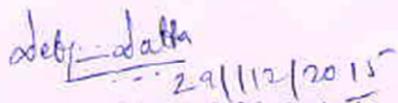
1. Das, P. and Manna, B. Epidemiology of Bird flu: A Review. Nascent, 2007, 2, 33-38
2. Das, P. and Manna, B. *Aporcelaimellus digiticaudatus* n. sp. (Nematoda: Aporcelaimidae) from mosses in India. *Geobios* (An International Quarterly Journal Of Life Sciences), 2011, 38, 253-256.
3. Das, P. and Manna, B. A new species of *Coomansinema* Ahmad and Jairajpuri, 1989 (Nematoda: Thornenematinae) from mosses in Calcutta, West Bengal, India. *flora and fauna* (An International Journal Of Biological Sciences), 2011, 17(2), 363-368.
4. Das, P. and Manna, B. On the nematofauna inhabiting mosses available at Indian Botanic Garden, Howrah, West Bengal, India and description of *Thornenema thornei* n. sp. Proceedings 22nd National Congress of Parasitology, 2011, Pp 178-185.
5. Das, P. and Manna, B. A new and a known species of *Opisthodorylaimus* Ahmad and Jairajpuri, 1982 (Nematoda: Thornenematinae) from mosses of West Bengal, India. *Science and Culture*, 2012, 78(3-4) 177-180.
6. Das, P. and Manna, B. A new and a known species of *Ironus* Bastain, 1865 from mosses in West Bengal, India. *Geobios* (An International Quarterly Journal Of Life Sciences), 2012, 39, 150-156.
7. Das, P. and Manna, B. *Study of nematodes associated with mosses in Calcutta, West Bengal, India*. Germany: Lambert Academic Publishing, 2012, 416pp.
8. Mondal,S. , Das,P. and Manna,B. A new species of *Mesodorylaimus* Andrassy, 1959 (Nematoda:Dorylaimida) from Shillong, Meghalaya, India. International Journal of Information and Computing Science, 2014, Vol: 17(1 &2), pg 12.

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.



Debjani Datta
29/12/2015

Signature of the Head of the institution with seal

DR. DEBJANI DATTA
Principal
Budge Budge College

Place: Budge Budge, Kolkata - 700137.

Date: 29/12/2015

CERTIFICATE OF COMPLIANCE

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

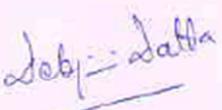
This is to certify that {Name of the institution} fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

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

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

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


20/12/2015

DR. DEBJANI DATTA
Principal
Budge Budge College

INSPECTOR OF COLLEGES

No C/2072/211-Affl.



CALCUTTA UNIVERSITY
CENTENARY BUILDING
CALCUTTA-700 073

Dated the 4th December, 1992.

To

The Principal,
Budge Budge College,
P.O. Budge Budge, Dist. 24-Parganas(S).

Dear Sir,

I am desired to inform you that Budge Budge College, 24-Parganas(S) has been granted extension of affiliation in Geography, Botany, Zoology and Chemistry to the Degree Pass standard provisionally for two years with effect from the session 1992-93 subject to fulfilment of conditions as laid down in the Inspection Report dated 2.4.92 (copy enclosed).

The last date of admission of students to the aforesaid subjects in the college has been extended upto 15.12.92 as a special case.

You are, therefore, requested to kindly implement the conditions and send a compliance report to this office at an early date.

Yours faithfully,

N.B. Banerjee 4/12
(N. B. Banerjee)
Asstt. Inspector of Colleges.

Enclo: One.

LIST OF COLLEGES
UNDER SECTION 2(f) OF THE
U.G.C. ACT

As on March 31, 1998



UNIVERSITY GRANTS COMMISSION
NEW DELHI
2000

Sl. No.	Name of the College	Year of Estt.	Sl. No.	Name of the College	Year of Estt.
10.	Desh College Kharagpur Calcutta-50 Dr. Debaprasad Sarkar	1963	27.	Prabhavati Kishab Chandra College, 11/12, E.T. Road, Tom Hoogly, Calcutta-35 Dr. Asri Kumar Chatterjee	1956
11.	Ashoka College of Commerce Fazlpuria, Dhamti, Bankura Road, Calcutta-60	1967	28.	Babu Radje College P.O. Ghatshali, District, Jharkhand Shri M.L.Das	1971
12.	Sachivedhachari College P.O. Ghatshali District, Jharkhand - 741126	1956	29.	Beruripur College P.O. Purandarpur P.S.Beruripur Distt. 26 Pargana - 703613 (Dr. Chand Ranjani)	1981
13.	Rengal Music College P.O., C.I.T. Scheme, 18 XII Ganeshkhali Level Crossing, Calcutta - 29 Shri Nabi Ranjan Banerjee (Teacher-in-charge)	1950	30.	Calcutta Girls ST College, 6/1 Sibbhee Street Calcutta-10 Smt. Parijat Senapati	1965
14.	Berhampore Girls College P.O. Berhampore (Burhampur) Shri. Kanale Ray	1946	31.	Calcutta Girls College(Evening), 1964 169, Dharmatala Street Calcutta-13 Smt. Shashi Bhush (Incharge)	1964
15.	Shalstab Ganguly College Fooder Road, Belgharia, Calcutta-36 Dr. D.L.Sarkar	1965	32.	Chittaranjan College B.A. Unit, 1/2A, 1/2B Calcutta-9 Shri. Giridharmay Ray	1967
16.	Bindu Chandra College 31, G.T. Road (Fast) P.O. Kighra (Hoogly) Sri. Satisch Chandra Das	1957	33.	Chandramitra College 22, Lake Road, Calcutta-10 Pin - 700029 Sh. S. Banerjee (Incharge)	1947
17.	Bhowanipore Education Society College, 5, Elgin Road, Calcutta-20 Smt. I. Ray	1966	34.	Chandramitra Evening College 90, E.L.K. Chowd Road Calcutta-700042 Dr. Suraj Kumar Banerjee	1979
18.	Bon-Hoogly College of Commerce, Calcutta-35 11/12, E.T.Road Shri. Biran Ray (Teacher-in-charge)	1969	35.	City College of Commerce and Business Administration, 15, Surya Sen Street, Calcutta-12 Shri. S. Bhattacharyya (Teacher-in-charge)	1961



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आवेदन का समाज सेवन

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the

Budge Budge College

Budge Budge, 24 Parganas (S), Kolkata
affiliated to University of Calcutta, West Bengal as

Accredited

at the B level.

Date: May 20, 2005

Murali
Director



- * This accreditation is valid for a period of three years with effect from May 20, 2005.
- * An institutional score (IS) in the range of 35-45 denotes C grade, 46-65-C' grade, 66-75-C'' grade, 76-75-B grade, 76-85-B' grade, 86-90-A grade, 90-95-A' grade, 95-100-A'' grade.