



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GURUDAS COLLEGE

**GURUDAS COLLEGE 1/1, SUREN SARKAR RAOAD, NARKELDANGA
700054**

www.gurudascollege.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gurudas College started its journey in 1956, at a time of great social upheaval in post-Partition West Bengal. The massive influx of displaced people after the Partition of the Bengal province in 1947 required urgent and compassionate measures. To address the growing educational needs of displaced youth, five colleges were established by a government order issued in July 1956, under the aegis of the Ministry of Relief and Rehabilitation. Gurudas College was one among this five. The college's location in the eastern periphery of the city, in the historic Narkeldanga neighbourhood, proved to be an ideal location to cater to the educational needs of this displaced population. The primary mission of the college upon establishment, therefore, was to empower the disadvantaged members of the locality through education and provide quality and holistic education at an affordable cost.

The college is well-connected with the suburban areas around Calcutta, courtesy its closeness to important railway stations such as the Sealdah station (3.4 km), the Bidhannagar Road station (2.8 km), and Howrah station (6.5 km). The Karunamoyee Bus Terminus (4.8 km) and the SBSTC Bus Terminal, Esplanade (6.0 km) are also easily accessible via bus and auto routes. A newly constructed Metro station is expected to start functioning shortly, which will further improve access to the college.

In the long journey of more than 60 years, the college has grown into a full-fledged institution with a sprawling campus constituting of three buildings (with an Annex Building under construction) and a well-stocked library with modern equipment. The college boasts of a sports ground, a mango grove, and a small medicinal plants garden. It now offers undergraduate courses in 20 subjects. 18 of these departments offer Honours programmes. Three departments (Bengali, Zoology and Physics) offer Postgraduate programmes. In 2018-2019, the college has successfully rolled out the Choice Based Credits System (CBCS) in undergraduate studies.

In the last six decades, the college has developed a mission statement and a pedagogical vision that closely aligns itself with the five principal parameters of higher education.

Vision

The vision that propels the college community is the dream to build a centre of national repute that:

- fosters creativity, inculcates equality, celebrates rationality and worships humanity
- inspires its pupils to prove their excellence in diverse fields with the help of a holistic education
- grooms them to be responsible citizens of the country, future guardians of the society and vanguards of positive changes

Mission

We have made it our mission to:

- instil self-reliance in students, faculty, administrative and supporting staff

- nurture a dynamic, multi-cultural and secular environment conducive to an inclusive and syncretistic society
- create gender awareness, identifying gender hierarchy as a major impediment to social progress
- maintain a harmonious relationship among its stakeholders

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college has competent and qualified faculty, with 44 PhD-holders (out of 78), plus skilled and dedicated non-teaching staff.
- The college management is compassionate and co-operative.
- The college upholds a holistic and humanistic vision of affordable education.
- The college has a diverse and enthusiastic group of students.

Institutional Weakness

The college must

- bridge the digital divide and work with technological tools available in the present day.
- work to generate research and other funds from UGC/other agencies.
- persevere to extend institutional frontiers, and promote industry-academic liaison.
- address its spatial problems.

Institutional Opportunity

The college has

- many young faculty members in substantive positions, who display immense research potential.
- immense scope of making use of its locational advantage to venture into innovative collaborations.
- made great strides in use of renewable energy and can convert this into all around green practices.
- the access to experts from various fields based in and around the city.

Institutional Challenge

The college must

- work to engage with its first generation learners further.
- strive to provide greater teaching/research ambience and strengthen academic/research culture.
- continue to modernize and upgrade its existing infrastructure.
- harness the full potential of CBCS and expand postgraduate studies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gurudas College is affiliated to the University of Calcutta. The academic programmes offered by the college across three streams, as well as the Annual (1+1+1) and CBCS curriculum which those programmes seek to implement, have been developed by the University of Calcutta, to which our college is affiliated. There is a significant symbiosis between the guiding motto of our mother university – ‘*advancement of learning*’ – and the mission of our college – ‘*To provide quality education at an affordable cost.*’

Our institution ensures effective curriculum delivery through a well-planned and documented process, which includes the following measures:

- i. Drawing up of academic and institutional calendar(s).
- ii. Publication of the prospectus.
- iii. Framing a time table.
- iv. Maintaining a daily attendance register.
- v. Effective distribution of workload and completion of syllabus.
- vi. Preparation and implementation of teaching plan.
- vii. Use of ICT in classroom teaching.
- viii. Orientation and evaluation at regular intervals.
- ix. Regular upgradation of the Central Library and Departmental Seminar Libraries.
- x. Miscellaneous.

Our curricular delivery is a complex and innovative mixture of the chalk-and-talk method as well as learner-centric methods involving various aspects of experiential and participatory learning, such as student seminars, student projects, field trips, ICT-enabled learning and practical classes. During the years under review, that is, from 2014-15 to 2018-19, the college has introduced three Postgraduate (Bengali, Physics and Zoology) and three Honours (Sanskrit, Sociology and Philosophy) programmes.

Teaching-learning and Evaluation

- The college has made considerable steps forward in **incorporating contemporary student-centric pedagogical methods** alongside the traditional chalk-and-talk method of teaching, with an added emphasis on **ICT-enabled teaching-learning methods**.
- **Self-learning and problem solving methods** are especially encouraged; an **established mechanism of rewarding students with commendable performances** has proven effective.
- **Faculty training** has been emphasized upon, with the **college holding workshops** on a variety of

subjects (such as **Intellectual Property Rights, Bloom's Taxonomy and classification, the Choice Based Credits System**, and so on) as well as encouraging faculty to attend workshops in other institutions.

- Faculty are **encouraged to generate e-content as a part of an on-going effort to encourage ICT-enabled self-learning; 73.68% faculty now use ICT-enabled methods** for teaching.
- **Teaching plans and learning outcomes** have been incorporated and are now made available online.
- With the implementation of CBCS, considerable changes have been made in the **CIE process**, ranging from the **implementation university-mandated reforms such as project-based tutorials, presentations and viva voce**, as well as **college-centric reforms such as incorporation of formative assessment and mentor-mentee groups**.
- A proper redressal mechanism is in place for the smooth and speedy **redressal of exam-related grievances**.
- In the period under consideration, **27 full-time (contractual and substantive) faculty appointments** have been made to ensure a steady **student-teacher ratio; more full-time appointments are being processed by the WBCSC**.
- The number of **full-time teachers with PhDs have gone up from 29 in 2014-15 to 44 in 2018-19**.
- The **average percentage of full-time teachers against sanctioned posts** in the past five years has been **86.2%**.

Research, Innovations and Extension

Gurudas College has traditionally been an undergraduate institution. It now offers three Postgraduate programs in Bengali, Physics and Zoology since 2016. Our undergraduate focus notwithstanding, the college has managed to establish itself as a hub of research activity.

The 2011 NAAC Peer Team, lead by Prof. Sonde, had advised the college to foster a culture of research. Keeping their recommendations in mind, we have galvanized the existing Research Cell. Initially led by Dr. Arun Ghosh (Department of English), the Cell is currently headed by joint coordinators, Prof. Gautam Mukhopadhyay (Department of Political Science) and Prof. Ruma Ray (Department of Physics). Under their stewardship, the Research Cell has played a key role in sensitizing/promoting a climate of research in the institution.

- Students are motivated to undertake **student projects and publishing research-oriented wall magazines and posters**.
- Faculty is encouraged to pursue **M.Phil and Ph.D** programmes.
- Faculty publish original research articles in *Eshona*, the college research journal, as well as national and international journals.
- Faculty is encouraged to **present papers at academic conferences**. **A maximum of Rs. 3,000 per year is given to each teacher who has presented paper at a seminar**.
- There are **6 minor and 1 major on-going projects**.
- The two NSS units take care of extension activities such as:

1. Cultural and educational programmes for street children.
2. Promoting environmental consciousness among students, staff and faculty.
3. Drive to spread environmental consciousness at the Kolkata Book Fair.
4. Campus cleaning drive.
5. Campaign against sound pollution.

6. Awareness programme on healthy food habits, physical and mental health.

Infrastructure and Learning Resources

Gurudas College has witnessed considerable growth in infrastructure, in tune with academic expansion.

- The campus area is **2.33 acres (142 kathas)**, accommodating **3 buildings** and a total of **29 classrooms (4 of which are new)**. **15 classrooms boast of LCD/ICT facilities**. A **G+4 storied Annex Building is under construction**.
- The **laboratories of the Science Departments** have been **thoroughly modernized and equipped with modern instruments**. The **Departments of Mathematics, Computer Science, Commerce, Economics, Statitics and Journalism and Mass Communication** have computer labs, as per requirement. The **Journalism Department** also has a **video centre**.
- The gymnasium has been upgraded to a **32-station multi-gym facility, accommodating up to 40 users at a time**. The college also has facilities for **indoor and outdoor games**.
- **Water purifiers** have been installed, and **healthy food** is available in the college canteen at a reasonable price.
- The **Administrative Office and the Library** have been **thoroughly upgraded and modernized with the installation of new customized software**.
- The Library has been **fully automated with the help of library management software Koha (version 322.10) on Ubuntu 14.04 platform**. The task of tagging of **RFID stickers** is going on.
- The **Library is a member of UGC N-List Consortium**.
- The Library has added a **new PG Section, along with teachers' cubicles with internet facility**. The Library now remains **open beyond college hours**.
- The **Rare Books Section** contains some **valuable, out-of-print books by Sir Gurudas Banerjee, the noted educationist**. The **Gurudas Banerjee Memento Corner** is also an important addition to the college.

Student Support and Progression

The founding mission of Gurudas College was to empower the disadvantaged members of the locality through education. To this end:

- The college has a well-established **student mentoring and support system**.
- Apart from regular classroom interaction, **advanced and slow learners are given separate attention**, as per their needs.
- Various departments of the college offer **remedial coaching for the slow learners**. **First generation learners** are especially encouraged to take advantage of the college's facilities.
- Students are encouraged to participate in **study tours, seminars, conferences, symposia, extension lectures, and workshops**. This provides them with the necessary academic mentoring beyond the limits of the classroom.
- As the college caters to a significant section of the economically backward classes, it facilitates the distribution of various Government **scholarships and its own free-ships/concession**.
- The college possess a **transparent mechanism for redressal of student grievances, including duly constituted Internal Complaints Committee, and an Anti-Ragging Cell**.
- A sizable majority of students progress to further education, and have cleared different competitive

exams like **NET/SET/GATE** etc.

- Students of the college have a record of performing admirably in various **sporting events occurring at inter college levels**.
- The college also has a responsible **students' representative body, with representation in the Governing Body of the college**.
- The college has a **Cultural Cell**, which organizes regular cultural activities.
- The college continues to share a very cordial rapport with ex-students, through a **vibrant alumni association named, 'Phire Dekha'**.

Governance, Leadership and Management

- The mission statement of the college commits to an **all-inclusive structure of governance**. **The Governing Body is the apex body** in the administration of the college. The Principal of the college works in close coordination with the college Governing Body. The college management functions in a democratic and decentralized manner.
- The **cells/bodies/committees** function by maintaining thorough records of their activities and minutes of their meetings, highlighting effective implementation of their resolutions.
- The College scheme of **'Earn While You Learn'** is turning out to be a major draw for several students of the college, who might have otherwise dropped out due to financial difficulties.
- The institution has various effective **welfare measures for teaching and non-teaching staff, such as loan facilities, festival advance, compassionate appointment**, and so on.
- Various **professional development/administrative training programmes** are organized by the institution for teaching and non-teaching staff. Faculty are also encouraged to attend professional development programmes such as **Orientation Programmes, Refresher Courses, Short Term Courses, Faculty Development Programmes**, and so on.
- The institution has a **Performance Appraisal System** in place for teaching staff, following UGC Regulations 2010 (as amended thereafter).
- The college has a mechanism for both **internal and statutory audit**. The statutory audit has been completed up to the session 2015-16.
- The IQAC oversees the task of **orienting the faculty by organizing faculty workshops** on a wide variety of topics; ensures that **career advancement** according to the Performance Based Appraisal Scheme is enacted smoothly; that **Teaching Plans** are submitted and **student seminars** are held.

Institutional Values and Best Practices

- The college **organizes awareness programmes for the promotion of gender equity and gender sensitivity among female as well as male students** and conducts seminars on women's health issues.
- **CCTV cameras/round the clock security service** ensures safety and security on campus.
- **The Women's Cell, the Internal Complaints Committee, the Grievance Redressal Cell and Anti-Ragging Cell** safeguard the interests of the students and staff.
- The College takes pride in **championing green practices**. It maintains a green campus with a **mango grove, a small medicinal plant garden and a variety of other trees**. The Foundation Day is celebrated with *briksharopan* (planting of saplings) as a decades-old tradition. Practices ranging from **promoting a plastic/tobacco free campus to moving towards a paper-free office** have been incorporated. The **library has been digitized** with Open Source software.
- A MoU has been signed for **recycling paper/e-waste; solar grid system has been revived and rain**

water harvesting is planned.

- **The college ensures accessibility; ramps, a designated restroom, wheel chair, stretcher and scribes during examinations** are available.
- **The college undertakes community outreach programmes** with the help of the **two active units of NSS.**
- Core values of the institution are displayed on the website, **promoting consciousness about national sentiments, secularism, duties and rights of Indian citizens and human values.**
- **Candidates successful in inter-college cultural events and university examinations are awarded by the Teachers' Council; educational tours for experiential learning** are encouraged in departments.
- **Transparency** is maintained in all aspects of the college's functioning for a healthy academic ambience.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURUDAS COLLEGE
Address	GURUDAS COLLEGE 1/1, SUREN SARKAR RAOAD, NARKELDANGA
City	KOLKATA
State	West Bengal
Pin	700054
Website	www.gurudacollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MAUSUMI CHATTERJEE	033-23703841	9830302408	033-23536653	principal@gurudacollege.edu.in
Associate Professor	TRIPARNA MAJUMDER	033-23720366	9830597192	033-0000000000	iqac.gurudas@gmail.com

Status of the Institution	
Institution Status	Government , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

Date of establishment of the college	14-08-1956			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
West Bengal	University of Calcutta		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	14-08-1956		View Document	
12B of UGC	14-08-1956		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GURUDAS COLLEGE 1/1, SUREN SARKAR RAOAD, NARKELDANGA	Urban	2.256	1.691

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali	36	HS	English + Bengali	80	69
UG	BA,English	36	HS	English + Bengali	80	69
UG	BA,History	36	HS	English + Bengali	55	47
UG	BA (Journalism),Journalism And Mass Communication	36	HS	English + Bengali	40	38
UG	BA,Philosophy	36	HS	English + Bengali	30	16
UG	BA,Political Science	36	HS	English + Bengali	55	51
UG	BA,Sanskrit	36	HS	English + Bengali,Sanskrit	30	8
UG	BA,Sociology	36	HS	English + Bengali	20	7
UG	BSc,Biochemistry	36	HS	English + Bengali	35	23
UG	BSc,Botany	36	HS	English + Bengali	45	28

UG	BSc,Chemistry	36	HS	English + Bengali	50	27
UG	BSc,Computer Science	36	HS	English + Bengali	35	28
UG	BSc,Economics	36	HS	English + Bengali	50	17
UG	BSc,Mathematics	36	HS	English + Bengali	60	34
UG	BSc,Microbiology	36	HS	English + Bengali	40	35
UG	BSc,Physics	36	HS	English + Bengali	60	30
UG	BSc,Zoology	36	HS	English + Bengali	45	36
UG	BCom,Commerce	36	HS	English + Bengali	150	96
UG	BA,Ba General	36	HS	English + Bengali	300	297
UG	BSc,Bsc General	36	HS	English + Bengali	140	73
UG	BCom,Bcom General	36	HS	English + Bengali	250	172
PG	MA,Bengali	24	Graduation	English + Bengali	35	24
PG	MSc,Physics	24	Graduation	English	20	14
PG	MSc,Zoology	24	Graduation	English	20	19

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				18				52			
Recruited	0	1	0	1	5	13	0	18	18	26	0	44
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	4	11	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				42
Recruited	29	6	0	35
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	19	2	0	21
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	0	0	0	0
Yet to Recruit				3

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	5	12	0	8	13	0	39
M.Phil.	0	0	0	0	1	0	0	6	0	7
PG	0	0	0	0	0	0	9	7	0	16

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	7	0	10

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	3	6	0	9
PG	0	0	0	0	0	0	16	7	0	23

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		38	11	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	623	2	0	0	625
	Female	573	3	0	0	576
	Others	0	0	0	0	0
PG	Male	21	0	0	0	21
	Female	35	1	0	0	36
	Others	0	0	0	0	0
Certificate / Awareness	Male	37	0	0	0	37
	Female	37	0	0	0	37
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	153	152	175	154
	Female	128	99	90	93
	Others	0	0	0	0
ST	Male	3	9	4	9
	Female	6	5	2	2
	Others	0	0	0	0
OBC	Male	46	55	65	52
	Female	34	21	27	18
	Others	0	0	0	0
General	Male	444	540	681	615
	Female	444	417	459	457
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1258	1298	1503	1400

3. Extended Profile

3.1 Program

Number of courses offered by the Institution across all programs during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
97	88	77	76	76
File Description		Document		
Institutional data prescribed format		View Document		

Number of programs offered year-wise for last five years?

2018-19	2017-18	2016-17	2015-16	2014-15
24	23	19	18	18

3.2 Students

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2905	2848	3240	3235	3303
File Description		Document		
Institutional data in prescribed format		View Document		

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
828	813	770	729	689
File Description		Document		
Institutional data in prescribed format		View Document		

Number of outgoing / final year students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
888	704	870	775	896
File Description		Document		
Institutional data in prescribed format		View Document		

3.3 Teachers

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
78	77	74	58	59
File Description		Document		
Institutional data in prescribed format		View Document		

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
86	86	85	85	85
File Description		Document		
Institutional data in prescribed format		View Document		

3.4 Institution

Total number of classrooms and seminar halls

Response: 38

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
280.75811	335.1353	319.8954	311.88254	179.68449

Number of Computers

Response: 146

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Gurudas College is affiliated to the University of Calcutta and follows the University prescribed curriculum under the former **1+1+1** system and the newly introduced **Choice Based Credit System (CBCS)**, which has been implemented from the academic year of 2018-19. Our institution is committed to effectively delivering the prescribed curriculum in a systematic way and has ensured the same by taking the following measures:

i) Academic Calendar: Prepared according to the **University Academic Calendar**, the college calendar offers academic and administrative details, such as the commencement of session, working days, teaching days, list of holidays along with probable dates of Internal Assessments, Tutorial (Project and Viva-Voce), semester evaluations, University and college examinations. The above details are displayed both on the College notice boards and on the Website.

ii) Prospectus: The prospectus is a representation of the 'vision, mission and goals' of the institution, providing detailed information about students' amenities like Canteen, Career Counselling and Placement Cell, Gymnasium, Health Unit, Laboratories, well equipped Central Library with internet facilities, other innovative schemes like Earn While You Learn (EWuL) and scholarship programmes.

iv) Attendance Register: The registers are meant to keep a daily record of the honours, general and remedial classes held. This acts as a measure for documenting the monthly attendance of the students which is displayed later on the respective notice boards.

v) Effective distribution and completion of syllabus: The college maintains a systematic record of the syllabus covered within a stipulated time, for which the departments submit the respective Teaching Plans of the faculty members. These are later put up on the departmental notice boards and on the college website for the benefit of the students.

vi) ICT There are 15 ICT enabled classrooms including one with lecture capturing facility to make teaching-learning more entertaining and delightful. In addition to recording classroom lectures for future reference, it enables the students to be acquainted with audio-visual versions of the lectures, contributing to their interdisciplinary knowledge.

vii) Orientation and Evaluation: The departmental teachers update students through oral evaluation, written class tests, objective question-answer discussion, topic consultation and internal assessments. The college also provides the students with a learning experience beyond the curricular framework by regularly holding Departmental Seminars and Excursions.

viii) Library: The college consists of one Central and fourteen Seminar libraries. The fully air-conditioned

Central Library covers an area of 3000 sq. ft. and contains a total number of 45018 books, 12 journals (approx.) and University question banks of different Honours and General subjects. One can also find previous year question papers of the University and the college from the College Library website. The library also grants access to teachers and students beyond college hours. The departments of Bengali, Physics and Zoology have separate libraries for their postgraduate students.

ix) Miscellaneous: The college encourages the teachers to attend the Orientation, Refresher and other Short Term Programme/Workshops with a view towards extending their intellectual horizons. However, this is allowed only after the respective classes have been successfully rearranged with available faculty.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

With the introduction of **semester and the CBCS**, the college is in the process of transitioning from a primarily summative model of evaluation to a **combination of formative and summative models**. The **reforms undertaken have been extensive**, and the college is still in the process of further evolving the process of CIE as the CBCS rolls out in all the three years.

University-mandated

Whereas **the annual mode** involved **end of the year external summative assessment** (alongside **internal evaluation such class tests and internal tests** that did not affect the final assessment) and **year-end report cards**, the University of Calcutta following CBCS entrusts a considerable part of the assessment upon the colleges. This **internal assessment** is continuous in nature, and students are marked on the basis of:

- **Attendance: Standardized and university-mandated**
- **Tutorial: Project-based home assignments**; some departments also have **viva and presentation components** and **research-oriented components such as term papers and bibliographical requirements** that students receive prior training for, in consultation with respective departments in the University
- **Class tests: MCQs; objective and qualitative** assessment

Lab-based subjects involve **practical examinations**, which are assessed by external examiners. This is followed by a final examination, which is also determined and assessed by external examiners, as determined by the University.

Some departments of the college have also sought to **incentivize attendance by awarding prizes to students with best attendance records**.

College-centric reforms:

To cope with the demands of semesterization and the CBCS, the college is in the process of evolving its own measures of **formative assessment** that is aimed at **reducing reliance on rote learning and evolving autonomous learning processes for individual students**, as well as **reducing stress levels and undue emphasis on the end of the year examination**, which is detrimental to overall development and learning. The **mentor-mentee groups** utilize the **tutorials** to develop **tasks that might be weekly or biweekly**, and are focused towards developing **self-reliance, deeper disciplinary knowledge, critical thinking and problem solving abilities**. Teachers are encouraged to bring in their individual methods to the tutorial spaces and develop **a democratic method of assessment** benefitting the entire group.

Formative assessment is also utilized over the course of the semester in **informal**, low pressure assessment techniques such as **group work and participatory discussions in class, surprise tests with open book and peer-assessment components, and quizzes**. This enables teachers and students to assess the extent of learning, as well as identify and rectify areas of weakness and challenges.

The college is committed to further innovation and reform in CIE as CBCS rolls out in all the three years. The significance of **EdRP (Educational Resource Planning Tools)** is undeniable in the evolution of evaluation methods. To this end, the college has already **automated parts of the admission process, registration and payment**, and is in the process of further evolution. The college benefits from the **online resource repositories** such as **N-LIST**, and is in the process of developing its own repository of **e-content**. This is an ongoing task.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented	
Response: 100	
1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 24	
File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years											
Response: 9											
1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.											
<table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2018-19	2017-18	2016-17	2015-16	2014-15	4	4	1	0	0
2018-19	2017-18	2016-17	2015-16	2014-15							
4	4	1	0	0							
File Description	Document										
List of Add on /Certificate programs	View Document										
Brochure or any other document relating to Add on /Certificate programs	View Document										

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years	
Response: 1.76	
1.2.3.1 Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.	

2018-19	2017-18	2016-17	2015-16	2014-15
203	43	10	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Environmental Studies, a compulsory course of 100 marks for second semester UG students, includes the following topics:

1. Introduction to Environmental Studies
2. Ecology and Ecosystems
3. Natural Resources
4. Biodiversity and Conservation
5. Environmental Pollution
6. Environmental Policies and Practices
7. Human Communities and the Environment

Issues like gender, environment, human and social values and professional ethics are being dealt with to create awareness among students. This effort is further augmented by the current CBCS syllabus which provides enough opportunity for discussion on these issues. The former 1+1+1 system also includes provisions for similar discourses.

History

Gender, environment, socio-economic and political rights of different social classes feature as important tools of interpretation in the history of ancient, medieval and modern periods. In addition, the curriculum leaves space for discussions on gender, environment and human values.

Political Science

Themes like Feminism as a political ideology, Women's Movement in post-independent India, Sustainable Development, Problem of Developments in the Third World, Fundamental Rights and Human Rights of Indian Citizen, Syncretism, Secularism, Empowerment of Women, United Nations Peace-Keeping, Domestic Violence Act, Vishakha Guidelines, Right to Information Act and other socially relevant issues are discussed.

Economics

The syllabus incorporates a paper on Environmental Economics, reviewing microeconomics and Welfare economics, interlinking environment and economy, exposing the design and implementation of environmental policy. 'Environment and Sustainable Development' addresses the contemporary relevance of sustainable development, discussing environmental changes while prescribing policy measures to tackle the crisis. Issues on gender and wage gap also form a part of 'Development Economics'.

Sociology

A major portion of the syllabus focuses on gender as an analytical category in the epistemological framework.

Philosophy

The course includes topics like Feminist Philosophy, Environmental Philosophy, Man and Environment which directly deal with issues related to gender and environment.

Education

The subject discusses Inclusive education and analyses the social disability and exclusion of women through sub-themes like Gender and Sexuality. The paper on Women's Education focuses on the Historical Perspectives of Women's Education in colonial India.

Sanskrit

The syllabus includes several texts addressing the issues of gender, conservation of nature and biodiversity. Themes like Structure of Society and Values of Life, Inter-Caste Marriage, Position of Women in Society and Social Values of Life analyse ancient Indian society and culture and bear a testimony of women empowerment.

Bengali

The curriculum analyses the themes of gender, social relations, social marginalisation, and environment, further complemented through programmes and seminars conducted by *Nandana* (Women's empowerment Cell), *Vasudha* (Nature Club) and NSS units.

English

The curriculum devotes an entire paper to Women's Writing which re-inserts women writers into their rightful place in the literary canon. The paper titled Indian Writing in English addresses both 19th century concerns on the 'woman question' as well as 21st century reflections on the same. Women writers constitute an important aspect of the paper. Literature and human rights are intrinsically associated with each other, and the question of human rights becomes salient in multiple texts in the curriculum.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 29.37

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
54	18	18	18	18

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 32.5

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 944

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 88.08

2.1.1.1 Number of students admitted year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1258	1298	1503	1400	1509

2.1.1.2 Number of sanctioned seats year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1725	1695	1605	1520	1435

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 44.2

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
371	341	363	328	290

File Description

Average percentage of seats filled against seats reserved

Document

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Dr. S. Radhakrishnan said that India's destiny is shaped in her classrooms. In order to maximize on the potential present in each student, individual departments study and review the learning skills of the students through an assessment of their previous records as well as their response/participation in the classroom and the laboratory, and their performance in practical work and class tests.

Slow learners

Gurudas College caters to many **first generation learners** every year, from different caste and class backgrounds. For many learners, **slow learning is a product of many factors and not any innate lack of ability**. The college is committed to a **scientific and compassionate approach** towards their education. To that end, the college identifies specific problem areas that are then systematically addressed.

Problem: Weak communication skills

Solution: The college offers **remedial classes in English** for students from SC/ST/OBC categories and for students who have come from schools where the medium of instruction was Bengali/other Indian languages (as well as anyone else who might wish to participate in the same).

The **Career Counseling Cell of the college tied up with Veta (a popular ELT institution) in 2017-18** for a seminar on the **communication requirements of the professional world**, and hopes to offer similar industry insights in the future.

Problem: Passive Learning

Solution: The college encourages **interactive learning in the classroom**.

Students are supplied with **self-learning material and e-content, and are encouraged to develop autonomous learning methods**.

Problem: Confidence building/Motivation

Solution: To avoid learner isolation, mentors work closely with individual students and ensure **constant feedback**.

- **Group discussions and peer learning** is encouraged in tutorial spaces.

Students are also encouraged to talk to the **college-appointed counsellor** if needed. This is effective in reducing drop-out percentages.

Advanced learners

Problem: Lack of challenge

Solution: Advanced learners are encouraged to challenge themselves with the help of advanced self-learning material, and motivated to participate in seminars and workshops in the college as well as elsewhere.

- The **seminar libraries of each department** are stocked with material that they are encouraged to pursue.
- The college library offers **access to e-journals via N-LIST**.
- **Experts are invited from different institutions** to present on different topics, often beyond the curriculum.

Motivation:

- The college offers **prizes and awards** in every discipline to ensure that high performers feel rewarded.
- High performers lead **student seminars** in every department, where they present papers. The college's **in-house student journal, Anweshana, publishes these papers** thereafter.

Focus:

- Mentors identify **areas of focus** that require attention for individual learners, and direct them towards **research orientation as well as career goals depending on said focus**.
- Students are encouraged to meet the **college-appointed counselor** if needed, in order to **retain focus and maintain balance**.

File Description	Document
Upload any additional information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 37.24

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Keeping up with the changing needs of students in the present day, the college has been encouraging the practice of student-centric teaching methods alongside the traditional lecture and assessment mode. While lectures are indispensable in getting across large swathes of information, they are also teacher-centric and tend to encourage passive learning. Hence, the college routinely educates faculty on student-centric methods of teaching and encourages the practice of the same across departments.

Experiential Learning:

The college is committed to the cause of experiential learning outside of traditional classroom structure, in order to stimulate academic inquiry and promote professional and intellectual skills.

- Various departments undertake **study tours** to encourage **group learning and bonding experiences outside of the classroom**. This is **tailored by the departments** depending on their needs and **seeks to engage students with the ‘real world’ outside of the abstract conceptualizations of textbooks**.
- Through **activity groups such as Vasudha (the environment club) and NSS**, students are encouraged to participate in **hands-on activities and develop social awareness and leadership skills**, and **meet people from different walks of life**.

Participatory Learning:

To offset the passive learning components of the traditional lecture method, faculty frequently undertake a more reflective teaching approach, stressing on the individual subjectivity of the learners.

- **Questioning a concept or a statement is encouraged and rewarded.**
- **Audio-visual support such as projectors, whiteboards, films, online support materials**, and so on are encouraged as essential teaching tools to ensure participatory learning.
- Since participatory methods are best undertaken in small groups, the tutorial space is utilized to this purpose. The **mentor encourages practices such as brainstorming, case studies, debate, group discussions**, and so on. Students are encouraged to **reflect on the “what” of their learning** as opposed to simply retaining information. **Co-operation and peer-learning** is encouraged.

Problem-Solving Methodologies:

Problem-solving is an essential aspect of the undergraduate curriculum since it trains students to recognize issues and take responsibility for their own learning to a certain extent. The small tutorial groups are considered best fitted for these methods of instruction, and to that end, mentors encourage their mentees to:

- Ask **“what”, “how” and “why”**
- Articulate their concerns in a coherent manner, **slowing down their thinking process and approaching the problem in a step-by-step manner**
- Consider **alternatives** and discuss **different facets** of the problem
- Recognize **misconceptions**
- Communicate the **significance of a scientific process and discourage the temptation to have quick fix solutions**

The increasing adoption of these methods by faculty, in addition to traditional lecture-orientated methods, has had a visible impact in student morale and the college hopes it will eventually become an important tool of reducing drop outs.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Gurudas College is committed to upholding the highest standards of pedagogy and the constant evolution of the same, keeping in mind the developments in ICT-enabled teaching-learning and digital methods in research.

The college has consistently encouraged its faculty to adapt to ICT-enabled teaching methodologies, and to that end, the college is now equipped with **15 ICT-enabled classrooms and 6 smart classrooms**. The college also provides **wi-fi access in all three buildings**. Faculty members have increasingly integrated ICT-enabled pedagogical methods as they employ multimedia material such as films, presentations, storymaps, and so on, in the classroom.

The college library is a member of the UGC N-List consortium and the National Digital Library of India. It is also an institutional member of the British Council, Kolkata. Faculty members encourage students to make use of the large number of **online journals, databases, and other e-resources** available herein as self-learning material. Faculty members are also encouraged to generate **e-content** of their own, which is then uploaded in the college website.

The college has also successfully opened a NPTEL Local Chapter, and is in the process of sensitizing faculty and students in signing up for the same.

File Description	Document
Upload any additional information	View Document

2.3.3 Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

Response: 38.22

2.3.3.1 Number of mentors

Response: 76

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 80.99	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 53.07				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
43	42	38	32	29
File Description	Document			
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document			
Any additional information	View Document			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.35

2.4.3.1 Total experience of full-time teachers

Response: 807.6

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

To ensure transparency in the internal assessment mechanism, the college ensures that:

- **Components of the university-mandated internal assessment mechanism are well-advertised at the beginning of the session, in the college prospectus as well as the college website.**
- The **Orientation Programme** held at the beginning of the semester lays out the demands of the continuous evaluation mechanism to incoming students.
- Faculty encourages students to ask questions about any component that might seem daunting or unclear.
- Students are informed of their **attendance status on a regular basis as well as on demand.**
- The University of Calcutta currently mandates a **schedule for internal assessment components like tutorials and internal examinations** that the college has to adhere to. However, departments are free to set dates as per their convenience within this schedule, and these dates and submission deadlines are communicated to students via **official notices as well as verbal and electronic communication.**
- Students are educated on the **dangers of plagiarism** and how to **avoid the same in their project-based tutorials.**
- Students are encouraged to submit **drafts in order to develop a better understanding of strengths and weaknesses, and learn to reflect on their work through a consultative process.** This has shown excellent results in reducing student grievances and development of student morale.
- **Assessment objectives and expectations are communicated** clearly to students for all components of assessment.
- Faculty members allow **re-assessment** if it is deemed necessary.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The college is a centre for examinations organized by the University of Calcutta, and to that end, the college ensures that examination-related grievances are handled with promptness and transparency. Every examination is handled by a team of faculty and non-faculty coordinators, who ensure efficient conduct of examinations. The process is further supervised by Officer(s)-in-Charge and the Head of the Institution. This team ensures exam-related grievances are handled smoothly, such as:

- Proper display of seating arrangements
- Proper intimation of examinees at equal time-intervals
- Ensuring adequate space for bags and other articles carried by students

Students are encouraged to approach the examination coordinators for speedy remedy of any matter that might crop up at the given moment; it should be noted that some grievances are beyond the purview of the college and can only be handled by the University of Calcutta.

Internal examinations in the college are handled by individual departments. These examinations are held and its marks are uploaded to the University portal within deadlines set by the University of Calcutta, and students are given ample opportunity to discuss any issues with the faculty while sticking to the University deadlines. Apart from written examinations, tutorial examinations take on various formats, from the submission of projects and viva voce, to presentations. Faculty are encouraged to be fair and objective in order to ensure transparency in marking.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The 2018-2019 academic session saw the college move from the annual mode to semesterized CBCS. Following the move, the college has committed itself to the UGC's emphasis on learning outcome-based curricular framework (LOCF), and proceeded to generate outcomes for all programmes and courses offered in the college. It should be noted that the college is constrained by the University's norms and guidelines, and the syllabi are therefore not directly made by the faculty of the college.

In order to make the transition into LOCF a smooth process, the college has held **training sessions** with Heads of Departments as well as the teaching faculty to familiarize them with the demands of the same. It has also held a **workshop on Bloom's Taxonomy** to this end, and intends to continue to do the same in the

coming years.

Following this, the college has uploaded all programme outcomes, programme specific outcomes, and course outcomes to the college website, for easy access to students. The outcomes are also communicated to the students at the beginning of each semester, and teachers are encouraged to design their lectures keeping these outcomes in mind. This is an on-going process, and will continue to be modified as the UGC and the University of Calcutta update the implementation of LOCF.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The results of the first year of CBCS have shown a marked improvement in performance - a factor that the college believes is directly linked with the transition towards an outcome-based approach.

Departments have also assessed the development of their students in arenas such as communication skills, problem solving skills, critical thinking, scientific reasoning, leadership/teamwork and so on. Through the mentor/mentee sessions, departments have kept track of their students' progression and their difficulties.

This assessment mechanism, however, is very much in motion, and will continue to be developed over the next couple of years of transition into CBCS.

2.6.3 Average pass percentage of Students during last five years

Response: 73.27

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
780	728	619	636	676

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
966	901	1026	935	957

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 55.41

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
4.637	4.32	11.595	3.16	31.7

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.28

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 22

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	6	2	5

3.1.3.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	20	20	20

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The initiatives taken by the institution for creation and transfer of knowledge are as follows:

- In-house student research journal “Anweshana” is published every year wherein students are encouraged to submit unpublished original research paper.
- Multidisciplinary research Journal “ESHONA” with ISSN (23490985) is published every year with an aim to encourage meaningful interaction amongst academicians.
- Preparation of project reports, research papers have been submitted by students and faculty based on educational tours.
- In-house teaching faculties are given a platform to share their research ideas through various talks in the college.
- Third year students share their research ideas through lectures to the students and the faculty on pertinent topics and publish joint papers in international journals.

Case Study

- A lecture was held on “Swadesi Movement in Bengal” by Sayan Banerjee, a third year Honours student in History, to his first year counterparts on 31/05/2019.
- Third year Economics Honours students, Debdyuti Ghosh and Pampa Maity, shared their views on Federal Finance and Functions of Government respectively. Two such events were organized on

24/09/2018 and 01/10/2018.

- Faculty of Economics has been successful in publishing a joint paper with students, in an international peer-reviewed research journal.
- Research projects and poster presentations involving students are encouraged
- Our College has institutionalized a system of holding Gurudas Banerjee Memorial Lectures every year. So far, renowned scholars like Romila Thapar, Tapan Raichowdhury, Ashok Mitra (former Finance Minister of West Bengal) and others have delivered thought-provoking lectures.

Case Study

- Swati Moitra (English) was a recipient of the Sahapedia-UNESCO Fellowship in 2017. She chose to work on a module titled Battala Print Culture, which documents and archives some surviving elements of the once-thriving industry. In a bid to encourage student interest in this field of research, she enlisted a student from the department, Dipro Roy, as a research assistant. Dipro assisted her with documentation and transcription and was compensated with a stipend for his effort.
- The Department of Economics organized a talk on recent trends in employment. Prof. Subhanil Chowdhury of Indian Institute of Development Studies, Kolkata, delivered the lecture on 29/03/2019. Students were given exposure regarding the data of employment, theory of employment and the ongoing challenges of employment. In addition to that, papers related to the topic of employment were circulated among students.
- Innovative wall magazines on recent research topics by different departments involving students are a regular feature.
- Research cell has taken the initiative of granting Incentives to teachers to attend and present papers in seminars, symposiums of national or International Levels.
- Innovative lectures on some specific topics of Physics are delivered for students from other colleges and Universities as well as alumni of this college (studying in university).
- Some faculty members share their expertise as guest faculties with the students of other universities/institutes.
- The college Code of Ethics includes a section on plagiarism, which is important for the protection of intellectual property and original contributions to knowledge. Faculty members are regularly sensitized on the topic.

Invited Lectures of faculty members are welcomed and organized in regular intervals.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 21

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	8	2	2	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 2**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 4

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 1.01**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
14	21	12	12	11

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.07

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	9	21	15	17

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Gurudas College situated in the eastern periphery of the city has many first generation learners every year. The motto of the college is to impart education and have an all round development of the society. So, the institution carries out many extension activities through its various sub-committees and NSS units. The impact of certain activities carried out are as follows:

- **Awareness Programme on Breast Cancer:** Sensitization programme was carried out. After the programme the students felt free enough to speak about the disease in their locality. One of the students (name undisclosed) later came back to inform that one resident could come out of such stigma and went for early detection of the disease and successfully fought against the same.
- **Awareness Programme on Oral Cancer:** Oral Cancer has now crossed all age barriers. Keeping this in mind a sensitization programme was carried out. As a result of such sensitization, the College and its surroundings is now a smoke and drug free zone.
- **Library as an Extension Centre:** The library services are also provided to college outsiders with a vision to inculcate reading habits The beneficiaries of the programme are:
 - Students of School of Professional Studies of NSOU;

- Students of ‘Certificate in Library Science’;
 - Teachers of Shyama Prasad Mukherjee Institution;
 - Former faculty members/Alumni of the College;
 - Library Day Programme, Annual Book Fair and Little Magazine Fair were organized.
- **Thalassaemia Sensitization:** The institution visualizes the creation of a thalassaemia free society. Talks were organized to increase awareness. Carrier detection camps were also organized with wide participation. In one such camp several carriers were detected. Family screening of those detected was also carried out and they were also made aware of pre-marital screening to help prevent the spread.
 - **Issues related to adolescent health issues:** Being unable to bear the fruits of pregnancy is still thought to be a social taboo in our society. Talks were organized with regard to issues on fertility and methods of treatment of the same. The students were made aware of menstrual hygiene, levels of the hormonal secretion, symptoms affecting menstruation. As a result the visit to doctors with gynecological problems became more prevalent and students also wanted the authorities to set up a sanitary vending machine in college. The machine has been installed.
 - **Workshop on Stress Management:** Counselling sessions were carried to help students overcome family and exam related stress and manage their life amidst such problems.
 - The **NSS units** carries out extension activities like Republic Day Camp, participation in rallies and programs on societal issues such as anti-drug rally, plastic free environment, food hygiene, green environment, Swachha Bharat Abhiyan, Yoga Day. The participation of the students helps them in an all round development and become a responsible citizen of the country.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 12

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	3	1	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

Response: 144

3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
43	25	28	21	27

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 37.18

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1619	879	1362	709	1168

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 71

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	18	16	11	6

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 3

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institution has over the years built adequate infrastructure and physical facilities for teaching-learning, as demonstrated in the table below:

Facilities	Area/No. of Rooms
Campus Area	2.33 acres (142 cottahs)
Number of Buildings	3 (Main Building, Commerce Building & Golden Jubilee Building)
Classrooms	29
Laboratories	22
Laboratories cum Classrooms	7
Instrumentation Laboratory	1
Computer Laboratories	7
Classrooms with LCD facilities	15
Classrooms with Wi-Fi / LAN	All
Smart Classrooms	4
Classroom with LMS facilities	1
Seminar Halls with ICT facilities	2
Video Centre cum Media Laboratory	1
IQAC Room	1

- The institution has **twenty nine (29)** fully functional classrooms. Besides, it has **seven (7)** laboratories cum classrooms where regular classes are being taken. All of them have facilities for **conventional chalk, duster and black/green-board method for teaching-learning process**. Among those, **fifteen (15)** have LCD facilities.
- The Departments of **Physics, Chemistry, Botany, Zoology, Biochemistry and Microbiology** are **adequately equipped with the instruments and equipment required for the successful demonstration and training in practical courses in the corresponding subjects**. These laboratories also serve as classrooms for the corresponding subjects, if necessary, and so, are also equipped with aforementioned teaching-learning facilities. There is also an **Instrumentation Laboratory facility, currently equipped, maintained and utilized by the Post-Graduate Section of the Department of Zoology**.
- The **Departments of Mathematics, Computer Science, Commerce, Physics, Economics (and Statistics jointly) and Zoology** have **Computer Laboratories** equipped as per their subject requirements. Besides, **the Department of Computer Science has a hardware laboratory**. The **Department of Journalism and Mass Communication has a Video Centre cum Media**

Laboratory for training and recording purposes.

- **The Postgraduate sections of the Departments of Physics and Zoology have new laboratories, as per their requirements.**
- **The Departments of Bengali (P.G. Section) and Physics have three (3) newly added classrooms to serve the needs of the expanding departments.**
- All departments have adequate opportunity to utilize the classrooms and/or the seminar halls equipped with LCD / ICT facilities and Wi-Fi / LAN connections.
- The three buildings of the college are connected through multiple fibre optics net connections and these are distributed through WiFi routers so that anyone can access internet from anywhere with the help of WiFi connectivity.
- The institution has **two seminar halls and a room specially allotted for IQAC. These are all equipped with ICT facility.**
- The institution has a **Central Library with about 46,000 books and 25 subscribed journals.** In addition to that, most of the **Honours departments have their own Seminar Libraries with lending and reference sections.**
- The college is equipped with **5kw on-grid solar power plant situated on the roof of the Golden Jubilee Building.**
- The college building along with its laboratories, library, etc. is protected with fire safety devices as well as surveillance system through CCTV, EAS & RFID.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc.**Response:****Gymnasium:**

- **Year of Establishment** The Gymnasium of the institution was established in October 2011 with basic facilities. This was upgraded to a 16-station multi-gym in January 2016, and further enhanced to a 32-station multi-gym in March 2019.
- **Total Area** The Gymnasium is comprised of an area of 1000 sq. ft. (approx.) in a separate block of building, having 3 separate cubicles.

- **Facilities** At least 40 students (male and female) can avail the gym at a time. On an average, 60 students avail the gym per day. A gym instructor has been appointed by the institution. He is tasked with providing fitness and diet-related information and the benefits of an active lifestyle to the students and the staff of the institution.

Indoor and Outdoor Sports & Games

- An Annual Sports Meet is organized by the college every year for current students and alumni, along with the active participation of teaching and non-teaching staff. The college playground serves as the venue.
- The college football team has participated in Inter College Football Championship organized by the University of Calcutta at First Division Football Ground near Subhas Sarobar, Beliaghata, Kolkata, in 2018. The team conceded defeat after playing reasonably well against the team of the City College.
- The cricket team of the college has participated in the Inter College Cricket Tournament organized by the University of Calcutta in 2018 and 2019. Our students exhibited great perseverance and went up to the semifinals before losing to the Behala College team (4th May, 2018). The 2019 tournament unfortunately saw an early exit.
- The athletics team of the college, comprised of a total of eight students, has performed well in the Inter College District Sports & Games Championship 2017-18, organized by the Education Directorate, Government of West Bengal, on 1st February, 2018. Many participants won medals in the event.
- The college also has indoor games facilities. The common rooms for boys as well as for girls have Table Tennis boards and Carrom boards. Frequent indoor games competitions are organized in the college between different departments.

Cultural Activities:

- Every year, the students and staff of the institution participate in various cultural activities like **Rabindra Jayanti; Foundation Day Celebration Programme of the college; Freshers' Welcome and Annual Prize Distribution Programme for Academic Excellence; Pre-Puja Function; the College Fest (Josh) organized by the Students' Body; the Library Day Celebration and Book Fair; Language Day Celebration; Women's Day Celebration; and Basanta Utsab.**
- An **Inter-departmental Cultural Competition** is regularly organized each year where **students participate in events such as Extempore, Recitation, Music, Dance, Instant Acting, Debate,** etc.
- The **students of each department organize their own Freshers' Welcome and Farewell Functions for the incoming batches and the outgoing batches,** respectively.
- Students of each department organize **Teachers' Day** programme every year. The Students' Representative Body also holds a Teachers' Day programme.
- Many departments organize **Re-union Programmes** at a regular interval.
- The college has **an NSS team (2 units), which takes part in various cultural and awareness programmes organized by the Government, as well as, non-government organizations.**

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 44.74

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 29.17

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
54.36898	184.39869	145.71391	29.42906	29.60254

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

- The college library has been automated with the help of **Koha** (version 3.22.10), a library management software, on Ubuntu 14.04 platform. Initially, in 2010, to upgrade the library system, a Windows version of this software had been installed. From 2013, however the Gurudas College Library has switched to the Linux version of the same.
- In 2018, the Gurudas College Library installed the **RFID** system. The task of tagging RFID stickers is going on.
- The task of data entry of library holdings in Koha is going on.
- Since 2012, the Library maintains a patrons' database, with requisite details of patrons' information.
- RFID tagged membership cards are regularly issued for faculty members as well as college staff.
- Barcodes have been generated for books after entering them in **Koha Library Management System**. Each book entered into the system has two barcodes pasted on it, one on the front and the other on the back.
- Student membership cards have their own barcodes generated and pasted on them.
- **Barcode-based issue-return system** is strictly followed.
- The circulation system of college Library is supported by the automatic generation of e-mail as well as SMS alerts to each member. Each member is promptly informed about their circulation status, issue, return, reminder, etc.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 5.9

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
6.89281	6.80823	5.49534	2.1265	8.1649

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 3.39

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 101

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has made enormous strides in incorporating IT-enabled services in every aspect of its functioning. To this end, the following things have been achieved:

- As on May 2019, **every department of the institution has been equipped with desktops and/or laptop computers.**
- The college has a total of **146 computers.** The various sections of the administrative office has 17 computers, and the remaining 129 are distributed among various departments including library.
- The Main Building of the college has a fibre optic broadband connection from Wish Net Pvt. Ltd. with a download speed of 150 Mbps. This connection was **distributed through LAN to every department** in the ground floor (viz., Department of Chemistry); first floor (viz., Department of Computer Science and Department of Physics), as well as in the Teachers' Room, IQAC Room and college office including Accounts section, Cash section, etc.; second floor (viz., Departments of Economics, Political Science, Botany and Zoology [UG section]); and fourth floor, (viz. Department of Zoology [PG section], Mathematics and Microbiology).
- The **Principal's office of the college is presently equipped with an exclusive broadband connection from Alliance Broadband with a download speed of 100 Mbps.** This connection has been shared among **the various computers of the Principal's Office** through LAN.
- The **Golden Jubilee Building (Library Building) has two separate fibre optic broadband connections from Wish Net Pvt. Ltd.**
- The **College Central Library has an exclusive broadband connection of 90 Mbps which is distributed to each computer in the Library.**
- The **Department of Journalism and Mass Communication, located on the ground floor of the Library Building, has another connection of 90 Mbps.**
- Students can access internet with the help of Wifi throughout the campus.
- The **Commerce Building is equipped with a 125 Mbps fibre optic broadband connection from Wish Net Pvt. Ltd. and has been distributed through WiFi throughout the building.**

The total internet connection stations at the college are 18. There are also 16 common browsing stations (as on 2018-19).

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 19.9

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

E. < 05 MBPS

D. 05 MBPS – 10 MBPS

C. 10 MBPS – 30 MBPS

B. 30 MBPS – 50 MBPS

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 5.28

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
25.10059	12.93365	16.53636	9.60551	9.61961

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Basic Policy:

- The college policy has been framed **with special emphasis on the optimal utilization of campus infrastructure, with minimum overlapping**. The Time Table is prepared thus.
- **To ensure optimal use of gymnasium equipment by all, the college has introduced a log book system.**
- **ICT-enabled classrooms, smart classrooms and seminar halls are granted to departments on rotational basis.**
- **Library rules and regulations have been framed so that users can borrow a certain number of books and return them within a stipulated time period.** This ensures optimal utilization of library resources. Users are promptly informed of the **circulation status of books via e-mail or SMS alerts.**

Maintenance of Physical, Academic, and Support Facilities:

For the maintenance of physical, academic, and support facilities, different sub-committees have been constituted under the leadership of the Head of the Institution, along with the active participation of various members of the college community.

Building and Infrastructure Maintenance:

- The **Building Sub-Committee has been entrusted upon to look after the maintenance, repair and construction work related to the building and furniture of the institution.**
- The **institution maintains budgetary provisions for all the aforementioned tasks, to avoid financial interruption.**
- All work is done through **inviting quotations from vendors/suppliers in institution website as per norms. Financial rules of the government are strictly followed** at the time of inviting quotations.
- The college has deployed a **staff member to supervise plumbing maintenance.** Faults are repaired through outsourcing, as and when required.
- **Maintenance and repair of furniture and electrical equipment** are conducted by hired carpenters, electricians, etc., as and when required.
- The college has a **generator system for uninterrupted power supply, which has been maintained by the experienced technicians (on call basis) as per requirement.**

Academic Affairs:

- Academic affairs of the institution are maintained by separate sub-committees, constituted under the leadership of the Head of the Institution.
- Budgetary provisions are in place for **organizing seminars, workshops, special lectures, the purchase of books and journals, etc.**

Laboratory Management:

- **Budgetary provisions are in place for all laboratory-based departments.**
- **The laboratories are well maintained by the support staff recruited by the institution on permanent or contractual basis.**
- **The gas connection pipeline is checked regularly for any leakage by the support staff or by any able technician (on call basis).**
- **Laboratories of the institution maintain stock registers for keeping a list of chemicals, glassware, and any other instruments used in the laboratory.**
- **Maintenance of different laboratory instruments, machines, etc. is conducted through hired technicians, as and when required.**

Library Management:

- **The Library Sub-Committee is constituted of different faculty members of all the academic departments, as well as representatives from current students.**
- **The Committee, as per the budgetary provisions or funds available, takes decisions regarding the departmental allotment of books, mode of purchase, and maintenance of the existing books as well as organizing different programmes, such as celebration of Library Day, organizing Book Fair and Little Magazine Fair, and so on.**
- **The library uses different open source software and hosts a database using a cloud server on 24x7 basis. Keeping in mind the fact that there should be a dedicated support provider who can manage all these diverse aspects, the institution has signed a MoU with the Bengal Library Association in June, 2019.**

Sports Complex Management (Including Gymnasium):

- **The Sports Sub-Committee has been constituted to look after the task of organizing the Annual Sports event, and maintaining the sports complex, including the gymnasium.**
- **All equipment is regularly monitored and maintained by competent technicians (on call basis), as and when required.**
- **Strict rules and regulations for availing these facilities have been established and mentioned in a manual.**
- **A stock register of all equipment is maintained and regularly updated.**

Computers and LAN:

- **Computers have been purchased under agreement with sellers that ensures service for a period of three years after sale.**
- **The institution has deployed a staff member working in the library who has been engaged for day to day maintenance of different software used by the institution. This ensures proper utilization of existing computer resources.**
- **For any maintenance-related issue beyond the capacity of the aforementioned member of the staff, the authorities are informed of the issue and able technicians are hired to resolve the same. The support staff oversees and certifies the completion of the task.**

Campus Cleaning:

- **Cleanliness and hygiene of the three buildings are maintained by the support staff recruited by the institution on permanent or contractual basis for this purpose.**

- A ground staff member has been appointed for maintaining the garden.

Canteen:

- The institution has a cheap canteen for the students, and another canteen for the faculty members and support staff situated in the Teachers' Room.

Solar Power Plant:

- The solar power plant is an important component of the college. It is situated at the roof of the Golden Jubilee building of the college.
- As of 2019, this system has been changed to an on-grid system, where the power generated is directly transferred to the CESC grid line.

Air-conditioners:

- There are **40 AC machines** throughout the institution.
- The **AC machines are regularly monitored and maintained properly. An AMC has been signed with M/s. Fridgecon India.**

Fire Extinguishers:

- There are **30 fire extinguishers** throughout the campus.
- These **extinguishers are regularly monitored and maintained.**

Photocopy Machines:

- The photocopy machines of the institution are being maintained regularly.
- The photocopy machines (Sharp) are maintained through **AMC with M/s. Lumen Tele-Systems Pvt. Ltd.**

Water Purifiers:

- There are **14 water purifiers** in the institution, of which **3 are made by Kent and 11 are Aquaguards made by Eureka Forbes Pvt. Ltd.**
- The institution has an **AMC with the service providers** of Eureka Forbes as well as AMC with the service providers of Kent. Representatives of both of these companies regularly monitor these machines and take necessary measures, as and when required.

CCTV:

- There are **25 CCTV cameras** in the college.
- The CCTV cameras are **maintained via outsourcing**, as and when required.

Refrigerators:

- At present there are **09** refrigerators in the college, and these are being maintained through

outsourcing, as and when required.

File Description	Document
Upload any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 14.43

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
454	486	473	415	398

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 14.95

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
246	392	611	629	470

File Description

Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 3.15

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
193	56	20	172	40

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: D. 1 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 1.11

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
8	14	13	9	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 43.36

5.2.2.1 Number of outgoing student progression to higher education

Response: 385

File Description	Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT/JAM/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 38.67

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	10	2	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	12	4	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The Students' Representative Body is an indispensable part of an academic institution. It is formed by a group which represents all the students of the institution.

Mission

The mission or purpose of the Students' Body is to enhance the overall development of the students ranging from academic performance to sports, art and culture. This body is active in taking up various social responsibilities as well.

Vision

- To promote a balanced and progressive student life in the campus.
 - To ensure healthy campus life
 - Promote transparency
 - Foster merit and excellence
- Functions and Responsibilities of the Students' Body
 - Students are active members of various committees formed in the interest of the students. Their Secretary is a member of the Academic Sub-Committee and the Governing Body.
 - As a member of Governing Body, the Secretary helps in forming college policies.
 - They cater to the voices and demands of the students through healthy negotiations with the college administration.
 - It helps to build a liaison between the students and college authorities.
 - Work and Activities of the Student's Body

It take part and organizes various social and cultural activities on the campus. It organizes the college Annual Fest called '**Josh**', where the entire student community participates. It helps to build an amicable relation among the junior and senior students of the college.

- Another cultural activity **Basanta Utsab** is usually held in the month of February to celebrate the spring season. It is celebrated over Tagore songs and dance performances by the students of all three years of different streams. They also smear *abir* or dry colours on their faces.
- **Saraswati puja** is another event that is organized by the students, to revere to the Goddess of Learning. Students clad in traditional attires like sarees and kurta pajamas actively participate in the puja celebration.
- **Freshers' Welcome** is something that all the newcomers of the college look forward to. It is the best way a fresher can feel acquainted and connected to the campus life. The Fresher's Welcome is also like an orientation programme for the first-year students. This event is conducted successfully every year by the Students' Body.
- The Body also felicitates the teachers each year by celebrating **Teachers' Day**.
- Student volunteers helped the Police in maintaining law and order at the CM's conference held in Netaji Indoor Stadium, Kolkata, on 7th January 2017.
- They actively participated in "May I Help You" at the Nazrul Mancha Conference addressed by the Hon'ble Chief Minister and Higher Education Minister of West Bengal in 2018.
- They rendered humanitarian service at the Kolkata International Book fair held in 2019. All these activities were done in collaboration with the **NSS Unit** of Gurudas College.
- Apart from these activities, they perform several social responsibilities like organizing the blood donation camp. They coordinate with the NSS and promotes a green and clean campus. They also collaborate with the Anti-Ragging Cell to promote a healthy and peaceful campus life.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 5

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	4	5	4

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Alumni continue to share a cordial rapport with the college through a vibrant association named **Phire Dekha**. It is a forum where ex-students meet, interact and share ideas for the overall development of the college. It has been registered on **November 28, 2019** under **West Bengal Society Registration Act, 1961. No. S0008592, of 2019-2020**. But even before its registration it took a keen interest in the development of the college. **Phire Dekha** is actively involved in a variety of social work, which includes organizing health camps for students, providing blankets to the needy of the locality, regularly visiting old age homes, and arranging weekend schools for under-privileged children. It is actively involved with the cultural activities of the college. During Foundation Day celebrations, the alumni members plant saplings to create a green Gurudas College.

Several departments of the college have taken initiatives to foster closer relationships with their alumni.

- The Department of Zoology organized a Reunion during 2016. A seminar on “Snake Venom, Snake Bite Treatment and Snake Venom Research” by Prof. Antony Gomes, Dept of Physiology, and University of Calcutta was held on the occasion.
- The programme of the first Reunion of the Department of Political Science (1st May, 2019) and second Reunion of the Department of Botany (9th December, 2017) included a cultural session and reminiscences by the ex-teachers, ex-students, and the non-teaching staff members.
- The Department of History organized a Reunion on 19th September, 2015 and a second Reunion on 25th May, 2019. There was an open session of reminiscences by the former students. The ex-students contributed Rs 10,000 for the installation of a CD desk for the library.

The college boasts of eminent ex-students like Sri Biman Basu, veteran Left Politician of West Bengal; Dr. Anil Kumar Mondal, Pediatric Ophthalmologist, L.V.Prasad Eye Institute, Hyderabad; Dr. Amit Ranjan Basu, Social Psychiatrist; Sri Pathik Guha, Science Editor, Ananda Bazar Patrika; Dr. Bama Raychowdhury, faculty member Presidency University; Smt. Parul Basu, Former Headmistress, Sura Kanya Vidyalaya, Kolkata; Sri Kalyan Sen Barat, Music director and founder secretary of Calcutta Choir; Sri Debojyoti Ghosh, chief reporter, Star Ananda; Sri Abhik Mukhopadhyay, cinematographer, film director and three-time National Award winner; Dr. Ranjit Bahadur, faculty member, IIT Kharagpur.

Several alumni have joined the college as faculty members. The list includes Prof. Poulami De Bhowmik (Zoology), Prof. Sumon Purohit (Zoology), Prof. Monalisa Roy (Botany), Prof. Madhuleema Dutta (Microbiology), Prof. Nirjhar Ghosh, (Economics) and Prof. Tanusree Nandi (English).

Many of the alumni are a part of the non-teaching staff. We have Sri Goutam Bhattacharya, Sri Souvik Karmakar and Smt. Piyali Kundu working as office staff, Sri Banamali Maity and Sri Sumantra Roy as laboratory assistants while Sri Ankan Adhikary works in the college library. Sri Amit Debnath has retired as a professor of Mathematics and Sri Niranjan Pal has retired as a Head Clerk.

The college wishes to further strengthen its ties with its illustrious alumni in the years to come, and uphold the longstanding traditions of the institution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

E. <1 Lakhs

D. 1 Lakhs - 3 Lakhs

C. 3 Lakhs - 4 Lakhs

B. 4 Lakhs - 5 Lakhs

Response: E. <1 Lakhs	
File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Gurudas College (1956) aims to cultivate moral, intellectual, spiritual, social, emotional and all-round development of students from middle class backgrounds, settled in Narkeldanga since Partition. The institution's vision is to foster creativity, equality, rationality and humanity; to impart a holistic education; and to groom pupils to be responsible citizens. Its mission is to instill self reliance in a multi-cultural and secular environment, create gender awareness, and maintain harmonious relationship amongst the stakeholders.

For all-inclusive governance, the college Governing Body (GB) consists of current Principal, ex and current faculty members, Government and University representatives, non-teaching staff and students' representative. Every stakeholder's interest is represented, and members have an intimate knowledge of the college, its functioning and problems it faces, so that all decisions taken are with the college's best interest at heart. With a healthy administrative framework, the college can function efficiently and nurture the students.

To impart a holistic education to the students, and to target long-term growth of the institution, several ideas are floated, usually by the Academic Sub-Committee in which the Principal, non-teaching and students representatives, Teachers' Council (TC) Secretary and heads of all departments are present. Before implementation, new ideas are first laid before the TC, where every teacher has a say. If a green signal is given, the idea is then sent up to the GB after proper homework. When the GB agrees, the idea is implemented. So there is involvement of all stakeholders at every level.

Thus the institution has seen the successful establishment of new undergraduate and postgraduate courses, several building projects to create infrastructural space and the successful implementation of RUSA expenditure plan. It is one of the first colleges to change to one hour classes to incorporate the CBCS mode of syllabus. The departments maintain flexibility regarding their routine allotment.

The institution strictly adheres to its Institutional Calendar (based on the University Academic Calendar) to accomplish its objectives. The management encourages research in the form of FDP, and Major/Minor Research Projects undertaken by teachers.

The teachers maintain the free flow of communication with parents through meetings at regular intervals to discuss the progress of their wards. Parents give constructive advice and are valued stakeholders of the college.

Additionally, IQAC collects feedback from teachers and students which are incorporated within the future plan of action of the institution. Under the guidance of IQAC, the faculty helps to design and implement Strategic Action Plans.

Students are encouraged to participate in co-curricular activities like seminars, quiz, debates, inter-college

competitions, workshops, socials, sports and cultural programmes. The college continues its interaction with ex-students through Alumni Associations/Reunions.

The management organizes seminars for enhancement of skills of its staff and ensures the welfare of all office/casual staff members.

Thus all stakeholders work in solidarity to create a healthy atmosphere to promote, what is ultimately the goal of all educational institutions, namely, the welfare of the students.

File Description	Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

- In accordance with the policy of decentralization adopted by the management, both teaching and non-teaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies.
- Apart from the Governing Body meetings, IQAC and Sub-committees like Provident fund Committee, Academic Sub-committee, Examination Sub-committee, various students' support and progression Sub-committees, Parent-Teacher Meets, Grievance Cell etc, meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through in person meetings with the non-teaching staff members of the college, as well as by notifications.
- Case study
 - One case study showing practice of decentralization and participatory management in the institution may be found in the Provident Fund Committee of the college.
 - This Committee works in strict compliance with the rules and regulations of the C.S. Branch of the Education Department of the Government of West Bengal.
 - Management of the Fund is vested in the Governing Body of the college.
 - Every whole-time employee is a subscriber to this fund.
 - Our PF fund is controlled by Pay and Accounts II, Kolkata, and the Principal of the college is the chief signatory of the relevant documents.
 - A senior Associate Professor and a Senior Office Clerk are the joint Conveners of the committee with 7 other ordinary members (all whole time teachers) to assist the Principal.
 - When a full-time employee applies for advance/non-refundable withdrawals from his/her Provident fund account in the prescribed format, the PF committee meets promptly and after due consideration sanctions the amount after scrutiny of the accounts and recommendation of the Governing Body. The advance is recovered from the subscriber in 24 equal interest free monthly installments. In the financial year 2018-19, 1 non-teaching (refundable) and 3 teaching staff members (2 refundable, 1 non-refundable) have received their refundable/non-refundable loans.
 - Transparency is maintained regarding the deposit through regular annual financial audit of the fund,

the last completed audit being in the financial year 2018-19.

- Moreover, the employees are given the statement of the PF account from time to time (internal passbooks are updated).
- At the time of retirement of a full-time employee, the committee acts with promptness and great sincerity so that the Provident Fund dues are made available to the retired employee at the time of superannuation. In the most recent instance of the spirit of co-operation, decentralization and participatory management, the Provident Fund committee has worked efficiently to release the provident fund dues (ad-hoc payment of PF) in the case of a retiring non-teaching staff (Head Clerk) in 31.10.16. His PF dues were cleared within 7 working days after the date of retirement.
- All payment of moneys regarding PF is directly transferred to the employee's bank account by ECS from Pay and Accounts II, Kolkata.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Earn While You Learn Programme

Strategy:

Following the modern innovative concept of making the students economically independent, our college motivates the students to adopt its programme titled “*Earn While You Learn*”. Under this project, the students of various streams not only financially support their studies but also gain practical experience which would stand by them in their later career. This helps the students to gain a firsthand experience of the world of employment, and thereby develops their self confidence and personality. The college's scheme of ‘Earn While You Learn’ is turning out to be a major draw for several college students who might have otherwise dropped out due to financial reasons.

The initiative has had a three-pronged impact. On the one hand, students earn some extra pocket money while on the other, they are receive work experience and hands-on training while studying, something that is missing in our education system.

Action Plan

- First established in 2016, inaugurated by Dr. Nrisinha Prasad Bhaduri, President, Governing Body, Gurudas College.
- Students participate during their ‘off periods’, after college hours and in the summer recess.
- Most students who participate are from economically-challenged backgrounds.

The aims

1. To generate skills for self-employment for the students
2. To utilize their leisure period efficiently
3. To increase the working ability of the young students
4. To give financial support to the bona-fide students
5. To gain knowledge about social and cultural activities in their environment

Training given in

1. General gardening
2. Mango garden maintenance
3. Horticultural training
4. Campus cleaning
5. Book shifting and helping out in the library (library management)
6. Departmental instrument rearrangement and cleaning

2016-17

1. No of participants 58
2. Total cash distributed Rs 55800 from cash counter of office (Rs 50/hr)

2017-18

1. No of participants 115 (including one PG student)
2. Total cash distributed Rs 60000 from cash counter of office (Rs 60/hr)

2018-19

1. No of participants 98
2. Total cash to be distributed is Rs 74000 from cash counter of office (Rs 60/hr)

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

- The Governing Body (GB) is the apex body in the administration of the college. The Principal of the college works in close coordination with the college GB. The Principal as the Head of the Institution (who is also the ex-officio secretary of the GB) along with the members of Teaching and Non-Teaching staff implements the decisions and policies of the management, and thus a compatible ambience is maintained for operating in a flowing and effective manner without difficulties or obstructions.
- The GB of the college has a specific structure, and as per UGC regulations the composition of the GB will remain unchanged till 2023.
- The Recruitment of the Principal and Teachers is supervised by the West Bengal College Service Commission (WBCSC), and the recommendations of the WBCSC are executed through the GB.
- The GB, following the usual rules and regulations of the Government of West Bengal, takes all vital policy decisions like embracing major financial policies, recruitment of non-teaching staff, sanctioning leaves to all stakeholders, taking disciplinary actions etc.
- Finance, Building, RTI and IQAC and Purchase Committees are also structured by the GB.
- IQAC follows the promotional guidelines laid down by the UGC in guiding the incumbents (teachers) in preparing their API score, to be vetoed by the GB.
- For Non-Teaching staff, UGC-regulated Career Advancement Scheme is not applicable. They are subject to promotion in their respective fields after a period of service not less than 7 years (skilled workers) or 10 years (all others), to be vetoed by the GB.
- College acts in accordance with the rules and regulations formulated by the UGC, Government of West Bengal and the affiliating University of Calcutta.
- The Teachers' Council and Non-teaching Council (or Non-teaching members) operate under the Chairmanship of the Principal. The Principal as the Head of the Institution carries through any academic and administrative plans and policies in accordance with the decisions and policies taken in the meetings of GB with the help of various Sub-committees.
- The Teachers' Council arbitrates in the academic aspects of the college, including the setting up of class routines, remedial classes, modalities of the Internal Examination schedule, publication of results, mentorship of the students, adopting different cultural and other recreations for the staff members.
- Grievance Redressal Mechanism: The teachers are required to put in their grievances in writing and submit to the Principal's office. The Principal then forwards the said grievance to the grievance redressal committee, which then holds a meeting to decide how to best tackle the grievance. Minor issues are sorted out directly, major issues usually involves answering (in writing) the teacher who has put in their grievance and trying to reach an amicable solution which is satisfactory to all parties in question. Students also communicate their grievances in the same process.
- The Organogram of the Institution is attached in the additional information.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institution has various effective welfare measures for teaching and non-teaching staff. Some of these are

- Loan facilities from
 - The College Staff Cooperative Credit Society (Regn no. 9/Cal of 1992 dated 14.07.1992) grants loans to its members
 - Provident Fund for all members
 - Festive advance for non-teaching staff- all non-teaching staff members are eligible for interest-free festive advance, realized in 10 equal installments.
 - Health loan without interest for full-time and casual non-teaching staff
- Ex-gratia and Festive Bonus for non-teaching staff
- Special medical assistance - There is a fully equipped Health Unit in association with Rotary Club, Dum Dum, in the college premises, where doctors visit twice a week and both teaching and non-teaching staff, as well as students receive medical help in case of emergencies during college hours.
- Teaching staff welfare scheme - The teaching faculty enjoy a welfare scheme, wherein a regular monthly contribution is made and funds collected, which are then available in case of medical emergencies. However, there are instances of extending funds in other demanding situations as well.

File Description	Document
Upload any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 10.53

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	8	5	7	4

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	2	0	0	0

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 21.67

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	22	16	9	7

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has Performance Appraisal System in place for teaching staff following UGC regulations 2010 (and the two amendments thereafter). Candidates may offer themselves for assessment for promotion, if they fulfill the minimum API scores indicated in the appropriate API system tables by submitting an application and the required PBAS (Performance Based Appraisal System) pro-forma (Old or Revised, as may be applicable time to time by the UGC) as per the UGC Career Advancement Scheme guideline (which also includes Second Amendment of UGC Regulation titled Minimum Qualification for Appointment of Teachers and other Academic Staff in Universities and measures for the maintenance of Standards in Higher Education). Candidates who do not consider themselves eligible can also apply at a later date.

For Non-Teaching staffs UGC regulated Career Advancement Scheme is not applicable. They are subject to promotion in their respective fields after a period of service not less than 7 years (skilled workers) or 10 years (all others).

Apart from this, the Institution has had a tradition of performance appraisal of the teaching staff by the outgoing third year students. Each student is given a pro-forma, and is required to grade the teacher in question in utmost confidence. Based on the evaluation of a particular teacher by all the students taught by him/her in the Honours course, the teacher is graded out of 10, and his/her strengths and weaknesses assessed. This is a very transparent and useful method of assessment of the teacher, and a dedicated teacher

takes this assessment to heart in order to overcome his/her weaknesses regarding interactions with students. The results of the appraisal are conveyed to the concerned teacher so that they become aware of their weaknesses/shortcomings and can take steps to correct them.

The new appraisal forms for the students have other criteria as well, for appraisal of both teaching and office staff, and other aspects of the college. Teachers also are to receive a new self-appraisal form and there is a provision for students' feedback on the college website.

The guardians of the students are also involved, as during every parent-teacher meeting, each guardian is given a feedback form, and their valuable input regarding the department, the quality of teaching, the academic infrastructure available to their ward etc is collected and acted upon as far as feasible.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college has a mechanism for both internal and external audit. Competent auditor is appointed by the Governing Body for internal audit. The external/statutory audit is carried out by a Government auditor appointed by the Department of Higher Education, Government of West Bengal. The external/statutory audit has been completed up to the session 2017-18 from the inception of the college. The process of auditing of 2018-19 is in progress. There were no major objections raised by the auditor so far.

The list of External auditors include:

2014-15 - N Sarkar & Co.

2015-16,2016-17: G. L. Harlalka & Co.

List of Internal auditors include:

2015-16: N Sarkar & Co.

2016-17, 2017-18, 2018-19 - M/s Kedia and Co.

File Description	Document
Upload any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**Response:** 1.72

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1.09	0.63

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

The college sends proposals for additional grants to the University Grants Commission (UGC) and West Bengal Department of Science and Technology (WBDST) in order to meet expenses for construction, repair and renovation of the college building and premises, and for upgradation of infrastructure of the college and its various departments. The college moderates students' fee structure every year in order to procure additional funding. Other sources of income are library fines (LIB FINE), rent proceeds (the college rents out its premises on Sundays and other public holidays to be used as a centre for various competitive examinations; RNT CH RD) and sales proceeds (like sale of prospectus etc; SALES PRO).

Other than the routine Government and UGC grants, the institution has been able to secure additional funding from various agencies such as DST, Rashtriya Uchchar Shiksha Abhiyan (RUSA) Grant, BOOST funds. After receiving the grant it goes through various processes involving the Principal who is the Chief Disbursing Officer, the Bursar, the Finance Committee, the Purchase Committee and the college Office before it is finally disbursed to the concerned person or the respective department(s).

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly towards institutionalizing quality assurance strategies and processes. Two practices institutionalized due to IQAC initiatives are

CBCS Orientation programme Since its inception in mid-1950s the main objective of UGC has been to produce quality citizens capable of taking up responsibilities and providing leadership in various spheres of national life. In the process it has formulated various regulations and guidelines to maintain minimum standard and quality across higher education institutions of the country. Choice Based Credit System (CBCS) is such an initiative which not only gives wider choice of courses to a student, but can improve their performance through structured internal assessment and attendance incentives.

Our affiliating University of Calcutta adopted the system from 2018-19 academic session and we welcomed it. But the system was totally new to the faculty who feared the unknown. IQAC took up responsibility of orienting the faculty to the system by organizing workshops on CBCS.

We were privileged to have renowned academicians as resource persons. Dr. Ashok Kolaskar, Former Advisor to National Knowledge Commission, acquainted the audience to the system by pointing out its objectives, requirements, advantages and hurdles that may be faced during its implementation in a workshop on 3.5.18. Dr. Basab Chaudhuri, Vice Chancellor of WB State University explored the various ways in which CBCS can be transacted to make it more effective. Shri Debashish Biswas, Inspector of Colleges, University of Calcutta, discussed possibilities, problems that may be faced and ways to overcome them in the initial phase of implementation in the interactive session of a workshop held on 5.6.18.

Moreover, IQAC encouraged many teachers to participate in inter-college/university-organized workshops regarding CBCS. As a result, the system is running smoothly in our college.

Career Advancement Scheme Appreciation sustains and improves one's performance in any field; teachers are no exception. Timely career advancement encourages teachers to perform their duties better. IQAC sees to it that career advancement according to Performance Based Appraisal Scheme is enacted smoothly. The incumbent seeks career advancement if they have fulfilled all the requisites for the same from the Governing Body through the Principal. A Screening Committee, comprising of one subject expert, one Directorate of Public Instruction nominee and the Principal, is formed for the career advancement of Assistant professors from Stage I to II and from Stage II to III. Likewise for Assistant Professors from Stage III to Associate Professors, an Expert Committee with two subject experts, one DPI nominee and Principal is formed. With the approval of the GB, Principal requests the competent authorities to recommend names for the committees. Simultaneously, incumbents prepare the application for promotion under CAS in the prescribed proforma.

The IQAC calculates API scores, ensures all supporting documents are attached, scrutinizes all papers and then the Co-ordinator puts in her signature. Then the papers are sent to the President of the GB for signature and finally to DPI office for issue of pay memo.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Two of the said norms are:

1. The college is affiliated to the University of Calcutta and is expected to facilitate the students in acquiring knowledge on all topics proposed by the University in its syllabus. The IQAC has taken up the responsibility to make it happen. It ensures that each teacher submits a Teaching Plan at the beginning of a session/semester along with an Implementation Report of the previous session/semester. The Heads of all Departments are requested to allocate the syllabus among the teachers according to their specialization so that the quality of interaction between the teachers and students are not compromised with. Teaching Plans are explicit about the mode of execution.

The Teaching Plan of the teachers was previously displayed on the departmental notice boards in order to maintain transparency in execution; in recent times, they are uploaded on the college website. This enables the students in putting forward a legitimate demand if some portions of the syllabus is not covered by the teacher to whom it was assigned. In the Implementation Report, every teacher has to explicitly give the proportion of the syllabus that could not be covered and explain the reason behind the inability so that remedial steps can be taken for the next session.

2. To promote learner-centric teaching, IQAC ensures that student seminars are held in each department and two best papers are published in the students' research journal *Anweshana*. Each student is asked to choose a topic of their interest from the syllabus. The teacher then helps them research on the topic by encouraging them to enquire, explore, debate and reflect upon what they know and can do. The textbooks remain the primary source of information. The teacher guides them on how to search the internet for further reference and data. ICT facility is provided to the student. They have access to top, up-to-date journals as the college is a member of the N-List Consortium.

For some subjects, students carry out primary surveys. Here they first decide the objective of the study, and then frames questionnaires accordingly, thereafter conducting a survey. They then learn methods of tabulating and analyzing primary data and reaching conclusions. The students are cautioned about the spurious sources of secondary data. Then they write a paper, prepare a power point presentation, present the paper in front of fellow students, teachers from their own and other departments, and hence emerge as a more confident individual. The teacher's role is to raise questions helping the student develop their own understanding of the topic, and integrate this into their growing body of knowledge and skill. Each presentation is followed by an interactive session, resulting in widening of the knowledge base of all the students present. The departmental teachers select two papers to be published in *Anweshana*.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The institution tries to impart the idea of gender equity and awareness through Nandana, the Women Empowerment Cell. It seeks to educate female students about their rights and duties and provides a platform to them to bring to the fore their experiences and views with regard to their status in society and also put forward suggestions to bring about their empowerment. Such objectives are achieved through the successful workshops, lectures, seminars, Women's Day celebration programmes, awareness programmes and other welfare activities, followed by interactive sessions. The active participation of students in the interactive sessions proved to be an effective way of gender-counselling. The main purpose of gender-counselling is to create awareness among both girls and boys about gender related issues which are of utmost importance in bringing about women empowerment.

Ensuring the safety and security of the girl students and is one of the primary concerns of the College. The College authority seeks to provide a healthy and secure ambience to its students to facilitate unimpeded all-round development of the learners.

- Employed security personnel are primarily responsible for guarding the main entrances to the three College buildings: the Main Building, the Commerce building and the Library building.
- CCTV cameras have also been installed in the main building to enable constant monitoring of the activities taking place all through the day. The Head of the Institution is able to keep track of the movement of students in and out of the main college building.
- Identity cards, issued to students, teachers and non-teaching staff, are mandatory to enter the college premises.
- In accordance with the VISHAKHA guidelines of the Hon'ble Supreme Court of India, a Gender Sensitization and Action against Sexual Harassment Cell (now Internal Complaints Cell) has also been formed in order to protect the interests of the female students of the college, intervene in any critical situation, probe into the gravity of the matter and initiate steps towards the redressal of grievances.
- The Anti-Ragging and Grievance Redressal Cells of the College also give protection from harassment. The coordinated efforts of these cells and their integrated functioning enable girl students to report their problems to the College authority without any hassles through the concerned members of the cells which eventually helps in the systemized resolution of problems.
- The Health Unit on the ground floor of the College is visited by a reputed psychologist regularly to provide psychological aid or counselling of any sort to the students.
- In the girls' common room, located in the main building, female students can spend their free time interacting with one another in the common room. The girls' common room has been renovated and its inauguration was the first event of the International Women's Day Celebration during the year 2015-16.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Acknowledging its social responsibilities and striving relentlessly to contribute positively towards the creation of a congenial atmosphere, the college has taken steps to initiate an effective waste management system.

Solid Waste Management:

- The Kolkata Municipal Corporation collects solid waste from the campus every morning.
- The huge volumes of paper waste are managed with the help of Hulladek, a registered agency recognised by the state government which picks up paper waste from the campus regularly.
- There is a system of regular disposal of **Bio-waste** from the Zoology laboratories.

Liquid Waste Management:

- The liquid waste generated in the Chemistry, Biochemistry, Zoology, Botany and Microbiology laboratories are disposed of through proper channels.

E-Waste Management:

- The College has made an arrangement with Hulladek Recycling Pvt. Ltd. (5 Deshapran Sasmal Road, Tollygunge, Kolkata-700033) for management of Electronic Waste. According to this agreement, Hulladek has agreed to dispose of e-waste annually from the college and issue a certificate after recycling or disposing the waste taken from the college within 60 days.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: E. None of the above

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible

website, screen-reading software, mechanized equipment
5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Our college follows a policy of zero tolerance towards bigotry and fundamentalism. We groom our students for a multi-cultural country like India, where there is unity in diversity. By organizing talks, seminars, workshop etc., we try to inculcate in our students values like syncretism, equality, social justice, inclusive democracy and tolerance. Students from different religions, castes, regions and communities get themselves admitted to our college. We train them to live in harmony and peaceful coexistence with each other.

The NSS units of our college observe different days like National Integration Day (October 31), World Human Rights Day (December 10), Gandhiji's Birth Day (October 2), Teachers Day (September 5), World Environment Day (June 5), Swami Vivekananda's Birth Day (January 12), International Vernacular Day (February 21), International Women's Day (March 8), International Peace Day (September 15), and similar other days to broaden the intellectual horizon of students and prepare them for a multi-religious, multi-lingual, multi-ethnic diverse country like India. We are committed to the ideas of democracy, secularism, fraternity and social equality.

To promote transparency and accountability, we have observed Vigilance Week and Anti Corruption Day on November 4. The students of today are the citizens of tomorrow, and to inculcate in them the values of participatory democracy, we observe Republic Day and Independence Day every year. To motivate students and youths, we observe Vivek Utsav every year.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institution wants to inculcate values for responsible citizenship through various programme through which the students and the employees will learn to revere the Constitution of India. The visits to the Legislative Assembly (Bidhan Sabha), as well as local village panchayats, arranging talks on constitutional democracy, encouraging students to participate in Youth Parliament, quiz, extempore etc. are the various ways by which the college sensitizes its students and employees to the Constitutional obligation of citizens. The Fundamental Rights and Duties of Indian citizens constitute an essential part of the curriculum. We try to inculcate in our students the basic values enshrined in the Preamble to the Constitution: Justice, Liberty, Equality, and Fraternity.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The College has always taken keen initiative in celebrating national festivals and marking the birth and death anniversaries of great Indian personalities as well. In this regard, the contribution of the NSS Units of the College needs to be highlighted.

1. Every year the College celebrates Republic Day (26th January) and Independence Day (15th August) by hoisting the National Flag of India.
2. International Mother Language Day (*Bhasha Dibas*) is observed every year (21st February). The historical significance of the Language Movement in Bangladesh and Language Martyrs' Day and its relevance in the contemporary world is highlighted through a short cultural programme.
3. International Women's Day is celebrated every year.
4. World Environment Day is celebrated on 5th June every year.
5. The College marks the birth and death anniversaries of some very eminent personalities of India stated as under:
 - Birth anniversary of Swami Vivekananda (12th January)
 - Birth anniversary of Kabiguru Rabindranath Tagore (9th May). The Teachers' Council arranges for a short cultural programme to mark the occasion just before the College breaks for summer recess and the programme involves both teachers and students of the College.
 - Commemoration of the death anniversary of Rabindranath Tagore in the month of August.
 - Birth anniversary of Dr. Sarvapalli Radhakrishnan is marked on 5th September every year and students actively participate in Teachers' Day celebration in the college.
 - Birth anniversary of Mahatma Gandhi on 2nd October is marked, and also observed as Communal Harmony Day.
 - National Integration Day is observed on 31st October, on the occasion of the birth anniversary of Sardar Vallabhbhai Patel.

File Description	Document
Link for any other relevant information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best

Practice 1

Title of the Practice:

Open Source Initiative Through Library: Koha, Wikimedia, Omeka, Moodle & VuFind

Objectives of the Practice:

1. To promote the use of Open Source Software (OSS) for teaching and learning purpose
2. To make people aware of the usefulness of OSS, which is more accessible than proprietary software, for academic and research purpose
3. To develop library database as well as database of question papers, e-contents, assignments, etc. with the help of OSS

The Context:

Proprietary software has certain limitations. Quite often it charges a huge amount for installation as well as maintenance that an educational institution can hardly afford. It gives little or no freedom at all and in most of the cases, it does not allow an institution to transfer the database from one software to other. So the appropriate alternative is the application of OSS in the library. Not only Koha, a lot of other free OSS are available in the market, such as, Wikimedia for Question Papers and Syllabus, Omeka for e-contents of faculty publications and Moodle for assignments and class notes, etc., and Gurudas College Library has set an example by using all of these. Gurudas College is actively engaged in a project to bring different library database of all other educational institutions in the state in a single window through a project, named WebLibnet (Union Catalogue of Libraries in West Bengal) where one can look for a document in the participating libraries.

The Practice:

Through the use of different OSS, Gurudas College Library is able to accomplish the following tasks:

The library database has been created with the help of Library Management Software Koha (version 3.22.10 on Ubuntu 14.04 LTS) customized by the Bengal Library Association. With the help of this database, issue-return system has been completely automated by using barcode. Readers and users can promptly be informed via sms and e-mail about the document he/she issued/returned. All these systems are

integrated with the existing Koha software.

A separate website for Gurudas College Library (<http://45.77.35.31:8000/home/index.html>) has been installed and maintained in cloud server (Vultr cloud) which can be accessed in 24x7 hrs. from anywhere in the world. Not only that, through this website, one can have direct access to different open access sights, such as, DOAJ, DOAB, open access journals, etc. and can also have opportunity to directly contact the Librarian through 'Ask A Librarian'.

A separate portal for Syllabus, University Question Papers and College Question Papers has been created with the help of Wikimedia] (http://45.77.35.31/GdcWiki/index.php/Main_Page).

A separate portal for e-contents and faculty publications has been created with the help of Omeka which is a free and open source web publishing platform to access scholarly collections of a library (version Omeka Classic 2.7).

A separate portal for assignments and class notes has been created with the help of Moodle (version 3.4 on php 5.6) which is a free and open source learning management system designed to provide educators and learners a single integrated system to create a personalized learning environment.

The college library is actively engaged in the WebLibnetProject (Union Catalogue of Libraries in West Bengal, url: <http://weplibnet.cf/vufind/>) through VuFind where one can get information in a single window about a document among participating libraries.

Anticipating the importance of OSS in near future, Gurudas College Library installed Koha (Windows version) in 2010 and at that time there were only a few institutions in the country which had installed Koha. Since then, it has been actively engaged in the OSS movement. Later, the Windows version of Koha was changed into the Linux version. Not only Koha, through these above mentioned Open Source Initiatives, Gurudas College, one of the pioneer educational institutions in the state, has successfully implemented and maintained different OSS, helpful for the educators and learning community.

Evidence of Success:

Different sites, database, etc., created and hosted by Gurudas College Library using OSS, have been viewed/consulted extensively by the users. Enquiries from different parts of the state as well as of the country have been made over phone for some documents in the library. The quality of library database has been highly appreciated by library and information science community. The Librarian was invited by other institutions to deliver lectures on his experience in using Koha or other OSS in Gurudas College Library. Last but not the least, the College has received acknowledgement from the Bengal Library Association for its active engagement towards the development of Koha and motivating other institutes to be part in WebLibNet Project.

Problems Encountered and Resources Required:

Today's success of application of OSS in Gurudas College Library was not easy to achieve. In 2010, when the College decided to install an OSS in the library, very few support providers of OSS were available. The College got itself associated with the Bengal Library Association and total support of the software for an OSS was received from them. Unlike proprietary software, support service has been more or less based on remote support. For Koha and other OSS, the choice of software, version and level of implementation

require skilled and technical expertise with the knowledge of library database. The system is maintained by a group of professionals. There is no system manager in the College who can manage the total system. It creates some functional problems.

Best

Practice 2

Title of the practice:

Rewards for Talents: Prize distribution ceremony and Intra college cultural competition organized by Teachers' Council

Goal:

The purpose of award ceremonies is to celebrate students' achievements and encourage them to continue on their path. The Students become more motivated to succeed. Recognition and reward for talent can create an ambience of healthy competition. The celebration of success generates new enthusiasm among students. Not only academic excellence is rewarded, intra- college cultural competition recognizes excellence in different faculties. Another goal of the intra-college cultural competition is to discover new talents among students who can be enlisted in the college's own cultural team.

The context:

The College has an active body of Teachers' Council. There is a system of monthly contribution from teachers' salary for the Teachers' Council. The council decided to spend a major portion of its collection to motivate students by rewarding for their success. The decision was taken by the teachers themselves in a meeting of the Teachers' Council. The idea of giving awards for academic and cultural achievements without taking any contribution from college fund seemed to be unique and thus unanimously accepted. Many institutions hold prize-giving ceremonies but very few of them had the tradition of Teachers' Council's initiative to sponsor the ceremony. It has given the teachers' Council of the college a distinctive character.

The practice:

One of the principal duties of the secretary of the Teachers' Council is to organize prize-giving ceremony and intra-college cultural competitions once in a year. The secretary collects the name, address and contact number of the topper in the Part 3 examination (Final examination in 1+1+1 system) from the departmental heads. Then he/she informs the students over phone and send letter to the registered address. The General students also get prizes for securing highest marks in subject or in the entire stream.

The initiative of the council inspired individual teachers to give endowment for memorial prizes and medals. The toppers in three streams- Arts, Science and Commerce and the topper among the three streams get medals. In some of the subjects, there are memorial medals. The list of the recipients of memorial prizes and medals is printed in the prospectus every year to motivate the newcomers.

For intra-college cultural competition the secretary entrusted Unmeshana, the cultural cell, with the

organization of the programme. Unmeshana collects names of participants from different departments. The teachers volunteer to act as judges in various cultural events.

Evidence of Success:

The system of recognition by giving awards improves the efficiency of the learning process. Nothing beats a large crowd of people cheering for the award-winners. It establishes strong links among students and teaching staff. It comes only once a year, but its effects persist all over the year, generating a new enthusiasm among students and teachers as well. Many retired and present teachers gave endowment for memorial prizes. The Teachers' Council introduced a memorial prize in the name of late Prof.SadhanRakshit of the department of Economics, who died in harness. The parent of late Kamalika Sen, a former student of the department of Zoology, gave endowment for Kamalika Sen memorial medal.

Problems Encountered and Resources Required:

It takes a lot of effort and time on the part of the Teachers' Council to arrange an annual prize distribution ceremony.

There is a problem of resource in case of endowment given long back. The financial turn-out from some of the endowments is not enough for a memorial medal or prize. The Teachers' Council had appealed to the College authority to replenish the deficit in the endowment budget. The college authority came forward with a special grant for endowment in order to keep the tradition of memorial awards alive.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

'Travel... is a part of education; ...a part of experience' - Francis Bacon

Educational tours form a valuable part of the learning process. Making educational tours an essential part of students' academics is an effective idea to motivate them to upgrade their skills in a practical and interesting manner by using the concepts they newly learn. This cannot be fulfilled only with the help of books and classroom learning. To explore deeply, students require awareness of the subjects they are studying. Such a knowledge-transformation can happen only with the help of educational tours. They also develop qualities like self-confidence, responsibility, punctuality, self-reliance, tolerance, adjustability.

Role of the Institution

Realizing the pivotal value of excursion, the college authority encourages the departments to organize 'beyond class-room' activities like excursions.

Prelude

Way back in 2004, the Department of History pioneered the idea of excursion as an innovative learning experience. With the moral and financial support from the college-authority as well as guardians and alumni students, the most important stake-holders of the institution, **it has proved to be a unique feature, distinctive of our institution, during the last five years.**

Exploring the diverse world of Flora and Fauna

Botany: During the last five sessions (2014-15, 2015-16, 2016-17, 2017-18, 2018-19) eighteen tours (local day excursions and long trips) were organized for Honours and General students as part of the curriculum. Local tours were conducted to Acharya Jagadish Chandra Bose Indian Botanical garden and CNH Shibpur (Howrah), the AgriHorti Cultural Society of India, Alipur, the Medical Plant Garden at Narendrapur Ramkrishna Mission and the adjoining area of Subhash Sarobar, a lake near the college campus to collect the samples of various plants. For the second year Honours students, the department conducted one week trips to Lava and Dooars in 2014, Silari Gaon, Lava and Kalimpong in 2015, Chibo, Lava and Dooars in 2016, Araku and Vizag in 2017 and Ghatshila in 2018.

Zoology: The second and third year Honours students were taken on compulsory field-trips to Bakkhali-Frasergunj (West Bengal) in 2014, Chandipur beach (Orissa) in 2016 and 2018 to study ecosystem, biodiversity, bird-watching etc. For the third year General students, educational tours were conducted to the surrounding wetlands at the Eastern Metropolitan Bypass (No.4 Bheri, Government Fishery Farm) during every academic session. The first year and second year General students annually visited either the Zoological Garden or the Indian Museum. Five such trips were organized in the last five years in order to enlighten the students about biodiversity, conservation and evolution.

Heritage Trail

India is a land with rich syncretic heritage. A proper understanding of the long history of the subcontinent can only lead to a prosperous future creating an environment congenial to the growth of tolerance and respect for multiplicity.

History: The department organized trips to Murshidabad in 2012 and 2017, Santiniketan in 2011 and 2013, Bishnupur in 2014, Garpanchkot and Baranti in 2015, Gaur-Pandua (Maldah) in 2016, Cuttack and Bhubaneswar in 2018 and Dooars-Buxa fort in 2019. The student participants included the students of first, second and third year Honours along with some of the former students..

Bengali: The department organized trips to Shantiniketan in 2015, Bishnupur in 2016, Ayodhya Hills in 2017, Garpanchkot and Baranti in 2018 and Santiniketan in 2019. This year the focus was on Baul songs and rituals as this is a unique form of cultural practice of Bengal. Visiting the Akhra of Basudev Baul was a memorable learning experience for both teachers and students.

Sanskrit, Philosophy and Sociology: The three departments jointly conducted a study tour to Santiniketan. They visited and worked in the central library of Viswa Bharati. The students of sociology took interviews of some baul singers to get some idea of Bengal's folk musicians.

Politico-economic Survey

Economics: The teachers escorted the students to Dhaniakhali to study the declining unit of textile industry and cooperative in 2014. They saw charkha-weaving there. In 2016 they visited Maithon and Panchet to survey the works of Damodar Valley Corporation, a Multipurpose Project, in public health, education and afforestation. In 2017 the students went to Ranchi to study the functioning of Central Mine Planning & Design Institute Ltd., a premier consultant in coal & mineral exploration and subsidiary of Coal India, a public sector industry.

Political Science: The teachers and students of the department went to survey the works of Bishnupur Gram Panchayat, Rajarhat, in 2019.

Using Science to Save Nature

In 2015, the department of Chemistry conducted a study tour to Kolaghat and collected water samples from the river Hooghly. They did sample-testing and found out the level of water pollution. They prepared a report and circulated it.

In Search of Local History

In the last few decades, research in local history has gained momentum. In our institution, two departments took special interest to conduct day trips to encourage and orient their students to know more about local history.

Bengali:

2014-15: Jorasanko Thakurbari and Museum, the birthplace of Rabindranath Tagore.

2015-16: Serampore, a former Danish colony.

2016-17: Taki, an old town on the bank of river Ichhamati.

2017-18: Samtaber Deulti- a small locality on the banks of the river Rupnarayan, famous for the house of Sarat Chandra Chhottopadhyay, the eminent Bengali novelist.

2018-19: Bansbaria–Hanseswari Temple and neighbouring terracotta temples, the Mosque with the tomb of Zafar Shah Gazi in Tribeni

History

2015: Bandel Church, Hooghly Imambara and Hanseswari temple.

2019: Bandel Church, Hooghly Imambara, Duplex Museum and Sacred Heart Church at Chandernagor and Armenian Church at Chinsura.

The knowledge acquired through study tours are utilized and disseminated through various students' projects, seminars and reports. Thus, educational tours, a distinctive feature of the college, have successfully made a synthesis of theory and practice, which is essential for complete education.

File Description	Document
Link for appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

This Self-Study Report has been prepared on the basis of data from 2014-15 to 2018-19. But we are on the growth track to promote all-round and holistic development of students. A new annexe building is under construction. The transition to the University-mandated CBCS system has galvanized our teaching-learning and evaluation methods. Though every effort has been made to draft the SSR with honesty and sincerity, there may be some unintentional and inadvertent errors and discrepancies. For example, some of the photos are not geo-tagged as we did not record data in such form earlier. Some casual students may not have been taken into account in some of the criteria.

Concluding Remarks :

Our college, established in 1956 as part of the Government's Refugee Rehabilitation Programme, has not remained a hostage to its past. Over the years, it has blossomed into a reputed institution of higher learning in east Kolkata. In its academic journey of more than six decades, the institution has grown into a centre of knowledge generation with a sprawling campus constituting of three buildings, a well-stocked library and well-equipped laboratories. The college has a competent and qualified faculty, dedicated staff, and enthusiastic groups of students. We believe that with the combined effort of all stakeholders, we have a great future ahead of us, and potential for excellence.